



# 2023 CURRICULUM HANDBOOK

## 'Creating Bright Futures'

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Department of South Australia  
Department for Education





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# INTRODUCTION

At Underdale High School, we are proud that our Curriculum scope is designed to effectively cater for all students and all student pathways. The processes and systems we have in place are designed to support success for every student and maximise the communication with and involvement of all families. This contributes to our students' rate of educational growth being above state averages.

We have a focus on wellbeing for learning. Our emphasis on Student Wellbeing and Co-curricular opportunities, including Student Voice, contribute to the success of our students' experience at school and beyond. An emphasis on academic achievement is important, as is the development of the student as a whole.

The development of capabilities enables our students to be able to apply and use the knowledge they gain now and in the future in a meaningful and effective way to become good citizens. Capabilities are intrinsic to both the Australian Curriculum and the SACE.

These capabilities are:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

Students in Years 7 to 11 participate in the subject selection and course counseling process in term 3 each year for the following year. This curriculum guide will support students and their families to make decisions about the right pathway for them. Please explore this information together so that you can make informed, balanced decisions. If you require clarification, please do not hesitate to contact the school.



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# THE AUSTRALIAN CURRICULUM (AC)

Underdale High School's curriculum enables all students to study a comprehensive and balanced curriculum. It is based on the Australian Curriculum. This curriculum outlines the knowledge, understanding, skills and general capabilities important for all students.

There are eight (8) Learning Areas in the Australian Curriculum:

- English
- Health and Physical Education
- Humanities (HASS)
- Languages
- Mathematics
- Science
- Technologies
- The Arts

In Year 7 there is a focus on providing our students with a well rounded education that keeps them active and engaged in learning.

In Year 8, there is a focus on developing our students' abilities to maintain personal health and wellbeing, and manage personal relationships. In Year 9 and 10 students will bring together their knowledge and experience to consider possible pathways for study in senior secondary school and vocational education. Year 7, 8 and 9 students study many of their subjects in their Home Group class grouping.

Through the Social Education program 8-10, Home Group teachers build close relationships with their students and develop a collaborative classroom. Class sizes generally average between 24 - 28 students. Teachers provide support to meet students' individual needs and use a range of strategies to assist students to reach their potential. Teachers collaborate in Learning Teams to ensure the curriculum is coherent, relevant and effective teaching practices are used.

Assessment in the Middle School includes a range of authentic practices based on The Australian Curriculum achievement standards that describe the quality of learning typically expected of students as they progress through schooling. The achievement standards can support formative and summative assessment practices and provide a basis for consistency of assessment and reporting. Student progress and achievement relative to the standard is reported using A-E grades.

To find out more about the Australian Curriculum, visit the Parent section of the Australian Curriculum website at [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/).



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# SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

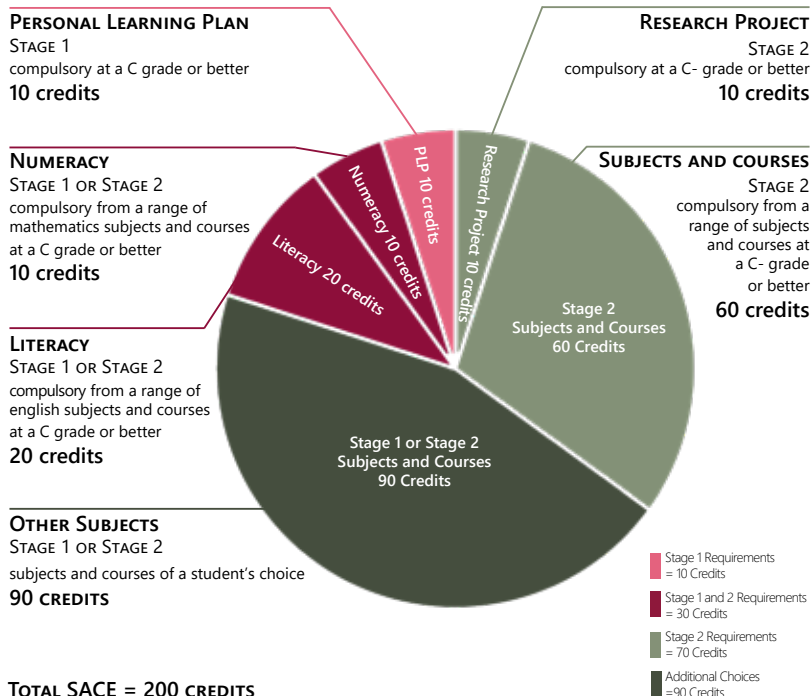
## What is the South Australian Certificate of Education (SACE)?

