



# NARACOORTE HIGH SCHOOL

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22

Course Handbook  
Senior School 10-12





*Every Student  
All of the Time  
Without Exception*



## **Naracoorte High School**

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South Australia 5271

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Welcome to Naracoorte High School. I am privileged to be Principal of a school that is on an improvement journey from being a good 20th Century school to being a great 21st Century school defined in terms of students' learning and wellbeing outcomes.

As a school we could not offer such high quality education and such rich diversity of programs if it were not for our passionate teachers and leaders who are highly committed to getting the best outcomes possible for each student. Our teaching staff devote many hours and boundless energy to continually improving their curriculum delivery and to our extra-curricular activities. We are lucky to have a staffing mix of highly experienced and early career teachers. They are supported by an equally committed and skilled team of paraprofessional staff who focus on delivering high quality service to students, staff and families as well as 21st Century work practices.

Our students too, have been active participants in our improvement journey. Student leaders have solicited the views of the student body in relation to what constitutes excellent teaching and learning, feeding this back to staff to allow the school to shape its teaching and learning experiences to enrich the learning experiences of all in our community.

We are very fortunate in terms of the support we enjoy from our community of families who value the rich educational opportunities provided by our school for their sons and daughters. In return they contribute their skills and financial support as well as enthusiastic participation in school events as diverse as parent information evenings, student-parent-teacher conferences and hosting international students. Our community is represented by our highly skilled Governing Council, which meets monthly and monitors our school's progress against our strategic priorities and delivery on our budget goals

At Naracoorte High School we are committed to continuous improvement. We welcome your feedback and invite you to explore school and discover what makes Naracoorte High School such a special place. You are invited to contact the school by email at [dl.0786.info@schools.sa.edu.au](mailto:dl.0786.info@schools.sa.edu.au) if you have any questions regarding our School.



PRINCIPAL

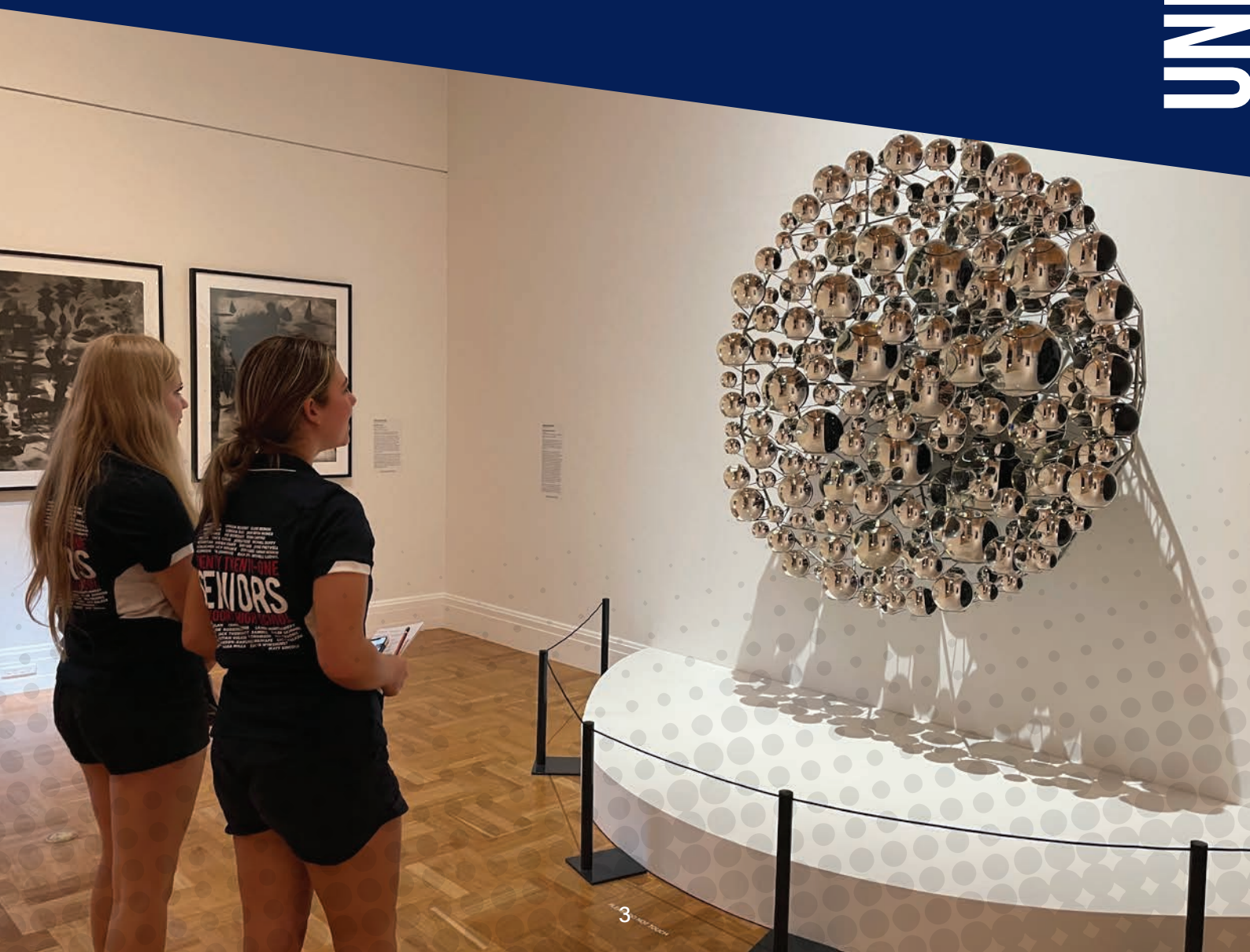
When selecting your Stage 1 and 2 subjects it is important to consider all possible future pathways based on your current level of performance as well as your aspirations and capabilities.

You should seek as much advice and information as possible to ensure you select the best learning program possible.

In thinking about your future pathways, don't limit yourself, but instead keep your options open as your aspirations may change at different times in your final years of schooling.

Universities and TAFE impose their own selection criteria for selection purposes. Be sure to access up to date information regarding further study options. Attend Open Days and information sessions provide by Universities and other Institutions.

Seek information from a variety of sources including subject teachers and Year Level Coordinators. The more information you have, the more informed your choices and the greater chance you will have of achieving personal success.



The South Australian Certificate of Education (SACE) is an internationally-recognised secondary school qualification designed to equip you with the skills, knowledge and personal capabilities to successfully participate in our fast-paced global society.

To achieve your SACE, you need to achieve 200 credits.

The compulsory subjects make up 50 credits:

- 10 credits for the Personal Learning Plan in Year 10 at Stage 1 level
- 20 credits chosen from a range of English subjects at Stage 1 or Stage 2 (literacy requirement)
- 10 credits chosen from a range of Mathematics subjects at Stage 1 or Stage 2 (numeracy requirement)
- 10 credits for a Research Project at Stage 2

You will also need to successfully complete at least 60 credits from Stage 2 subjects. These are your elective subjects, but they must combine to be worth at least 60 credits in total.

The remaining 90 credits can be attained through Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or Community Learning).

To gain your SACE, you need to achieve:

- a C grade or better in the compulsory Stage 1 subjects
- a C grade or better in the compulsory 70 credits of Stage 2 subjects, including 10 credits for the Research Project.

Generally at Year 11 and Year 12 for each of your semester subjects you receive 10 credits and 20 credits for each full-year subject.

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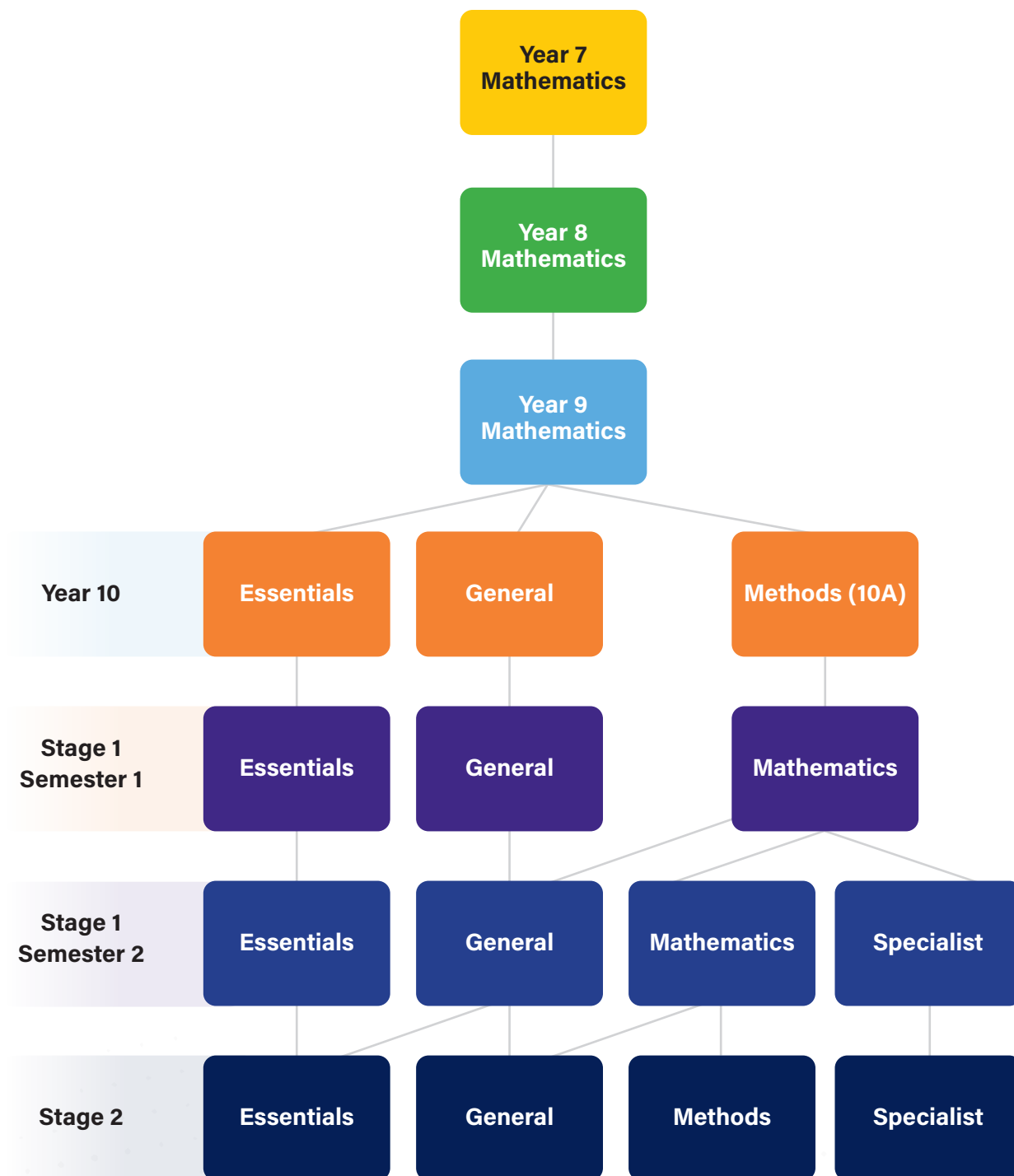
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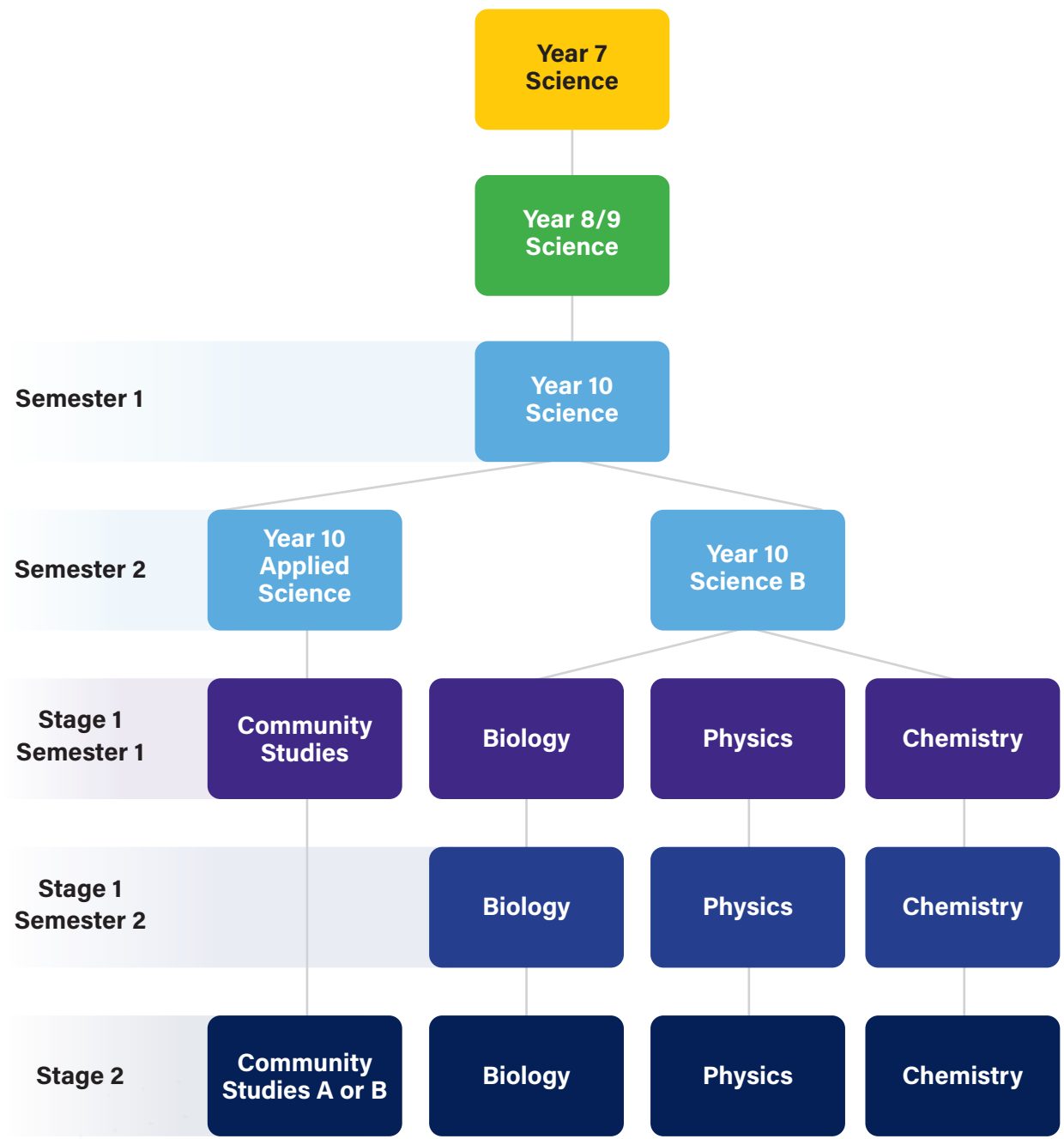
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# Mathematics

