



Naracoorte High School

Course Handbook

Year 9 - 10 2025

Community connections, individual growth & innovative thinking



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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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

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 & 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.

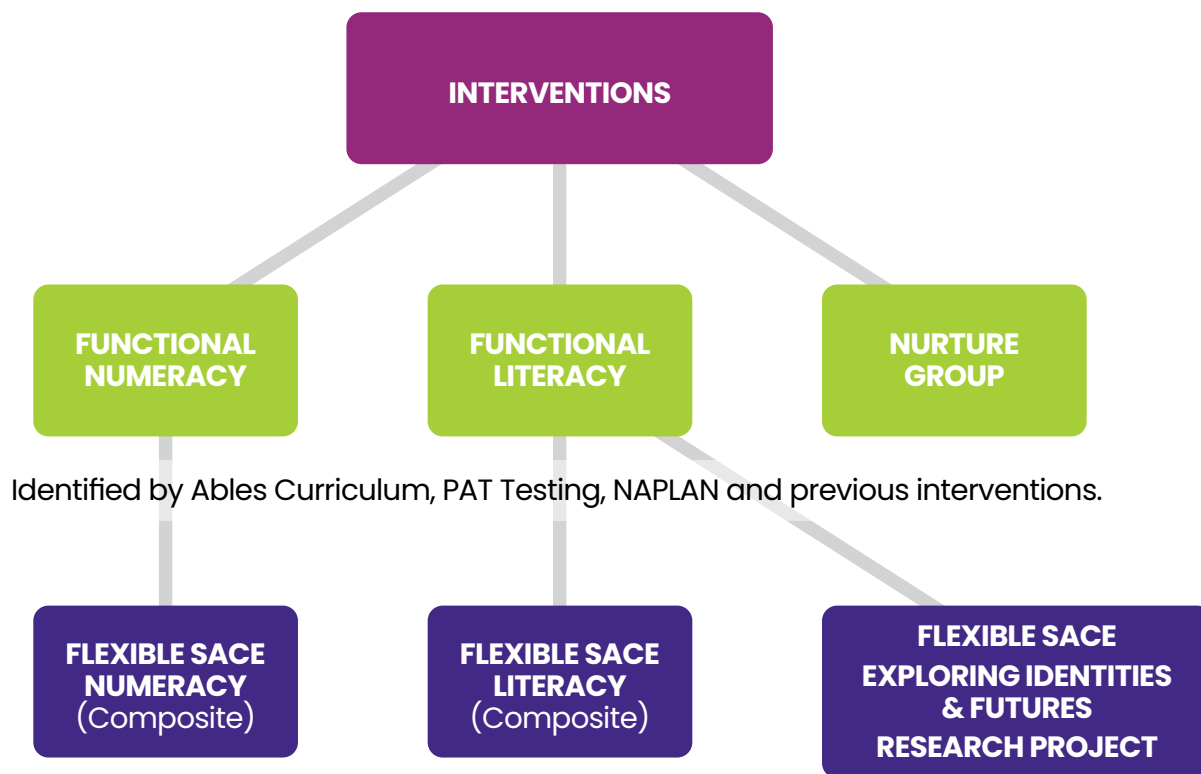
After School Support – Thursday afternoon between 3.30pm and 4.30pm students are able to access free tutoring from staff in the school library. A great opportunity to catch up on Homework tasks or clarification about learning within the classroom setting.

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

On Ya Bike and ATM (All things Mechanical) – This program provides hands on life skills with a focus on rebuilding bicycles and fixing engines with the intent of providing opportunities to develop life and employability skills.

Lifeskills 101 – This is a targeted intervention program for those with Disabilities. It combines general LifeSkills with Shine principal's and healthy relationships.

Flexible Education Pathways



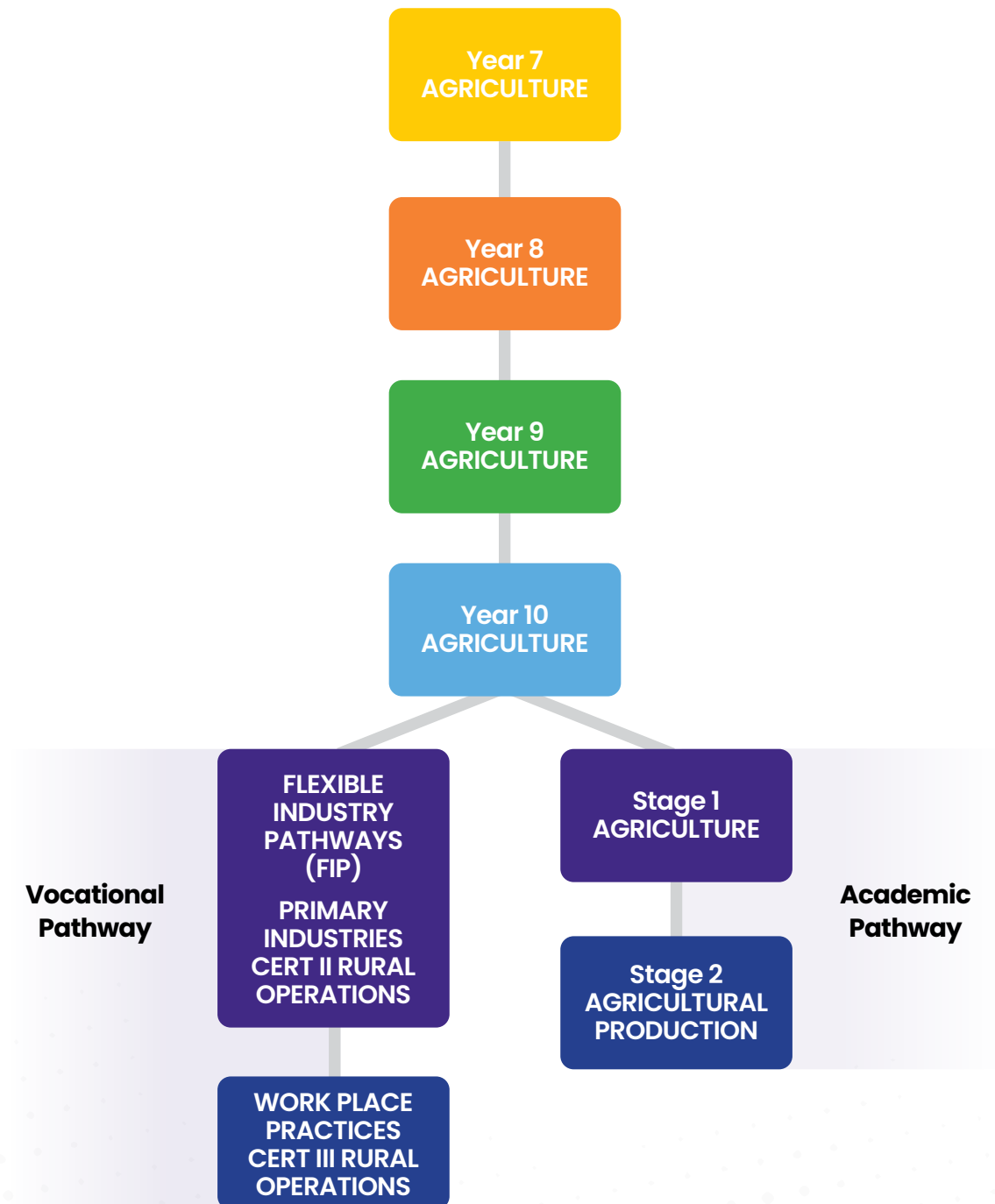
Flexibility in SACE caters for students with work provisions, FLO provisions and FIP provisions.

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.

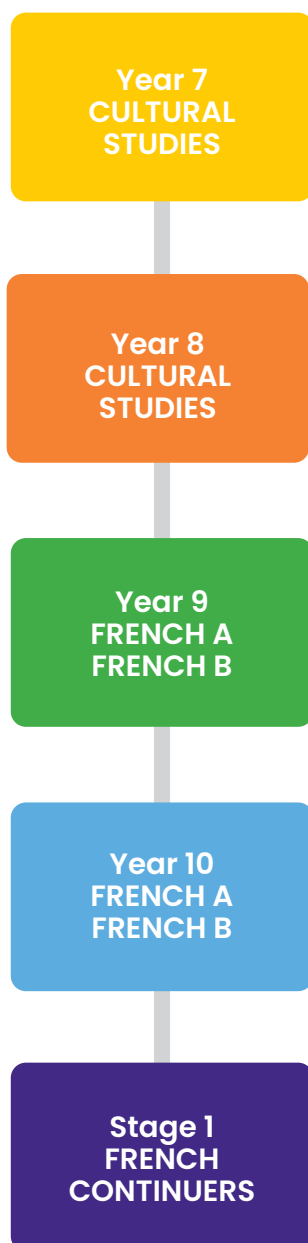
Students on a modified SACE have the choice to undertake Flexible SACE Numeracy, Literacy, EIF and RP.

