Naracoorte High School

Course Handbook

Senior School 2024

Year 10 - Year 12

Learning Ambitions

We inspire proud resilient citizens that are empowered through a safe and supportive learning environment.

We value community, individual growth and innovative thinking.

Naracoorte High School

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INTRODUCTION

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 achieving 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, Parent-Teacher-Student 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 our 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 if you have any questions regarding our School.

Lynette Corletto

Naracoorte High School Principal

INCLUSIVE EDUCATION AND TARGETED INTERVENTIONS

At Naracoorte High School we offer a large range of Interventions ranging from Wave 1 – Wave 3 to support students learning journeys.

WAVE 1 Intervention – Describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes differentiated work and creating an inclusive learning environment. **Inclusive quality first teaching for all.**

WAVE 2 Intervention – The additional programs and strategies provided to student who require supports in addition to universal supports. The purpose of WAVE 2 intervention is to reduce the risk of academic or behavioural problems. **Additional interventions to enable children to work at age-related expectations or above.** Usually lasts 10-12 weeks.

WAVE 3 Intervention – More intensive, individualized support to improve their behavioural and academic outcomes. **Additional highly personalised interventions.** Usually lasts from several semesters to years.

Functional Literacy classroom is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum. Within this learning space, students are provided with the opportunity to participate within interest-based, functional activities which develop their literacy skills. To achieve this, students have been provided choice on topics they wish to investigate, within areas that highlight their strengths and provide them confidence to address misunderstandings. Students have been provided structure on how to achieve their individual learning goals, which have been created with each student. This program is designed to help students understand the requirements of the 'real world' and practise these skills independently before they transition out of school into future environments.

Functional Numeracy classroom is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum. Within this learning space, students are provided with the opportunity to participate within interest-based, functional activities which develop their numeracy skills. To achieve this, students have been provided choice on topics they wish to investigate, within areas that highlight their strengths and provide them confidence to address misunderstandings. Students have been provided structure on how to achieve their individual learning goals, which have been created with each student. This program is designed to help students understand the requirements of the 'real world' and practise these skills independently before they transition out of school into future environments.

Nurture Class Nurture groups are founded on evidence-based practice and offer a short-term, inclusive, focused intervention that is successful in the long term. Nurture Groups are classes of between six and 12 young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two co-educators. Children attend nurture groups but remain an active part of their main home group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken

for granted and everything is explained, supported by role modelling, demonstration, and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially, they develop confidence, become responsive to others, learn self-respect, and take pride in behaving well and in achieving.

EALD English is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum.

The development of literacy skills is important for all people to learn to be independent young people living within the wider community. The big 6 Literacy skills will be developed throughout the year, these include: Oral Language, Phonological Awareness, Letter-Sound Knowledge, Vocabulary, Comprehension and Fluency. These important skills will be implemented in situations which are relevant and appropriate to individual students, to ensure they have multiple opportunities to practise and master these skills.

Interoception - The perception of sensations inside the body and includes the perception of physical sensations related to internal organ function such as heartbeat, respiration, safety as well as the automatic nervous system activity related to emotions. Interoception: is a lesser-known sense that helps you understand and feel what's going on inside your body. Kids who struggle with the interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold, or thirsty. Having trouble with this sense can also make self-regulation a challenge.

Macqlit is an explicit and systematic reading intervention program for small groups or older lower progress readers.

What's the Buzz for Teenagers? The aim is for your child to participate with a small group that offers warmth, explicit teaching and opportunities to connect to other students. What's the Buzz with Teenagers? A universal social and emotional literacy resource covers the following topics;

1. The ins and outs of friendship
2. What is a friend?
3. Switching on positivity
4. Wellbeing and social media
5. Empathy
6. Resilience
7. Dealing with Disappointment (loss and grief)
8. Handling anxiety
9. Responding to dominating behaviours
10. Being hurt, trolled or abused online

SHine for those with a Disability - SHine is an important sexual health and positive relationship course offered throughout HPE in our mainstream curriculum offerings. On top of this Naracoorte High School also offer SHine for those with an Intellectual disability by a fully trained professional in the area.

Drumbeat - Stands for discovering relationships using music, beliefs, emotions, attitudes, and thoughts. A music program focussing on exploring healthy, supportive relationships, emphasising teamwork and cooperation.

Boys Group - An intervention that was run in 2022 by LEWD – 40 mins a week focus on interoception for a targeted group of lower secondary males.

Girls Group - An intervention that was run in 2022 by LEWD – 40 mins a week focus on interoception for a targeted group of lower secondary females.

Guided Reading intervention - an instructional practice or approach where teachers support a small group of students to read a text independently.

Differentiation - Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn, or the product expected from students to ensure that learners at different starting points can receive they need to grow and succeed.

RMF - Reframing Mathematical Futures is a project aimed at improving student outcomes in relation to multiplicative thinking and proportional reasoning in Years 7 and 8.

PAT M - PAT Maths – Progressive achievement test in Mathematics year 1 -10 developed by ACER. Designed to provide complete information to teachers about the level of achievement attained by students.

PAT R - PAT Reading comprehension and word knowledge the reading comprehension tests consists of four forms of varying difficulty that covers year 3 – 9.

FIP - Flexible Industry Pathway – Included Certificate Course, Contextualised SACE (Workplace Practices) and Industry Immersions. Must be in Year 11 to undertake a FIP and must be on register of providers to access. There are over 15 different Industry areas that can be pursued through a FIP at Naracoorte High School.

ASBA or SBAT - Australian School Based Apprenticeship/ School Based Apprenticeship or traineeship – Must involve a paid employment for minimum of seven and a half hours a week. Must be in years 10,11 or 12. Must be engaged in some educational school subject. Can attend school and work or just use part time after school jobs. A certificate 3 counts as Year 12 in everything except Retail. A certificate 2 counts as Year 11 credits. A completed Certificate 3 can be use as 1 year 12 subjects towards an ATAR. A Certificate 3 can be used to obtain all a student's year 12 other than Research Project if they only want SACE and no ATAR.

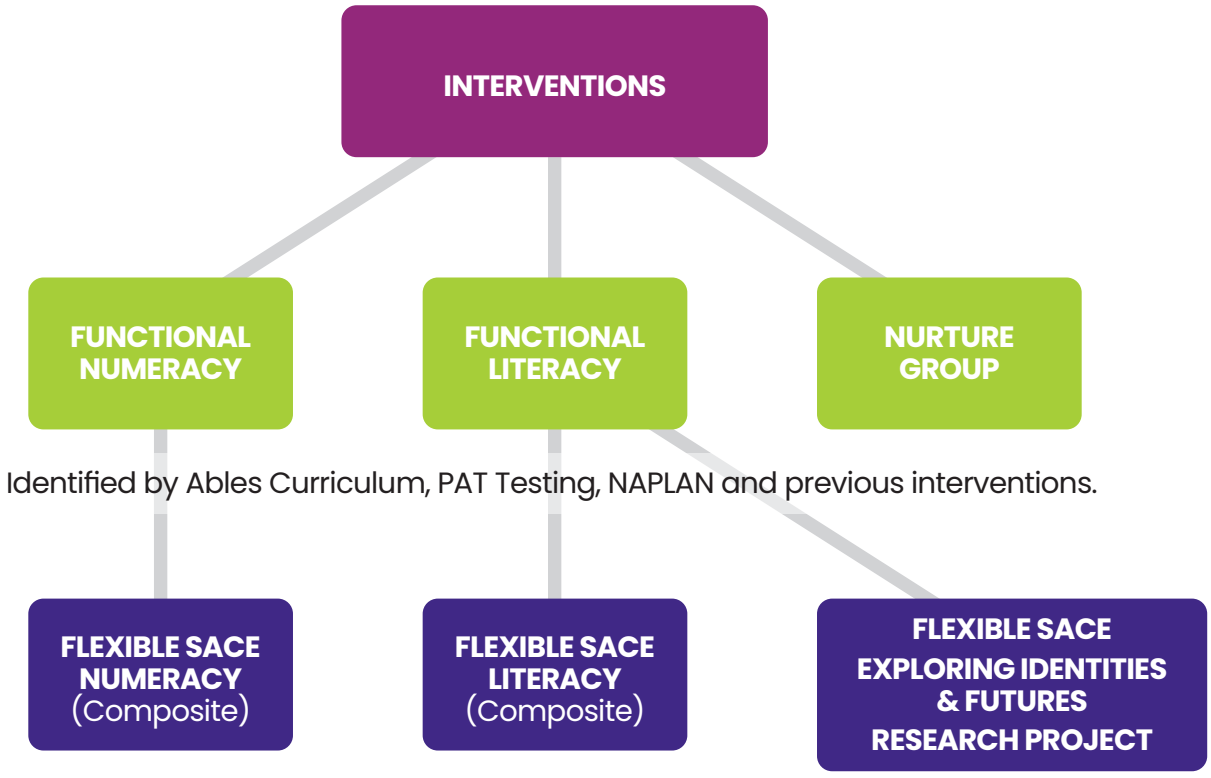
Mentor Program for Year 12 Students. All year 12 students at Naracoorte High School are allocated a Mentor that works with them as they face any challenges throughout Year 12, helping them to transition successfully to the next phase of their lives.

Headspace is an outside agency that accesses our school weekly providing both a drop in service and a Case Management Model to support our young people with anything mental health related.

After School Support - Thursday afternoon between 3.30pm and 4.30pm students are able to access free tutoring from staff in the school library. A great opportunity to catch up on Homework tasks or clarification about learning within the classroom setting.

Other Interventions - Drama Club (Monday Lunchtime), Pageturners (bookclub) - Meet twice a Term.

Flexible Education Pathways



Flexibility in SACE caters for students with work provisions, FLO provisions and FIP provisions.

Students who have undertaken Functional Numeracy and/or Functional Literacy have the choice to undertake Flexible SACE Numeracy, Literacy, Exploring Identities and Futures (EIF) and Research Project (RP).

FLO Students have the choice to undertake Flexible SACE Numeracy, Literacy, EIF and RP.

Students on a modified SACE have the choice to undertake Flexible SACE Numeracy, Literacy, EIF and RP.

UNIVERSITY AND TAFE

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.

GETTING YOUR SACE

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 at Stage 1
- 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 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 for each semester length subject and 20 credits for each full-year subject.

MODIFIED SACE

Here at Naracoorte High School we aim to meet the learning needs of all students.