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

Studying the SACE helps you develop communication, decision-making skills, analysis, evaluation, and project planning. These skills will help set you up for success in further study and the workplace.

You can tailor the SACE to suit your needs and aspirations. You can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and Vocational Education and Training (VET) options. There may be other courses you are studying outside of school that could also count towards your SACE.

To achieve your SACE, you must meet the following:



## Requirements

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade, from A to E, for each subject. For compulsory subjects, they must achieve a C grade or better. As a general guide, 10 credits usually equates to a semester subject.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1) – Completed in Year 10 at Underdale High School. This subject helps students make informed decisions about career pathways and subject choices in Year 11 and 12.
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1- Year 11)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1- Year 11)
- Research Practices / Project – an in-depth major project completed in Year 11 at Underdale High School (10 Stage 2 credits)
- Other Stage 2 subjects totalling at least 60 credits (Year 12)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice, including VET courses.

## Other Subjects

You can design your SACE study to meet your needs – whether you want to go to university, undertake vocational education, or get straight into the workforce after school.

Apart from the compulsory SACE subjects, schools decide which subjects to offer. Prerequisites for particular university courses can influence your subject choices.

For more information about the SACE, please the [SACE website](#).

## VET & Other Courses

VET stands for Vocational Education and Training. In other words, VET is education and training that gives you skills and knowledge for the whole spectrum of work opportunities.

VET operates through a national training system certified by Registered Training Organisations, like TAFE. Apprenticeships and traineeships are jobs that combine work and structured training through a VET provider.

For more information about VET, please go to our VET & Pathways Beyond School section.



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# YEAR 7 AT UNDERDALE HIGH SCHOOL

In 2022 we welcomed for the first time, Year 7 students to our Underdale High School community. Underdale High School is a caring, inclusive community that provides opportunities for innovative, challenging, and creative learning. Our core values encompass Resilience, Optimism, Courage and Knowledge. Our student population embraces 77 different cultural backgrounds.

Our Year 7s will join a specialised teaching and learning program designed to support middle school students in their academic, social and emotional development. We provide a smooth and supportive transition for every student.

## Committed to support our Year 7s to experience success...

All our Year 7 students have access to:

- a dedicated home group teacher to support their social and emotional needs and to be the liaison between families and school.
- specialised middle school teachers to provide expert teaching to young adolescents.
- innovative specialised learning spaces.
- quality contemporary curriculum based on the latest Australian Curriculum guidelines (see page 5 for an overview)

Students will study:

- a full year of English, Science, Maths and Humanities.
- 2 semesters of the Arts – Visual Arts and Performing Arts.
- Technologies in year 7 will include a term of Digital technology and a term of Food and Textiles technology.
- Health and PE or Football will be studied for a full year by all students.
- a semester of Japanese and a semester of Greek.
- social education and digital literacy with their homegroup teacher.

*Digital literacy will support students to safely and effectively use all the technology available in a high school setting. This will include Microsoft Office applications, Daymap, safe mobile phone use in line with age appropriate social and ethical protocols.*

## We will ensure our Year 7 students have opportunities and experiences that enhance our school values:

### Resilience

They will be supported to show adaptability, persistence and commitment to learning.

### Optimism

They will be encouraged and supported to contribute to a positive school culture and personal efficacy.

### Courage

They will be supported to show integrity and responsibility in keeping themselves and others safe.

### Knowledge

They will be taught to apply critical thinking and creativity to learn from one another.