Agriculture



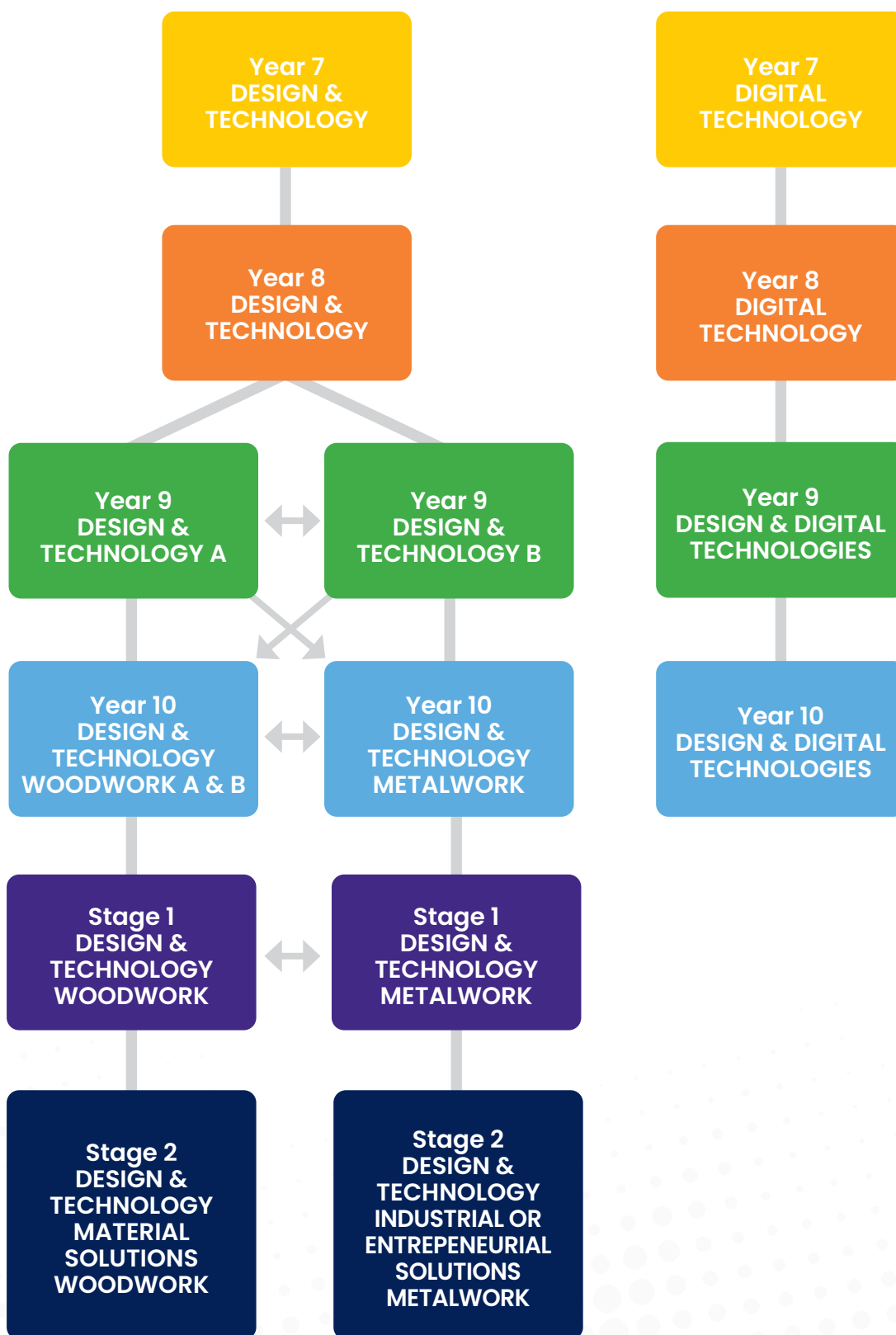
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

Cultural Studies



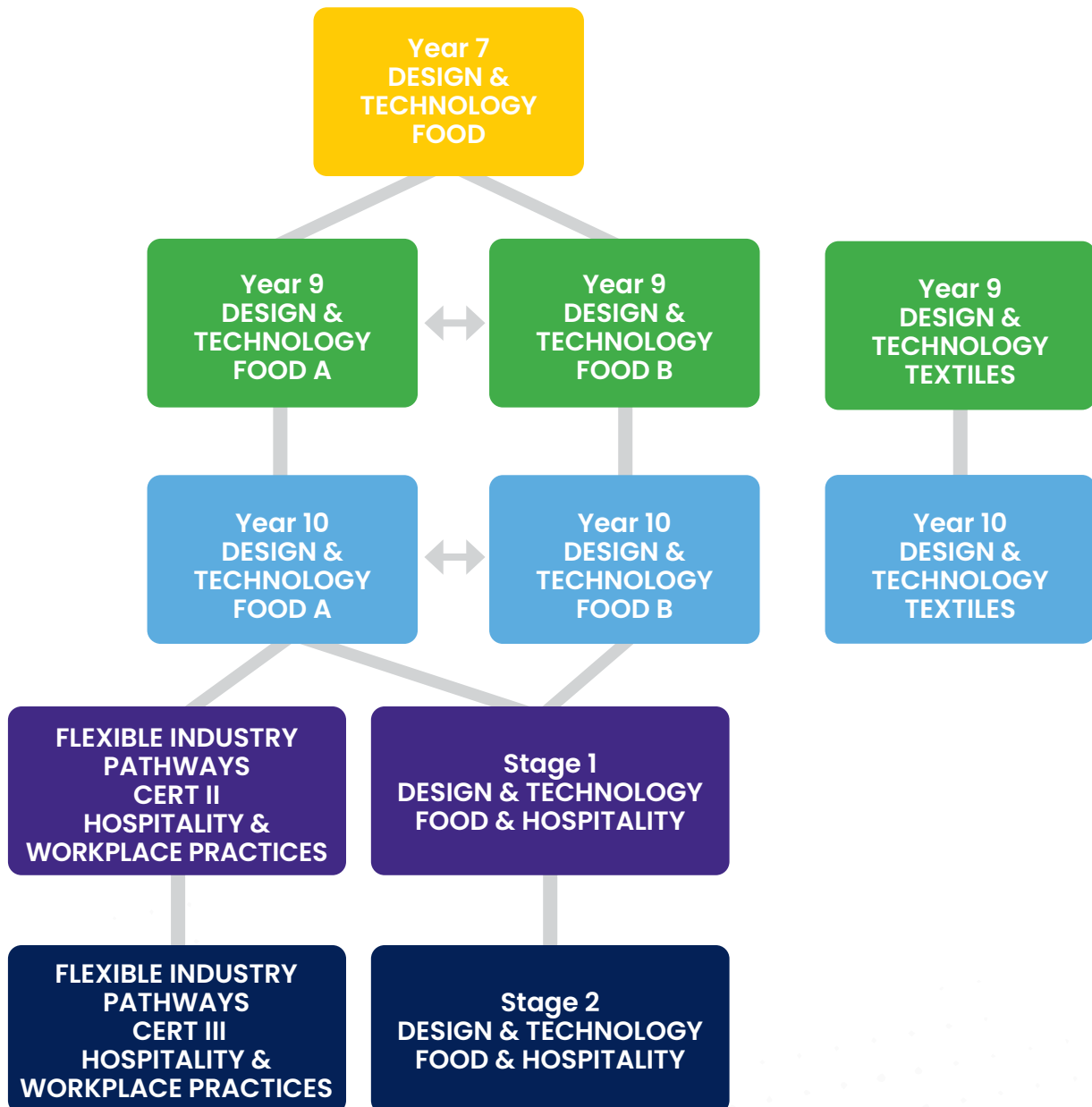
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

Design & Digital Technologies



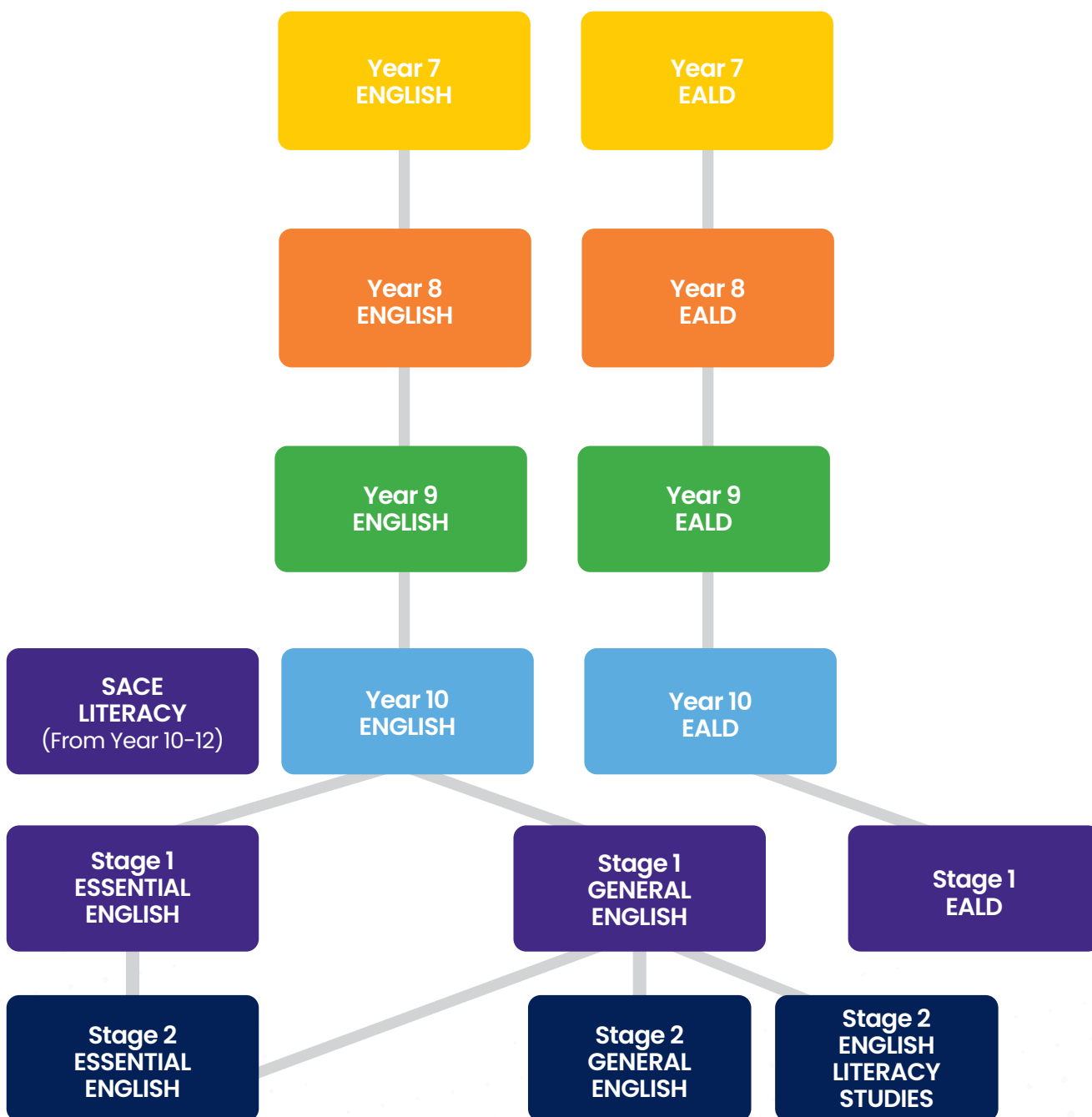
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