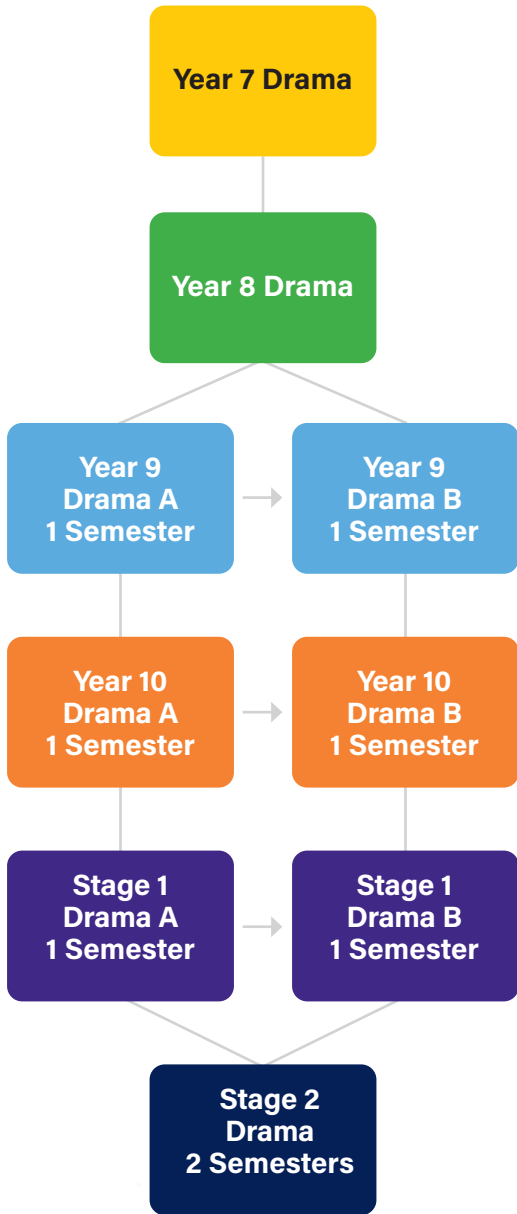


# Science

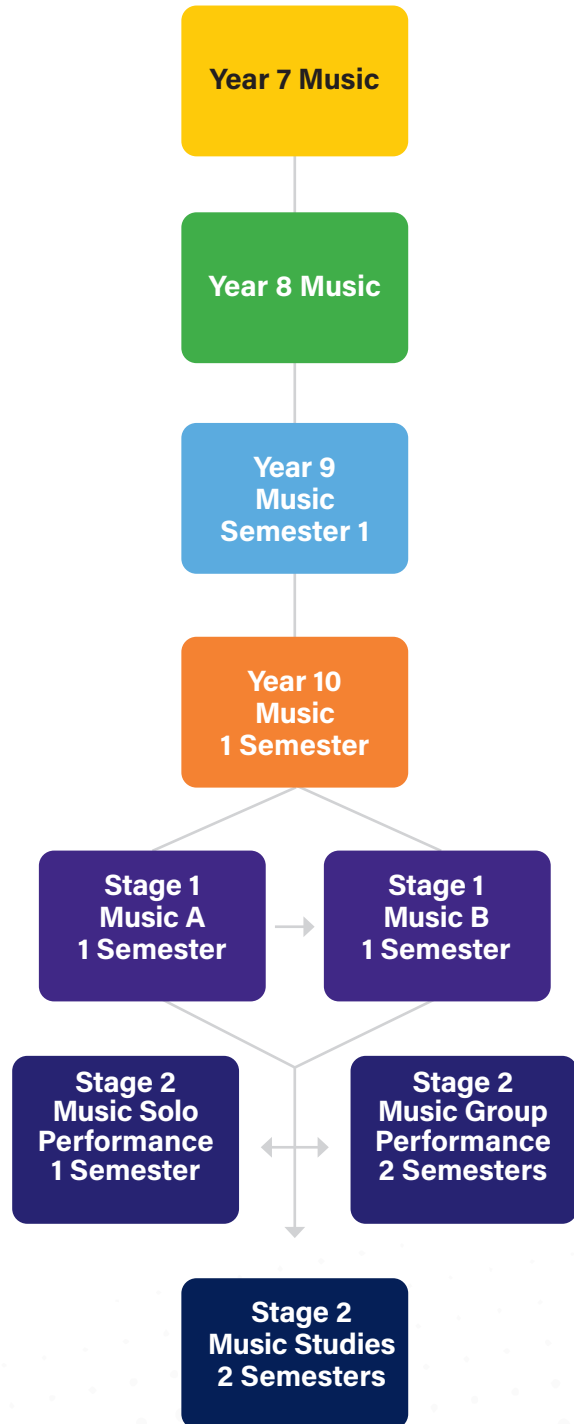


# Performing Arts

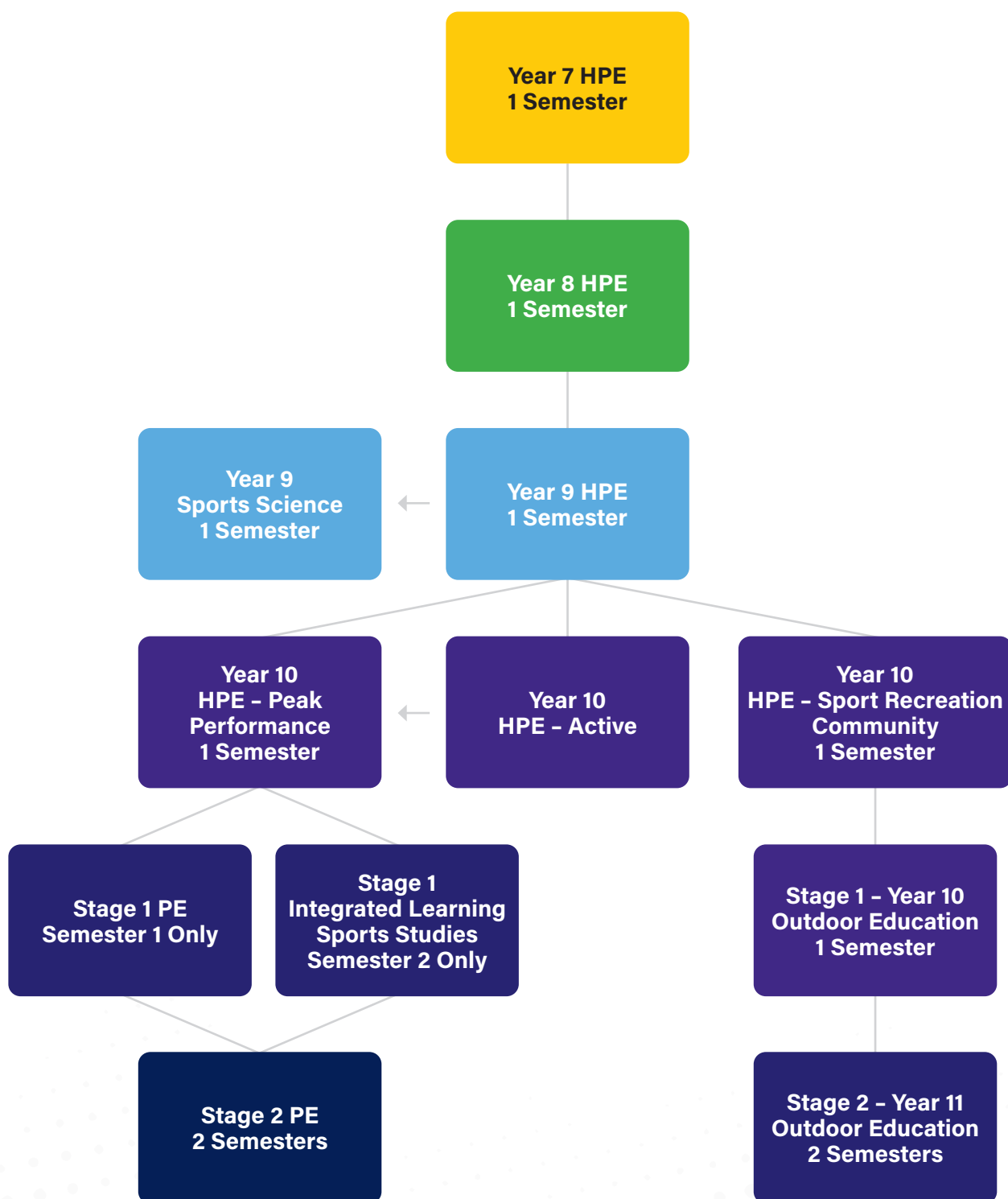
## Drama



## Music

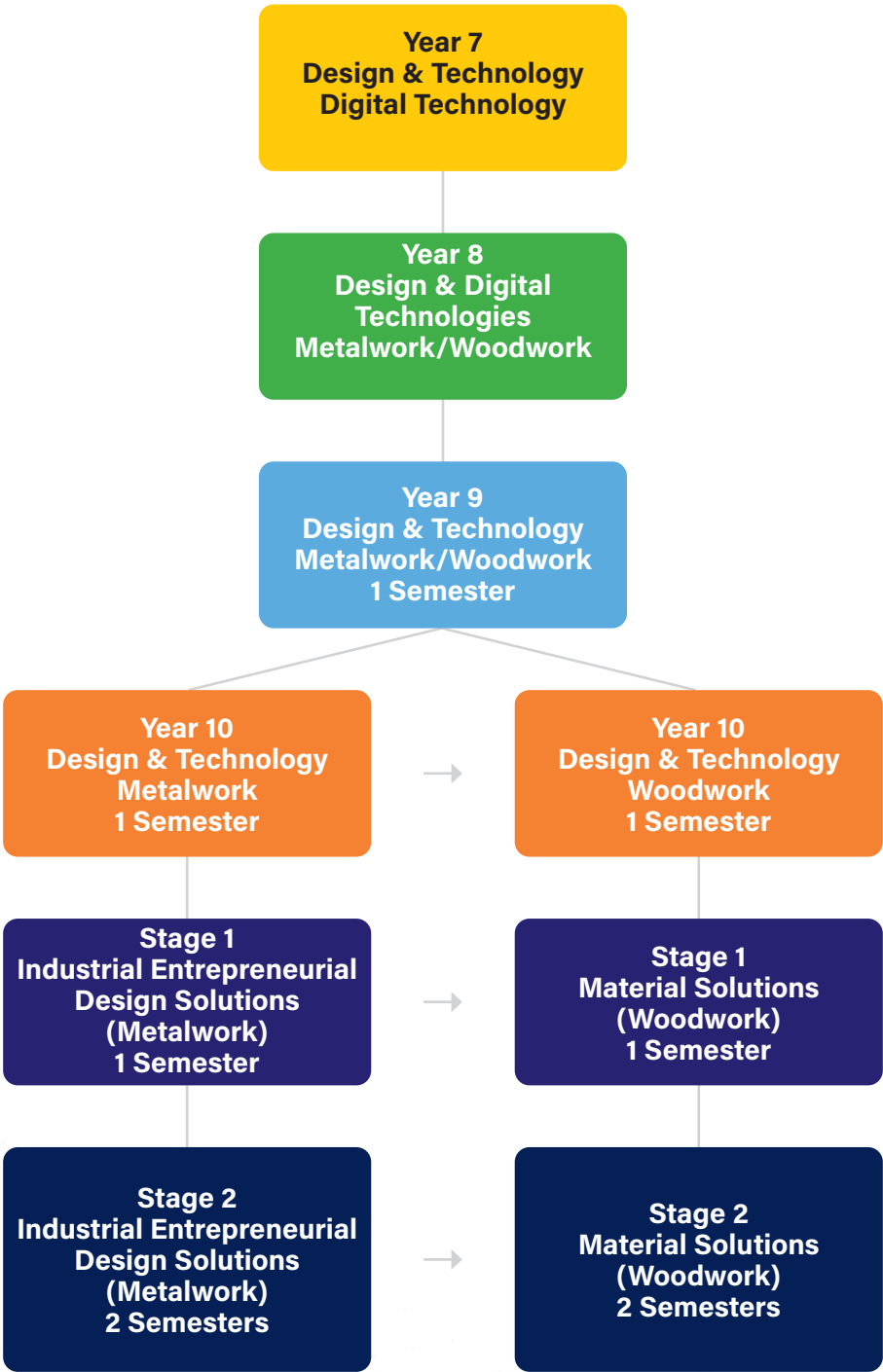


# Health & Physical Education Outdoor Education



# Design & Technology

## Digital Technology



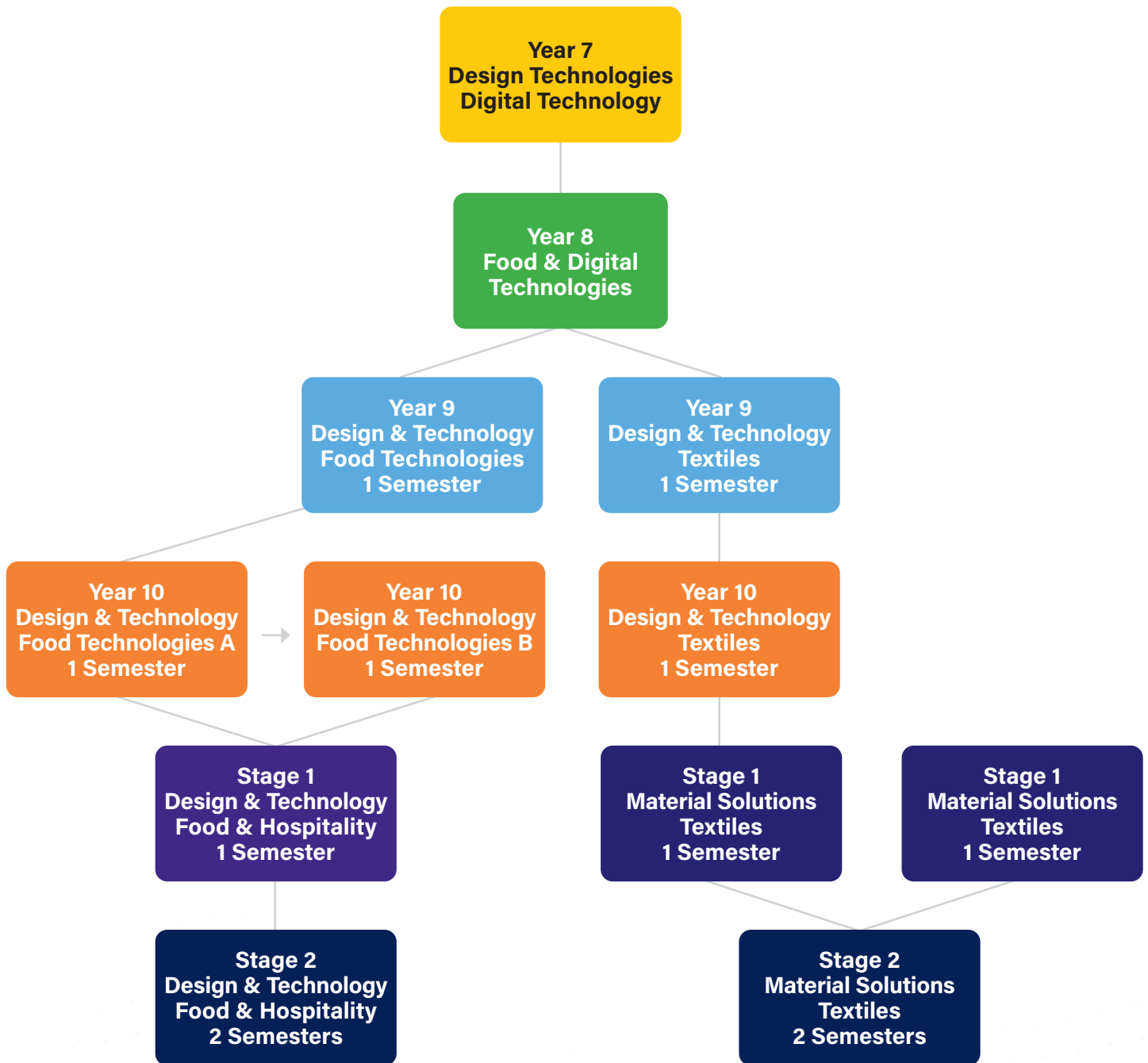
# Visual Arts

## Visual Arts | Creative Arts

### Information Processing & Publishing (IPP)



# Design Technologies Food and Textiles







DESIGN & TECHNOLOGY

# YEAR 10 | FOOD TECHNOLOGY A

## FOODS OF THE WORLD

**Duration of course:** 1 Semester

### Course Overview:

You will have the opportunity to focus on Australia as a multicultural society and the practical applications that reflect a diversity of cultures, including native bush ingredients. You will get opportunities using the Design Cycle to create your own dish of choice. You will be able to develop skills in recipe development, costing a recipe, food styling and food photography.