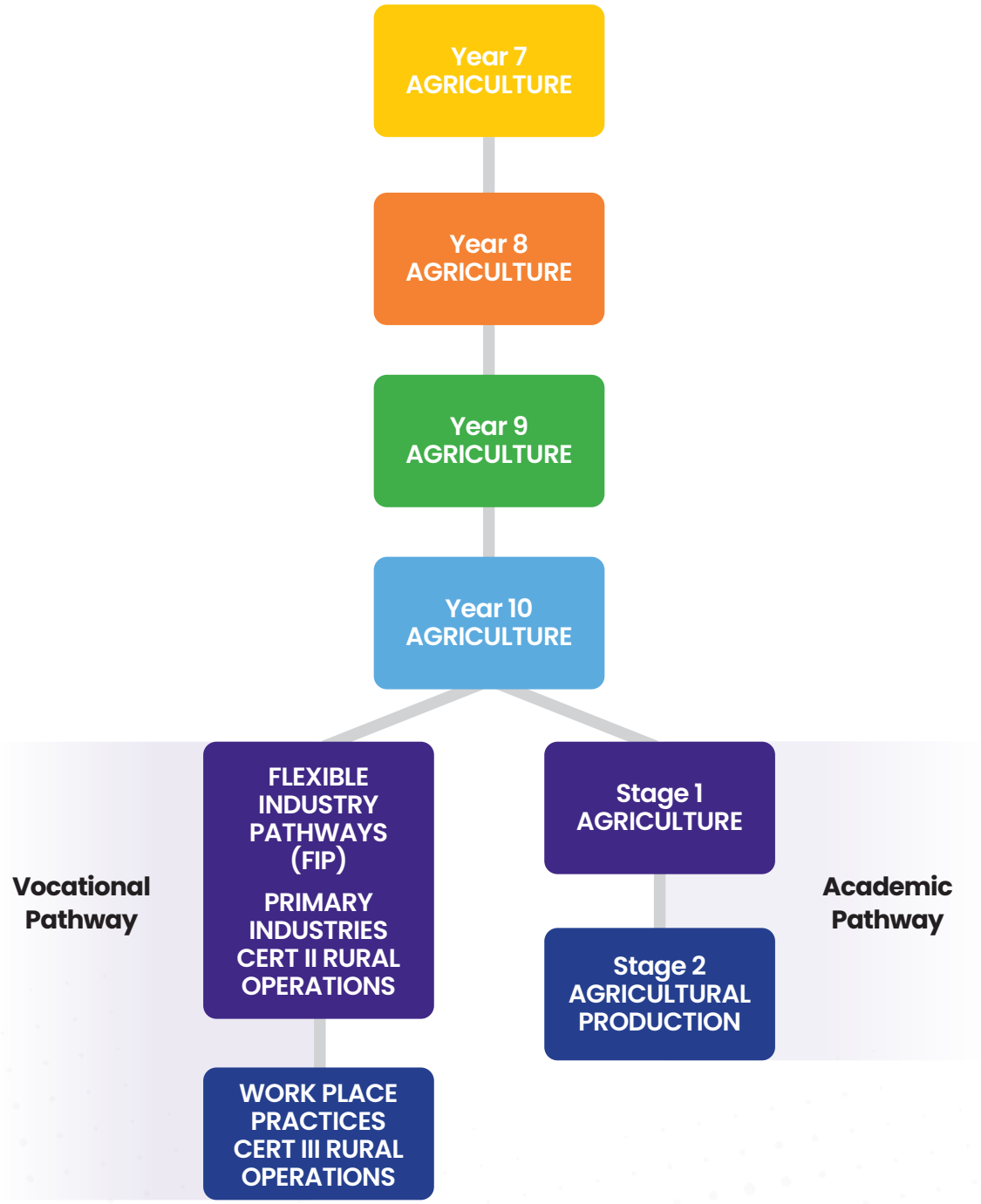
To meet the learning needs of individual students with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability, the SACE Board makes available a set of modified subjects.

Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

MODIFIED SUBJECTS AVAILABLE AT STAGE 1 AND STAGE 2

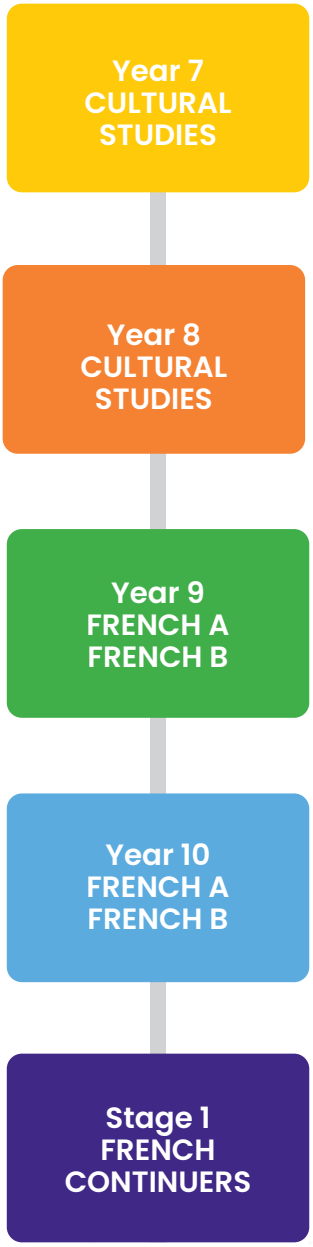
- Business Innovation: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Design, Technology and Engineering: Modified
- Health and Wellbeing: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Physical Education: Modified
- Scientific Studies: Modified
- Society and Culture: Modified
- The Personal Learning Plan: Modified
- The Research Project: Modified

Agriculture



Community Studies is a subject option for students not working towards an ATAR.

Cultural Studies



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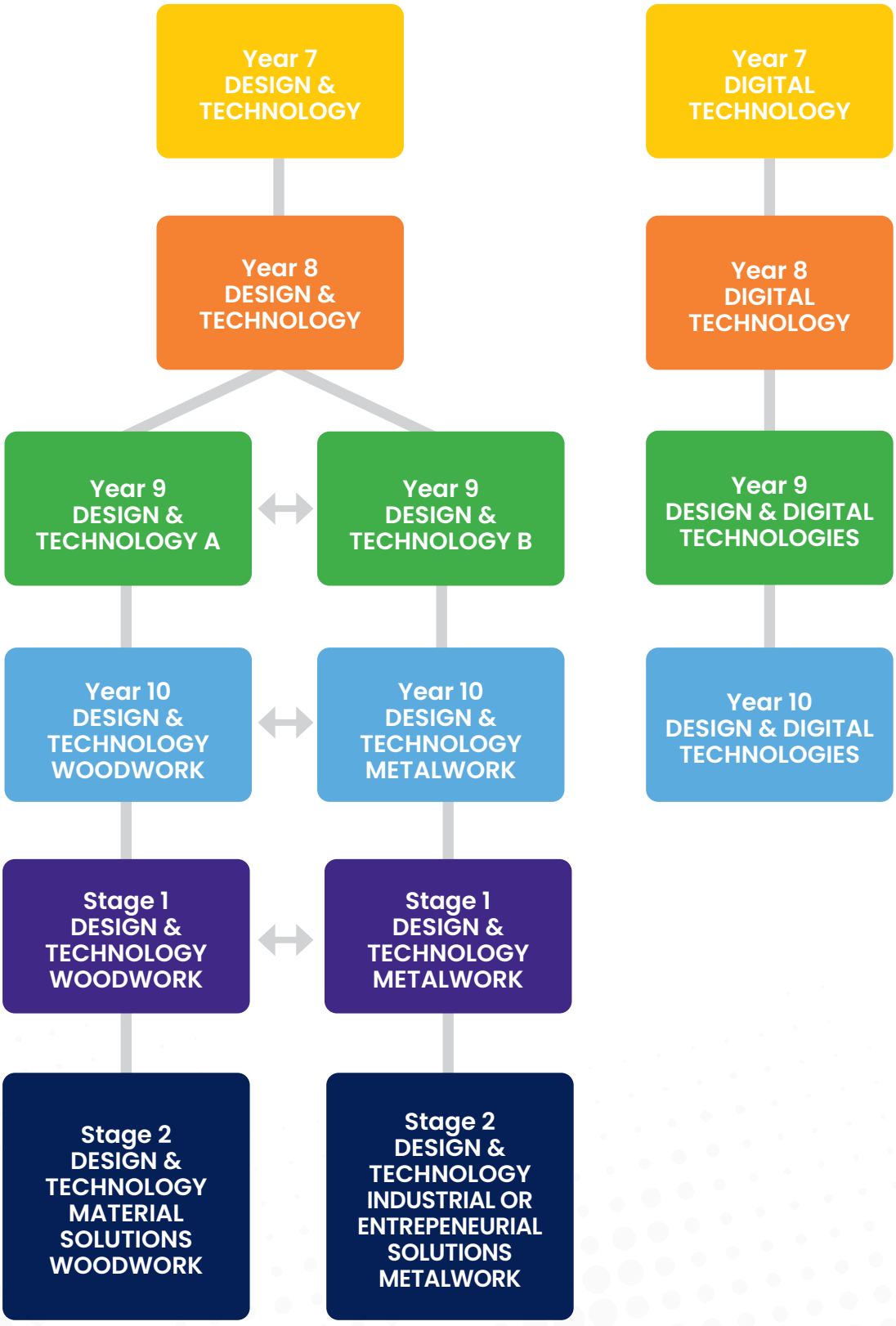
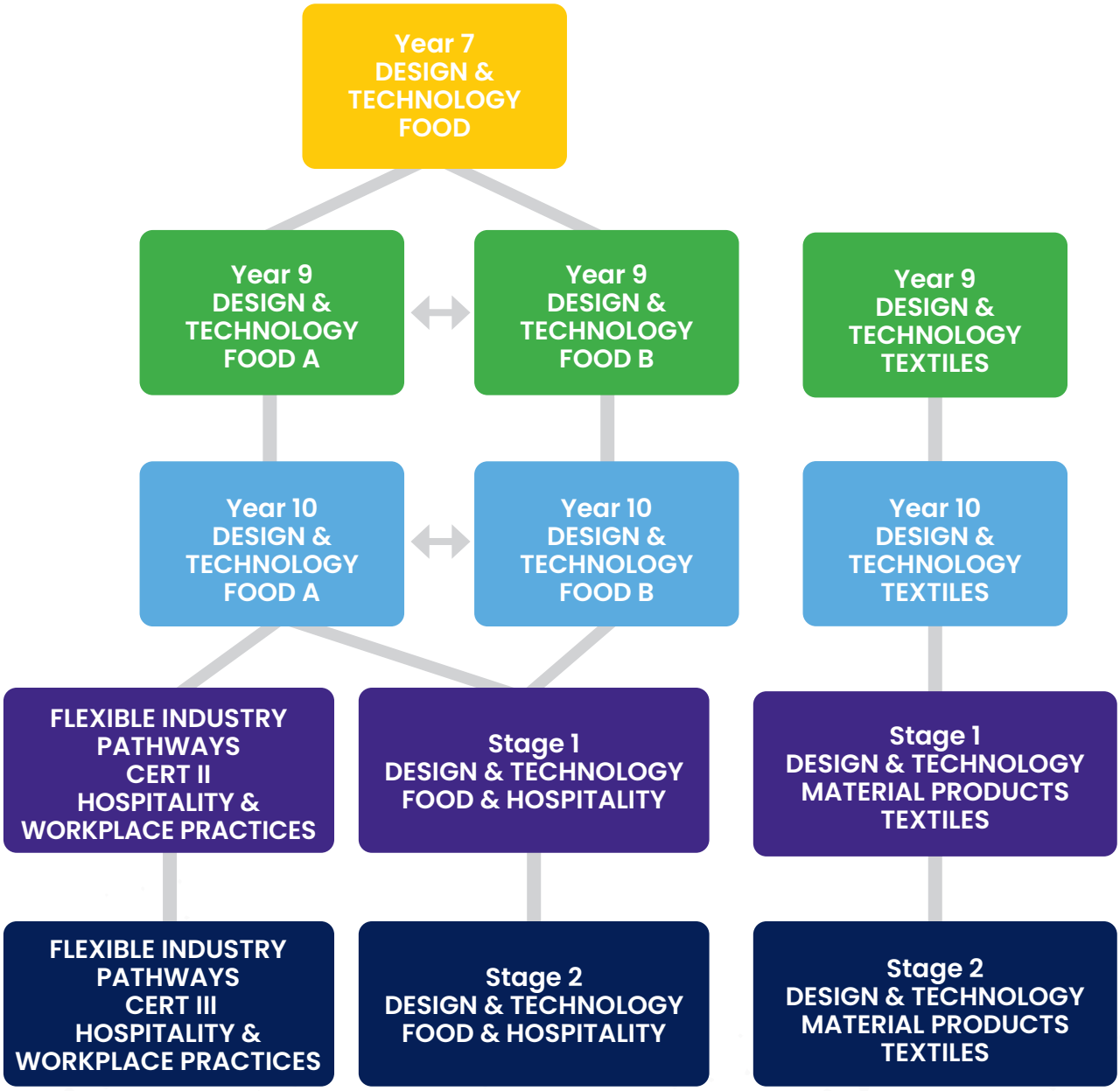
Design & Digital Technologies



Community Studies is a subject option for students not working towards an ATAR.