Design & Technologies Food & Textiles



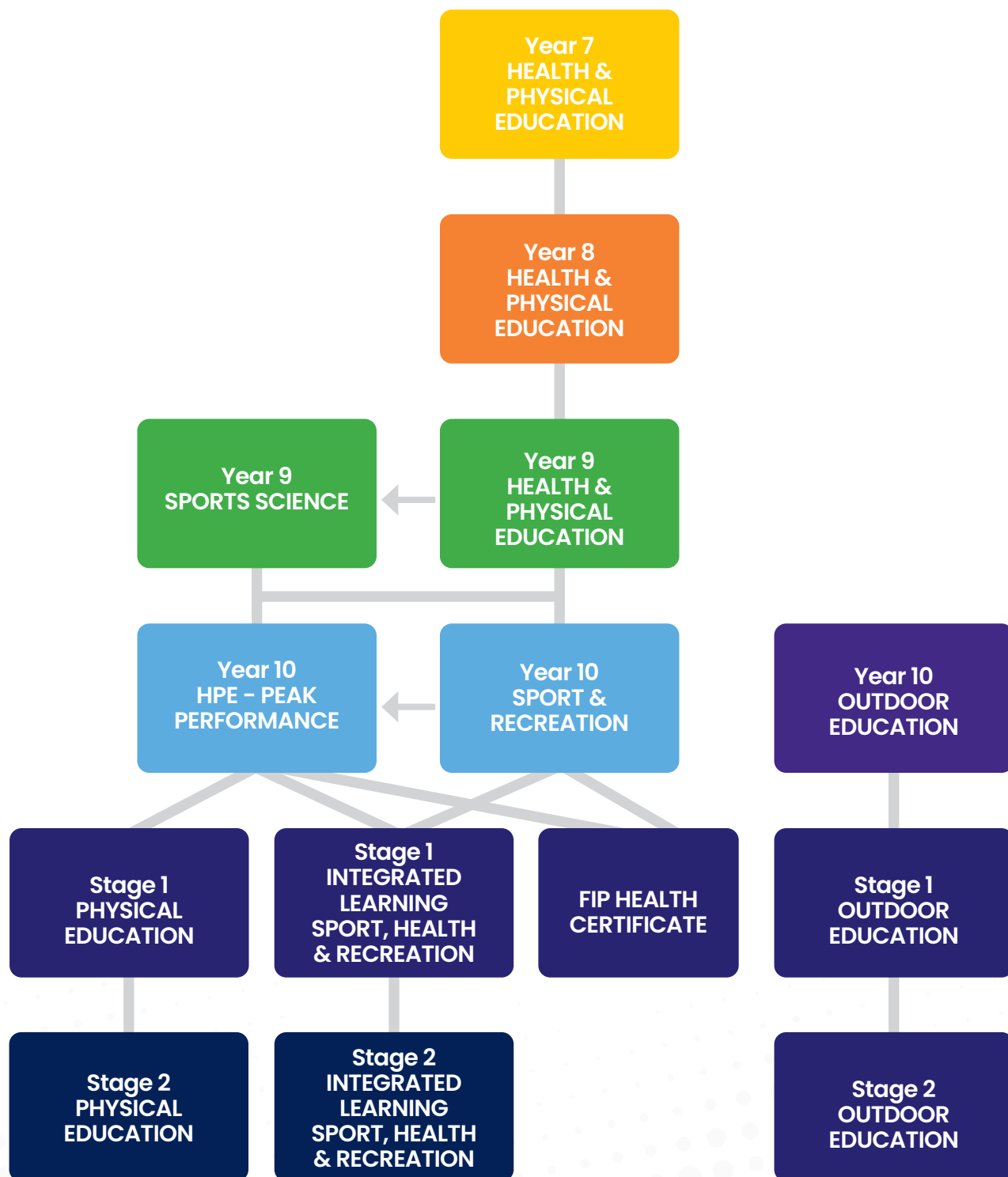
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

English



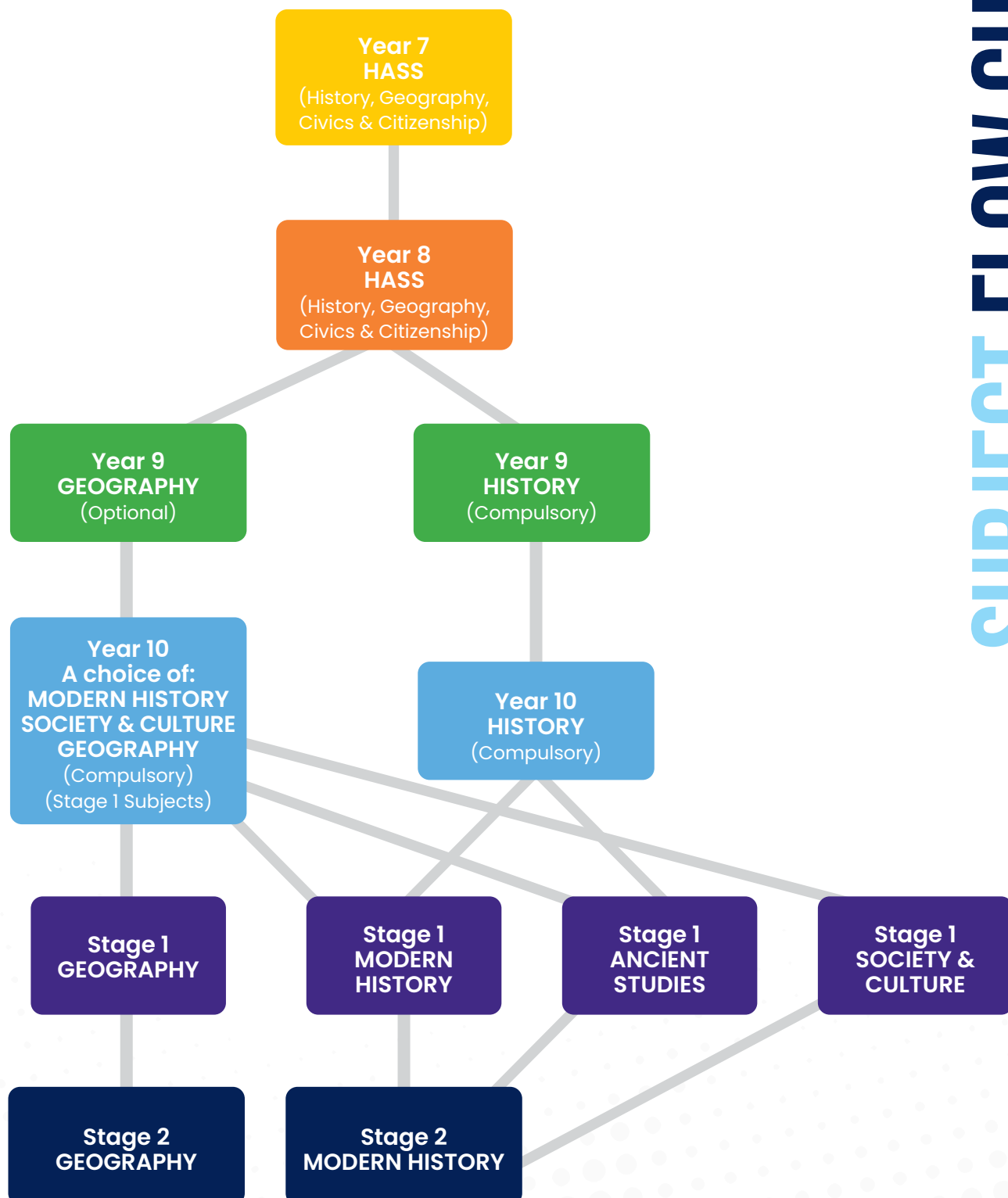
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