**Big Ideas:** How does culture affect the purpose of food?

### Key Questions:

- How do certain lifestyles in society affect the food that is consumed?
- How have different cultures impacted Australia's cuisine?
- How can you successfully create and showcase the ultimate entrée/dessert on Social Media?

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# YEAR 10 | FOOD TECHNOLOGY B

## STREET FOOD

**Duration of course:** 1 Semester

### Course Overview:

Knowing your audience and creating a product to cater for community needs are the key to building a successful product or brand. This course is intended for those who want to explore and understand areas of food businesses. You will establish a product and sell it to a target audience. You will look at specific aspects of Food Production including Food Hygiene and Work Health and Safety. In addition, you have the opportunity to enter the Home Economics Association/ McCormick Flavour Forecast Recipe Design Competition.

**Big Ideas:** From Kitchen to Cash

### Key Questions:

- How is food marketed to an audience?
- What does it mean to be successful in the food market?
- What information must be displayed on food items that I sell?
- How do I plan and manage my time to be effective in the kitchen?

## YEAR 10 | METALWORK

**Recommended understanding/experience:** Desirable that students achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology

**Duration of course:** 1 Semester

**Subject fees:** \$70 per student per semester for project materials and workshop maintenance.

### Course Overview:

Year 10 Metalwork gives students the opportunity to design, plan, fabricate and evaluate projects. Students learn how to use metal to fabricate projects safely and accurately. Skills are developed with recycled scrap metal and then students fabricate a Major project that they evaluate and analyse using cheap and high-end products similar to their designed solution.

**Big Ideas:**

- How do I safely fabricate projects out of metal and keep within a budget?
- Can I fabricate products better than what I can buy or sell to a market?

**Key Questions:** How do students

- Use hand tools, power tools and fixed machinery safely and accurately?
- Fabricate and work metal to create projects?
- Prepare and finish metal projects?
- Understand sustainability and cost of materials associated with project construction?
- Use Information Communication Technology, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use more than one type of welding?

# YEAR 10 | TEXTILES

**Recommended understanding/experience:** Experience of Year 9 Textiles is desirable but not essential.

**Duration of course:** 1 or 2 Semesters

**Subject fees:** Students will be required to supply their own materials for their Major products.

## **Course Overview:**

Safe workplace practices, including the work environment, machine operations and use of tools of trade will be revised. You will have opportunities to develop a comprehensive Design Folio and journal of techniques and construction examples, as well as samples of fibres and fabrics with accompanying images to support your learning.

The principles of design will be used extensively to investigate and make judgements on how materials can enhance fashion styles, illusion dressing and the impact in figure types. Researching historical fashions will provide insight into the development of past, present and future fashions.

Practical projects will involve creating products, analysing your wardrobe and how to build on it, all with ethical and sustainability practices in mind. Fashion sketching and analysis and evaluation of your work will encourage you to improve your design thinking, creativity and innovation of design solutions.

**Big Ideas:** Designing for Fashion – You can be the Designer

## **Key Questions:**

- Will the development of a folio of samples and images impact on the development of design ideas and product quality?
- How can the principles of design be combined with personal design thinking to successfully create original and innovative products?
- What will researching of past fashions do to impact on future designing?

## YEAR 10 | WOODWORK

**Recommended understanding/experience:** Desirable that students achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

**Duration of course:** 1 Semester

**Subject fees:** \$70 per student per semester for project materials and workshop maintenance.

### **Course Overview:**

Year 10 Woodwork gives students the opportunity to design, plan, construct and evaluate projects. Students learn how to use wood to construct these projects safely and accurately. Skills are developed with recycled timber and then students construct a Major project that they evaluate and analyse cheap and high-end products similar to their designed solution.

**Big Ideas:** How do I safely recycle timber to construct my designed project?

**Key Questions:** How do students

- Use hand tools, power tools and fixed machinery safely and accurately?
- Construct and apply woodwork joints?
- Prepare and finish timber projects?
- Understand sustainability and cost of materials associated with project construction?
- Use Information Communication Technology, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use the wood lathe?

# STAGE 1 | FOOD & HOSPITALITY

**Recommended understanding/experience:** It is preferred that students have studied Year 10 Food Technology but this is not a requirement.

**Duration of course:** 1 or 2 Semesters – 10 or 20 SACE credits

**Subject fees:** TBA

## **Course Overview:**

This course will give you greater flexibility if you have a general interest in the Food and Hospitality Industry. You will be able to develop and design your own practical choices within set criteria, with a focus on contemporary trends within the industry. You will have the opportunity to work independently and collaboratively to achieve culinary goals. You will develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate contemporary food and hospitality issues and current management practices.

**Big Ideas:** How do food trends influence what we eat?

## **Key Questions:**

- How do food brands use marketing and advertising for optimal product placement on the shelf?
- What techniques can I use to present the perfect dish?
- What have been modern trends that have influenced the way we view our food?

**School Assessment:**   **Assessment Type 1:** Practical  
                                  **Assessment Type 2:** Group Activity  
                                  **Assessment Type 3:** Investigation

# STAGE 1 | INDUSTRY AND ENTREPRENEURIAL DESIGN SOLUTIONS - METAL

**Recommended understanding/experience:** Students need to have achieved satisfactory completion of Year 9 or 10 Design and Technologies, or understand skills and requirements of Design and Technology. Highly recommended to complete a semester of Stage 1 Design and Technology for the Stage 2 course.

**Duration of course:** 1 Semester – 10 SACE credits

**Subject fees:** \$70 per student per semester for project materials and workshop maintenance.

## Course Overview:

Year 11 Metalwork gives students the opportunity to design, plan, fabricate and evaluate projects. Students learn how to use metal to fabricate projects safely and accurately. Students develop their skills in preparation for the planning and fabrication of their Major project. Demonstrated understanding and analysis of the designing, planning and fabrication processes of the project is required.

**Big Ideas:**

- What skills do I need to develop to design and fabricate a project out of metal?
- If I were to sell, or if my project was manufactured, what would the market be?

**Key Questions:** How do students

- Use hand tools, power tools and fixed machinery safely and accurately?
- Fabricate and work metal to create projects?
- Prepare and finish metal projects?
- Understand sustainability and cost of materials associated with project construction?
- Use of Information Communication Technology, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use more than one type of welding?

**School Assessment:**   **Assessment Type 1:** Specialised Skills Tasks  
                                  **Assessment Type 2:** Design Process and Product

# STAGE 1 | MATERIAL SOLUTIONS – TEXTILES

**Recommended understanding/experience:** Satisfactory completion of Year 10 Textiles.

**Duration of course:** 1 or 2 Semesters – 10 or 20 SACE credits

**Subject fees:** Students will be required to supply their own materials for their Major products.

## **Course Overview:**

The Stage 1 Textiles course provides a flexible framework to encourage students to be creative and enterprising in their design thinking and creation of products. Critical and creative thinking and problem-solving skills are integral in the quest to achieve successful outcomes. Students will learn to create a design brief to provide the basis for the development of potential solutions to their design problems and challenges. Students will be encouraged to consider and analyse the ethical, legal, economic and sustainability issues of products in the review process. Reviewing the design features, processes, materials and production techniques are important to the overall outcomes.

**Big Ideas:** What is the design process in the textile industry?

## **Key Questions:**

- What processes are used to create products in the textile industry?
- What do the planning and development stages look like?
- How are the fibres and fabrics chosen for products?
- What skills are needed to successfully produce products?

**School Assessment:** **Assessment Type 1:** Specialised Skills Task  
**Assessment Type 2:** Design Process and Solution



# STAGE 1 | MATERIAL SOLUTIONS – WOODWORK

**Recommended understanding/experience:** Desirable that students achieved satisfactory completion of Year 9 or 10 Design and Technologies, or understand skills and requirements of Design and Technology. Highly recommended to complete a Semester of Stage 1 Design and Technology for the Stage 2 course.

**Duration of course:** 1 Semester – 10 SACE credits

**Subject fees:** \$70 per student per Semester for project materials and workshop maintenance.

## **Course Overview:**

Stage 1 Woodwork gives students the opportunity to design, plan, construct and evaluate projects. Students learn how to use timber to construct these projects safely and accurately. Students develop their skills further in preparation for planning and construction of their Major project. Demonstrated understanding and analysis of the designing, planning and construction processes of the project is required.

**Big Ideas:** What skills do I need to develop to design and construct a project out of timber?

**Key Questions:** How do students

- Use hand tools, power tools and fixed machinery safely and accurately?
- Construct and work timber to create projects?
- Prepare and finish timber projects?
- Understand sustainability and cost of materials associated with project construction?
- Use ICT, Numeracy and Literacy skills in the production of a design folio?
- Understand how to use multiple wood working joints?

**School Assessment:** **Assessment Type 1:** Specialised Skills Tasks  
**Assessment Type 2:** Design Process and Product

## STAGE 2 | FOOD & HOSPITALITY

**Recommended understanding/experience:** It is preferred that students have studied Stage 1 Food & Hospitality.

**Duration of course:** 2 Semesters – 20 SACE credits

**Subject fees:** TBA

### **Course Overview:**

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the Food and Hospitality industry. Students critically examine contemporary and future issues within the Food and Hospitality industry. These include the influences of economic, environmental, legal, political, socio cultural and technological factors at local, national and global levels.

**Big Ideas:** How are people shaping their food futures?

### **Key Questions:**

- How is social media influencing the Food and Hospitality industry?
- Is technology changing food production?
- How is creativity in Food and Hospitality industry expressed?
- How is global food influencing what you cook?

**School Assessment:** **Assessment Type 1:** Practical – 50%  
**Assessment Type 2:** Group Activity – 20%

**External Assessment:** **Assessment Type 3:** Investigation – 30%

## STAGE 2 | INDUSTRY AND ENTREPRENEURIAL DESIGN SOLUTIONS - METAL

**Recommended understanding/experience:** Completion of Design and Technology Stage 1 or experiences in Year 9 and/or 10. Highly recommended to have completed a Semester of Design and Technology at Stage 1.

**Duration of course:** 2 Semesters – 20 SACE credits

**Subject fees:** \$90 per student for project materials and workshop maintenance per year.

### Course Overview:

Year 12 Metalwork gives students the opportunity to design, plan, construct and evaluate projects. Students learn how to use metal to fabricate these projects safely and accurately. Students develop their skills in preparation for the planning, designing and fabrication of their Major project. Demonstrated understanding and analysis of the fabrication processes of the project is required. Students will also be required to have a metal product with either an Industry or Entrepreneurial focus.

**Big Ideas:**

- What skills do I need to develop, design and fabricate a project out of metal?
- How sustainable and ethical are the products I am using for my project?
- How does my project fit into a market or industry?

**Key Questions:** How do students

- Use hand tools, power tools and fixed machinery safely and accurately?
- Fabricate and work metal to create projects?
- Prepare and finish metal projects?
- Understand sustainability and cost of materials associated with project fabrication?
- Use ICT, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use multiple metal fabrication techniques?
- Understand how the fabrication and materials used affect the world over their lifespan?

**School Assessment:** **Assessment Type 1:** Specialised Skills Tasks – 20%  
**Assessment Type 2:** Design Process and Product – 50%

**External Assessment:** **Assessment Type 3:** Resource Study – 30%

## STAGE 2 | MATERIAL SOLUTIONS - TEXTILES

**Recommended understanding/experience:** Satisfactory completion of at least one Semester of Stage 1 Textiles.

**Duration of course:** 2 Semesters – 20 SACE credits

**Subject fees:** Students will be required to supply their own materials for their Major products.

### **Course Overview:**

Stage 2 Textiles provides a flexible framework for students to be creative, innovative and enterprising in their endeavors to create products. Students will be encouraged to explore possible solutions through individual inquiry-based learning using the design process. They will learn to investigate and analyse the purpose, design features, materials and techniques used in various situations and for their own designs. They will learn to appreciate the importance of creating design briefs as starting points and also the need for ongoing evaluations throughout the production process.

Ethical, legal, economic and/or sustainability issues will be considered and the implications these have on society and design solutions. Students will be expected to apply appropriate skills, processes and techniques to implement safe work practices in their learning environment.

**Big Ideas:** Developing skills to implement the design process to create products with optimum results.

### **Key Questions:**

- What is involved in creating design briefs for mass product production?
- What are the main influences and differences in the design processes of products for individuals and the mass production market?
- What research and investigations are required before a product goes into production?

**School Assessment:** **Assessment Type 1:** Specialised Skills Task – 20%  
**Assessment Type 2:** Design Process and Solution – 50%  
**Assessment Type 3:** Resource Study – 30%

## STAGE 2 | MATERIAL SOLUTIONS – WOODWORK

**Recommended understanding/experience:** Desirable completion of Design and Technology Stage 1 or experiences in Year 9 and/or Year 10. Highly recommended to have completed a semester of Design and Technology at Stage 1.

**Duration of course:** 2 Semesters – 20 SACE credits

**Subject fees:** \$90 per student for project materials and workshop maintenance per year.

### Course Overview:

Stage 2 Woodwork gives students the opportunity to design, plan, construct and evaluate projects. Students learn how to use timber to construct these projects safely and accurately. Students develop their skills in preparation for planning, designing and constructing their Major project. Analysis and demonstrated understanding of the design and construction processes of the project is required.

**Big Ideas:**

- What skills do I need to develop, design and construct my chosen solution?
- How sustainable and ethical are the products I am using for my solution?

### Key Questions:

- Use hand tools, power tools and fixed machinery safely and accurately?
- Construct and work timber to create projects?
- Prepare and finish timber projects?
- Understand sustainability and cost of materials associated with project construction?
- Use ICT, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use multiple wood working joints?
- Understand how the construction and materials used effect the world over their lifespan?

**School Assessment:** **Assessment Type 1:** Specialised Skills Tasks – 20%  
**Assessment Type 2:** Design Process and Product – 50%

**External Assessment:** **Assessment Type 3:** Resource Study – 30%



PARLIAMENT  
OF  
SOUTH  
AUSTRALIA

**Duration of course:** 2 Semesters

## IMAGINATION REAPS REWARDS

### Course Overview:

Do you enjoy creating your own world? You will be able to write creatively and write on a topic of your choice. Murder Mysteries, Adventure, Fantasy, Science Fiction, Horror, Romance, Thriller, Crime and Drama could be some of the topics you consider. The winning stories will reap rewards! Analysing a range of existing short stories in class will help spark your creativity!

**Big Ideas:** How do you write a winning narrative?

### Key Questions:

- How do authors use their imaginations to engage their audiences and get a reaction?
- How can reading other authors help us to improve our writing?

## MULTIGENERATIONAL MIXTAPE

### Course Overview:

Music transcends generations and connects us all. Through this unit, you will investigate a range of songs from across generations and identify the way different themes or ideas have been expressed by artists and authors alike. Music shares language and themes that bind us together and remind us of our shared lives!

**Big Ideas:** How do key themes of music transcend the generational divide?

### Key Questions:

- Why do songwriters and poets across generations use similar themes to discuss the human life?
- How are poetry techniques used to convey ideas in lyrics and verse?