## Supporting the move from Primary to Secondary school

Underdale High School understands that a successful transition from primary to secondary school is about acknowledging that every young person is an individual with unique passions, skills and learning needs. These must be embraced, understood and nurtured. Getting to know each future student and their family on an individual basis, prior to beginning is our ultimate goal underpinning our successful transition approaches and program.

For more information about Year 7 at Underdale High school please contact our Year 7 leader via our website from the Stay In Touch tab.



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# ENGLISH AS AN ALTERNATIVE LANGUAGE (EAL) SUPPORT

## Supporting students from non-English speaking backgrounds

At Underdale High School we are committed to supporting students from non-English backgrounds and offer:

- EAL support in mainstream subjects in all year levels
- Intensive Literacy classes Years 7 – 11, offered by teacher recommendation.
- English as an Additional Language (EAL) classes for students from Years 10 – 12
- Bilingual Student Support Officers

## Determination of Eligibility for English as an Additional Language

The SACE curriculum pattern requires all students to enrol, and achieve a satisfactory standard, in 2 units of English at Stage 1 level.

EAL is offered as an ALTERNATIVE for those students for whom English is not their first language and who satisfy at least two (2) of the eligibility criteria outlined below.

These are:

- English is not their first language
- A significant part of their formal education has not been in English
- Knowledge and experience in the English language is restricted
- Formal education has been interrupted
- Have had no more than 5 years of full time schooling in English
- Any restriction in English language proficiency can be verified

## Stage 1 and 2 EAL

Students who complete 20 credits of Stage 1 EAL with a C grade or better will meet the literacy requirement of the SACE.

At Stage 2 there are two options of EAL available: English as an Additional Language and Essential English (EAL). Students wanting to undertake English as an Additional Language need a recommendation from their Stage 1 EAL teacher.

Students at Stage 2 who have not completed Stage 1 EAL are still eligible to select Stage 2 English as an Additional Language if they satisfy the eligibility criteria.



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# PERSONALISED LEARNING

Each student has their own aspirations, learning needs, strengths and interests and here at Underdale High School, we respond to every student and their unique characteristics with high expectations for achievement. Providing personalised learning and targeted support is one way we achieve this. The Personalised Learning Team ensures that inclusion is at the core and adjustments are evidence-based and enable opportunities for risk taking.

The Personalised Learning Team gathers information, seeks advice and synthesises information to get to know the student and their barriers to learning. Following this, Underdale High School plans and implements by developing a plan of adjustments to address the functional needs. This is done in consultation with Special Educators, Behaviour Coaches, the Wellbeing Team, parents and relevant external agencies, creating a Team around the Child. These plans are reviewed and adjusted accordingly to evaluate the impact and set the student up for success to reach their personal best. Children are at the core of everything that we do and we are passionate about providing an environment in which every student can flourish.

At Underdale High School, funding is used for the purpose of improved learning outcomes for children and students with functional needs as per their personalised plan goals. Whilst some schools use funding specifically for SSO support, we focus on the individualised needs of the students to ensure maximum impact. This may involve implementation of evidence-based programs, release time for planning of personalised learning, specialised teaching support, purchasing specialised equipment and staff professional development to increase capacity. One Plans are used to directly monitor and track the impact of interventions to ensure that each student is set up for success for improved learning and wellbeing outcomes.

One way that students are provided with intensive support at Underdale High School is through our Intervention Programs delivered by our Student Support Officers.

## Intervention Programs:

### MULTILIT (MAKE UP FOR LOST TIME IN LITERACY)

An intensive reading program designed to increase students' progress in reading accuracy, fluency, comprehension and spelling. Students receive intensive, systematic reading instruction on a one on one basis. The program is offered to targeted students.

### QUICKSMART

An intensive supplemental Numeracy program aimed at increasing maths automaticity and fluency of students' basic maths operations (Addition, Subtraction, Multiplication and Division) to improve maths achievement. The program is offered to targeted students.

If you wish to discuss the specific learning needs of your child, please contact our Personalised Learning Leader by phoning reception on 8301 8000.