Design & Technologies
Food & Textiles



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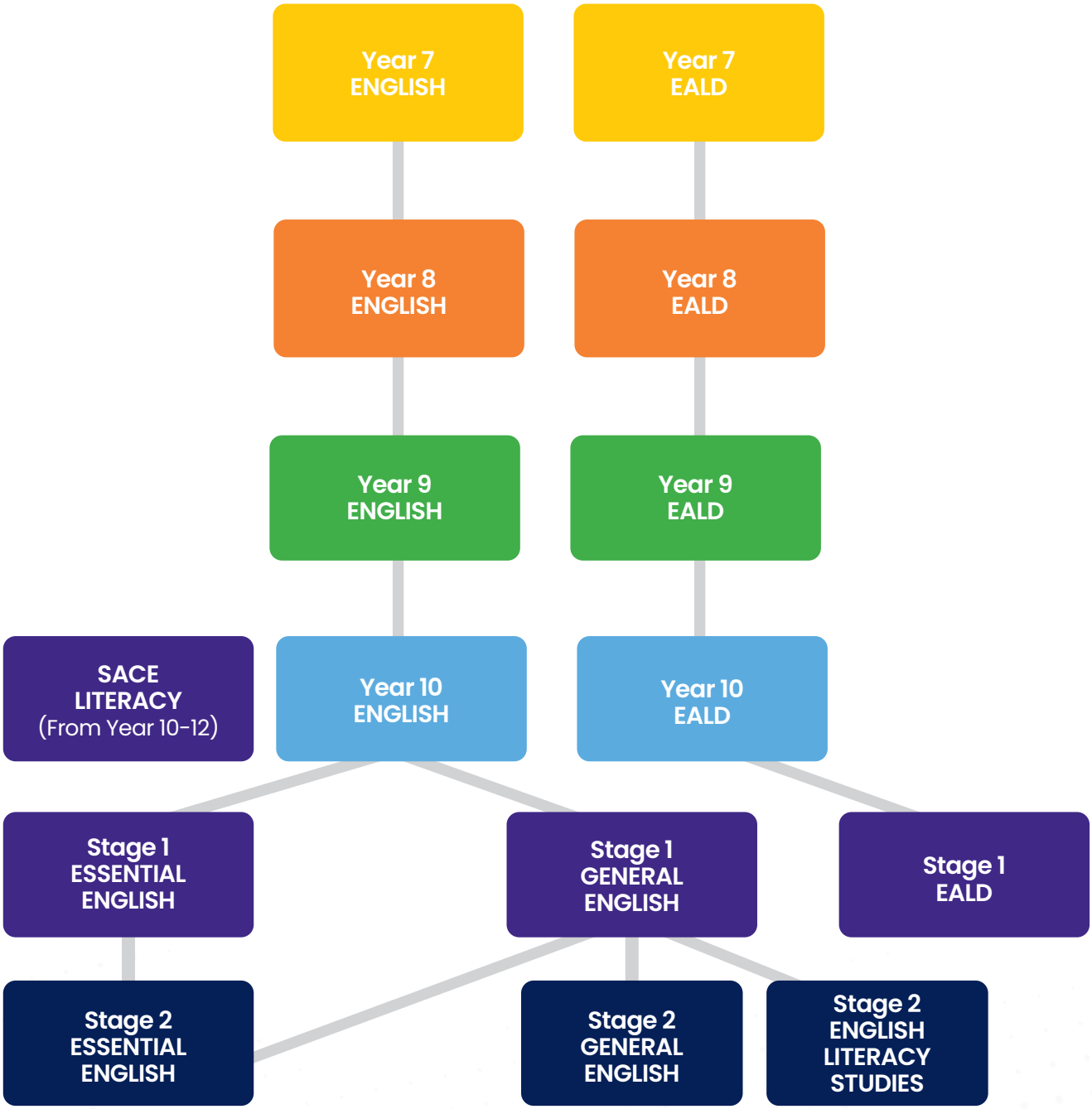
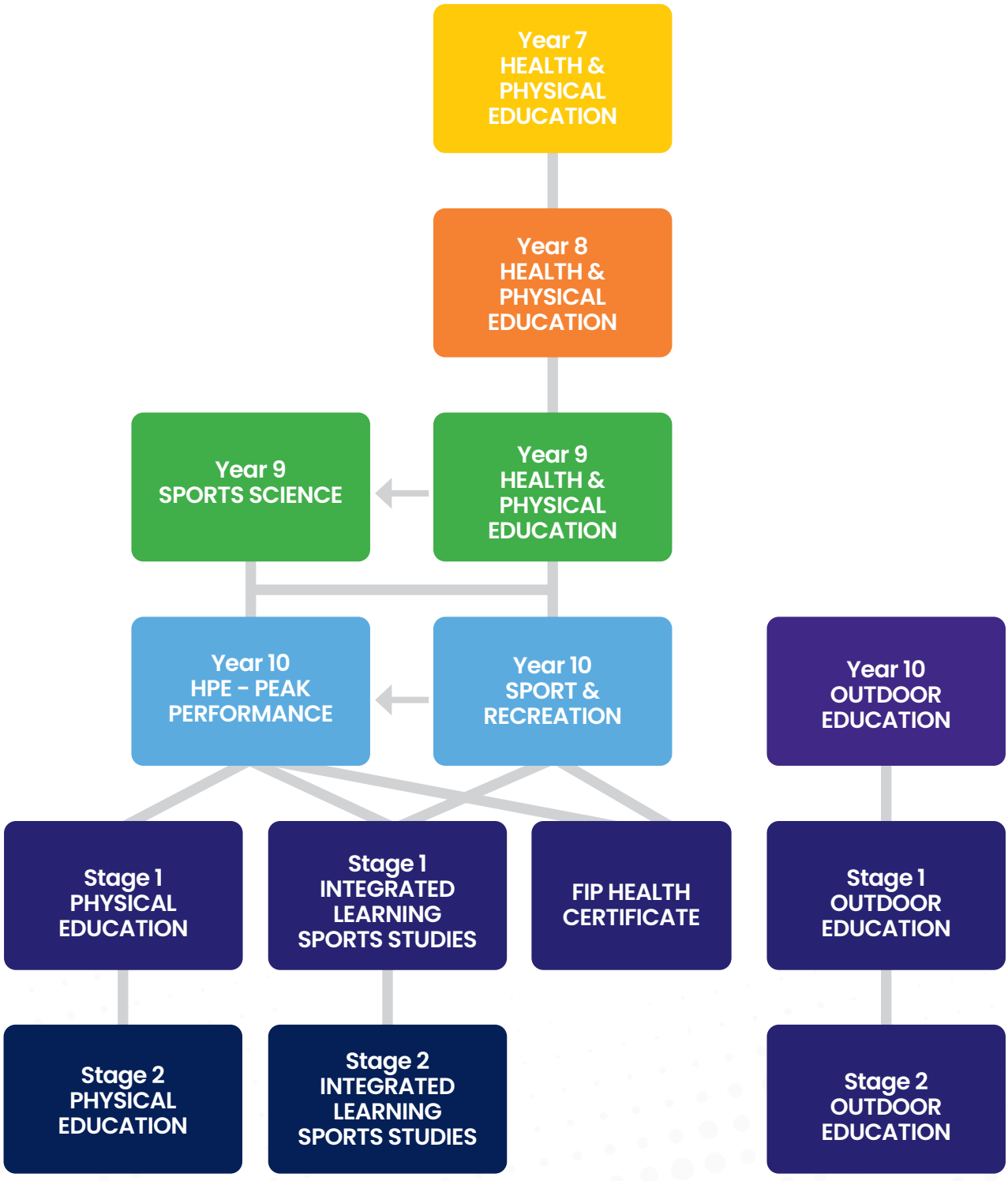
English



Community Studies is a subject option for students not working towards an ATAR.

Health & Physical Education



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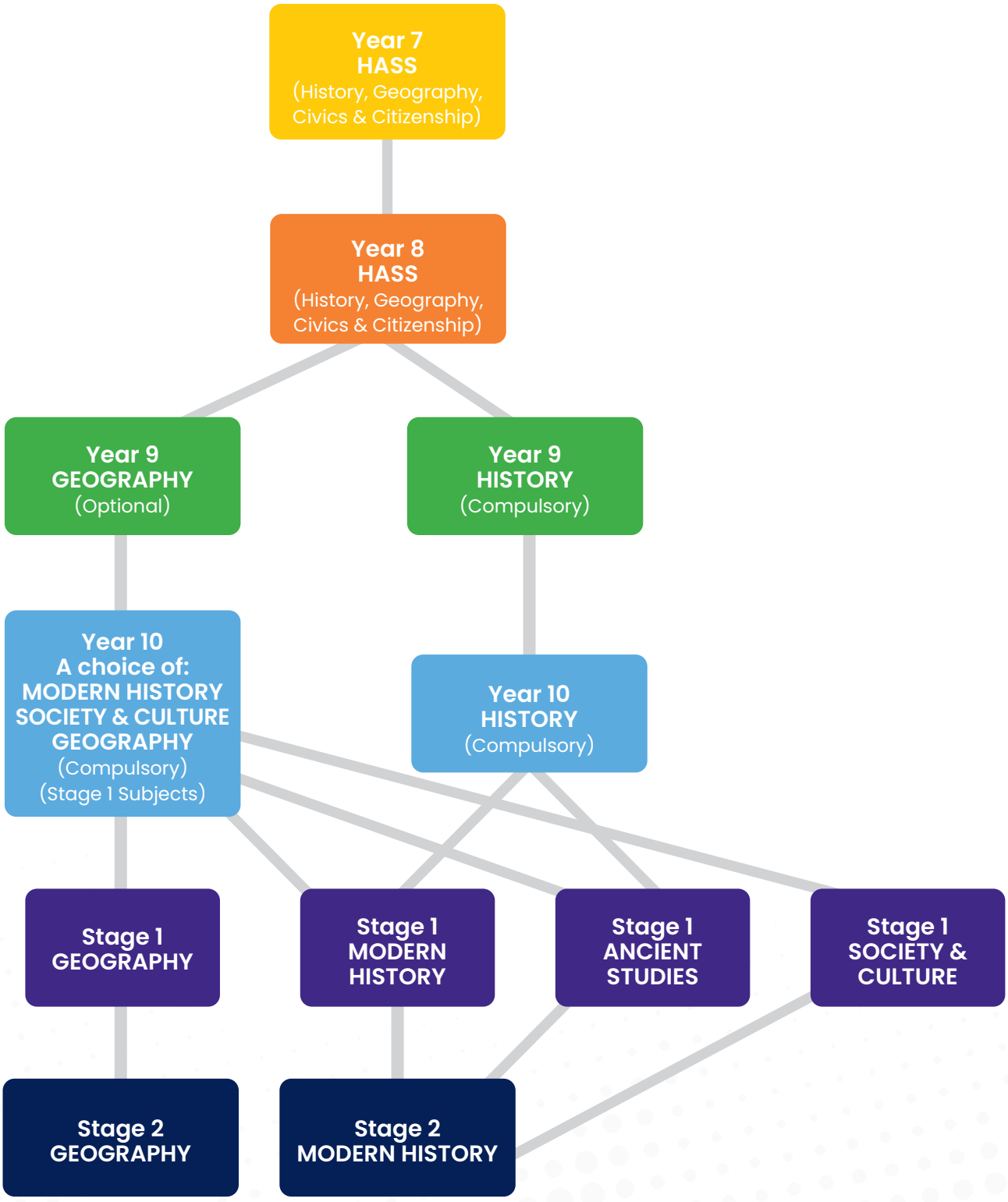
SUBJECT FLOW CHARTS