# YEAR 10 | ENGLISH (Continued)

## CROUCHING TIGER, HIDDEN PREJUDICE

### Course Overview:

Imagine sitting on a busy city street watching each person pass by, each person has their own story, deep in meaning and rich in understanding. In this unit, we will look at the struggle some people go through to live through war and the fallout afterwards. You will delve into Vietnam following the horrific conquering of the South and follow the journey of dispossessed asylum seekers as they travel to Australia!

**Big Ideas:** How does reading the experiences of others help us to build empathy and understand their plight?

### Key Questions:

- What similarities do we share as part of the human experience?
- How is Australia's society and culture informed by Asia?

## BEING PERSUASIVE TO WIN

### Course Overview:

Sick of arguing with your parents/teacher and coming off second best?! Through this unit you will develop your persuasive (or argumentative!) writing and speaking skills, to enable you to communicate your ideas, opinions, views or beliefs. You will analyse a range of persuasive texts for their use of language features and persuasive techniques and create your own piece of persuasive writing on a topic you feel strongly about.

**Big Ideas:** How can we use language and presentation techniques to convince others to agree with our perspective, opinion or ideas?

### Key Questions:

- How can language techniques be used to persuade and engage a range of audiences?
- How can you persuade those with opposing views to agree with you?



# YEAR 10 | ENGLISH (Continued)

## THINK WITH YOUR HEAD, SPEAK WITH YOUR HEART!

### Course Overview:

The ability to convey opinions and ideas is a great way to connect with the world around you and affect positive change in areas that impact you and those around you. Through the Speak-Off unit, you will develop your persuasive speaking and writing skills to be able to more effectively convey your perspective.

Mass-media such as newspapers, social media and TV news play a huge role in the way we receive and interpret information and news from the world around us. Through this unit, you will learn about bias in the media and the way language can be used to influence the general public's views or beliefs. You will analyse a range of media types for their common conventions and create your own examples.

**Big Ideas:** How do we voice ideas to best engage with the people around us? How is language used to engage and persuade the general public?

### Key Questions:

- What are the visual and literary conventions of different types of media?
- How can I persuade others to take action in response to a contemporary issue?

## CRY BLOODY MURDER

### Course Overview:

As readers, we are fascinated with dark themes and plots in stories, characters that are fearsome and deranged and plot lines that leave us on the edge of our seats, wanting more. In this topic, you will analyse a range of crime, murder and mystery texts for their common themes and conventions and the ways in which these appeal to target audiences and develop your own texts within these genres.

**Big Ideas:** How do authors use language techniques to create feelings of unease, curiosity or fear in their audiences?

### Key Questions:

- How do authors use literary devices to engage their readers?
- How does pacing and language features help set the tempo in heart-racing stories?

# YEAR 10 | ENGLISH (Continued)

**Duration of course:** 2 Semesters

## CRIMES AGAINST HUMANITY

### Course Overview:

*Everyone. Feels. Alone. Sometimes.*

The environments that create this sense of loneliness and adversity are incredibly different. There are physical barriers like the distance between friends, the loss of family and the emotional barriers that exist that make us feel alone or like we walk a separate path. In this unit, we look at how these feelings of isolation and the other challenges life throw at us are handled by fictional characters and real-world people. You will write to explain the differences and compare how people's experience varies.

**Big Ideas:** How do people overcome adversity?

### Key Questions:

- Is isolation a physical or psychological experience?
- How do people overcome physical and emotional barriers?

## SKIN-COLOURED BAND-AIDS

### Course Overview:

Do you think prejudice and ignorance can mislead us into making misinformed decisions? It is important to judge all people fairly, so what steps do we need to take to make sure everyone is treated fairly and equally in our society?

You will study a class novel and respond to the text in an individual choice with a Creative Text.

**Big Ideas:** How do young people develop their identity?

### Key Questions:

- How does our perception of race and culture inform our worldview?
- Why does society treat people of different backgrounds in different ways?

# STAGE 1 | ENGLISH

**Duration of course:** 2 Semesters – 20 SACE credits

## **Course Overview:**

In Stage 1 English you will read, respond to and create a range of texts and text types, including novels, film, media, poetry and drama texts. You will be asked to think critically and creatively as you explore the cultural beliefs, attitudes and views of the world of the texts. You will consider the purpose and construction of texts and the impact on the intended audience. Your responses will be in oral and written forms including: essays, speeches, narratives, podcasts, feature articles and TED talks.

**Big Ideas:** What does looking at texts through an English lens teach us about ourselves and our world?

## **Key Questions:**

- How can deconstructing something improve our understanding of it?
- Why and how do language, features and conventions of text construction vary according to the text and its purpose?
- What impact does perspective have on the both the author and the intended audience?
- How can I create texts to effectively communicate with those around me?

**School Assessment:** **Assessment Type 1:** Responding to texts

**Assessment Type 2:** Creating texts

**Assessment Type 3:** Intertextual study

# STAGE 1 | ESSENTIAL ENGLISH

**Duration of course:** 2 Semesters – 20 SACE credits

## **Course Overview:**

In Stage 1 Essential English, you will read, analyse, create and respond to a range of texts including but not limited to films, novels, documentaries, magazines, TV shows, speeches, short stories and poetry for a range of personal, social, cultural, community and/or workplace contexts. Through undertaking this subject, you will be able to understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. Your responses will be in oral and written forms including essays, speeches, narratives and multi-modal presentations.

**Big Ideas:** How can my understanding and application of the English language help me to convey my perspective of the world and my place in it?

## **Key Questions:**

- How can I create texts to effectively communicate with those around me?
- How and why does the use of language features and conventions vary according to context, purpose and audience?
- How can creating and constructing texts help us to convey our attitudes, beliefs and/or views with those around us?
- How can analysing texts from authors from a range of backgrounds improve my understanding and engagement with those around me?

**School Assessment:** **Assessment Type 1:** Responding to texts

**Assessment Type 2:** Creating texts

There are four tasks for each component, a total of eight across 2 Semesters

## STAGE 2 | ENGLISH

**Recommended understanding/experience:** Successful completion of Stage 1 English

**Duration of course:** 2 Semesters – 20 SACE credits

### **Course Overview:**

In this course you will study a range of texts including novels, short stories, films and plays. You will draw on these texts to create your own responses in a variety of forms and for different audiences and purposes. You will also independently study two texts of your own choosing (subject to teacher approval) which explore similar ideas or themes. Your response to these texts will form your External assessment task for the subject.

**Big Ideas:** How is my perception and understanding of ideas, beliefs and themes expressed in texts, influenced by my experiences?

### **Key Questions:**

- How does the context, audience and purpose of a text influence the way it is constructed?
- How can language be used to represent ideas and shape perspectives?
- What can looking at a text through a specific lens teach us about ourselves and the world in which we live?

### **External Assessment:**

**Three Responding to Texts tasks:** Each task is approximately 1000 words and at least one must be in oral or multimodal form (30%)

**Three Creating Texts tasks and a Writer's statement:** Each task is approximately 1000 words (40%)

**Comparative Study – Externally Assessed:** A comparison of two independently selected texts, maximum 2000 words (30%)

## STAGE 2 | ESSENTIAL ENGLISH

**Recommended understanding/experience:** Completion of Stage 1 Essential English

**Duration of course:** 2 Semesters – 20 SACE credits

### Course Overview:

In Stage 2 Essential English, you will read, analyse, create and respond to texts, including but not limited to films, documentaries, TED Talks, short stories, poetry and speeches in and for a range of personal, social, cultural, community and/or workplace contexts. Through undertaking this subject, you will be able to understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. Your responses will be in oral and written forms including essays, speeches, narratives and multi-modal presentations.

**Big Ideas:** How is language used for different purposes, in a range of contexts, to appeal to or engage a wide target audience?

### Key Questions:

- How can I create texts to effectively communicate with those around me?
- How and why does the use of language features and conventions vary according to context, purpose and audience?
- How can creating and constructing texts help us to convey our attitudes, beliefs and/or views with those around us?
- How can analysing texts from authors from a range of backgrounds improve my understanding and engagement with those around me?

**School Assessment:** **Assessment Type 1:** Responding to Texts – 30%

**Assessment Type 2:** Creating Texts – 40%

**Assessment Type 3:** Language Study – 30%



# HUMANITIES & SOCIAL SCIENCES (HASS)

# YEAR 10 | MODERN HISTORY

**Duration of course:** 1 Semester

## **Course Overview:**

### NOT ALL HEROES WEAR CAPES

*Captain America! Superman! Adolf Hitler!*

What freedoms and liberties do we owe to the fallen heroes of war?

This unit explores the events, ideas and the people of World War II. Through letters, books, films and images, you will examine the battlefields of the European and Pacific Theatre, relive the lives of German, Jewish and Australian people and delve into the consequences of the Holocaust and the atomic bomb. You will have the opportunity to argue your perspective on events and develop new analytical skills.

**Big Ideas:** How does war shape our reality and future?

#### **Key Questions:**

- What impact did war have on Australia and the world?
- How has the Holocaust and the atomic bomb changed cultural perceptions of war?
- Why do atrocities from the 20th Century continue to inform today's world?

### DEPTH STUDY 2: ALWAYS WAS, ALWAYS WILL BE

The Australian Dream. Built on acceptance, mateship and tolerance. But is it? This unit will investigate the Indigenous Civil Rights Movement from the 1940's until now. You will follow the actions of leaders like Charlie Perkins and the Freedom Rides, Martin Luther King Jr and Eddie Mabo. You will understand the reasons for continual change. You will compare our freedom fight with that of America and gain a new appreciation for our First Nations People and our shared history.

**Big Ideas:** Why is freedom a matter of opinion for some and a struggle for others?

#### **Key Questions:**

- When will the Civil Rights Movement be "over"?
- Is Australian history, Indigenous history?
- How can we learn more by looking at silenced voices?
- Why is injustice intertwined with equality in history?



# YEAR 10 | SOCIETY & CULTURE

**Duration of course:** 1 Semester

## **Course Overview:**

### CULTURE, CRISIS, CORRUPTION

7 billion people. 195 countries. 4000 cultures. Each day our ever-growing world faces new struggles. Australia, a land that celebrates multiculturalism, still faces issues of hate crime and racism. Globally, issues of slavery, soldiers, corruption and violence still ravage countries. In this course, you will explore current issues that effect societies and cultures both locally and globally. You will examine the impact of social movements like Black Lives Matter and School Strikes for Climate. You will pose solutions and ideas that contribute to social change, challenging the perceptions you know about the world and Australia.

**Big Ideas:** What impact do Human Rights issues have on global communities?

## **Key Questions:**

- How do varying cultures shape and create nations?
- How do different countries react to violations of Human Rights?
- What solutions can we pose to inflict social change?

# STAGE 1 | ANCIENT STUDIES

**Recommended understanding/experience:** Satisfactory level of Year 10 HASS skills

**Duration of course:** 1 Semester – 10 SACE credits

## Course Overview:

In Stage 1 Ancient Studies you will learn about the history, literature, society and culture of civilisations from Asia-Australia to the Americas, Western Africa to Europe. You will become a critical thinker, analysing partial archaeological and written sources to make hypotheses of the past. You will develop inquiry skills allowing you to challenge or confirm beliefs of the Ancient World. Your responses will be in written or oral form including essays, reports, source analysis, constructed archaeological digs and multimodal presentations.

**Big Ideas:** How can we use primary and secondary evidence to piece together Ancient civilisations?

## Key Questions:

- What influence have ideas and innovations from the Ancient world had on modern society?
- How do primary and secondary sources shape our ideas of the Ancient world?
- What was day to day life in the Ancient world like?
- Why do ethical considerations need to be taken onboard when studying Ancient civilisations?

**School Assessment:** **Assessment Type 1:** Skills and Applications  
**Assessment Type 2:** Inquiry

# STAGE 1 | GEOGRAPHY

**Recommended understanding/experience:** Satisfactory level of Year 10 HASS skills

**Duration of course:** 1 Semester – 10 SACE credits

## Course Overview:

In this course you will consider the relationships between people, places and environments. You will be asked to investigate natural issues on a local and global scale. You will use this knowledge to consider a more sustainable way of life and develop an awareness of socio-economic differences and the factors that influence this.

**1. Sustainable Places:** Are you concerned about how the earth is changing? Cities are getting bigger, forests are shrinking and each day the world is home to more and more people. In this unit you will investigate how people are rising to the challenge of developing a more sustainable world.

**Big Ideas:** How do we create a world worth living in for future generations?

### Key Questions:

- How have changes in human technology affected our environment?
- Where can we find examples of sustainable futures?
- What type of planet are we leaving for our young people?

**2. Hazards:** Bushfires, corona virus, nuclear fallout. The world is a hazardous place and we navigate life on a razor's edge. In learning about hazards and disasters we suffer from and contribute to the world around us.

**Big Ideas:** How can we better prepare for and stop disasters unfolding?

### Key Questions:

- How have bushfires impacted Australia's public and the environment?
- Which methods are best suited to mitigating disasters on a local scale?
- How has Corona virus shaped how we view biological threats?

**3. Contemporary Issues:** Geography is at the heart of many global issues and leads into a range of job fields that deal with these issues in today's world. In this unit, you will study local issues and devise a way to manage them at a local scale.

**Big Ideas:** How can we help manage the world we live in?

### Key Questions:

- How do we help rebuild communities and lives after tragedy?
- Why must we respond to issues before they become worse?
- What local services exist to manage and control local issues?

**School Assessment:** **Assessment Type 1:** Geographical Skills and Applications  
**Assessment Type 2:** Fieldwork

# STAGE 1 | MODERN HISTORY

**Recommended understanding/experience:** Satisfactory level of Year 10 HASS skills

**Duration of course:** 1 Semester – 10 SACE credits

## **Course Overview:**

In Stage 1 Modern History you will learn how historical ideas, people and events have influenced societies in Australia, America, Europe and Africa. By exploring political ideas and influential people and groups, you will build skills in historical inquiry. You will consider the nature of primary and secondary resources, including whose history they tell and whose stories are not included and why. You will examine different interpretations of history to create historical arguments. Your responses will be in written or oral form including: essays, reports, source analysis, speeches and multimodal presentations.

**Big Ideas:** Do you wonder how big of an influence history has played in your life?

## **Key Questions:**

- Have social movements created a 'better world'?
- Can people really change the course of history?
- Why are there different interpretations of events?
- How can we learn from mistakes made in the past?

**School Assessment:** **Assessment Type 1:** Historical Skills  
**Assessment Type 2:** Historical Study

## STAGE 2 | MODERN HISTORY

**Recommended understanding/experience:** Satisfactory completion of Stage 1 Modern History, Stage 1 Ancient Studies or Stage 1 Society and Culture.

**Duration of course:** 2 Semesters

### Course Overview:

In Stage 2 Modern History you will investigate how dictators, depression and war influenced Germany and Europe. By exploring conflicting politics, you will discover how societies were shaped in the 20th Century. You will build skills of historical inquiry through drawing conclusions and analysing primary and secondary sources. You will develop your own historical argument exploring interpretations from historians. Your responses will be in written form including essays, reports, source analysis and an exam.