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# SPECIALISED PROGRAMS - AUTOMOTIVE

The Underdale High School Automotive program was first established in 1980 as a subject with an Engineering emphasis integrating Science and Numeracy using an automotive systems approach.

Our courses operate through the \$1.5 million automotive industrial complex situated on our school site. The facilities were developed with industry in mind to give students an opportunity to experience a work environment. The school has a relationship with CMI Toyota and continues to develop links with the broader Automotive Industry which provides students with multiple opportunities. Students have opportunity for apprenticeships, both school based or full time from a range of providers if they want to take their automotive experience further.

## Automotive Mission Statement

The desire to make automotive students understand the significance of developing interdisciplinary skills that are necessary in supporting them in any future pathway of their choice.

## Program Aims

The aim of the automotive program is to expose students to specific automotive topics with the intent of developing the following –

- Mechanical Language and ability to refer to automotive literature
- Specific knowledge and understanding of automotive principles
- Ability to use a range of general and specialised tools
- Investigate mechanical systems and detect faults and determine causes
- To problem solve using logical critical thinking
- Use acceptable workshop practices following current OHS&W regulations

## Middle School Automotive Program (Year 10)

The Middle School program introduces students to small engine systems and allows them to experience a range of automotive topics through a series of fun but challenging practicals. The theoretical components are integrated and support the student when doing the practical tasks.

## Senior School Automotive Program (Year 11 and 12)

Please see Technologies - Design and Technologies (page 54).

## VET Automotive Program

### Industrial Pathway - Automotive, Retail, Service and Repair

The course is offered through the Western Adelaide Secondary Schools Network (WASSN). Please visit [www.wats.sa.edu.au](http://www.wats.sa.edu.au) for information about the course.



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# SPECIALISED PROGRAMS - FOOTBALL ACADEMY

## APPLICATIONS FOR THE 2024 PROGRAM TO BE RECEIVED BY FRIDAY 8.30AM, 5TH MAY 2023

The Underdale High School Football (Soccer) program develops student's ability and understanding of the modern game, providing opportunities for students to pursue their sporting goals and/or vocational pathways.

This highly successful program caters for students in Years 7 to 12 and has attracted student interest from across South Australia and internationally. Several graduates of our Football Academy have recently secured senior and international playing positions including, Al Hassan Toure and Asad Kasvmovic in the A-League, Mohamed Toure at Stade de Reims, France and Hosine Bility at FC Midtjylland, Denmark, as well as obtaining employment within the sporting industry as officials, coaches and sports scientists.

The academy prides itself on completing at the highest level, with recent achievements, see below, evidence of its success.

### UHS All-Time State Football Championships:

FOOTBALL	FUTSAL	OUTDOOR 5-A-SIDE FOOTBALL
1971 Open Boys	2004 Year 8/9 Girls	2009 Year 8/9 Girls
2011 Year 8/9 boys	2007 Open Girls	2009 Open Boys
2012 Year 8/9 boys	2010 Open Boys	2011 Year 8/9 Girls
2012 Year 10 Boys	2015 Open Girls	2011 Open Girls
2015 Year 8/9 Boys	2015 Open Boys	2012 Open Boys
2015 Open Boys	2015 Year 8/9 Boys (Interstate Challenge Futsal Champions)	2014 Year 8/9 Boys
2017 Year 8/9 Girls	2017 Open Boys	2014 Open Boys
2017 Open Boys	2019 Open Boys	2015 Open Boys
2018 Year 8/9 Boys	2019 Year 10 Boys	2018 Year 8/9 Girls
2019 Open Boys	2020 Open Boys	2019 Open Girls
2019 Year 10 Boys	2021 Open Boys	2019 Year 8/9 Girls
	2021 Year 8/9 Boys	

### Other Recent Football Academy Achievements:

2021	Open Boys Knockout Runner Up
2021	Year 8/9 Girls State Futsal Runner Up
2020	Open Boys/Girls Pre-Season Cup Champions (Tri-tournament with Henley and Roma Mitchell HS)
2019	Open Girls State Knockout Semi Finalists
2019	Year 8/9 Girls State Knockout Runner Up

2019	Year 8/9 Boys State Knockout Semi Finalists
2019	Year 8/9 Boys Western Zone 5-A-Side Winners

The Underdale High School Football Academy Program is fully endorsed by Football South Australia and has close links with the NTC and Adelaide United FC. It also has links with the State Development squads and follows the Football Australia National Curriculum Guidelines.