Health & Physical Education



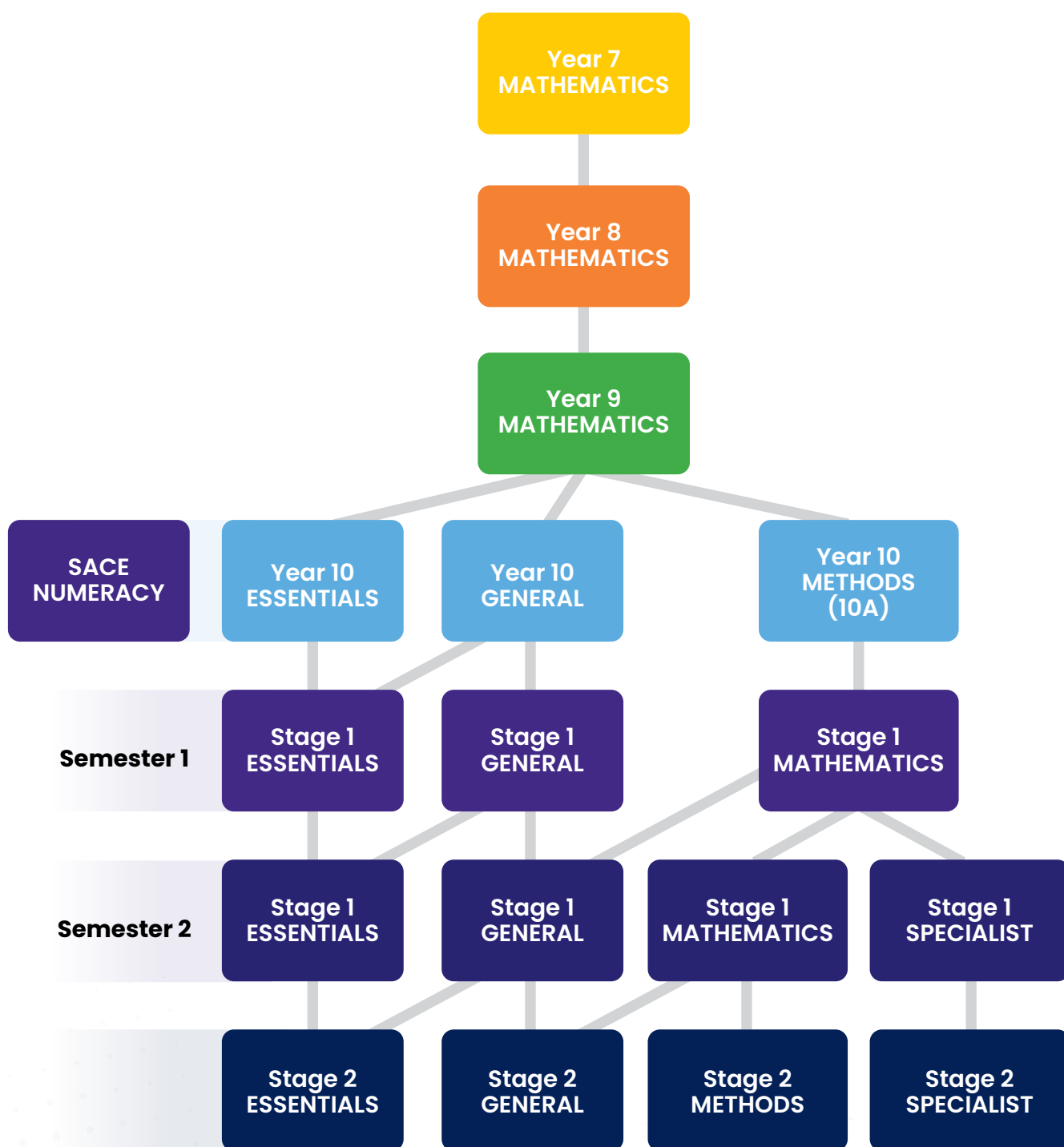
Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