**Big Ideas:** Why did the world change so quickly in 50 years?

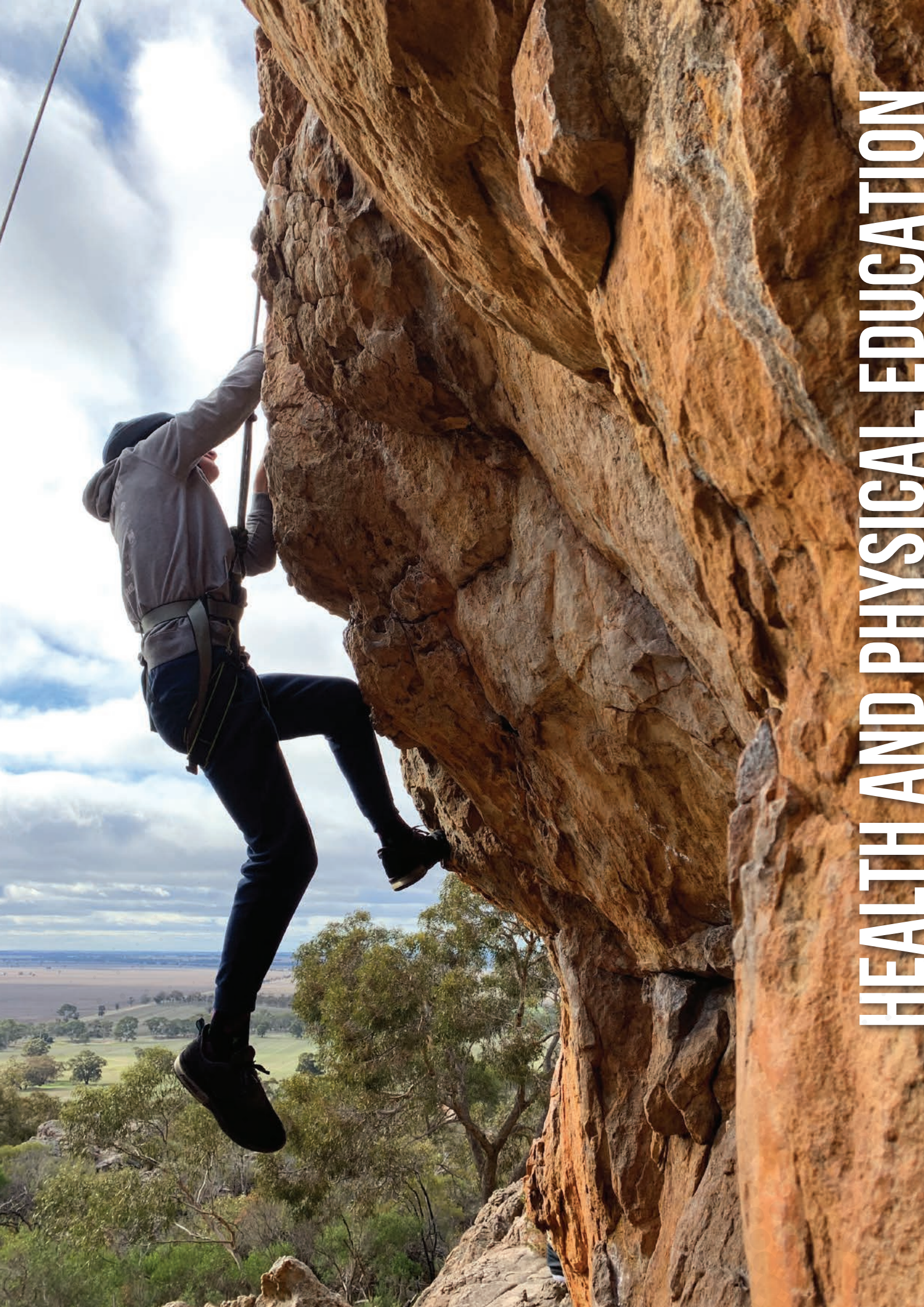
### Key Questions:

- Why did extremist ideas become Governments?
- How did nations forge independence?
- Why did the world stand by and watch humanity fall around them?
- How could two nations hold so much power in the world?

**School Assessment:** **Assessment Type 1:** Historical Skills – 50%  
Five tasks, 1000 words each.

**Assessment Type 2:** Historical Study – 20%  
Development of historical argument, 2000 words.

**External Assessment:** **Assessment Type 3:** Examination – 30%  
130 minute exam divided into an essay and a source analysis.



HEALTH AND PHYSICAL EDUCATION

## YEAR 10 | ACTIVE

Health and Physical Education is a compulsory subject at Year 10. You can choose one of the two Year 10 HPE options.

**Duration of course:** 1 Semester

### **Course Overview:**

This course is designed to give you an opportunity to experience a range of team activities in a fun and engaging way. Throughout this course you will participate in practical topics with a focus on Invasion Court Games. These may include Softcrosse, European Handball and Korfbal. The focus is on active participation and the development of key tactics, game sense, sport specific skills and teamwork. There will be an individual skill improvement task where you will be required to identify key aspects as a focus for improvement, plan and undertake training sessions, collect data and maintain a folio of evidence throughout your journey.

The course also covers a range of positive life choices that link to relationships, diversity and sexual health issues.

**Big Ideas:** Ever wondered how you can improve on individual skills through practice?

### **Key Questions:**

- How can I develop my skills and knowledge when learning a new skill?
- Can I show proficiency in a range of sports, team and individual?
- How can I develop positive relationships across my lifetime?
- How can I make positive choices in real life situations?

## YEAR 10 | SPORT, RECREATION AND COMMUNITY

Health and Physical Education is a compulsory subject at Year 10. You can choose one of the two Year 10 HPE options.

**Duration of course:** 1 Semester

**Course fee:** \$40

### **Course Overview:**

This course is designed to give you some exposure to the sport, recreation and fitness options that are available in the community to encourage a more active lifestyle now and into the future. The types of activities that may be included but are not limited to are: Archery, Lawn Bowls, Golf, Table Tennis, Bocce, Yoga, Pilates, Fitness Circuits and Cycling. There will be an investigation into the suitability of different activities for a range of community groups which will include a submission for improvement to the facilities available.

The course also covers a range of positive life choices that link to relationships, diversity and sexual health issues.

**Big Ideas:** Traditional sport not for you? How can you maintain an active lifestyle?

### **Key Questions:**

- What opportunities are there, for physical activity, in my community?
- What ideas can I provide to improve the physical activity opportunities available?
- How can I develop lifelong physical activity habits?



# YEAR 10 | PEAK PERFORMANCE - Specialist Subject

**Prerequisite for Stage 1 Physical Education.**

**Duration of course:** 1 Semester

**Course fee:** \$15

**Course Overview:**

This is your chance to develop specialist skills in analysis of technique within a sport using technology. Get the opportunity to use video analysis, sport specific apps and HR watches to collect and analyse individual data. Theory aspects covered are related to the physical activities performed. Sports that may be covered include Badminton, Squash and Modified Games. Theory topics include biomechanics, energy systems, group dynamics and leadership and movement skills, concepts and strategies.

**Big Ideas:** What makes the difference between beginner learners and elite performers?

**Key Questions:**

- Can you show proficiency in a range of sports, team and individual?
- How do you learn, analyse and teach skills?
- Can you problem solve in game like situations?
- How can we use digital tools and technology to analyse and enhance performance?

# STAGE 1 | PHYSICAL EDUCATION - Semester 1 only

**Recommended understanding/experience:** Year 10 Peak Performance – Specialist Subject

**Prerequisite for Stage 2 Physical Education:** At least 1 Semester of either Stage 1 PE or Stage 1 Integrated Learning Sports Studies.

**Duration of course:** 1 Semester – 10 SACE credits

**Course fee:** \$165

## **Course Overview:**

Stage 1 Physical Education at a SACE level has a strong focus on academics, with participation in sports, theme-based games, laboratories and fitness. The connection of In, Through and About movement is used to explore movement concepts and strategies through these physical activities and promote participation and performance outcomes.

**Big Ideas:** How can I improve my own and others performance?

## **Key Questions:**

- How do I collate and analyse evidence to show my improved performance?
- What are the barriers to physical activity?
- Do modified games improve equity and participation?

**School Assessment:** **Assessment Type 1:** Performance Improvement

**Assessment Type 2:** Physical Activity Investigation

Students will be assessed on their Application, Communication and Exploration, Analysis and Reflection. Students do not receive a grade for their practical performance as per SACE Guidelines. Topics covered are negotiable by students' interests.

# STAGE 1 | INTEGRATED LEARNING SPORT STUDIES - Semester 2 only

**Recommended understanding/experience:** Year 10 Peak Performance – Specialist Subject

**Prerequisite for Stage 2 Physical Education:** At least 1 Semester of either Stage 1 PE or Stage 1 Integrated Learning Sports Studies.

**Duration of course:** 1 Semester – 10 SACE credits

**Course fee:** \$165

## **Course Overview:**

The course is designed for students who have a keen interest in sport, physical activity, coaching and umpiring. In addition, this course prepares students for Stage 2 Physical Education with practical application.

## **Key Questions:**

- Can you show an improvement of skills and understanding in a range of sports, team and individual?
- What communication and collaboration strategies can I use to ensure the success of my team?
- What physical activity opportunities are available in my community to push out of my comfort zone?
- How can I develop my umpiring or coaching skills?

**School Assessment:**   **Assessment Type 1:** Practical Activity  
                                  **Assessment Type 2:** Connections – Group Dynamics  
                                  **Assessment Type 3:** Personal Venture

Topics covered are negotiable by students' interests.

## STAGE 2 | PHYSICAL EDUCATION

**Recommended understanding/experience:** Successful completion of a semester of Stage 1 PE or Stage 1 Integrated Learning Sports Studies.

**Duration of course:** 2 Semesters – 20 SACE credits

**Course fee:** \$165

### Course Overview:

Stage 2 Physical Education is where sport and science come together. Theory concepts are delivered through an integrated approach where opportunities are provided for students to undertake and learn through a wide range of authentic activity.

Areas of study include performance and participation improvement, skill analysis and assessment and understanding how and why we move. Students will be expected to apply knowledge of movement concepts in physical activity and reflect and evaluate on performance improvement.

**Big Ideas:** Explore your own physical capacity and analyse human athletic performance.

### Key Questions:

- How can you analyse and enhance your own and others performance outcomes?
- How do environmental and psychological factors affect performance outcomes?
- How can you use movement patterns in games to determine fitness components for success?
- Ever wondered why "great athletes make it look so easy"?

**School Assessment: Assessment Type 1:** Diagnostic Tasks (can include: biomechanics, skill acquisition and interplay of energy systems) - 30%

**Assessment Type 2:** Skill Improvement Analysis Task (in either physiological factors or skill development) - 40%

**External Assessment: Assessment Type 3:** Group Dynamics - 30%

Students will not receive a grade for their practical performance.

## YEAR 10: SACE STAGE 1 | OUTDOOR EDUCATION A

**Recommended understanding/experience:** Nil (attendance on Year 8 and 9 camp is desirable)

**Duration of course:** 1 Semester – 10 SACE credits

**Course fee:** \$130

### Course Overview:

You will have the chance to escape for two outdoor adventures; exploring the Murray River by canoe and Rock Climbing at Mt Arapiles, which is considered to be some of the best rock climbing in the world. You will develop minimal impact camping skills, an understanding of environmental impacts and sustainability. You will inspect local environments, plan and implement improvements.

**Big Ideas:** Would you like to explore the great outdoors and assist in protecting our local environment?

### Key Questions:

- Can you show proficiency in a range of sports, team and individual?
- How do you learn, analyse and teach skills?
- Can you problem solve in game like situations?
- How can we use digital tools and technology to analyse and enhance performance?

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## YEAR 10: SACE STAGE 1 | OUTDOOR EDUCATION B

**Recommended understanding/experience:** Nil (attendance on Year 8 and 9 camp is desirable)

**Duration of course:** 1 Semester – 10 SACE Credits

**Course fee:** \$130

### Course Overview:

You will have the opportunity to explore Australia's coastal environments while surfing at Middleton and Bushwalking along the Great South West Walk at Nelson. You will plan and prepare for these outdoor activities and reflect on your experiences. You will gain an understanding of environmental care and conservation issues, to ensure sustainable experiences in our coastal environments.

**Big Ideas:** Explore the coastal environment and ensure its sustainability into the future.

### Key Questions:

- Does being outdoors make me a better person? Reflect and evaluate your wellbeing whilst amongst nature.
- What skills do we need to safely complete outdoor activities?
- How can we develop an understanding of ecology and environmental sustainability through outdoor activities?

**School Assessment:** **Assessment Type 1:** About Natural Environments – Experiences in Natural Environments (Bushwalking Camp & Surf Camp)  
**Assessment Type 2:** Experiences in Natural Environments – About Natural Environments (Coastal impacts investigation & Risk management)

# YEAR 11: SACE STAGE 2 | OUTDOOR EDUCATION

**Recommended understanding/experience:** Completion of at least 1 Term of Stage 1 Outdoor Education

**Duration of course:** 2 Semesters – 20 SACE credits

**Course fee:** \$125

## **Course Overview:**

You will have the opportunity to immerse yourself in the outdoors, planning, running and evaluating multiple outdoor activities. You will conduct an in-depth investigation of an environmental issue, exploring its causes and possible solutions. Outdoor activities will be tailored to each cohort, but will often consist of Kayaking, Rock Climbing or Bushwalking. All aspects of planning and running a safe outdoor activity will be covered during this course.

**Big Ideas:** Learn about yourself and the environment, then seek ways to improve both?

## **Key Questions:**

- What is required to safely plan and run an outdoor activity?
- What environmental issues are impacting South Australia and how can they be managed?
- How does outdoor recreation have an impact on natural environments?
- How can I improve my practical skills during outdoor activities?

**School Assessment:** **Assessment Type 1:** About Natural Environments (Revegetation project, Ecology of Bool Lagoon) - 20%

**Assessment Type 2:** Experiences in Natural Environments (Planning, participation and reflection of Group activities and Self-Reliant Camp) - 50%

**External Assessment:** **Assessment Type 3:** Connections with Natural Environments (External Investigation of environmental issues) - 30%

# STAGE 1 | FRENCH (BEGINNERS)

**Duration of course:** 1 Semester (10 SACE Credits) or 2 Semesters (20 SACE Credits)

**Course fee:** TBA

## **Course Overview:**

**Imaginez !** You are out-and-about in Paris, exploring **La Tour d’Eiffel et Le Louvre**. You step into a **un petit café** for a spot of **déjeuner... Faites-attention !** All the servers speak French! **Oh là là ! Qu’est-ce que tu fais ?**

In Stage 1 French Beginners you will build conversational and written skills to discuss your own life and life in France. You will learn how to order food, ask for items and even buy a train ticket to travel to new places. You will enhance your vocabulary through songs, films and comics, exploring what it means to be a global citizen. Together, we will investigate French culture, food, school and activities, to draw comparisons between our own cultures and France and to gain a deeper understanding of how French people live.

**Big Ideas:** How can language help build our own identity.

## **Key Questions:**

- How can I communicate my wants and needs in French?
- What are the fundamental features of French language?
- In what ways do French people live differently to us?

**School Assessment:** **Assessment Type 1:** Interaction  
**Assessment Type 2:** Text Production  
**Assessment Type 3:** Text Analysis

# STAGE 1 | JAPANESE (BEGINNERS)

**Duration of course:** 1 Semester (10 SACE Credits) or 2 Semesters (20 SACE Credits)

## **Course Overview:**

There is no right or wrong time in life to learn a language, there is only now. Australia is moving towards a new century beyond the old connections to England and Europe, connecting with its closest neighbours in Asia, Japan especially.

Japan inspires people today with video games, anime, manga, music and much more.

In this course you will learn Japanese as the language that brings all that culture to life. Stage 1 Beginners has a focus on learning the everyday language necessary to having conversations, talking about yourself, home and neighbourhood, critiquing food and expressing your thoughts and feelings about sports, hobbies and school.