Humanities & Social Sciences



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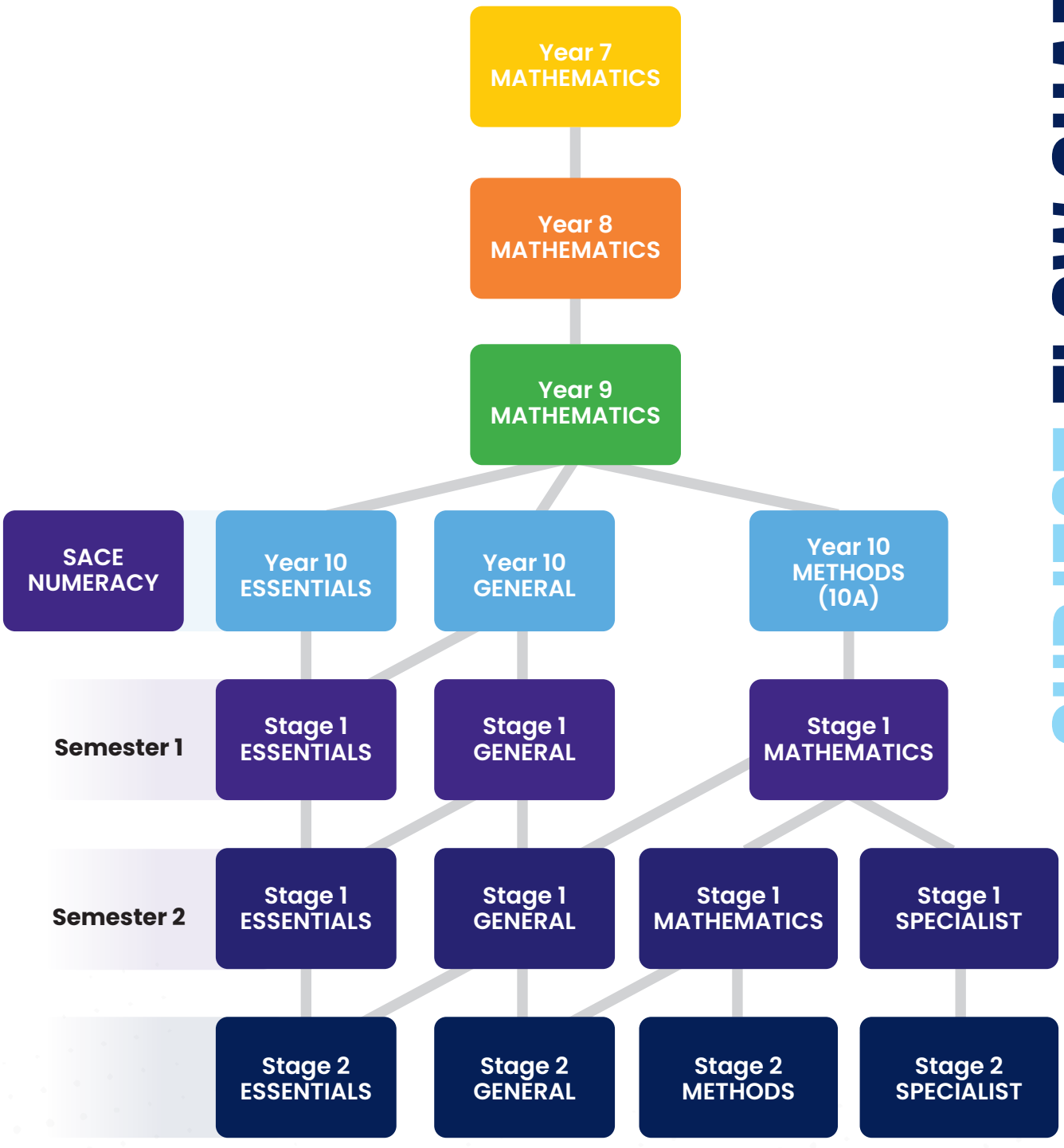
Mathematics

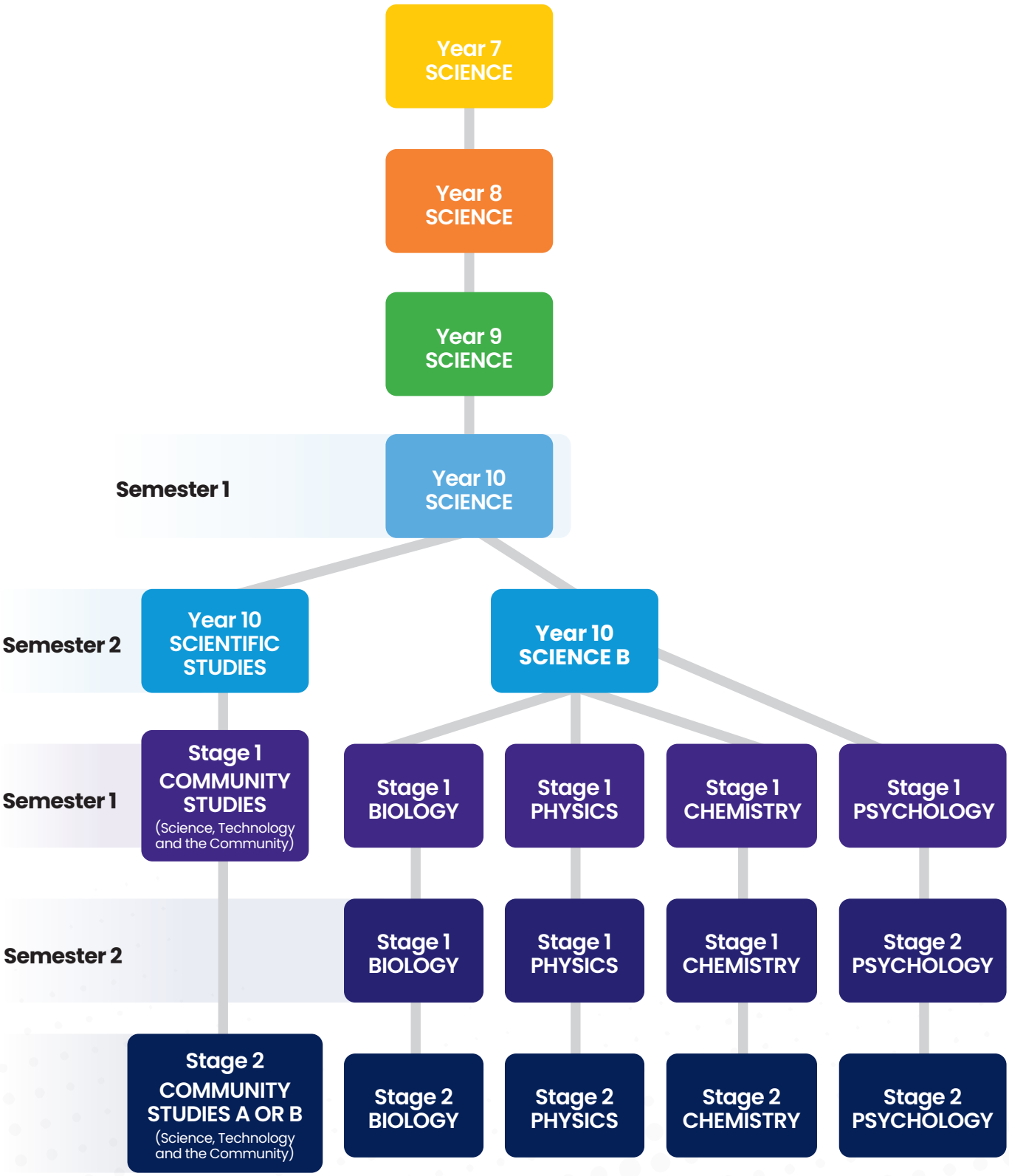


Note: Mathematics is compulsary up to and including Semester 1, Stage 1.

Community Studies is a subject option for students not working towards an ATAR.

SUBJECT FLOW CHARTS

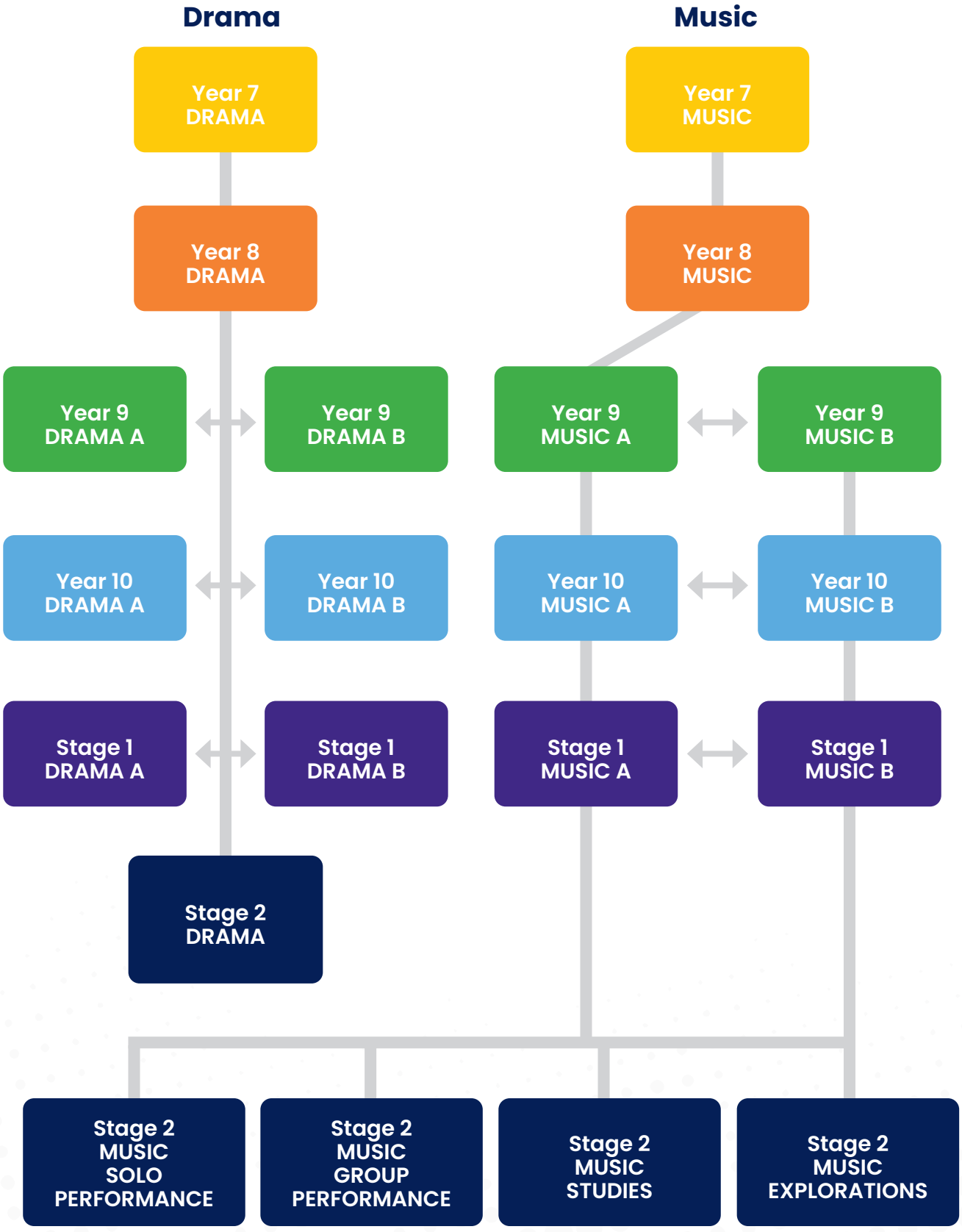
Science



Community Studies is a subject option for students not working towards an ATAR.