Humanities & Social Sciences



Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

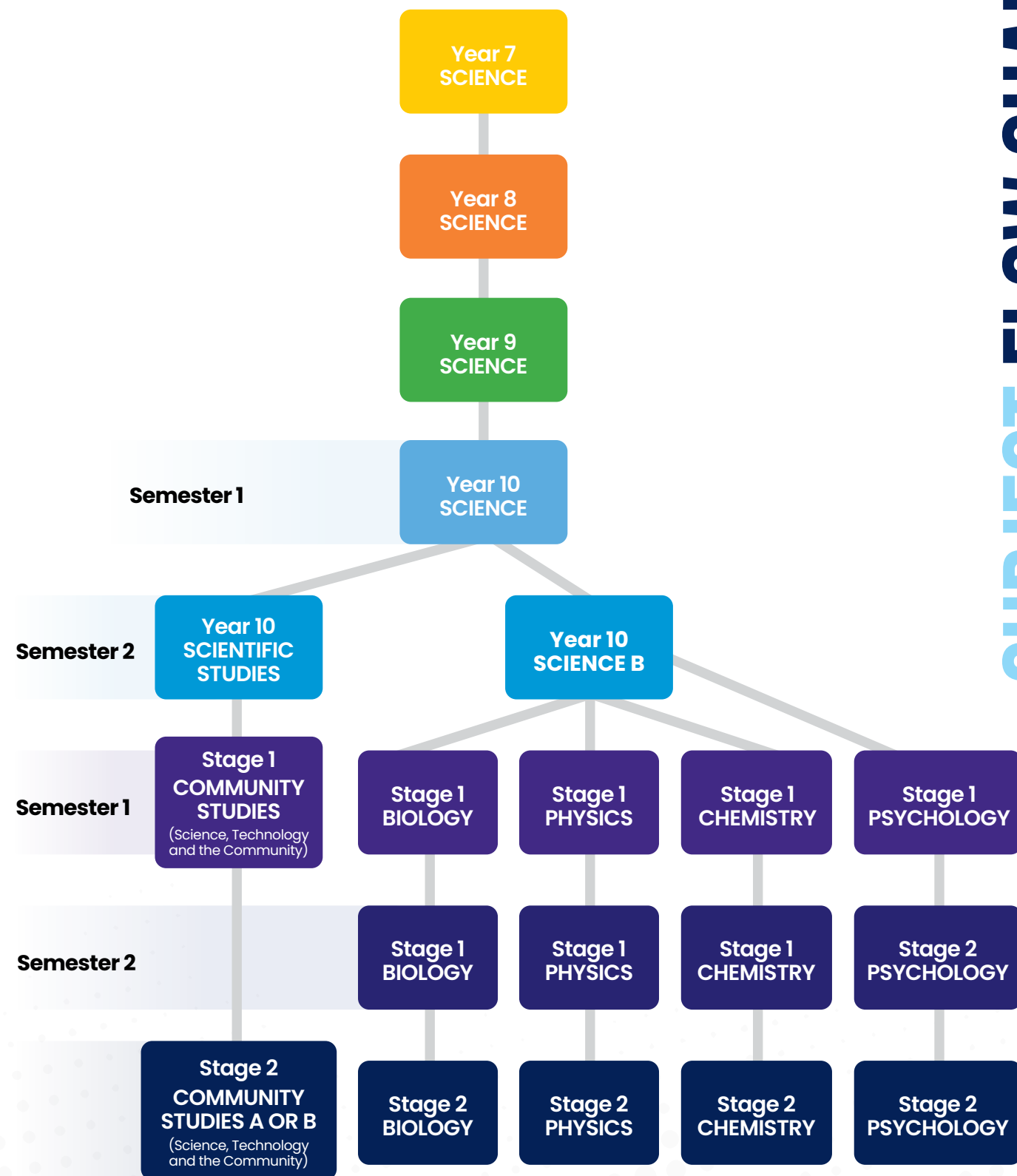
Mathematics



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

Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

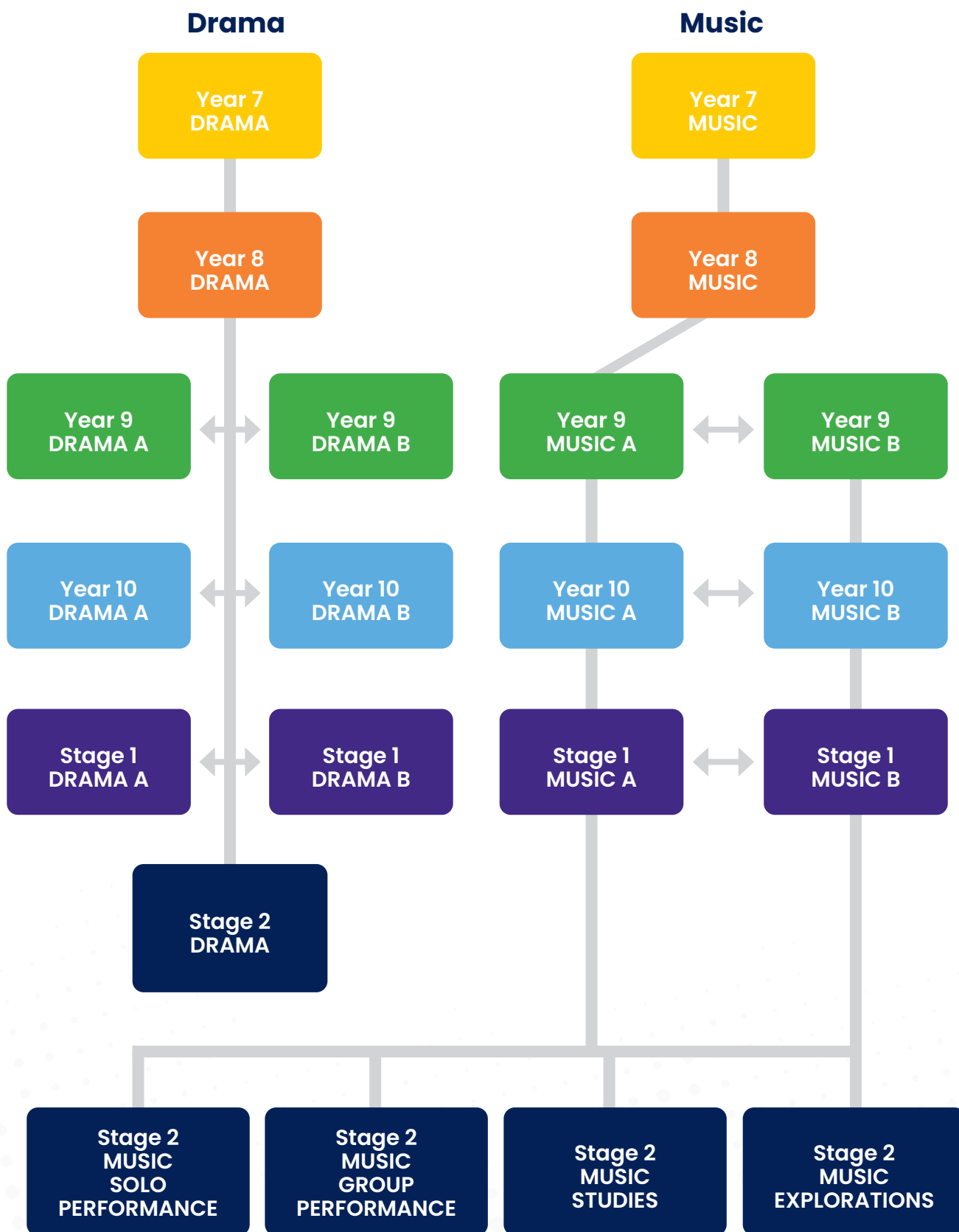
Science



Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

The Arts

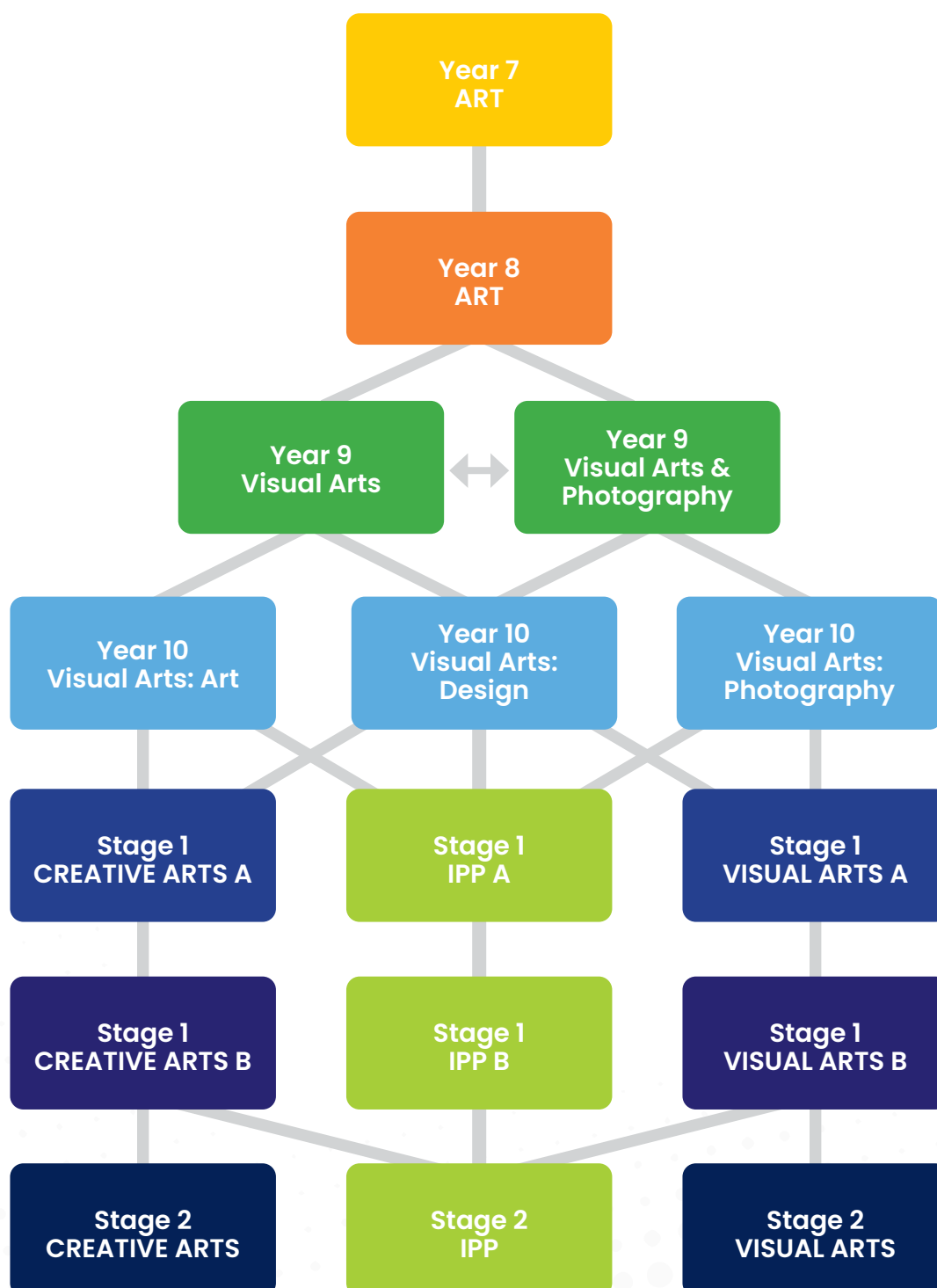
Performing Arts



Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.

The Arts

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



Community Studies is a subject option for students not working towards an ATAR.
For eligible students, Modified SACE is available.



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AGRICULTURE A

Duration of Course: 1 Semester

Semester 1 Course Overview:

Vine Time

You will learn about the production cycle of growing grapes using the school vineyard Highcoorte to take samples and test the Baume levels leading up to harvest. You will design and plan a vineyard to demonstrate your understanding.

Fencing Fundamentals

You will undertake a short course in basic knots and identifying fencing types around the farm, including planning and costing a fence using design principles.

AgriTech Advances

You will explore the challenges facing food and fibre production by identifying technology-based solutions used in primary production. You will explore current and emerging application of agritech, including a visit to Struan Research Centre.

Sheep Husbandry

You will be involved in the management of the school ewes prior to and during lambing. You will have the opportunity undertake lamb marking jobs and making decisions for mating of the ewes and the grazing management of pastures.

AGRICULTURE B

Duration of Course: 1 Semester

Semester 2 Course Overview:

Building Biosecurity

You will understand the importance of biosecurity at all levels- from farm gate to national borders and explore the unique biosecurity challenges in Australia.

Protein Principles: Beef Production

You will explore beef production from paddock to plate. You will have hands on experience with the show steers to learn about different handling techniques and requirements for showing animals.

Feed the world: Farming Systems

You will explore the challenges facing primary producers and communities in order to meet the needs of a growing world population, including using the school farm as a case study.

Cropping and Pastures:

You will understand a wide variety of pastures and crops grown in the South East, including undertaking pasture cuts and assessments for feeding livestock. You will undertake soil samples to investigate the effect of pH on pasture growth.

Big Ideas: The journey of paddock to plate

Key Questions:

- How will we feed the world in 2050?
- What happens if foot and mouth disease enters Australia and what will be the impact to Australian Agriculture ?
- What is the journey of a beef animal from paddock to plate?

FRENCH

BONNE JOURNÉE!

Duration of Course: 1 Semester

Course Overview:

Picture this, you are out-and-about in Paris, exploring le Tour Eiffel. You step into a un petit café for a spot of déjeuner... Faites-attention ! All the servers speak French! But never fear! Your Year 9 French is here! In Year 9 you will continue to build your conversational and written skills developed in Year 7 and 8. You will learn how to order food, ask for items, and even buy a train ticket. Together, we will investigate French culture further, exploring food, fashion and film together to build a picture of the French world.

Big Ideas: What impact does French culture have on our everyday lives?

Key Questions:

- How can I communicate my wants and needs in French?
- What can fashion, food and film teach us about the way people live?
- How have different aspects of French culture become prominent throughout the world?
- How have Australians embraced and changed Japan's Anime industry?