**Big Ideas:** How do we use language to talk about ourselves, others and society through a cultural lens?

## **Key Questions:**

- How does language used summarise our identity?
- Are slang and colloquialism limited to young and cool people?
- Why do languages often use age, gender and status to prescribe how we talk?
- How are Japanese people perceived by Australia and vice versa?

**School Assessment:** **Assessment Type 1:** Interaction – Conversation and Presentation

**Assessment Type 2:** Text Production – Brief Article

**Assessment Type 3:** Text Analysis – Reading and Responding





# MATHEMATICS

# YEAR 10 | ESSENTIAL MATHEMATICS

**Duration of course:** 2 Semesters

## **Course Overview:**

This course provides a pathway to Stage 1 Essential Mathematics and is designed for students who demonstrated limited success in Year 8 and 9 Mathematics. If you choose this subject, you will not be eligible to choose Stage 1 or 2 General or Methods courses. This course covers financial maths (integers, rates and ratios, fractions, decimals and percentages, interest, graphs), measurement (time, distance, area, surface area, volume), basic geometry, basic trigonometry, statistics and probability, along with the algebra and BEDMAS require to complete all of these.

**Big Ideas:** Consolidating mathematical skills ready for the workforce.

## **Key Questions:**

- What practical real-life application does each of the key topics have?
- How can you apply your mathematical knowledge in a variety of scenarios and contexts?

# YEAR 10 | GENERAL MATHEMATICS or MATHEMATICAL METHODS (10A)

**Recommended understanding/experience:** Year 9 Mathematics

**Duration of course:** 2 Semesters

## Course Overview:

In Term 1, you will brush up on your Algebra skills (substituting, basic factorising, rearranging) to then allow you to be successful with the concepts taught within the Measurement topic.

The focus for Term 2 is on your ability to recognise the links between linear and non-linear equations and their graphs. You will also learn to solve linear equations. You will need the basics of algebra (ie. substituting, expanding, factorising) in order to complete the above topics.

In Term 3, you will explore financial maths, in particular compound interest. In the measurement topic, you will solve problems involving surface area and volume for range of prism, cylinders and composite shapes. You will work with right-angled triangles to determine elevation and depression as well as using logical reasoning to construct proofs. You will finish the year off by working on statistics and probability to describe and represent data.

You will be allocated a class according to your PAT-M and classroom assessment data. These classes are aligned with respective Stage 1 classes.

**Big Ideas:** Preparing for Stage 1 and 2 Mathematics.

## Key Questions:

- How can you solve unknown values by rearranging formulas and substituting values?
- How do we deal with mathematical situations where the numbers are not (yet) known?
- How can we calculate volumes and areas of complex shapes?
- What are surds and how do we use them?
- What are the differences between linear and non-linear relationships?
- What connections can be made between equations and their graphs?
- How do you use the compound interest formula in real life situations?
- How can you use right-angled triangles to solve problems that involve direction, elevation and depression?
- How can you represent different probability experiments using data?

# STAGE 1 | ESSENTIAL MATHEMATICS

**Duration of course:** 2 Semesters – 20 SACE Credits

## **Course Overview:**

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

**Big Ideas:** Extending your mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

## **Key Questions:**

- What financial calculations are required to live independently?
- How do you measure and classify angles to make 2 and 3 dimensional shapes?
- How do you read and critically interpret data?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks  
**Assessment Type 2:** Investigation Folio

# STAGE 1 | GENERAL MATHEMATICS

**Recommended understanding/experience:** 10 Mathematics or 10A Mathematics

**Duration of course:** 2 Semesters – 20 SACE Credits

## Course Overview:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of Mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices and discrete models.

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

**Big Ideas:** Learning transferrable skills for real life applications.

## Key Questions:

- Why do we invest money using financial institutions and the share market?
- How do you use measurement techniques effectively in a range of situations?
- How do you choose which statistical methods to use when investigating data?
- What formulae is effective in calculating sides and angles of triangles in 2 and 3 dimensional shapes?
- How can you model relationships using linear and exponential functions?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks  
**Assessment Type 2:** Investigation Folio

## STAGE 1 | MATHEMATICS

**Recommended understanding/experience:** Mathematical Methods

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

This subject provides the foundation for further study in Mathematics. Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences and the sciences. It prepares you for courses and careers that may involve the use of statistics, such as health or social sciences.

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

**Big Ideas:** The foundation of further studies in mathematics.

### Key Questions:

- How is calculus used to develop a deep understanding of the physical world through knowledge of relationships involving rates of change.
- How are statistics used to describe and analyse phenomena that involve uncertainty and variation?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks  
**Assessment Type 2:** Investigation Folio

## STAGE 1 | SPECIALIST MATHEMATICS

**Duration of course:** 1 Semester – 10 SACE Credits

### Course Overview:

Specialist Mathematics draws on and deepens your mathematical knowledge, skills and understanding. It provides students with the opportunity to develop their skills in using rigorous mathematical arguments, proofs and using mathematical modelling. It includes the study of functions and calculus. Specialist Mathematics can be a pathway to mathematical sciences, engineering and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Stage 1 Mathematics.

**Big Ideas:** Supplementing Stage 1 Mathematics to further develop mathematical skills.

### Key Questions:

- How can you use arguments and proofs to explain mathematical models?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks  
**Assessment Type 2:** Investigation Folio

## STAGE 2 | ESSENTIAL MATHEMATICS

**Duration of course:** 2 Semesters – 20 SACE Credits

### **Course Overview:**

Essential Mathematics offers you the opportunity to extend your mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. You will apply your mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

**Big Ideas:** Developing your computational skills and expanding your ability to apply your mathematical skills in flexible and resourceful ways.

### **Key Questions:**

- What financial mathematics needs to be considered when purchasing a car or running a business?
- How can correlation be used to determine if evidence of a causal link exists between two variables?
- What measurement applications are used to determine features of 2 and 3 dimensional shapes?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks – 40%  
**Assessment Type 2:** Investigation Folio – 30%

**External Assessment:** **Assessment Type 3:** External Assessment (exam) – 30%

## STAGE 2 | GENERAL MATHEMATICS

**Recommended understanding/experience:** Stage 1 General Mathematics or Mathematics

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of Mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

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

**Big Ideas:** Modelling the world around us mathematically.

### Key Questions:

- How are linear relationships used to model everyday situations?
- How are matrices used to examine the efficiency or reliability of a network system or future trends are predicted in situations.
- How is normal distribution used to predict social, industrial and scientific contexts.
- What financial applications do you need to use to make regular deposits, repay a loan or make lump-sum investments?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks – 40%

**Assessment Type 2:** Investigation Folio – 30%

**External Assessment:** **Assessment Type 3:** External Assessment (exam) – 30%



## STAGE 2 | MATHEMATICAL METHODS

**Recommended understanding/experience:** Stage 1 Mathematics or Stage 1 Specialist Mathematics

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals and by mathematically modelling physical processes, you will develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

**Big Ideas:** Creating pathways into studying mathematic based subjects (health and social science, engineering, physics) at University.

### Key Questions:

- Why is calculus essential for developing an understanding of the physical world?
- How and why are statistical decisions made?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks – 40%  
**Assessment Type 2:** Investigation Folio – 30%

**External Assessment:** **Assessment Type 3:** External Assessment (exam) – 30%



SCIENCES

## YEAR 10 | AGRICULTURE

**Duration of course:** 2 Semesters

### Course Overview:

You will investigate and make judgments on the ethical and sustainable production and marketing of food and fibre and how their production methods and systems are influenced by increases in scientific knowledge and developments in technology. You will select a plant or animal product to produce then investigate ways to value add the primary product to generate a profit. You will investigate the efficient management of animal enterprises including biosecurity, nutrition, reproduction, digestion, grazing management, animal health and husbandry practices. During this course, you will undertake numerous practicals utilising the school livestock.

**Big Ideas:** Explore why food, fibre and animal production are vital to Australia and how this is a business model for Primary Industries.

### Key Questions:

- What is food, fibre and animal production in Australia and can this be improved to benefit society and the environment?
- How has science understandings changed agricultural practices in Australia?
- What are the ethical issues that arise from food, fibre and animal production?
- In what ways can value be added to primary products produced in agriculture?
- What makes a successful value adding enterprise?

## YEAR 10 | SCIENCE

**Recommended understanding/experience:** Year 9 Science

**Duration of course:** 2 Semesters

### Course Overview:

You will explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. You will explore evidence for different theories, such as the Big Bang and evolution. By learning about Chemistry, you will develop your understanding of atomic theory to understand relationships within the periodic table. You will understand that motion and forces are related by applying physical laws and learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

**Big Ideas:** Take a deeper dive into the four main streams of Science.

### Key Questions:

- How has the study of genetics shaped our world?
- Why is the Periodic Table integral to all Sciences?
- Why is the world so diverse?
- How does matter cycle through Earth's four spheres?
- How can you manipulate chemical reactions for a desired outcome?
- What is it about Newton's Laws that make them so important to Science?
- What evidence can Scientists use to support theories such as the Big Bang and evolution?

## STAGE 1 | AGRICULTURE

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

Your focus for this subject is on the techniques, procedures and processes used in Agricultural Production. Studying Agriculture in the senior years allows you to build your community network and explore future career pathways.

**Big Ideas:** Making connections between Science and Agriculture with an industry focus.

### Key Questions:

- Why are crop trials used and how can they be implemented effectively?
- How are feedlots managed on small and large scales?
- What is the role of technology in fibre production?
- How are pests and diseases managed in a sustainable way?

**School Assessment:** **Assessment Type 1:** Agricultural Reports  
**Assessment Type 2:** Applications

## STAGE 1 | APPLIED SCIENCE

**Recommended understanding/experience:** Year 10 Science (Semester 1)

**Duration of course:** 1 Semester – 10 SACE Credits

### Course Overview:

You will apply inquiry-based approaches to design, plan and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively and individually, you will employ a scientific approach to collecting, representing and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

This subject is run as a Year 10 subject however successful completion of this subject will give you 10 SACE credits.

**Big Ideas:** Putting Science into everyday life.

### Key Questions:

- How do you solve a crime using forensic science?
- What is it about bridges that allow them to stand the test of time?
- How have cars become so safe?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks  
**Assessment Type 2:** Investigation Folio

## STAGE 1 | BIOLOGY

**Recommended understanding/experience:** Year 10 Science – full year

**Duration of course:** 1 Semester – 10 SACE Credits

### Course Overview:

Biology is the Science of life. Its name is derived from the Greek words “bios” (life) and “logos” (study). During this course you will study the structure, function, growth, origin, evolution and distribution of living organisms.

**Big Ideas:** The study of life and all living things.

### Key Questions:

- Why is life on Earth so diverse?
- How do organisms interact with their own and other species and their environments?
- How do diseases become infectious and harmful to global populations?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks

**Assessment Type 2:** Investigation Folio

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## STAGE 1 | CHEMISTRY

**Recommended understanding/experience:** Year 10 Science – full year

**Duration of course:** 1 Semester – 10 SACE Credits

### Course Overview:

Although Chemistry is commonly perceived as scientists working in laboratories with white lab coats, it has far more practical uses than initially assumed. Chemistry is often a prerequisite for many Science courses such as Forensics, Animal Science and Geoscience as well as the Health Sciences including medicine. Chemistry also provides pathways in engineering.

You must study this course for the full year to continue in Stage 2.

**Big Ideas:** Chemistry sits at the intersection of all sciences and is the study of matter, its properties and how/why substances interact.

### Key Questions:

- How do atoms make up our world?
- Why is the Periodic Table so beneficial to Chemistry and future applications of Science?
- How can Chemistry be used to solve current and future environmental and economic problems?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks

**Assessment Type 2:** Investigation Folio

# STAGE 1 | PHYSICS

**Recommended understanding/experience:** Year 10 Science – full year

**Duration of course:** 1 Semester – 10 SACE Credits

## **Course Overview:**

Stage 1 Physics gives you an excellent background in how things work which has applications in most trades and numerous University courses and is a pre-requisite or presumed knowledge for all Engineering, many Health Science courses and most Science courses. If you love Maths, then Physics is the subject for you.

You must study this course for the full year to continue in Stage 2.

**Big Ideas:** Study the very big and the very small in the world around us.

## **Key Questions:**

- How can we use models to describe motion, forces, waves and nuclear activity?
- What is the concept of electric charge and how can you make an electric current with the concepts of potential difference, current, resistance, electric power and efficiency?
- How has physics helped in space exploration?

**School Assessment:**   **Assessment Type 1:** Skills and Applications Tasks  
                                  **Assessment Type 2:** Investigation Folio

## STAGE 2 | AGRICULTURAL PRODUCTION

**Recommended understanding/experience:** Stage 1 Agriculture

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

Agricultural Production focuses on the techniques, procedures and processes used in Agricultural Production and on developing an understanding of the relevant agricultural concepts. You will explore aspects of agricultural production that are important to Naracoorte and the South East.

**Big Ideas:** Providing the opportunity to learn about the future of food and fibre production while making industry connections and engaging with the community.

### Key Questions:

- How do you effectively manage and handle sheep and cattle on small and large scales?
- What pest/disease management strategies can be used to prevent, control and ensure sustainable management of the pest in the future?
- Why are crop trials used and how can they be implemented effectively?
- How does technology enhance agriculture practices?

**School Assessment:** **Assessment Type 1:** Agricultural Reports – 30%

**Assessment Type 2:** Applications – 40%

**External Assessment:** **Assessment Type 3:** Production Investigation (external) – 30%

## STAGE 2 | BIOLOGY

**Recommended understanding/experience:** Stage 1 Biology

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

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

**Big Ideas:** Studying life from the smallest to the biggest living systems in the world.

### Key Questions:

- Why is heredity an important biological principle?
- How are cells the basic unit for life?
- What systems and responses have humans developed for survival?

**School Assessment:** **Assessment Type 1:** Agricultural Reports – 30%

**Assessment Type 2:** Applications – 40%

**External Assessment:** **Assessment Type 3:** External Assessment (online exam) – 30%

## STAGE 2 | CHEMISTRY

**Recommended understanding/experience:** Stage 1 Chemistry

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

You will develop and extend your understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. You will explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

**Big Ideas:** Our world is chemically constructed by the interactions between human activities and the environment.

### Key Questions:

- How do humans use (and abuse) our planet's resources to benefit themselves economically?
- How can you manipulate chemical reactions to reach a desired outcome?
- How does Chemistry form the backbone of pharmaceuticals and genetic engineering?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks – 40%  
**Assessment Type 2:** Investigation Folio – 30%

**External Assessment:** **Assessment Type 3:** External Assessment (exam) – 30%

## STAGE 2 | PHYSICS

**Recommended understanding/experience:** Stage 1 Physics

**Duration of course:** 2 Semesters – 20 SACE Credits

### Course Overview:

You will use qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos and to make predictions about them. The models, laws and theories in Physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

**Big Ideas:** Applying Physics concepts to real life phenomena.

### Key Questions:

- What is the relationship between matter and energy at high speeds?
- Why do magnetic fields behave in particular ways?
- How can light and matter exhibit the characteristics of both waves and matter?

**School Assessment:** **Assessment Type 1:** Skills and Applications Tasks – 40%  
**Assessment Type 2:** Investigation Folio – 30%

**External Assessment:** **Assessment Type 3:** External Assessment (exam) – 30%





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## YEAR 10 | DRAMA A

**Duration of course:** 1 Semester (Semester 1)

### Course Overview:

In this semester course, students are introduced to scriptwriting for performance and learn about stagecraft, design and technology used in theatre. Students study a shared play and delve into the mind of a playwright to understand their intentions. They have the opportunity to create a hypothetical production as a director, designer or actor and provide reasoning for their creative decision-making and their desired impact.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes.