The Arts

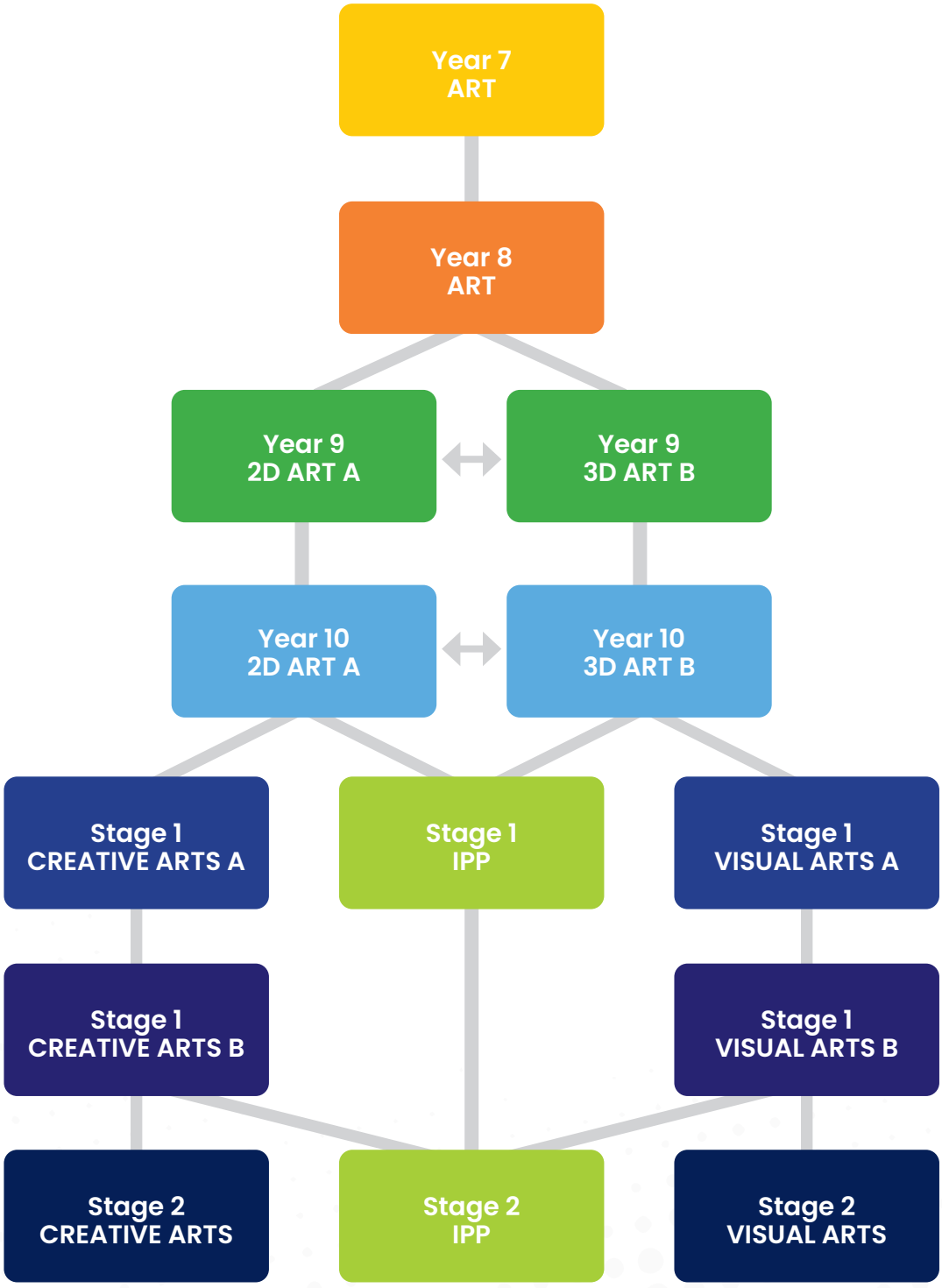
Performing Arts



Community Studies is a subject option for students not working towards an ATAR.

The Arts

Visual Arts & Creative Arts
Information Processing & Publishing (IPP)



Community Studies is a subject option for students not working towards an ATAR.

SUBJECT REFERENCE

AGRICULTURE

FOOD, FIBRE AND ANIMALS

Duration of course: Full year

Recommended Understandings and Experiences: Nil

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 have 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?

FRENCH

BONNE CHANCE!

Duration of course: Full year

Course Overview:

Que sera, sera! In Year 10 you will start to the explore the role that French language can play in your life in the future. What might you buy? Where might you go? What might you do? You will practice writing about and discussing issues that impact the world and people in it. You will explore the current affairs and the French response to global issues, using your building language to share your own point of view.

Big Ideas: What role can French language play in our future?

Key Questions:

- How can I communicate my hopes and dreams in French?
- How can French language be used to discuss events that impact our everyday lives?

DIGITAL TECHNOLOGIES

SUSTAINABLE SOLUTIONS

Duration of course: 1 Semester

Recommended Understandings and Experiences: Year 9 Digital Technologies

Course Overview:

Digital Technologies are a State and Federal Government priority. They are characterised by frequent, rapid change. Digital Technologies is a practical learning area. Building on the concepts covered in Year 9, you will engage in critical and creative thinking focusing on data security, sustainability and selecting appropriate technologies to develop solutions to real world problems.

Big Ideas: Understanding interrelationships in systems when solving complex problems. Digital Technologies aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, you can investigate, design, plan, manage, create and evaluate solutions. This course allows you to determine their level of interest and ability before undertaking more specific IT qualification in Years 11 and Year 12.

Key Questions:

- With consideration to future risks, how do we make informed and ethical decisions about the role, impact and use of technologies in the economy?
- What is the role of Digital Technologies in supporting the development of a sustainable future?
- How do we confidently and responsibly select and use appropriate technologies when designing and creating solutions to real world problems?

FOOD TECHNOLOGY A

FOODS OF THE WORLD

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

Course Overview:

You will get an 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 have opportunities 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?

FOOD TECHNOLOGY B

STREET FOOD

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

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?

DESIGN & TECHNOLOGY – MATERIALS

SUSTAINABLE METALWORK SOLUTIONS

Duration of course: 1 Semester

Recommended Understandings and Experiences: Desirable that you have achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

Course fees: Subject Semester fees will apply

Course Overview:

Year 10 Metalwork gives you the opportunity to design, plan, fabricate and evaluate projects and learn to use metal to fabricate projects safely and accurately. Skills are developed with recycled scrap metal and then you will fabricate a Major Project where you evaluate and analyse cheap and high-end products similar to your designed solution.

Big Ideas: Metalworking, Sustainability and Safety

Key Questions: How will you:

- 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

DESIGN AND TECHNOLOGY – MATERIALS

CHIP OFF A NEW BLOCK

Duration of course: 1 Semester

Recommended Understandings and Experiences: Desirable that you have achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

Course fees: Subject Semester fees will apply

Course Overview:

Year 10 Woodwork gives you the opportunity to design, plan, construct and evaluate projects. You will 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 like their designed solution.

Big Ideas: Woodworking, Sustainability and Safety

Key Questions: How will you:

- 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?

TEXTILES TECHNOLOGY

Duration of course: 1 Semester

Recommended Understandings and Experiences: Ideally completion of Year 9 Textiles but not essential.

Course fees: You will be required to supply your own materials for your 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?

ENGLISH

IMAGINATION REAPS REWARDS

Duration of course: Full year

Course Overview:

During Year 10 Engish you have multiple opportunities to develop and extress your creativity. Topics of text production include narrative writing, persuasive presentation and development of media skills including creating feature articles and multi-media texts. You will learn the correct language and structual features of these texts and how to manipulate words to create images that entice a range of audiences.

Big Ideas: How do we use language and text structure to engage and influence a range of audiences?

Key Questions:

- How do authors use their imaginations to engage their audiences?
- How can language techniques be used to create differing meaning?
- What are the visual conventions of different types of media?

DETECTIVE GRADE ANALYSIS

Course Overview:

Other than creativity, Year 10 English calls for you to delve into a range of written adn visual texts to analyse key ideas, values and themes. Studies of text analysis cover novel, film, poetry and short story, just to name a few. Texts can include *Jasper Jones, The Happiest Refugee, I am Legend* and *To Kill a Mockingbird*. You will refine skills of substantiation, using evidence from texts to support your claims and begin to compare texts based on themes, characters and plot.

Big Ideas: What key themes and issues are hidden within popular visual and written texts?

Key Questions:

- How does perception of race and culture inform our worldview?
- How is language used to make meaning in visual and written texts?
- How can I substantiate my opionions and beliefs from a text?

SACE STAGE 1 | EXPLORING IDENTITIES & FUTURES

COMPULSORY SACE ELEMENT

Duration of course: 1 Semester – 10 SACE credits

Course Overview:

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Course Content:

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

School Assessment:

Assessment Type 1: Exploring me and who I want to be

Assessment Type 2: Taking action and showcasing my capabilities

HEALTH AND PHYSICAL EDUCATION

SPORT AND RECREATION

Health and Physical Education at Year 10 – you can choose one of the two Year 10 HPE options.

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

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?

HEALTH AND PHYSICAL EDUCATION

PEAK PERFORMANCE – Specialist Subject

Health and Physical Education at Year 10 - you can choose one of the two Year 10 HPE options.

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

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?

OUTDOOR EDUCATION

Duration of course: 1 Semester

Course fees: Subject Semester fee will apply

Course Overview:

This course is designed to provide students with opportunities to develop skills, knowledge, and attitudes necessary to participate safely and effectively in outdoor activities. The course focusses on the exploration of different outdoor environments, personal development, teamwork, risk management, and environmental sustainability. Outdoor activities can include a combination of the following: Canoeing, Rock Climbing, Camping, Cooking Outdoors, and Bushwalking.

Big Ideas:

- Developing outdoor skills and knowledge through safe and effective participation in outdoor activities
- Foster personal growth, leadership and teamwork in outdoor settings

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?

MODERN HISTORY

WORLD WAR II

Duration of course: 1 Semester (Compulsory)

Course Overview:

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?

CIVIL RIGHTS

Course Overview:

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 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?