Students from Year 7 to Year 12 receive a formal, structured and holistic program where a high level of commitment takes place in a safe, happy and caring environment.

### UHS Football Academy Mission Statement and Philosophy

We aspire to achieve the highest standards in the development of Underdale High School students to be the best that they can be both on and off the field, through diligence, commitment, respect, discipline, collaboration, resilience, optimism, courage and persistence.

### Program Aims

We aim to make the student the focal point of the Academy and all of our efforts will be directed at improving the student's ability and welfare by:

- Setting high football and social standards
- Providing a disciplined setting where players work together taking pride in themselves and their environment
- Ensuring all aims and set tasks on and off the field are implemented efficiently
- Promoting and supporting positive outcomes in terms of health, development and educational achievement
- Providing good models of behaviour, being honest and compassionate
- Celebrating student's success and recognising outstanding achievement, effort and behaviour.

In essence, our aim is to produce intelligent and technically solid players who achieve their full potential and are equipped to cope with the demands of the modern game on and off the field.



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# SPECIALISED PROGRAMS - FOOTBALL ACADEMY

## The Middle School Program (Year 7 to 9)

The Academy technical program is the focal point of the players' football education in all year levels. For the Year 7, 8 and 9 students, the course is designed to prepare the player with the knowledge and competency of the technical fundamentals of the game of football. It offers both boys and girls an opportunity to pursue a comprehensive study of football by imparting a high level of expertise in theoretical knowledge, technique and skills, fitness and game awareness.

The program also contains a theoretical component where the Australian Curriculum will be covered through a series of assessment tasks. The Academy wants to produce low maintenance players who have an understanding of factors that affect football players such as sport science, injury prevention, nutrition, fitness and the important role that mental preparation now plays in the life of a footballer.

## The Senior School Program (Year 10 to 12)

This course aims to provide a pathway and accreditation to fulfill a professional football (soccer) playing career or employment in the community by providing:

- A high level of technical, physical, social and psychological player development whilst completing the SA Certificate of Education and maximizing the ATAR
- A practical link to a career or part time employment pathway to the Sport and Recreation Industry and the attainment of associated certificates and accreditation.
- Specific practical strategies to support leadership roles such as player, coach, referee, administrator, trainer or mentor in the school system or the community
- The course allows students to attain a Football Federation of Australia Level 5 Referee's Certificate and a Grassroots Certificate as well as a Level 1 Sports Medicine Certificate and Senior First Aid Certificate.

Students also complete work placements at Adelaide United, Football SA, SSSSA and various Primary Schools.

## Entry to our Football Program

Students may apply to come to Underdale High School as a member of the Football Academy. All students wishing to participate in this program need to:

- Submit a written application by the deadline
- Provide previous school reports (and samples of school work to support the application)
- Evidence of their sporting commitment, which may include a reference from a Football (Soccer) coach.
- Applicants are then invited to participate in a trial at Underdale High School.

Football Academy Application Forms can be located on our website at <https://www.underdale.sa.edu.au/football-academy/>

APPLICATIONS FOR THE 2024 PROGRAM  
TO BE RECEIVED BY FRIDAY 8.30AM, 5TH MAY 2023

*Visit the Football Academy page from our website for more information or call us on 8301 8000 to arrange a tour of the school.*



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# SPECIALISED PROGRAMS - INTERNATIONAL

## International Statement & Overview

Underdale High School is nestled in spacious grounds adjoining the river parklands, just 5km west of the Adelaide city centre, 2km from the airport and 10km from the sea and some of Adelaide's best sandy white beaches. The school provides a student-centred learning experience for Years 7-12, attracting students from diverse cultural backgrounds. High expectations and standards of work quality, punctuality and attendance ensure that students learn to become responsible in their learning and behaviour. Quality differentiated teaching and a targeted support program ensures all students benefit from educational challenges that meet their learning needs. Student wellbeing is a priority for all staff.