DESIGN & TECHNOLOGY A

Duration of Course: 1 Semester

Course Overview:

You will have the opportunity to further develop skills in Woodwork and Metalwork. You will use the design process to plan and produce your own original products using a variety of machines and processes. The course will focus on extending woodworking skills from previous years, whilst developing new metalwork skills in welding processes and light fabrication.

Projects can include: Chopping Boards (woodwork), LED Lamps (woodwork and laser cut designs), various skill development tasks and mixed light fabrication (metalwork)

Big Ideas: How do I design a product and make it a reality?

Key Questions:

- How do I develop my original ideas to a finished product?
- What materials and processes can I use to create products?
- How do I evaluate my product to ensure future improvement?

DESIGN & TECHNOLOGY B

Duration of Course: 1 Semester

Course Overview:

You will have the opportunity to further develop skills in Woodwork and Metalwork. You will use the design process to plan and produce your own original products using a variety of machines and processes. The course will focus on extending woodworking skills from previous years, consolidating your understanding of Computer Aided Design and developing new metalwork skills in welding processes and light fabrication.

Projects can include: simple storage units (woodwork), CAD Dragsters (CAD software and 3D printing), various skill development tasks and sheet metal toolbox (metalwork)

Big Ideas: How do I design a product and make it a reality?

Key Questions:

- How do I develop my original ideas to a finished product?
- What materials and processes can I use to create products?
- How could I market and sell a product I have made?
- How do I evaluate my product to ensure future improvement?

DIGITAL TECHNOLOGIES

NETWORKING SOLUTIONS

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Year 8 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. You will engage in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation develops your understanding of the value of planning and reviewing the design process to realise ideas.

Big Ideas: Understanding how networking and data compression are managed to deliver a range of digital solutions.

Key Questions:

- How are the complexities of access, security and privacy of networked systems managed?
- What are the security practices used to compress data and keep it safe?
- How do you critique, analyse and evaluate problems, needs or opportunities to identify and create sustainable solutions to present day and future problems?



FOOD TECHNOLOGY

Overview:

The following courses are designed to engage students with contemporary food trends and issues, encouraging both practical skills and critical thinking about the food industry. Students will explore Indigenous cultures, geography, science, and agriculture practices while building a foundation in culinary maths. This comprehensive approach ensures that students are well-prepared for future studies in Stages 1 and 2 Food and Hospitality.

GLOBAL FLAVOUR FUSION

Duration of Course: 1 Semester

Course Fees: Subject Semester fees will apply

Course Overview:

Students will embark on a culinary journey exploring the diversity of international cuisines and fusion dishes. The course delves into the historical significance of the Silk Road and Spice Route, examining how geography, culture, religion, and food have interwoven throughout history. From Europe and the Middle East to Asia and the Americas, students will uncover the rich tapestry of global cuisine. The hands-on experience is heightened through engaging activities such as mystery box challenges and pressure tests, culminating in an exciting cooking showdown.

FARM TO FORK

Duration of Course: 1 Semester

Course Fees: Subject Semester fees will apply

Course Overview:

Students will embark on a comprehensive journey from farm to fork, gaining insights into the connections between agriculture, farming, and Indigenous practices. The course explores how food production has evolved to become more sustainable, ethical, and environmentally friendly. Students will cultivate their own gardens, utilizing fresh, seasonal produce in their culinary creations. Emphasis will be placed on eco-friendly cooking practices, making ethical food choices, and minimising food waste, all of which are integral components of the learning experience

TEXTILES TECHNOLOGY

FIBRES AND FABRICS

Duration of Course: 1 Semester

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

Course Overview:

You will engage on a journey to develop your knowledge and understanding of fibres and fabrics, tools and equipment, and the design process to create products. Processes and systems will be taught to enable you to develop safe practices in the use of equipment, including machine operations and the use of tools of the trade. Working safely with others will also be a focus.

You will discover sources and processing techniques of fibres and fabrics, and learn about their sustainability, suitability and care. The design principles, creating simple patterns, practice making samples of construction techniques, and using fabrics and decorative techniques to create your own basic products will be experienced.

Big Ideas: Fibres and Fabrics – Where to start?

Key Questions:

- How do we use fibres and fabrics to design, construct and create product solutions for us to use?
- Where do fibres and fabrics come from to enable us to create products that are ethically acquired and sustainable?
- What equipment is used to create design solutions using fibres and fabrics?
- How can we create products and care for these to improve the quality and longevity of those products?



ENGLISH

PRODUCTIVE PARCELS

Duration of Course: Full year

Course Overview:

After two years of practice and development, you will become quite the 'productive parcels', being able to produce a variety of creative texts for a range of purposes and audiences. This includes picture books for children, as well as narratives to entertain and speeches to persuade, two very important life skills. A focus on originality and sophisticated creative techniques including foreshadowing and symbolism allows your creative skills to grow.

Big Ideas: What possibilities arise when I use my imagination and creative flair?

Key Questions:

- Is the idea of free speech plausible across place and context?
- How are images used to communicate messages?
- How can the combination of language features and multimodal texts strengthen the ideas communicated through stories?

DIVING IN DEEP

Course Overview:

It's time to dive in deep and look at the key elements that make up particular text types. Looking beyond novels, films and poetry, you will study specific genres including dystopia and speculative fiction and investigate themes of self-sacrifice and fate. Texts can include *The Hunger Games*, *Romeo and Juliet*, *The Outsiders* and *Tomorrow When the War Began*.

Big Ideas: What techniques and structures are used for certain genres and how do these entice audiences?

Key Questions:

- Why are readers more engaged in settings that act as hyperbole to modern issues?
- In what ways do the lives of teenagers change over time?
- Is Shakespeare still relevant today? Why or why not?

HEALTH AND PHYSICAL EDUCATION (Compulsory)

Duration of Course: 1 Semester

Course Overview:

This course encourages you to develop skills, knowledge and strategies in order to make healthy, safe and active choices in their lives. You will participate in a range of physical activities which focus on Invasion Games, Net and Wall Games and Cultural Influences. These may include Netball, Volleyball, Cultural Dance and SEPEP [student centered approach to physical education through a choice of sport]. Emphasis is on leadership, fair play, collaboration, movement concepts and strategies. The Health program covers topics on Positive Choices on Illicit Drugs, Lifelong Physical Activity and the SHINE (Sexual Health and Relationship Wellbeing) Program. You will develop the knowledge and understanding of healthy relationships and power, sexual health, gender and diversity and self-esteem.

Big Ideas: Will you enhance your own and others participation in physical activity?

Key Questions:

- Can you transfer your skills and game sense in varied sports?
- What does community sport mean to you?
- Through dance, what can you learn about traditions, diversity and cultures?
- How can you make informed decisions about relationships and sexual health?

HEALTH AND PHYSICAL EDUCATION: SPORTS SCIENCE (Specialist)

SPORTS SCIENCE

Duration of Course: 1 Semester

Course Overview:

This is your chance to develop your understanding and skills to enhance your performance and training programs. You will be introduced to specialised technology and equipment to analyse your body's response to the challenges of physical activity. Get the opportunity to use GoPros, Smart Watches, Sport Specific Apps, Heat Maps and GPS Trackers. Theory aspects covered are related to the physical activities performed which can include Fitness, Gaelic, European Handball and Touch Football. Theory topics include Game and Skill Analysis, Fitness Components and Testing, Movement Skills and Concepts and Strategies.

Big Ideas: How can I improve my performance and training programs?

Key Questions:

- Can you show proficiency in a range of sports – team and individual?
- How can we use game data to increase our teams' success?
- How can I change my training program to have the greatest improvement on my performance?
- How can I become a "thinking player"?
- How can we use technology to analyse and enhance performance?

HUMANITIES AND SOCIAL SCIENCES (HASS)

GEOGRAPHY

Duration of Course: 1 Semester

UNIT 1: AIN'T NO PLANET B

Course Overview:

Climate change, a growing global population, famine, drought and despair. How do the biomes and environment around us shape our ability to feed ourselves and others? In this course, you will study how we classify biomes and how changes to them might mean more people eat bugs, lab-grown meat, or use technology to alter the farming process.

Big Ideas: How are we changing our planet for better or for worse?

Key Questions:

- What are the challenges to food production?
- What daily practices see us contribute to environmental change?
- Can the earth support a growing human population?
- How secure is Australia's food supply?

UNIT 2: LIKE AND SUBSCRIBE BELOW

Course Overview:

Fast food, fast fashion, fast friends. The world is at your fingertips. But is this a good thing? Has technology gone too far? This unit will delve into a globalised world, discovering the positives, negatives and impacts of the fast world we have come to know and love. You will have the opportunity to explore global tourism, corporations and the issues that they cause.

Big Ideas: How is the world connected?

Key Questions:

- What impact do global connections have on societies and environments?
- What role do multinational corporations play?
- How can I have an impact on the world?

HUMANITIES AND SOCIAL SCIENCES (HASS)

HISTORY

Duration of Course: 1 Semester

DEPTH STUDY 1: ALL ABOARD!

Course Overview:

TOOT! TOOT! Across rough seas, crammed in small ships, unknown destinations, slaves and convicts were once sent. Where did they go? And for what purpose? In this unit, you will learn about slaves on their journey to the Americas and convict transportation to Australia. You will have the opportunity to explore their lives and create texts that respond to issues that they faced.

Big Ideas: How have different people shaped the nations we know?