SACE STAGE 1 | SOCIETY & CULTURE

CULTURE, CRISIS, CORRUPTION

Duration of course: 1 Semester

Course Overview:

8 billion people. 195 countries. 4000 cultures. Each day our ever-growing world faces new struggles. In Australia, we face issues of equality and fairness. Globally, issues of slavery, child 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 human rights issues that include, but aren't limited to, the use of child soldiers, manufacturing in sweatshops and genocide. 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?

School Assessment:

Assessment Type 1: Source Analysis
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

SACE STAGE 1 | GEOGRAPHY

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills

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.

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?
- How have bushfires impacted Australia's public and the environment?
- How do we help rebuild communities and lives after tragedy?

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

SACE STAGE 1 | MODERN HISTORY

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills

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

ESSENTIAL MATHEMATICS

ADDING UP TO LIFE

Duration of course: Full year

Course Overview:

This course provides a pathway to Stage 1 Essential Mathematics and is designed for those of you 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), fundamental geometry and trigonometry, statistics and probability, along with the algebra and BEDMAS required 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?

GENERAL MATHEMATICS or MATHEMATICAL METHODS (10A)

LEVELLING UP IN MATHEMATICS

Duration of course: Full year

Recommended Understandings and Experiences: Year 9 Mathematics

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, NAPLAN 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?

INTEGRATED LEARNING – PATHWAYS

EXPLORE YOUR FUTURE

Duration of course: Full year: SACE Stage 1 – Integrated Learning

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 build on 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:

- 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?

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.

SCIENCE

THE SCIENCE OF WHY WE ARE HERE

Duration of course: Full year

Recommended Understandings and Experiences: Year 9 Science

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?
- What is causing our changing climate?
- How can you manipulate chemical reactions for a desired outcome?
- What is it about Newton's Law that makes it so important to Science?
- What evidence can Scientists use to support theories such as the Big Bang and evolution?

SACE STAGE 1 | SCIENTIFIC STUDIES

SCIENCE FOR LIFE

Duration of course: 2nd Semester only – 10 SACE Credits

Recommended Understandings and Experiences: Year 10 Science (Semester 1)

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. This subject provides limited pathways in senior sciences.

Big Ideas: Putting Science into everyday life.

Key Questions:

- What do scientists do to identify and solve problems?
- How can I use science to investigate or design solutions?

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

DRAMA A

ALL THE WORLD'S A STAGE

Duration of course: 1 Semester

Course Overview:

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

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?

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

DRAMA B

LIGHTS, CAMERA, ACTION

Duration of course: 1 Semester (Semester 2)

Course Overview:

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

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?

* 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.

MUSIC A & B

DRUM UP THE BEAT

Duration of course: Full year

Recommended Understandings and Experiences: It is expected that those who choose this course have a strong interest in developing musical skills on the instrument of choice/voice.

Course Overview:

Special Consideration: To study Music as a subject, you will 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 Year 12, it is assumed that you have studied your voice/instrument for a minimum of 3 years. Free tuition, in small groups, provided by the DE Instrumental Music Service is available at Naracoorte High School in the following areas: Flute, Clarinet and Saxophone, Drum Kit, Trumpet and Trombone.

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

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

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

Music Technology: You use music technology to create, compose, amplify and record your music and performances and have access to the schools Recording Studio.

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?

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

2D VISUAL ARTS A

PRETTY AS A PICTURE

Duration of course: 1 Semester

Recommended Understandings and Experiences: Successful completion of Year 9 Art course.

Course Overview:

Get ready to embark on an exciting artistic journey with Year 10 Art! Discover the fascinating world of modern art and explore how recent artists have revolutionized the art scene using innovative techniques and styles. Practice using a variety of art tools like paint, pencils, and sculpture materials to create your own art in the style of impressionism, cubism, surrealism, expressionism, realism, fauvism, and pop art. You'll gain a deeper appreciation of how art has evolved over time and how different artists use their skills to express their unique ideas. Join us in Year 10 Art and let's make some mind-blowing masterpieces together!

Big Ideas: Artists see the world differently – we are all different.

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?

3D VISUAL ARTS B

FASCINATING WORLDS

Duration of course: 1 Semester

Recommended Understandings and Experiences: Successful completion of Year 9 Art course.

Course Overview:

In this exciting course, you'll explore the fascinating world of three-dimensional art forms. From the techniques and mediums used by artists to the styles that have shaped the art world, you'll gain a deep understanding of how 3D art has evolved over time. We'll examine works from around the globe, including Australia, to expand your knowledge and appreciation of different art movements and inspirations. You'll also have the opportunity to develop your own artistic skills using materials like wire, limestone, and clay. Come join us on this creative journey and unlock your inner artist as we explore the limitless possibilities of 3D art forms!

Big Ideas: Artists who see the world 'in the round'

Key Questions:

- How can ideas be represented in 3D? What skills are needed?
- Why do artists choose to work with sculpture?
- Who are some of the renowned artists, and what are their preferred styles and mediums?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SUBJECT REFERENCE

AGRICULTURE

Duration of course: 1 Semester - 10 Credits or Full Year - 20 Credits

Recommended Understandings and Experiences: Successful completion of Year 10 Agriculture is recommended but not required.

Course Overview:

You will explore the changes in agricultural practices over time by analysing the different methods of agricultural production in relation to benefits, risks, and opportunities. You will deepen your understanding of sustainable management of the physical and biological environments and of how agriculture impacts on your lives, your communities, and the environment. You will be involved in the management of the enterprises on the school farm including sheep health and welfare, steer selection and nutrition, crop rotation and management, and running a lamb feedlot.

You will also have the opportunity to attend a Careers Trip in Term 2 which will include a 3 day excursion to explore and network with local agricultural businesses and universities.

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

Key Questions:

- What is the purpose of estimated breeding values in sheep and cattle production and how can they be used to achieve breeding objectives?
- How are crop trials used and how can they be implemented effectively?
- What role does technology plan in improving agricultural production and what is the impact on social, cultural and ethical concerns?
- What is the impact of worms to the Australian sheep industry and how can they be managed on property?
- How are pests and diseases managed in a sustainable way?

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

FRENCH (BEGINNERS)

Duration of course: Full year (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

FOOD & HOSPITALITY

Duration of course: 1 Semester – 10 SACE credits or Full year – 20 Credits

Recommended Understandings and Experiences: Nil

Course fees: Subject Semester fees will apply

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. You will 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

INDUSTRY & ENTREPRENEURIAL DESIGN SOLUTIONS – METAL

Duration of course: 1 Semester – 10 SACE credits or Full year – 20 SACE credits

Recommended Understandings and Experiences: Desirable that you 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.

Course fees: Subject Semester fees will apply.

Course Overview:

Stage 1 Metalwork gives you the opportunity to design, plan, fabricate and evaluate projects. You will learn how to use metal to fabricate these projects safely and accurately. You will develop your 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:

- Metalworking
- Sustainability
- Safety
- Analysis and Design
- Project management

Key Questions: How will you:

- 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?

School Assessment:

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

MATERIAL SOLUTIONS – TEXTILES

Duration of course: 1 Semester – 10 SACE credits or Full year – 20 SACE credits

Recommended Understandings and Experiences: Satisfactory completion of Year 10 Textiles.

Course fees: You will be required to supply your own materials for your Major products.

Course Overview:

The Stage 1 Textiles course provides a flexible framework to encourage you 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. You will learn to create a design brief to provide the basis for the development of potential solutions to their design problems and challenges. You 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

MATERIAL SOLUTIONS – WOODWORK

Duration of course: 1 Semester – 10 SACE credits or Full year - 20 SACE credits

Recommended Understandings and Experiences: Desirable that you 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.**

Course fees: Subject Semester fees will apply.

Course Overview:

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

Big Ideas:

- Woodworking
- Sustainability
- Safety
- Analysis and Design
- Project management

Key Questions: How will you:

- 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 Information Communication Technology, 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

GENERAL ENGLISH

Duration of course: Full year – 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 values 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 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

ESSENTIAL ENGLISH

Duration of course: Full year – 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

OUTDOOR EDUCATION A

GET LOST

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Nil (attendance on Year 8 and 9 camp is desirable)

Course fees: Subject Semester fees will apply

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?

OUTDOOR EDUCATION B

ONE FOOT IN FRONT OF THE OTHER

Duration of course: 1 Semester – 10 SACE Credits

Recommended Understandings and Experiences: Nil (attendance on Year 8 and 9 camp is desirable)

Course fees: Subject Semester fees will apply

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)

PHYSICAL EDUCATION

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Year 10 Peak Performance – Specialist Subject Year 10 Scientific Studies

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

Course fees: Subject Semester fees will apply.

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

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

INTEGRATED LEARNING SPORT STUDIES

Duration of course: 1 Semester – 10 SACE credits (Semester 2 only)

Recommended Understandings and Experiences:
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.

Course fees: Subject Semester fees will apply.

Course Overview:

This course is designed for you if you have a keen interest in sport, physical activity, coaching and umpiring. In addition, this course prepares you 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 your interests.

ANCIENT STUDIES

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills.

Course Overview:

In Stage 1 Ancient Studies you will learn about the history, literature and culture of civilisations from ancient Asia-Australia, Western Africa and 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

SOCIETY & CULTURE

Duration of course: 1 Semester

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills.

Course Overview:

8 billion people. 195 countries. 4000 cultures. Each day our ever-growing world faces new struggles. Australia, a land that celebrates multiculturalism, still faces issues within our societies. 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 topics relevant to today's world including *Islam in Modern Society* and *Ukraine at War*. You will pose solutions and ideas that contribute to social change, challenging the perceptions you know about the world and Australia.

Big Ideas: How do societies and cultures influence each other?

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?

School Assessment:
Assessment Type 1: Source Analysis
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

GEOGRAPHY

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills

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.

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?
- How have bushfires impacted Australia's public and the environment?
- How do we help rebuild communities and lives after tragedy?

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

MODERN HISTORY

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Satisfactory level of Year 10 HASS skills

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

ESSENTIAL MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Course Overview:

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

Those of you 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

GENERAL MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: 10 Mathematics or 10A Mathematics

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

Course Overview:

General Mathematics extends your 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.

Those of you 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

MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: 10A Mathematics

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

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.

Those of you 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

SPECIALIST MATHEMATICS

Duration of course: 1 Semester – 10 SACE Credits

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

Course Overview:

Specialist Mathematics draws on and deepens your mathematical knowledge, skills and understanding. It provides you with the opportunity to develop your 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

BIOLOGY A & B

Duration of course: 1 Semester – 10 SACE Credits (2 semesters available)

Recommended Understandings and Experiences: Year 10 Science – Full year

Course Overview:

Biology will help you discover the organisation of the smallest living unit, the cell and how they form systems in plants and animals. You will research how these systems are affected by infectious diseases and why there are such a diverserange of living things on the planet.

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

CHEMISTRY A & B

Duration of course: 1 Semester – 10 SACE Credits (2 semesters available)

Recommended Understandings and Experiences: Year 10 Science – Full year

Course Overview:

Chemistry is the study of the matter that makes up everything around us. Understanding chemical reactions and the properties of matter is key to understanding the world we live in. Chemistry is often a prerequisite for many Science courses such as Forensics, Animal Science, Agronomy 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

PHYSICS A & B

Duration of course: 1 Semester – 10 SACE Credits (2 semesters available)

Recommended Understandings and Experiences: It is recommended that Stage 1 Physics also study a minimum of General Mathematics.

Course Overview:

Space is cool! It's even cooler when you understand how big and powerful it really is by exploring the physics of forces, energy and movement on and off Earth. Semester 1 explores the physics of motion through the lens of Rocket Science with a mixture of practical activities and theoretical analysis.