## International Programs:

- High School Graduate Program
- High School Study Abroad Program
- Study Tours

## Special Interest Subjects:

Underdale High School offers a range of Special Interest programs and initiatives for students including:

- The Underdale High School Football (Soccer) program
  - The Underdale High School Automotive (mechanics) program
  - STEM (Science Technology Engineering Mathematics)
- \* Additional costs may apply. Price on application

## Languages:

From years 7 to 10, Students have the option of studying Greek or Japanese.

From years 10 to 12, students may also study other languages organised by the school with the South Australian School of Languages. Please see the following link for a full list of languages. <https://schooloflanguages.sa.edu.au/languages/>

\* There are no additional costs for studying a language

## Facilities

- Performing arts suits (music, drama and dance)
- Resource centre with large collection of English resources
- Automotive trade training centre
- Sporting facilities – gymnasium, tennis courts, oval, soccer pitches, weights room, basketball courts
- Senior school study centre

## Uniform

All Underdale High School students require the following uniforms.

- A summer uniform
- Winter uniform
- Physical Education uniform

Please visit the following link for a full list of uniform items:

<https://www.underdale.sa.edu.au/uniform/>

\* Underdale High School also has a second hand uniform shop where students can purchase near new uniforms at discounted rates. Prices upon application.

## ICT requirements

All Students are required to have their own laptop. Please visit the Student Laptop Requirements section of our website for a list of appropriate devices.

## International Student Support Services:

- Intensive literacy
- English as an Additional Language (EAL)
- Wellbeing support
- Study Support (no additional charge)
- Homework club (no additional charge)
- Small group tutoring (price on application)
- Personal International Student Program Manager
- English language support
- International Student Program team (IES)
- Bilingual support officers
- Student buddy system
- Translators (when required)

## Activities and Fun:

In addition to normal school excursions, all international students will have the opportunity to participate in excursions once a term to such places as:

- Cleland Wildlife Park (<https://www.clelandwildlifepark.sa.gov.au/Home>)
  - Port Noarlunga Aquatics Centre (<http://www.pnac.com.au/>)
  - Dolphin Sanctuary Kayak Tours (<https://dolphinsanctuarykayaktours.com.au/>)
  - International Student Lunches.
- \* These excursions do not incur any additional costs to students.