**Big Ideas:** Questioning creative choices.

### Key Questions:

- What are the playwright's intentions and how can I support this as a director, designer or actor?
- What production elements can be used to support the playwright's intentions, central themes of a play and support the underlying thought, feelings and intentions of a character?
- What production elements can be used to enhance audience engagement?

## YEAR 10 | DRAMA B

**Duration of course:** 1 Semester (Semester 2)

### Course Overview:

In this semester course students are challenged to notice how creative decisions in theatre can challenge perceptions, perspectives and promote change in society. They will be involved in the staging of a production to be presented to a public audience. Students will contribute by taking on an onstage role as an actor or an offstage technical role. They will experience and reflect on the dramatic process that links the theory to the page to stage journey and critically analyse their role in the group production, along with their growth as an artist.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes

\*Students may be required to attend after school rehearsals

**Big Ideas:** Theatre as a platform for social change.

### Key Questions:

- What responsibilities do the creative arts have in the local and global community?
- What impact do the performing arts have on society and the world around us?
- How can theatre bring about social change?

# YEAR 10 | VISUAL ARTS

**Recommended understanding/experience:** Successful completion of Year 9 Art course.

**Duration of course:** 1 Semester

## **Course Overview:**

In Year 10 Art students explore the work of Modern artists to gain an understanding of how our perception of art has changed over time. Students will understand how artists from art movements such as Impressionism, Cubism, Surrealism, Expressionism, Realism, Fauvism and Pop Art, manipulated materials, techniques and subject matter to create unique visual aesthetics and meaningful works. Students will develop and apply skills with a range of materials, such as painting, drawing, printmaking and sculpture, to create original works of art which demonstrate an understanding of selected art movements.

**Big Ideas:** Artists see the world differently.

## **Key Questions:**

- How does the exploration of the history of art benefit understanding of the Arts?
- How have different art movements, such as Impressionism, Cubism, Surrealism, Expressionism, Realism, Fauvism and Pop Art, changed the way we view and understand art?
- How can we create original works of art that reflect different artistic styles?
- What can we learn from the masters?

## YEAR 10 | MUSIC

**Recommended understanding/experience:** It is expected that students who choose this course have a strong interest in developing musical skills on the instrument of choice/voice.

**Duration of course:** 1 Semester

### Course Overview:

**Special Consideration:** In order to study Music as a subject, students undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of the course is about gaining proficiency on either the voice or a musical instrument of the student's choice. In order to study Music at Stage 2, it is assumed that students have studied their voice/instrument for a minimum of 3 years. Free tuition, in small groups, provided by the DECD Instrumental Music Service is available at Naracoorte High School in the following areas: Flute, Clarinet & Saxophone, Drum Kit, Trumpet, Trombone.

**Practical:** Students perform on their instrument as a Soloist and as a member of a Group. Students choose an instrument/voice to study with a specialist instrumental/vocal tutor. They attend their instrumental/vocal lesson each week. Through these lessons, students develop the skills to be able to perform solo pieces on their chosen instrument/voice. Students practise regularly at home in order to gain proficiency. Students also participate in class ensemble, group and personal projects and play together as a band.

**Theory/Aural/Composition & Music Appreciation:** Students learn how to read, write and analyse music. Students start to learn how to compose their own music and produce their own musical scores utilising many forms of music technology, for a range of instruments and ensembles.

Through Music Appreciation components, students gain an awareness of the history of music and music from a range of cultures, including the music of Indigenous Australians.

**Music Technology:** Students use music technology to create, compose, amplify and record their music and performances and have access to the schools' Recording Studio.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes.

**Big Ideas:** My Musical Journey.

### Key Questions:

- Which instrument/voice will I choose to learn and how will I know that I am making progress throughout the year?
- What opportunities will I have to compose and share my learning with others?
- Which piece of music would I like to have learned how to play/sing by the end of the year?

# STAGE 1 | CREATIVE ARTS - A & B

**Recommended understanding/experience:** Successful completion of at least one Semester of Art or Design at Year 10 level.

**Duration of course:** 1 Semester – 10 SACE credits  
2 Semesters if choosing A & B – 20 SACE credits

**Course Fee:** This course can include your own expenses.

## Course Overview:

Don't just think outside the box, think outside the classroom? Your imagination can run wild in this subject as you can learn skills in painting, drawing, sculpture, photography, jewellery making, craft, textiles, woodwork, metalwork and the list goes on. Basically, if it is creative, you can do it! Stage 1 Creative Arts gives you the opportunity to learn all the stages of thinking creatively, learning unique skills and applying them to real products. Put it all together through the creation of your own product or artwork!

**Note:** Creative Arts is a flexible subject which allows students to choose their mediums. If you have experience in a chosen area, you have the opportunity to stretch your knowledge further.

**Big Ideas:** How can I turn my artistic skills and creative ideas into a product.

## Key Questions:

- How can I develop the skills necessary to be successful in the creative arts industries?
- How can I use the design process to plan and create original products?
- How can I develop the skills necessary to create effective creative arts products?
- How can I use the design process to plan and create original works which contribute to my local community?

**School Assessment: Assessment Type 1:** Product  
**Assessment Type 2:** Folio

# STAGE 1 | DRAMA

**Recommended understanding/experience:** Successful completion of the Year 10 Drama Course is recommended but not required.

**Duration of course:** 1 Semester – 10 SACE credits

## Course Overview:

In this one Semester course students will be involved in the staging of a production to be presented to a public audience. Students will contribute by taking on an onstage role as an actor or an offstage technical role. They will experience and reflect on the dramatic process that links the theory to the page to stage journey and critically analyse their role in the group production, along with their growth as an artist. Students investigate the work of a dramatic practitioner/innovator (examples include Antonin Artaud, Bertolt Brecht and Eugene Ionescu), along with a dramatic style through theory sessions and practical workshops. They are challenged to also create a hypothetical production as a director, designer or actor explaining their reasons for creative decisions and outlining the intended impact on their audience. Students have the opportunity to view live and/or online performances completing an evaluation that demonstrates their knowledge and understanding of production elements and acting.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes.

\*Please note students need to be available for after school rehearsals to complete the group production task.

**Big Ideas:** Exploring the unconscious mind.

## Key Questions:

- What is the unconscious mind and how is it explored in The Arts?
- What is surrealism and who contributed to its development in The Arts?
- How can I create theatre that subjects the audience to a new experience?
- How can I work collaboratively with other students in an ensemble to produce an effective theatre production?

**School Assessment: Assessment Type 1:** Performance

**Assessment Type 2:** Responding to Drama

**Assessment Type 3:** Creative Synthesis

# STAGE 1 | INFORMATION PROCESSING & PUBLISHING (IPP)

**Recommended understanding/experience:** Successful completion of at least one Semester of Art or Design at Year 10 level.

**Duration of course:** 1 Semester – 10 SACE credits

## Course Overview:

Have you ever had a great idea for a logo or business name, but had no idea how to make it? Or are you always thinking of ways the businesses you see could be improved? If your answer is yes, then Stage 1 Information Processing & Publishing (IPP) is for you. With a strong emphasis on using the design process to Design for Purpose, this course provides you with the opportunity to learn the skills, processes and techniques required to design, manipulate and produce products for our school and wider community. So if you want to learn graphic design skills that can be applied to any digital format, or learn what's involved in being a big-time graphic designer, this is the course for you.

**Big Ideas:** Graphic design is more than meets the eye, its art with a purpose.

## Key Questions:

- What are the design principles and how do I use them to make eye catching posters, flyers, business cards and websites?
- How can I use industry-level software to produce, edit and manipulate images and text for use in digital designs?
- What are the key components of a good design? and how do I evaluate the success of my products?
- How is the graphic design industry being affected by social and ethical laws?

# STAGE 1 | MUSIC

**Recommended understanding/experience:** Successful completion of, at least, 2 Semesters of Year 9/10 Music. Students must be attending scheduled instrumental/vocal lessons.

**Duration of course:** 1 Semester – 10 SACE credits per Semester

## Course Overview:

In order to study Stage 1 Music as a subject, students must undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of this course is gaining proficiency on either the voice or the musical instrument of the student's choice. In order to study Music at Stage 2, it is assumed that students have studied their voice/instrument for a minimum of 3 years.

The Stage 1 course enables students to plan and present all aspects of a musical performance.

**Big Ideas:** Exploring the musical landscape.

## Key Questions:

- What are my personal performance goals and what solo and ensemble repertoire would I like to master by the end of Semester?
- How can I increase my solo performance repertoire in terms of genre, level of difficulty and timing?
- How will better solo performance skills facilitate a higher standard of ensemble presentation and how can I measure my growth as a musician?
- What preparation is necessary for a successful public performance?

**School Assessment: Assessment Type 1:** Solo and Ensemble performances presented publicly.

**Assessment Type 2:** Analysis of musical works presented.

**Assessment Type 3:** Composition, Engraving and Music Technology projects.

**Assessment Type 4:** Recorded and live sound production.



# STAGE 1 | VISUAL ARTS - ART

**Recommended understanding/experience:** Successful completion of at least one Semester of Art or Design at Year 10 level.

**Duration of course:** 1 Semester – 10 SACE credits

## **Course Overview:**

In Stage 1 Visual Arts, students explore the work of artists from a range of historical and cultural contexts to understand how art can communicate aspects of personal identity and culture. Students will understand how artists manipulate materials, techniques and subject matter to create meaningful art works. Students will experiment extensively with selected materials, techniques and styles to improve practical skills and create original works of art which reflect their personal visual aesthetic and express aspects of their personal identity.

**Big Ideas:** How can art change the world.

## **Key Questions:**

- How can art communicate aspects of personal identity and culture?
- How do artists use symbolism in works of art to convey meaning?
- How can I develop my knowledge and skills to become a better artist?
- How can I create original works of art that express my individual skills, style and ideas?

**School Assessment:** **Assessment Type 1:** Folio  
**Assessment Type 2:** Practical  
**Assessment Type 3:** Visual Study

## STAGE 2 | CREATIVE ARTS

**Recommended understanding/experience:** Successful completion of Stage 1 Art or Creative Arts.

**Duration of course:** 2 Semesters – 20 SACE credits

**Course Fees:** This course can include your own expenses

### Course Overview:

Ever wanted to create that something special? Well, this is your opportunity. Creative Arts provides you with the techniques, materials and tools to create basically anything. In previous years most students have focused on traditional painting and drawing, however, they can choose, jewellery making, sculpture, textiles, woodwork, metal work, graphic design, concept art and more. The great thing is, this course is not limited to that, your imagination is the limit. You should focus on investigating what and how you plan to go about your creation, use creative arts techniques and tools to develop it. Produce your product in a real-life setting and then reflect and critically analyse the whole process and product.

**Big Ideas:** Use your imagination and get creative!

### Key Questions:

- What employment opportunities and roles exist within different arts disciplines?
- How can I develop the skills necessary to be successful in my chosen arts field?
- How can I use my creative skills to produce a final work to be exhibited, sold, or performed?

**School Assessment: Assessment Type 1:** Product – 50%

**Assessment Type 2:** Inquiry – 20%

**External Assessment: Assessment Type 3:** Practical Skills – 30%

## STAGE 2 | DRAMA

**Recommended understanding/experience:** Successful completion of Stage 1 (Year 11) Drama Course is recommended but not required.

**Duration of course:** 2 Semesters – 20 SACE credits

### Course Overview:

Do you want to form life long memories and create something unique? Then this is the subject for you! This subject provides you with flexibility where your imagination is the limit. Creative Arts provides you with the opportunity to be inspired and develop your knowledge and understanding of the Arts industry. In this subject you focus on investigating how to bring a play alive, participate in the dramatic process and critically analyse, evaluate and reflect on the journey you undertook as a developing artist. You will also apply the skills you have learnt to your own creation and demonstrate your knowledge and understanding of theatrical components in an evaluation of workshops and theatre experiences.

**Big Ideas:** Lights up! Let's get creative!

### Key Questions:

- How can my creativity shape future opportunities?
- How can I work collaboratively with others to contribute to performing arts events?
- How can I further develop my skills to prepare me for life after school?

**School Assessment:** **Assessment Type 1:** Group Production – 40%

**Assessment Type 2:** Evaluation and Creativity – 30%

**External Assessment:** **Assessment Type 3:** Creative Presentation – 30%

## STAGE 2 | MUSIC - SOLO PERFORMANCE

**Recommended understanding/experience:** Successful completion of, at least, Stage 1 Music. Students must be attending scheduled instrumental/vocal lessons.

**Duration of course:** 1 Semester – 10 SACE credits

### **Course Overview:**

In order to study Stage 2 Music as a subject, students must undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of this course is gaining proficiency on either the voice or the musical instrument of the student's choice. In order to study Music at Stage 2, it is assumed that students have studied their voice/instrument for a minimum of 3 years.

The Stage 2 course enables students to plan and present all aspects of a musical performance.

**Big Ideas:** Solo Performance

### **Key Questions:**

- How can I learn from my previous musical studies to achieve the highest possible outcomes?
- How will I determine which units to study?
- How will my learning programme best demonstrate the skills that I have developed over the past 3 years?

**School Assessment:** **Assessment Type 1:** Solo Performance – 30%

**Assessment Type 2:** Performance and Discussion – 40%

**External Assessment:** **Assessment Type 3:** Performance Portfolio – 30%

## STAGE 2 | MUSIC (GROUP) PERFORMANCE

**Recommended understanding/experience:** Successful completion of, at least, Stage 1 Music. Students must be attending scheduled instrumental/vocal lessons.

**Duration of course:** 1 Semester – 10 SACE credits

### Course Overview:

In order to study Stage 2 Music as a subject, students must undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of this course is gaining proficiency on either the voice or the musical instrument of the student's choice. In order to study music at Stage 2, it is assumed that students have studied their voice/instrument for a minimum of 3 years.

The Stage 2 course enables students to plan and present all aspects of a musical performance.

**Big Ideas:** Group Performance

### Key Questions:

- What are my personal performance goals and what ensemble repertoire would I like to master by the end of the year?
- Do I already play/sing in an ensemble?
- How can I learn from my previous musical studies to achieve the highest possible outcomes?
- How will I determine which units to study?
- How will my learning programme best demonstrate the skills that I have developed over the past 3 years?

**School Assessment: Assessment Type 1:** Performance and Part Test – 30%

**Assessment Type 2:** Performance, Part Test and discussion – 40%

**Assessment Type 3:** Performance, Part Test and evaluation – 30%

## STAGE 2 | MUSIC STUDIES

**Recommended understanding/experience:** Successful completion of, at least, Stage 1 Music. Students must be attending scheduled instrumental/vocal lessons. Students must have prior knowledge of aural, theory and musicianship.

**Duration of course:** 2 Semesters – 20 SACE credits

### Course Overview:

Students must undertake instrumental/vocal tuition. This can be outside of school or at school. Students should have at least Grade 3 Theory/Musicianship.

Music Studies combines high level performance with composition, musical analysis and aural and theory skills. This course can be adapted to suit the creative needs of the cohort.

**Big Ideas:** The Everything of Music

### Key Questions:

- What are my musical goals I would like to master by the end of the year?
- How can I learn from my previous musical studies to achieve the highest possible outcomes?
- How will I determine which units to study?
- How will my learning programme best demonstrate the skills that I have developed over the past 3 years?