Key Questions:

- What are the impacts of movement of people?
- What are the experiences of convicts and free settlers in Australia?
- How can I investigate historical people and events?

DEPTH STUDY 2: BECOMING OUR OWN

Course Overview:

EUREKA! Moving out of the shadow of Britain, we become our own nation. How does a bunch of convicts build a new country? In this unit, you will dig through the goldfields, explore Indigenous resistance against colonisation and begin to build a nation. You will have the opportunity to argue your perspective of Federation and commemorate hardships of colonial life.

Big Ideas: How did Australia become a nation?

Key Questions:

- What impact did settlement have on the Indigenous population?
- Who were the main figures of Federation?
- Why did Federation occur?

DEPTH STUDY 3: THE WAR TO END ALL WARS

Course Overview:

BANG! The gun fires, and the world is thrown into war. But, what caused it? What effect did it have? How was Australia involved? In this unit you will explore the First World War. You will delve into reasons behind it, study the battles within it and explore the effect of Australia's involvement in Gallipoli. You will have the opportunity to create timelines, design propaganda posters and investigate a range of primary and secondary sources.

Big Ideas: How has WWI shaped Australia's nationality?

Key Questions:

- What were the causes of WWI?
- What were the experiences of Australian Soldiers?
- How did WWI impact Australian society?

MATHEMATICS

THE MATHEMATICS AROUND US

Duration of Course: Full year

Course Overview:

You will use linear and quadratic models to solve problems in financial and real world contexts. You will construct histograms and back-to-back stem-and-leaf plots using this data and then make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

You will learn how to apply the index laws to variables and express numbers in scientific notation. You will find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment by sketching linear and non-linear relations. In measurement, you will calculate the volume and surface area of right prisms and cylinders and use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

Big Ideas: Further developing mathematical concepts in different contexts?

Key Questions:

- How is Pythagoras Theorem and trigonometry used to calculate unknown sides of right-angled triangles?
- What is the point of scientific notation and why do we use it?
- How can we represent and interpret data sets?
- What is the difference between volume and surface area?
- What information can be obtained from linear and quadratic graphs?



SCIENCE

EVERYDAY SCIENCE

Duration of Course: Full year

Course Overview:

You are introduced to physical sciences through exploring different forms of energy and radiation through hands on practical work. You will research atomic structures and explore how radiation is used positively and negatively in society. Taking a Chemistry slant on things, you investigate acids and bases and why they are so integral to industry. You will expand your Chemistry knowledge by looking at types of chemical reactions and how we can express them in equations. Explore the world around you by looking at ecosystems and body systems.

Big Ideas: Scientific concepts in your every day life.

Key Questions:

- What are the positive and negative impacts of radiation in society?
- How can we measure and neutralise acids and bases from common household solutions?
- How do the nervous and hormone systems impact the function of the human body?
- How does energy flow through interdependent components of the environment?
- How does biological and chemical reactions impact our environment?
- How do plants and animals reproduce?



DRAMA A

FUNNY BUSINESS

Duration of Course: 1 Semester

Course Overview:

You will explore what makes us laugh and learn how to create comedy by participating in practical workshops exploring the skills of improvisation, slapstick, 'lazzi' and physical theatre. You reflect on how culture shapes our sense of humour. Throughout the course you will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances. You will also be given the opportunity to view a live and/or online theatre performance and evaluate the success of the directorial concept, acting and production elements.

Big Ideas: Understanding what makes us laugh

Key Questions:

- What makes us laugh?
- How does culture influence what we find funny?
- How do I engage a particular target audience?

DRAMA B

THE ACTOR'S STUDIO

Duration of Course: 1 Semester

Course Overview:

You will explore realism and the essential skills required to portray realistic characters for serious Drama as seen in television, film and live theatre. You learn about the dramatic innovator Stanislavski and Method Acting to explore the power of emotions and how to portray these authentically onstage. Throughout the course, you learn how to develop characters for self-devised scripts and plays. You will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances. You will also need to view a live and or online theatre performance and evaluate the success of the directorial concept, acting and production elements.

Big Ideas: What makes an authentic actor?

Key Questions:

- What makes an actor believable?
- How do I portray emotion onstage?
- How can Drama help me understand myself, others and the world around me?

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

MUSIC A & B

THE MUSIC IN ME

Duration of Course: 2 Independent Semesters

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

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 your choice. To study Music at Year 12, it is assumed that you have studied their 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 choose an instrument/voice to study with a specialist instrumental/vocal tutor. You attend an 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 are required to practise regularly at home in order to gain proficiency. You will also participate in 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 start to learn how to compose your own music and produce your own musical scores utilising many forms of music technology, and 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 will 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/s of music would I like to have learnt how to play/sing by the end of the Semester?

VISUAL ARTS

UNLOCKING YOUR CREATIVITY

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Completion of Year 8 Visual Arts

Course Overview:

Are you ready to unlock your creative potential? This course is the perfect opportunity for you to explore, experiment, and create amazing artworks using a wide range of materials, techniques, and styles. You'll learn about drawing, painting, printmaking, and collage, and develop a portfolio to showcase your research and thinking process. We'll also dive into the works of different artists and theories to gain appreciation for how they view the world and the impact of art in different cultures. So come and join us for an exciting journey into the world of art and creativity!

Big Ideas: Creativity opens the Mind

Key Questions:

- How can Elements and Principles of Art be further developed to create original art works?
- Why do artists choose certain materials and techniques for the creation of art works?
- How does the creation of art works shape and develop one's personal identity?
- What language is used to talk and write about art works?

VISUAL ARTS & PHOTOGRAPHY

Duration of Course: 1 Semester

Course Overview:

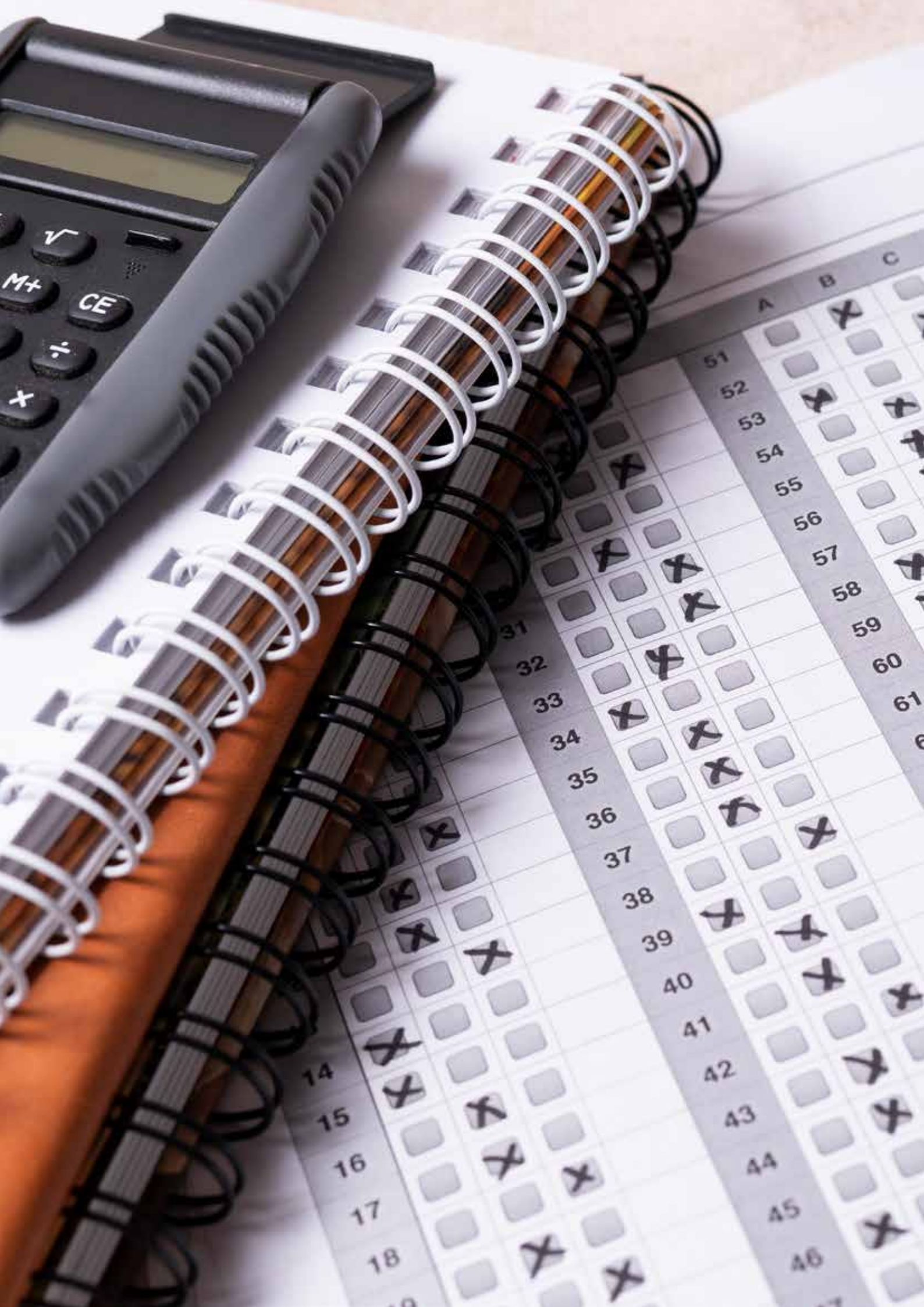
Are you interested in creating amazing art and taking stunning photos? In this Visual Arts and Photography course, you'll build on what you already know and learn new skills to boost your confidence as an artist and photographer. This course combines Visual Arts and Photography, giving you the chance to explore, create, and share your own artwork and media projects. You'll work on your own and with your classmates and teachers, learning from the work of living artists and photographers from around the world

Big Ideas: Capturing Moments: Exploring Artistic Power

Key Questions:

- How can elements and principles of art be further developed to create original art works?
- How does photography help us see the world in new ways?
- Why do artists choose certain materials and techniques for the creation of art works?
- How does the creation of art works shape and develop one's personal identity?
- What are some creative techniques photographers use to make their pictures stand out?