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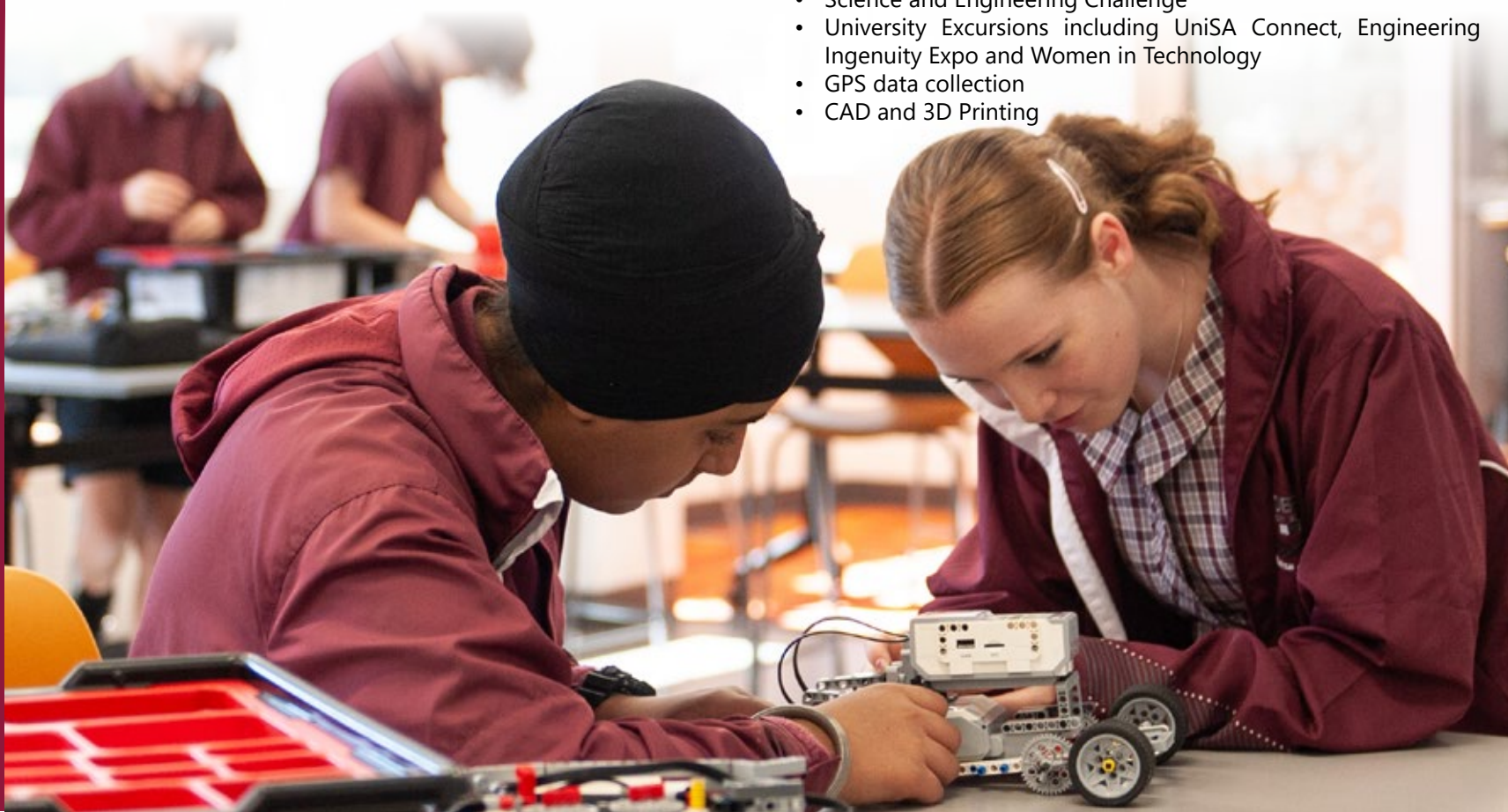
## Co-CURRICULAR OPPORTUNITIES

### STEM (Science, Technology, Engineering and Mathematics)

The Underdale High School is partnered with the University of Adelaide for the STEM Teacher in Residence Program. We are excited at the future opportunities that the STEM Teacher in Residence Program will bring to UHS to collaborate with Partnership schools and the University of Adelaide to create curriculum support materials for subjects that we offer related to STEM, and provide opportunities for students to participate and compete in STEM challenges against students from Partnership schools run on site at the University of Adelaide.

### Underdale High STEM student involvement includes:

- Young Women in STEM (University of Adelaide)
- Andy Thomas Space Foundation Challenges
- Australian Space Forum Excursion
- Adelaide Planetarium (University of South Australia)
- Headstart (The University of Adelaide)
- STEM units including Catapults and Water Rockets
- Robotics/Stem semester course in Year 9
- Building and Testing Electric cars
- Megacity Project
- Nanotechnology
- Biomechanics
- Aurecon Bridge building competition
- Science and Engineering Challenge
- University Excursions including UniSA Connect, Engineering Ingenuity Expo and Women in Technology
- GPS data collection
- CAD and 3D Printing



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# Co-CURRICULAR OPPORTUNITIES

## Student Voice Council

Student Voice Council provides the opportunity for any student to be involved in shaping what school life looks like (social and educational), to develop leadership skills and to positively contribute to the school community.

Students are elected by their year level to represent them on the Council, however students who are keen to get involved can be co-opted onto Student Voice for particular events.