Medicine needs a lot of physics. Semester 2 looks at some of the physics involved in medical diagnostics and treatment with a focus on light and sound waves. Then we get practical, learning about electrical circuits by building and measuring them most classes. Finally, we finish off by looking at the very small, with nuclear radiation, as used in Medical diagnostics, treatment and energy production.

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

PSYCHOLOGY A & B

Duration of course: 1 Semester – 10 SACE Credits (2 semesters available)

Recommended Understandings and Experiences: Nil

Course Overview:

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

Big Ideas:

Using Psychology to construct explanations and evidence for human behaviours and health.

Key Questions:

- How are emotions, amnesia and mental health constructed and portrayed in films?
- How is technology impacting the way people learn?
- What effects does memory have on peoples' outlooks?
- How is neuroimaging informing our understanding of neuro-conditions?

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

CREATIVE ARTS A & B

Duration of course: 1 Semester – 10 SACE credits
Full year if choosing A & B – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of at least one Semester of Art at Year 10 level.

Course fees: This course can include your own expenses eg. costs for a major resin work will need to be met by the student.

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

DRAMA A

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Successful completion of the Year 10 Drama Course is recommended but not required.

Course Overview:

In this course you will be involved in the staging of a production to be presented to a public audience. You will contribute by taking on an onstage role as an actor, or an offstage technical role. You 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 your growth as an artist. You will 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. You will be challenged to also create a hypothetical production as a director, designer or actor explaining your reasons for creative decisions and outlining the intended impact on your audience. You will have the opportunity to view live and/or online performances completing an evaluation that demonstrated your knowledge and understanding of production elements and acting.

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

*Please note you will 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

DRAMA B

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Successful completion of Year 10 and/or Year 11 Semester 1 Drama Course is recommended but not required.

Course Overview:

In this course you will have the opportunity to be self-directed in their exploration of the dramatic process. You participate in creative problem solving as you generate, analyse, and evaluate ideas. You develop personal interpretations of texts or create your own to ignite your imagination and creativity as you continue to build on your own individuality, identity, self-esteem, and confidence. You will work collaboratively to stage a Group Production in an acting or off-stage role either showcasing a collection of monologues, small ensemble performance or a whole group performance. You have the opportunity to view live and/or online performance completing an evaluation that demonstrates your knowledge and understanding of directorial concept, acting and production elements.

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

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

Big Ideas: Creating My Own Style

Key Questions:

- How can I further develop my skills, knowledge, creativity, and resilience?
- Can I create an original piece of dramatic work that builds my individual skills and expresses my own ideas and style?
- How do different theatre and performing arts roles contribute to an effective production and which role(s) best suit my individual skills and talents?
- How can I collaboratively work with others 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

INFORMATION PROCESSING & PUBLISHING (IPP)

Duration of course: 1 Semester – 10 SACE credits

Recommended Understandings and Experiences: Successful completion of at least one Semester of Art at Year 10 level.

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?

School Assessment:

Assessment Type 1: Practical Skills
Assessment Type 2: Product and Documentation
Assessment Type 3: Issues Analysis

MUSIC

Duration of course: 2 Independent Semesters – 10 SACE credits per Semester

Recommended Understandings and Experiences: Successful completion of, at least, two Semesters of Year 9/10 Music. You must be attending scheduled instrumental/vocal lessons.

Course Overview:

In order to study Stage 1 Music as a subject, you 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 your choice. In order to study Music at Stage 2, it is assumed that you have studied your voice/instrument for a minimum of three years.

The Stage 1 course enables you to plan and present all aspects of a musical performance or create and compose music.

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?
- How can I produce my Musical Compositions?
- Can I make music without playing a traditional instrument?

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.

VISUAL ARTS – ART A & B

Duration of course: 1 Semester – 10 SACE credits or Semesters - 20 SACE credits

Recommended Understandings and Experiences: Successful completion of at least one Semester of Art at Year 10 level.

Course Overview:

In Stage 1 Visual Arts, you will 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 style and express aspects of your 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

INTEGRATED LEARNING – 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

INTEGRATED LEARNING – EXPLORE YOUR OWN CREATIVITY THROUGH CREATIVE ARTS

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

Recommended Understandings and Experiences: A minimum of 5 tasks to be completed for 20 SACE Credits.

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

INTEGRATED LEARNING – 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

INTEGRATED LEARNING – 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

INTEGRATED LEARNING – 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

INTEGRATED LEARNING – 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 2 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

INTEGRATED LEARNING – SNOW TRIP

(BI-ANNUALLY WITH HEAD, HEART AND HAND)

Duration of course: Semester 2 ONLY – 20 SACE Credits. A minimum of 5 tasks to be completed for 20 SACE Credits.

Course Fees: Travel to Mount Hotham approx. cost $1800
(Subject to interstate travel due to COVID-19).

Course Overview:

Have you ever wanted to hit the snow fields? Learn to ski, or snow board, make snow angels or build a snowman. This course provides an opportunity for you to develop a range of personal and group skills in an environment which many students would otherwise not experience.

This course is not just a "trip to the snow" but a range of activities programmed in the lead-up and post snow trip. A learning environment outside school, which is very valuable in motivating you to broaden your education. An unfamiliar environment tests your self-reliance and enables you to develop your own identity. It enables you to focus on your relationship with your peers and teachers.

You will create a Planning Portfolio in preparation for the snow trip that includes the Alpine Responsibility Code. You will be part of a team involved in the planning and execution of an evening group activity whilst on the mountain. Reflect on your journey of skills learnt in your daily snowsport lessons. You will also be required to record journals reflecting on sustainability and career pathways in snow environments. Lastly, a report to share your experiences with others, this is not limited to a magazine or newspaper article, mulitmodal presentation for social media or speaking at a school assembly.

Big Ideas:

Experiencing an alpine environment. Use this fun, challenging and unique environment to develop your personal and social skills. Bringing home new found motivation and enthusiasm back into the classroom and community.

Key Questions:

- Would you like a journey of a lifetime?
- Discover the power of real life learning
- Discover your own strengths, agility, and persistence during snowsport lessons
- What career opportunities are there in alpine environments?
- What can I learn about sustainability and waste management on the mountain?
- How can I share my experiences with others?

School Assessment:

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

FLEXIBLE INDUSTRY PATHWAYS (FIP)

"Get a head start on your career"

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 you 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 you with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide you 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 levels 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.

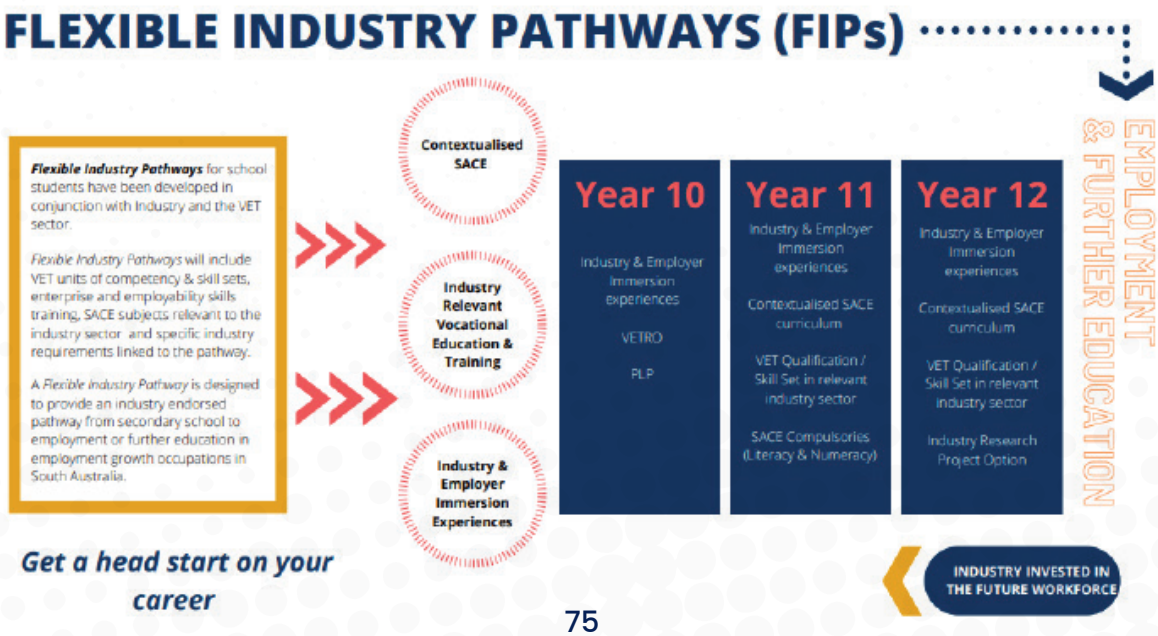
FIPs can include multiple options depending on you, your entry level, overall program of study and the industry requirements. You will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well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

You will be supported to identify an appropriate Flexible Industry Pathway suited to your 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 you greater access to a variety of opportunities.

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

- Agriculture & Rural Operations
- Individual Support (Disability or Ageing)
- Allied Health
- Construction - Multi Trades incorporating aspects of Automotive, Building & Construction and Engineering & Civil.
- Hospitality
- Screen and Media
- Salon Assistant
- Automotive Servicing Technology
- Engineering
- Information Technology
- Plumbing
- Electrotechnology
- Early Childhood
- Retail Cosmetics

As part of a FIP, students also obtain 20 Stage 1 credits of SACE in Work Place Practices.



WORK PLACE PRACTICES

Duration of course: 2 Semesters – 20 SACE Credits

Recommended Understandings and Experiences: 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.

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

RESEARCH PROJECT – SET YOUR OWN ADVENTURE

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


SHERRIN

SUBJECT REFERENCE

AGRICULTURAL PRODUCTION

Duration of course: Full year

Recommended Understandings and Experiences: Stage 1 Agriculture

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

COMMUNITY STUDIES

(DOES NOT GO TOWARDS AN ATAR. YOU MAY CHOOSE UP TO THREE DIFFERENT FOCUS COMMUNITY STUDIES AS PART OF THEIR SACE)

Duration of course: Full year: SACE Stage 2

Course fees: Subject Semester fees will apply.

Course Overview:

In Community Studies you can choose your own area of study to explore in depth. There are six different areas that can be chosen from. You will then find a Community Mentor to give you advice and feedback throughout their learning journey. You compile a folio of evidence demonstrating at least 120 hours of work for each Community Studies subject undertaken. You then undertake a presentation detailing your learning journey, and finally a 1000 word reflection is completed as the externally marked component of Community Studies.

Areas of study include:

- Arts and the Community
- Health and Recreation and the Community
- Work and the Community
- Science and Technology and the Community
- Foods and the Community
- Communications and the Community

* This subject cannot be used to generate an ATAR!

Big Ideas: You create your own pathway

Key Questions:

What do you want to complete an in-depth study of

- You create your own contract of learning
- You link with Community mentors to give you feedback throughout your journey
- You present your folio of evidence
- How you complete an overall reflection on your learning journey

School Assessment:	**Community Studies:**	20 SACE Stage 2 Credits
	Assessment Type 1:	Contract of work
External Assessment:	**Assessment Type 2:**	Reflection

FOOD & HOSPITALITY

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences:
It is preferred that you have studied Stage 1 Food & Hospitality.

Course fees: Subject Semester fees will apply.

Course Overview:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the Food and Hospitality industry. You will 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%

INDUSTRIAL OR ENTREPRENEURIAL DESIGN SOLUTIONS – METAL

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Desirable completion of Design and Technology Stage 1 or experiences in Year 9 and/or Year 10.