	A	B	C
51		X	
52		X	X
53			X
54			X
55			
56			
57			X
58			
59			
60			
61			
62			
31			
32		X	
33			
34	X		
35		X	
36		X	
37			
38		X	
39		X	
40		X	X
41			
42		X	
43			X
44			
45			X
46			
14	X		
15	X	X	
16		X	X
17			
18		X	X
19			

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AGRICULTURE

FOOD, FIBRE AND ANIMALS

Duration of course: Full year

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?



SACE STAGE 1 | COMMUNITY STUDIES

COMMUNICATION AND THE COMMUNITY

Duration of course: 1 Semester (Semester 1 only) – Available to 2025 Year 10 and Year 11 students – 10 SACE Credits

Area of Study: Communication and the Community – “You’re the Voice”

Course Overview:

Self-directed activities in this area of study are likely to involve using language to communicate. Examples of potential activities are:

- Preparing a public presentation / being involved in a public speaking presentation
- Creating/writing articles for a school/community publication
- Writing and/or publishing poetry or a book
- Interviewing people in the community about experiences
- Getting involved in local council/politics
- Creating a website

Big Ideas: Promoting self-confidence/leadership/creativity and/or public speaking skills

Key Questions:

- What issues are important in society today?
- How can I get my voice heard?
- What tools are needed to be a truly active participant in my community?

School Assessment:	Assessment Type 1:	Contract of Work (Development of Contract, Folio, Community Activity)
	Assessment Type 2:	Reflection

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FRENCH

BONNE CHANCE!

Duration of course: Full year

Course Overview:

Que sera, sera! In Year 10 you will start to 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

THE CULINARY ARTS

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

Course Overview:

Students will merge culinary skills with artistic presentation and plating techniques. This course explores the world of desserts and pastries, allowing students to identify and experiment with various flavour profiles, including Indigenous ingredients. Students will craft their own artistic interpretations of classical French cuisine, integrating indigenous Australian flavours and techniques to create unique and innovative dishes.

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FOOD TECHNOLOGY B

STREET FOOD – A CULINARY START UP

Duration of course: 1 Semester

Course fees: Subject Semester fees will apply

Course Overview:

Students will simulate the creation of a food-related business or product by exploring the dynamic world of street food. From tapas and tacos to samosas, pad Thai, and chicken satay, students will design, create, and sell their culinary creations through an exciting food truck challenge. Additionally, the course will cover the techniques of making jams, preserves, fermentation processes, and aging, providing a comprehensive understanding of these essential culinary skills. This hands-on experience combines entrepreneurship with the rich diversity of global street food traditions.

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 – WOODWORK A

Duration of course: 1 Semester or Full Year

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 through a series of small projects before students undertake a major project covering all aspect of the design and construction process. In Year 10 students will aim to master a number of wood joints including: Mitre, domino, mortice and tenon, dovetail and housing joints.

Topics/Projects covered will generally include:

Safety training, Picture frame, Tool box and a Coffee Table

Big Ideas: Design, Create and Evaluate

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?
- Use ICT, numeracy and literacy skills in the production of a design folio?

DESIGN AND TECHNOLOGY – WOODWORK B

Duration of course: 1 Semester or Full Year

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 through a series of small projects before students undertake a major project covering all aspect of the design and construction process. In Year 10 students will aim to master a number of wood joints including: Mitre, domino, mortice and tenon, dovetail and housing joints.

Topics/Projects covered will generally include:

Safety Training, Bandsaw Box, Clock and a Bedside Table

Big Ideas: Design, Create and Evaluate

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?
- Use ICT, numeracy and literacy skills in the production of a design folio?

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?

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ENGLISH

IMAGINATION REAPS REWARDS

Duration of course: Full year

Course Overview:

During Year 10 English you have multiple opportunities to develop and express 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 structural 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 and 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 opinions and beliefs from a text?

SACE STAGE 1 | EXPLORING IDENTITIES & FUTURES

COMPULSORY SACE ELEMENT

Duration of course: 1 Semester – 10 SACE credits.

EIF has now replaced PLP and remains a compulsory Stage 1 subject studied in Year 10.

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 – 50%

Assessment Type 2: Taking action and showcasing my capabilities – 50%

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HEALTH AND PHYSICAL EDUCATION

SPORT AND RECREATION (Specialist)

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)

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

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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?

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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

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:

This course is designed for students not considering science in later SACE. 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:
Assessment Type 2:

Skills and Applications Tasks
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.

VISUAL ARTS: PHOTOGRAPHY

SEE THE WORLD THROUGH A NEW LENS

Duration of course: 1 Semester

Course Fees: Students are required to supply their own SD Card as part of this subject. Details regarding requirements for this will be provided at the start of each semester.

Optional activities throughout the semester may incur additional costs.

Course Overview:

This exciting course is tailored just for you in Year 10, aiming to dive into the vibrant world of creative photography. You'll learn how to capture mesmerising images using natural light and even dabble in basic studio lighting tricks. Through a mix of theory, hands-on practice, and your own projects, you'll not only master photography basics but also explore your own creativity. Plus, you'll get to level up your skills in Adobe Lightroom and Photoshop.

By the end of the course, you'll:

- Understand the basics of photography like composition, lighting, and camera settings.
- Use natural light to create stunning and emotionally impactful photos.
- Learn how to work with basic studio lighting to enhance your subjects.
- Discover and develop your own unique style in photography.
- Analyse and give constructive feedback on both your own work and others'.
- Present your photographic creations effectively to convey your intended messages and emotions.

Big Ideas: Explore the art and technique of photography

Key Questions:

- How can we use composition techniques to effectively tell a story or evoke emotions in our photographs?
- What role does lighting play in creating mood and atmosphere, and how can we harness natural and studio lighting to enhance our images?
- How can we develop our own unique style and creative voice in photography while still learning from established techniques and practices?
- In what ways can post-processing tools like Adobe Lightroom and Photoshop enhance or alter the message and impact of our photographs?
- How can we analyse and critique our own work and the work of others constructively to continually improve our photography skills and artistic vision?

VISUAL ARTS: ART

WHAT DOES IT MEAN TO BE AN ARTIST IN A MODERN WORLD?

Duration of course: 1 Semester

Course Overview:

In Year 10 Visual Arts: Art, you'll set out on an exciting adventure into creativity and self-expression using a range of artistic tools. Prepare to dive into the realm of visual arts, where drawing, painting, sculpture, and mixed media await your exploration. With dedicated teachers leading the way, you'll master the art of conveying emotions and concepts through your own distinctive creations. Play with colours, textures, and methods as you uncover your unique artistic flair. Whether you're a seasoned artist or just starting out, this course is open to all, inviting everyone to cultivate their creativity and let their imaginations soar.

Big Ideas: Ignite a passion for self-expression and creativity

Key Questions:

- How can different artistic mediums such as drawing, painting, sculpture, and mixed media be combined to convey complex emotions and ideas?
- What techniques and methods can be utilized to develop a distinctive artistic style that reflects individual creativity and expression?
- How does the exploration of colour, texture, and form contribute to the depth and impact of artistic compositions?
- In what ways can the creative process in visual arts serve as a means of self-discovery and personal reflection?
- How can constructive critique and feedback from peers and instructors help to refine and strengthen artistic skills and concepts?



VISUAL ARTS: DESIGN

HOW CAN YOU USE YOUR CREATIVITY TO SOLVE DESIGN PROBLEMS?

Duration of course: 1 Semester

Course Fees: Students are required to supply their own SD Card as part of this subject. Details regarding requirements for this will be provided at the start of each semester.

Optional activities throughout the semester may incur additional costs.

Course Overview:

In Year 10 Visual Art: Design, you'll dive into the exciting world of creativity and innovation, guided by the design process. You'll get to explore different types of design, like graphic design, product design, and digital media. With your teacher's help, you'll learn how to express powerful messages and emotions through your own unique creations. You'll get to use industry-standard software like Adobe Illustrator and InDesign, discovering the magic of design principles like balance, contrast, and harmony. From classic to modern design trends, you'll develop a great eye for detail and originality.

Big Ideas: Immerse in the dynamic world of design.

Key Questions:

- How can the principles of design, such as balance, contrast, and harmony, be used to create designs?
- What are the characteristics and applications of different design types, including graphic design, product design, and digital media?
- How can industry-standard software like Adobe Illustrator and InDesign be utilised to enhance design projects?
- In what ways do traditional and contemporary design trends influence the development of original design concepts?
- How can aspiring designers use their skills and creative vision to make a positive impact on their communities and the broader world?





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Department for Education

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