**School Assessment:** **Assessment Type 1:** Creative Works – Performance, or composition and creator’s statement – 40%

**Assessment Type 2:** Musical Literacy – 3 analysis tasks – 30%

**External Assessment:** **Assessment Type 3:** Examination – 30%

## STAGE 2 | VISUAL ARTS - ART

**Recommended understanding/experience:** Successful completion of at least one Semester of Art or Design at Stage 1.

**Duration of course:** 2 Semesters – 20 SACE credits

### **Course Overview:**

In Stage 2 Visual Art – Art students plan and create works of art which reflect their individual ideas and distinctive visual aesthetic. Students motivate their own learning, selecting topics and themes that have personal relevance. They will research artists and analyse and interpret artworks related to their practical work to inspire them to become better artists. Widespread experimentation will be undertaken with selected materials and techniques to refine practical skills and document their learning and problem-solving processes. A variety of materials and techniques will be used to create original, resolved works of art.

**Big Ideas:** The Artist in me

### **Key Questions:**

- What sort of artist do I want to be?
- How can I further develop my knowledge and skills to become a better artist?
- How can I apply my own unique ideas and skills to create original and meaningful works of art?

**School Assessment:** **Assessment Type 1:** Folio – 40%

**Assessment Type 2:** Practical – 30%

**External Assessment:** **Assessment Type 3:** Visual Study – 30%

## STAGE 2 | INFORMATION PROCESSING & PUBLISHING (IPP)

**Recommended understanding/experience:** Successful completion of at least one Semester of Art or IPP at Year 11 level.

**Duration of course:** 2 Semesters – 20 SACE credits

### Course Overview:

Look around you. Design is everywhere – from your morning cereal box to a music festival poster to the process of ordering food at McDonald's, you wouldn't be looking at this information right now if it wasn't for the elements of graphic design. In IPP, students will develop their understanding of design principles and practical skills in graphic design programs including Adobe Illustrator, InDesign, Photoshop and Dreamweaver. Students apply these skills to develop print media and web design products to effectively communicate information in a visually appealing manner. So if you have ever wanted to design your own logo or change the design of a poster, or learn how to design your own website, then this course is for you!

**Big Ideas:** There are three responses to a piece of design, yes, no and wow! Wow is the one to aim for.

### Key Questions:

- How do I effectively use the design principles to design and create 'wow' factor logos, imagery and text for local businesses?
- How can I use industry-level software to produce, edit and manipulate images and text for use in digital designs?
- What are the key components of a good design? and how do I evaluate the success of my products?
- How is the graphic design industry being affected by social and ethical laws?





# STAGE 1 | PLP PATHWAYS (INCORPORATING PLP AND INTEGRATED LEARNING)

**Duration of course:** 2 Semesters: SACE Stage 1 – Integrated Learning and SACE Stage 1 PLP (compulsory).

**Course Fees:** End of year Adelaide Immersions camp (COMPULSORY) – \$500 pp. Opportunities to obtain White Card – \$150 pp and First Aid – \$150 pp (OPTIONAL).

## Course Overview:

In Pathways you will get to explore the world of work. Opportunities are provided for you to undertake Industry Immersions with hands on practical experiences to understand a wide variety of industries. You will also be able to gain your First Aid Certificate and White Card qualifications if desired. In this program you will attend hosted Industry Tours and solve real world industry problems. You will create your Resume and undertake a number of career assessments to enable you to make educated choices of subjects and pathways suitable for you. You will travel to Adelaide at the end of the year and partake in a full week program on Industry Immersions opportunities and University visits.

**Big Ideas:** The world of work and real life experiences

## Key Questions:

- What are the capabilities and how are they relevant to me?
- How can I enhance my Understanding of Employability skills and attributes to better prepare myself for the world of work?
- How do I solve Real life industry problems using Problem Based Learning?
- How do I know what I want to do when I leave school?
- How can I decide what Career Pathways are the right fit for me?

## School Assessment:

PLP: Compulsory 10 SACE Stage 1 Credits

- **Assessment Type 1:** Folio
- **Assessment Type 2:** Review

Integrated Learning 20 SACE Stage 1 Credits

- **Assessment Type 1:** Practical Exploration at least 2 for 20 credits
- **Assessment Type 2:** Connections at least one for 20 credits
- **Assessment Type 3:** Personal Venture at least one for 20 credits

A minimum of 5 tasks in total for 20 SACE Credits.

# STAGE 1 | FLEXIBLE INDUSTRY PATHWAYS (FIP)

*“Get a head start on your career”*

**Course Fees:** \$100 per FIP

Flexible Industry Pathways (FIP) are a new way of approaching the delivery of Vocational Education and Training (VET) in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer’s needs.

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

Depending on the needs of employers, FIPs include VET qualifications at Certificate I, II and III level’s that industry considers suitable for school students. They also include employability skills training delivered through SACE curriculum and any specific industry requirements linked to the pathway.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well as contextualised SACE curriculum. Students may choose to complete their Research Project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and industry and employer immersion opportunities. Specific schools within the Limestone Coast will be identified as HOST Schools, enabling students from Naracoorte High School greater access to a variety of opportunities.

Flexible Industry Pathways will be developed and introduced in the following areas:

- Primary Industries & Agriculture
- Forestry
- Health & Community Services
- Tourism, Event Management & Hospitality
- Multi Trades incorporating aspects of Automotive, Building & Construction and Engineering & Civil
- Education, Early Childhood and Child Care

## FLEXIBLE INDUSTRY PATHWAYS (FIPs)





# STAGE 1 | PHOTOGRAPHY

## CLICK INTO YOUR CREATIVITY

**Duration of course:** 1 Semester – 20 SACE Credits

### **Course Overview:**

Have you ever wanted to explore the functions of your own camera? Experiment and produce photos for a purpose.

Don't just think outside the box, think outside the camera! Stage 1 Integrated Learning Photography gives you the opportunity to learn about taking photos with the camera you have. It is not about taking a bad shot and manipulating it to make it into a good shot. Learn how to create the perfect shots by understanding the basic fundamentals of taking a picture. Put all you learn together through the creation of your own photography product or artwork!

**Big Ideas:** How can I be creative within Photography?

### **Key Questions:**

- What are the elements of Photography?
- How can I use Photography to enhance wellbeing?
- What type of Photography represents my own unique style and visual aesthetics?

Photography is a 20 Credit SACE Stage 1 subject under Integrated Learning

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits

**Assessment Type 2:** Connections at least one for 20 credits

**Assessment Type 3:** Personal Venture at least one for 20 credits

# STAGE 1 | EXPLORE YOUR OWN CREATIVITY THROUGH CREATIVE ARTS

**Recommended understanding/experience:** A minimum of 5 tasks to be completed for 20 SACE Credits.

**Duration of course:** 1 Semester SACE Stage 1 – Integrated Learning

## Course Overview:

Explore your own Creativity through Creative Arts is a 20 Credit SACE Stage 1 subject under Integrated Learning.

Everyone is an Artist. In Explore your own Creativity, you will get the opportunity to explore the work of artists from a range of historical and cultural contexts to understand how art can communicate aspects of personal identity and culture. You will understand how artists manipulate materials, techniques and subject matter to create meaningful art works. You will experiment extensively with selected materials, techniques and styles to improve practical skills and create original works of art which reflect your personal visual aesthetic and express aspects of your personal identity!

**Big Ideas:** Art is a form of expression. Everyone is an Artist.

## Key Questions:

- How can art communicate aspects of personal identity and culture?
- How do artists use symbolism in works of art to convey meaning?
- How can I develop my knowledge and skills to become a better artist?
- How can I create original works of art that express my individual skills, style and ideas?

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits  
**Assessment Type 2:** Connections at least one for 20 credits  
**Assessment Type 3:** Personal Venture at least one for 20 credits

# STAGE 1 | WORK PLACE PRACTICES

**Recommended understanding/experience:** An interest in the world of work and students should be either undertaking a VET course, have paid employment or be prepared to undertake 50-60 hours of work experience.

**Duration of course:** 2 Semesters – 20 SACE Credits

## Course Overview:

Are you ready and eager to enter the workforce? This course will support you in becoming work ready through developing the required skills and knowledge of industry and work related issues. You will explore topics including Occupational Health and Safety, Bullying and Harassment, Technology in the Workforce, Educational and Training Requirements, Workers Rights and Responsibility and Employability Skills. You will have the opportunity to write a cover letter, resume and practice responding to potential interview questions for a position/job you they would like to apply for. To successfully complete the course you will need to undertake 60 hours in a performance activity, which can include Work Experience, paid work or a VET course. You will undertake an Investigation either as a practical or an issue analysis, which will involve the collection and interpretation of a range of primary and secondary sources. Reflection is also a key focus, therefore, you will need to be able to reflect on your learning experiences and how they can help you in your future work or career pathway.

**Big Ideas:** Become Work Ready

## Key Questions:

- What industry and work related challenges will you face when entering the workforce?
- How will technology impact the workplace in the future?
- How can I develop skills to make me employable.

**School Assessment:** **Assessment Type 1:** Folio  
**Assessment Type 2:** Performance  
**Assessment Type 3:** Reflection

## STAGE 1 | THE FUNDAMENTALS OF FOOD

**Duration of course:** 1 Semester – 20 SACE Credits.  
A minimum of 5 tasks to be completed for 20 SACE Credits.

### Course Overview:

Knowing your audience and creating a product to cater for community needs are key to building a business. If you are interested in exploring and understand areas of a food business, this subject is for you. You will establish a product and sell it to a target audience. This could include High Teas and Pop Up Restaurants and/or catering for specific events.

**Big Ideas:** From kitchen to cash

### Key Questions:

- How can we meet the food needs of our community?
- How is food marketed to an audience?
- What does it mean to be successful in the food market?
- How can we ensure products meet ethical, legal, social values, economic, environmental and social sustainability factors?

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits  
**Assessment Type 2:** Connections at least one for 20 credits  
**Assessment Type 3:** Personal Venture at least one for 20 credits

## STAGE 1 | LET IT GROW

**Duration of course:** 1 Semester – 20 SACE Credits.  
A minimum of 5 tasks to be completed for 20 SACE Credits.

### Course Overview:

You will participate in designing, planning and creating your own vegetable garden at the local Community Garden Plots. Firstly, you are involved in planning a dream garden where you research potential designs, plants and costings. You are given a budget to establish a working garden plot at the Community Garden. You need to work both collaboratively and independently to grow vegetables that will be utilised in class. You will also research a variety of recipes that incorporate the vegetables grown and then create a recipe book that uses these recipes. Finally, you will cook for members of the community using the knowledge and ingredients you have gained over the course of the semester.

**Big Ideas:** How do I create a sustainable food source?

### Key Questions:

- Planning and designing a dream garden?
- Planning and maintaining a garden?
- Using produce for products?

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits  
**Assessment Type 2:** Connections at least one for 20 credits  
**Assessment Type 3:** Personal Venture at least one for 20 credits



## STAGE 1 | LIFE SKILLS

**Duration of course:** 1 Semester – 20 SACE Credits.  
A minimum of 5 tasks to be completed for 20 SACE Credits.

### Course Overview:

You will experience a range of local guest speakers that present on topics such as: automotive knowledge and skills, tax requirements and returns, local medical facilities and entitlements, law enforcement and the legal system, mental health and fitness and wellbeing. Students participate in an employability task that focuses on updating or creating their resume and cover letters as well as improving interview skills. Volunteering is a focus where you will volunteer at local establishments as well as researching and experiencing the benefits of giving back to the community. Finally, you will be involved in a personal venture where you are able to focus on an area of interest to complete an assessment that stretches your knowledge and experience in this area.

**Big Ideas:** How can I survive independently in a complex world?

### Key Questions:

- How do I enhance my employability skills?
- How do I live independently?
- How do I enhance wellbeing by giving back to the community?

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits  
**Assessment Type 2:** Connections at least one for 20 credits  
**Assessment Type 3:** Personal Venture at least one for 20 credits

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## STAGE 1 | RENO RESCUE - RECYCLE AND CREATE

**Duration of course:** 1 Semester – 20 SACE Credits.  
A minimum of 5 tasks to be completed for 20 SACE Credits.

### Course Overview:

You will design and create products from recycled materials to enhance an area of the school. You will learn to work collaboratively with others in your class, as well as members of the local 'Men's Shed'. You will maintain a photographic journal of your progress over the semester and reflect on challenges, successes and personal capabilities that have been developed. During Term two you will work on a Personal Project that requires planning and creating a product of your choice that stretches your practical skills. You will also complete 'Onguard' safety requirements for the various tools used in the workshop.

**Big Ideas:** How do I use recycled materials to construct a product?

### Key Questions:

- What processes and resources can I use to assist me in planning a product?
- What tools and machines can I use to make a product?
- How do I use tools and machines safely?
- How do I develop employability skills and capabilities when constructing a product?

**School Assessment:** **Assessment Type 1:** Practical Exploration at least 2 for 20 credits  
**Assessment Type 2:** Connections at least one for 20 credits  
**Assessment Type 3:** Personal Venture at least one for 20 credits

# YEAR 11 | SET YOUR OWN ADVENTURE

**Duration of course:** Full year – 10 SACE Credits. Research Project is a compulsory Stage 2 subject in which students must achieve a C- or better to achieve their SACE.

## **Course Overview:**

Do you feel strongly about a particular social issue or aspect of current affairs?

Perhaps you have always wanted to learn about anime drawing, or maybe you are a budding soccer star looking to improve your fitness and footwork skills. You might want to investigate the application of science, nanotechnology or photography in the real world or you could be interested in rebuilding vintage cars.

In Research Project, you are given the freedom to study whatever you choose, whether that be nutrition, 3D printing applications, cultural practices or beyond! You will be supported in developing your own research focus and designing a non-googleable question? You will learn how to locate information from a variety of sources, including those beyond the Internet and will have the chance to interact with experts in your chosen field. Once your research is complete, you will determine the most appropriate way to present your findings and answer your research question, which doesn't necessarily need to be in an essay or report? You could develop an app, facilitate a workshop, create a video, podcast or website, or run an information campaign. The choice is yours!

## **Key Questions:**

- What is a problem I want to solve?
- How can I trust the information that I have found?
- How can I share my findings with others?
- How can I apply my learning beyond the classroom?

## STAGE 2 | HEAD HEART HAND HOLIDAYS

**Duration of course:** 2 Semesters – 20 SACE Credits

**Course Fees:** Travel to Cambodia – approx. \$4,000 pp (subject to international travel being available)

### **Course Overview:**

Head Heart Hand Holiday is a Stage 2 Integrated Learning subject in which students must achieve a C- or better to count towards their SACE.

Have you ever wanted to travel to Cambodia? Are you interested in finding out about a third world country and participating in life saving volunteer work? If you are interested in building a Wash House in Cambodia, then this subject may be for you. You will explore the requirements to travel to Cambodia in the generation of a Planning Portfolio and then participate in numerous, often out of school hours, fundraising activities to support your travel. You will need to undertake an Investigation around travelling to a Third World Country, Cambodia or Volunteering. A photographic journal is required of the journey as well as participation in a hands on task of building a wash house at a local school in Cambodia with the Head Heart Hand building team. As part of this subject you will also explore your own unique gifts you bring to the world and undertake a self-development program of Tribe!

**Big Ideas:** Volunteering in a third world country. Undertaking a personal self-development program.

### **Key Questions:**

- How can I give back to society?
- How to organise large scale fundraising events?
- How can I share my findings with others?
- How can I apply my learning beyond the classroom?
- How can I travel internationally?
- What can I learn about myself?
- Learning about Cambodia.

**School Assessment:** **Assessment Type 1:** Practical Inquiry (40%) 3 tasks in total  
**Assessment Type 2:** Connections (30%) 2 tasks in total  
**Assessment Type 3:** Personal Endeavour (30%) 1 task in total



*Every Student  
All of the Time  
Without Exception*



## Naracoorte High School

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**Government of South Australia**  
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