Course fees: Subject Semester fees will apply.

Course Overview:

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

Big Ideas:

- Metalworking
- Sustainability and Ethical Understanding
- Safety
- Analysis and Design
- Project management
- Industry, or Entrepreneurial focus

Key Questions: How will you:

- 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%

MATERIAL SOLUTIONS – TEXTILES

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Satisfactory completion of at least 1 Semester of Stage 1 Textiles

Course fees: You will be required to supply your own materials for your Major Products.

Course Overview:

The subject provides a flexible framework for you to be creative, innovative and enterprising in their endeavors to create products. You will be encouraged to explore possible solutions through individual inquiry-based learning using the design process. You will learn to investigate and analyse the purpose, design features, materials and techniques used in various situations and for their own designs. You 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. You 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 on 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%
External Assessment:	**Assessment Type 3:**	Resource Study – 30%

MATERIAL SOLUTIONS – WOODWORK

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: 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.**

Course fees: Subject Semester fees will apply.

Course Overview:

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

Big Ideas:

- Woodworking
- Sustainability and Ethical Understanding
- Safety
- Analysis and Design
- Project management

Key Questions: How will you:

- 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%

ENGLISH

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of Stage 1 English

Course Overview:

In this course you will study a range of texts including novels, short stories, films and plays. Students produce analytical responses to these texts including essay, oral presentation and multi-modal texts. Students also produce three creative pieces for a range of audiences and purposes. These are accompanied by a writer's statement. 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, being a comparative essay.

Big Ideas: How can I manipulate language and structure to create meaning for my audience?

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?

School Assessment:

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

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

External Assessment: 30%
A comparison of two independently selected texts, maximum 2000 words.

ESSENTIAL ENGLISH

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Completion of Stage 1 Essential English

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%

ENGLISH LITERARY STUDIES

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: B grade of higher completion of Stage 1 English

Course Overview:

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and how texts challenge or support cultural perceptions.

Big Ideas: How do literary texts represent culture and identity while embracing the relationship between text, author, audiences, and contexts?

Key Questions:

- How can students establish critical arguments?
- What creative strategies can students adopt from authors in creating their own texts?
- How can evidence be used to develop, support and justify a critical interpretation of a text?

School Assessment:	**Assessment Type 1:**	Responding to Texts - 50%
	Assessment Type 2:	Creating Texts - 20%
External Assessment:	**Assessment Type 3:**	Text Study **Part A:** Comparative Text Study - 15% **Part B:** Critical Reading - 15%

OUTDOOR EDUCATION

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Completion of at least 1 Term of Stage 1 Outdoor Education

Course fees: Subject Semester fees will apply.

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%

PHYSICAL EDUCATION

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of a Semester of Stage 1 PE or Stage 1 Integrated Learning Sports Studies.

Course fees: Subject Semester fees will apply.

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 you 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. You 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%

You will not receive a grade for your practical performance.

MODERN HISTORY

Duration of course: Full year

Recommended Understandings and Experiences: Satisfactory completion of Stage 1 Modern History, Stage 1 Ancient Studies or Stage 1 Society and Culture.

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.

INTEGRATED LEARNING - HEAD HEART HAND HOLIDAYS

(BI-ANNUALLY)

Duration of course: Full year – 20 SACE Credits

Course fee: 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 you 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

INTEGRATED LEARNING – DESIGN, TECHNOLOGY & ENGINEERING

SCHOOL & COMMUNITY CONSTRUCTION

Duration of course: Full year - 20 SACE Credits

Course fees: Subject Semester fees will apply

Course Overview:

This course is designed to develop knowledge, understanding and skills required to complete small to medium sized construction projects both individually and collaboratively. The course will teach and help students investigate appropriate processes and production skills required when producing their construction projects, both for the school and personal endeavours. Some school-based projects that have been discussed are: building floor in the Ag sheds, motorbike shelter for students, pizza oven for home economics, updating pergola on northern side of the oval, updating multi-purpose building behind new art centre, internally lining the Williamson Hall, various repair and maintenance jobs around the school. Students will also get the opportunity to produce 1 self-funded project.

Big Ideas: Learn real-life construction skills while receiving SACE credits

Key Questions:

- What can I build that can help someone else?
- What ideas can I create that have a benefit for both the school and the community?
- How can I develop lifelong skills for work and around the house?

ESSENTIAL MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

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%

GENERAL MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: Stage 1 General Mathematics or Mathematics.

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

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 you for entry to tertiary courses requiring a non-specialised background in Mathematics.

Big Ideas: Modelling the world around you 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%

MATHEMATICAL METHODS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences:
Stage 1 Mathematics or Stage 1 Specialist Mathematics.

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

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 mathematics 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 – 50%
	Assessment Type 2:	Investigation Folio – 20%
External Assessment:	**Assessment Type 3:**	External Assessment (exam) – 30%

SPECIALIST MATHEMATICS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences:
Stage 1 Mathematics and Stage 1 Specialist Mathematics.

Course fees: Required purchase or hire of graphics calculator (CASIO fxCG50au)

Course Overview:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions, calculus, vectors and complex numbers.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

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

Big Ideas: Extending Mathematical skills and understandings alongside Stage 2 Mathematical Methods

Key Questions:

- How can the ideas from Stage 2 Mathematical Methods be extended to more complex functions and contexts?
- How can functions, calculus, vectors and complex numbers be used to model real world contexts?

School Assessment:	**Assessment Type 1:**	Skills and Applications Tasks – 50%
	Assessment Type 2:	Investigation Task – 20%
External Assessment:	**Assessment Type 3:**	External Assessment (exam) – 30%

BIOLOGY

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: Stage 1 Biology

Course Overview:

Your study of Biology leads you to discover how DNA and cells support the basic functiions of life. You will investigate how the body maintains equilibruim. You will discover the origin of life on earth and the process of evolution.

Big Ideas: Studying life from the smallest molecules to the large scale interactions of living systems.

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?
- How do species evolve over time?

School Assessment:	**Assessment Type 1:**	Skills & Applications Tasks – 40%
	Assessment Type 2:	Investigation Folio – 30%
External Assessment:	**Assessment Type 3:**	Online Exam – 30%

CHEMISTRY

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: Stage 1 Chemistry

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 obtain a more profitable 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%

PHYSICS

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: Stage 1 Physics

Course Overview:

Follow your Stage 1 physics with a deeper dive into more advanced physics. We start off by taking linear forces and motion into 2D and 3D situations by generalising with trigonometry. And then get almost to the speed of light with General Relativity. Next, we extend our understanding of electricity and waves with electromagnetism by exploring electric motors and generators. Finally, we dive into the very small with the Standard Model of particle physics. Explore the fundamental nature of material with nuclear reactions and what makes up the smallest building blocks of the world around us.

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%

PSYCHOLOGY

Duration of course: Full year – 20 SACE Credits

Recommended Understandings and Experiences: Stage 1 Psychology

Course Overview:

This course focuses on the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered from scientific studies using observation, experimentation and experience. Psychology aims to describe and explain both the universality of the human experience. Students will explore the influences that society and organisations place on the individual and how these affect mental health. They will focus their learning under the Biopsychosocial approach learning how this approach is applied to psychology.

Big Ideas: Understanding human behaviour is something that fascinates people world wide, we want to know why people act and react in certain ways.

Key Questions:

- How can we maintain our wellbeing in the face of multiple challenges?
- What impacts do organisations have on staff performance?
- What societal influences cause changes in our behaviour?

School Assessment:	**Assessment Type 1:**	Investigations Folio - 30%
	Assessment Type 2:	Skills and Application Tasks - 40%
External Assessment:	**Assessment Type 3:**	External Examination - 30%

CREATIVE ARTS

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences:
Successful completion of Stage 1 Visual Arts or Creative Arts.

Course fees: Subject Semester fees will apply.

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, you 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%

DRAMA

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences:
Successful completion of Stage 1 Drama Course is recommended but not required.

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 have the opportunity to 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.

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

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%

INFORMATION PROCESSING & PUBLISHING (IPP)

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences:
Successful completion of at least one Semester of Visual Arts or IPP at Stage 1 level.

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, you will develop your understanding of design principles and practical skills in graphic design programs including Adobe Illustrator, InDesign, Photoshop and Dreamweaver. You will 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?

School Assessment:	**Assessment Type 1:**	Practical Skills – 40%
	Assessment Type 2:	Issues Analysis – 30%
External Assessment:	**Assessment Type 3:**	Product and Documentation – 30%

MUSIC – SOLO PERFORMANCE

Duration of course: Full year – 10 SACE credits

Recommended Understandings and Experiences: Successful completion of at least Stage 1 Music. You must be attending scheduled instrumental/vocal lessons.

Course Overview:

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

The Stage 2 course enables you 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 program best demonstrate the skills that I have developed over the past three years?

School Assessment:	**Assessment Type 1:**	Solo Performance – 30%
	Assessment Type 2:	Solo Performance and Discussion – 40%
External Assessment:	**Assessment Type 3:**	Performance Portfolio – 30%

MUSIC – GROUP PERFORMANCE

Duration of course: Full year – 10 SACE credits

Recommended Understandings and Experiences: Successful completion of, at least, Stage 1 Music. You must be attend scheduled instrumental/vocal lessons.

Course Overview:

In order to study Stage 2 Music as a subject, you 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 your choice. In order to study Music at Year 12, it is assumed that you have studied your voice/instrument for a minimum of three years.

The Stage 2 course enables you 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 program 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%
External Assessment:	**Assessment Type 3:**	Performance, Part Test and Evaluation 30%

MUSIC EXPLORATIONS

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of, at least, Stage 1 Music. You must be attending scheduled instrumental/vocal lessons. You must have prior knowledge of Music Performance OR Music Production.

Course Overview:

This course can be adapted to suit the creative needs of the cohort. There are two different streams: Music Performance and Music Production / Composition.

If you are undertaking the Performance stream you must undertake instrumental/vocal tuition. This can be outside of school or at school.

If you are undertaking the Music Production Stream you MUST have prior knowledge of the workings of recording and producing Music and using music production software (such as Pro Tools or Logic Pro).

Big Ideas: Performing OR Producing Music

Key Questions:

- What are my musical goals I 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 program best demonstrate the skills that I have developed over the past three years?

School Assessment:	**Assessment Type 1:**	Live Performance Critique, Comparative Analysis, and Composition 30%
	Assessment Type 2:	Performance OR Composition and a Multimodal presentation 40%
External Assessment:	**Assessment Type 3:**	Performance OR Composition and Critical Analysis Statement 30%

MUSIC STUDIES

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of at least Stage 1 Music. You must be attending scheduled instrumental/vocal lessons. You must have prior knowledge of aural, theory and musicianship.

Course Overview:

You must undertake instrumental/vocal tuition. This can be outside of school or at school. You 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%

Assessment Type 3: Examination – 30%

VISUAL ARTS – ART

Duration of course: Full year – 20 SACE credits

Recommended Understandings and Experiences: Successful completion of at least one Semester of Visual Arts or Creative Arts at Stage 1.

Course Overview:

In Stage 2 Visual Arts you will plan and create works of art which reflect their individual ideas and distinctive visual style. You motivate your own learning, selecting topics and themes that have personal relevance. You will research artists and analyse and interpret artworks related to your practical work to inspire you to become better artists. Widespread experimentation will be undertaken with selected materials and techniques to refine practical skills and document your 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%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