Head and Deputy Prefects meet with the Principal, the school Executive Team and Governing Council on a regular basis as a means of keeping all parties aware of issues and developments. Student leaders are also part of at least one sub-committee, which focus on areas including wellbeing, school facilities, events and fundraising, library, ICT and Environment and Sustainability.

Students Leaders have the opportunity to develop skills in:

- running meetings
- publicity
- organisation of events (e.g. assemblies, charity and fundraising)
- representing their peers on issues which involve students
- representing their school and sitting on school teams
- consulting on issues such as uniform, development of student areas and school policies which impact on students
- Developing their own calendar of events for the year.

Examples of the type of events Student Voice run include:

- Second-hand uniform shop
- Fundraising - for student facilities and charities
- Sporting Activities
- Community and Enterprise Opportunities
- Improvements in school amenities (such as drinking fountains, tables and seating).
- Awareness Days e.g. Bullying No Way, R U OK day, Wear it Purple Day

## Music Program

Students study Music from year 7. We offer an extensive Instrumental Music Program, which allows students to participate in small group tuition in a range of instruments. This service is provided free of charge. Lessons are currently available in Voice, Woodwind, Guitar/

Bass, Brass and Percussion. Woodwind and Brass instruments can be borrowed free of charge. Music students will be able to participate in various bands and performance opportunities.

## Sporting Program

Throughout the year our students compete in school and state carnivals.

Underdale High School is also a member of the South Australian Secondary Schools' Sports Association that conducts knockout competitions in a large number of sports. This competition is open to all schools in SA. We also enter Western Zone Secondary Schools Sports competitions that run each term.

We enter teams in a range of sports including:

- AFL
- Athletics
- Badminton
- Basketball
- Boys & Girls Football – field and indoor (Futsal)
- Netball
- Team Handball
- Volleyball

School Sport SA

Please follow the link below to the South Australian School Sports Association Website for more detailed information.

<https://www.decd.sa.gov.au/teaching/sport>





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# Co-CURRICULAR OPPORTUNITIES

## Sports Day

Our annual Sports Day is one of the most highly anticipated, contested and attended events on the school calendar. Participation rates as an official, competitor or encouraging spectator are always at levels that make us justifiably proud. The 1500m and 800m races occur at school in the weeks leading up to Sports Day.

Sports Day is held at SA Athletics Stadium in Mile End. Students are encouraged to dress in their house colours – Tarnta (Red), Ngungana (Yellow), Kauwirlta (Green). As well as the traditional Track and Field, a series of Team events always provide some spectacular highlights, and student officials will earn Spirit Award points for their house! Trophies to be contested each year include the Middle School and Senior School Shields, the “Spirit Award” and individual Champions for each year level.

Parents are invited and very welcome to attend, particularly towards the end of the day for the relays and presentations that bring the stand down with the noise created! Siblings are also welcome if accompanied by parents.

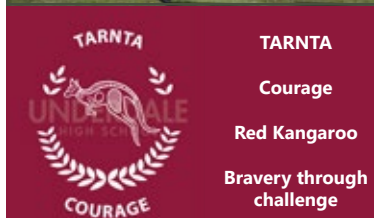
## ROCK Cup

The prestigious ROCK Cup is awarded at the end of Term 3 each year. Our ROCK Cup promotes engagement across our school, targeting all facets of school life, be it academic achievement, sporting achievement or community support.

This system also fosters authentic student leadership by creating mini-communities to support all students across year levels, with each house creating strong connections to their house values and motto.

Teams accrue points starting from Term 4 to Term 3 of the following year. Points can be accrued in the following ways:

- Sports Day
- Academic GPA
- Attendance
- House Week
- Daily Points
- ROCK activities



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# VET AND PATHWAYS BEYOND SCHOOL

## TERTIARY STUDY

Many students wish to continue with further study after Stage 2 at a tertiary institution. The South Australian Tertiary Admissions Centre (SATAC) manages the application and offer process for tertiary entry. Participating institutions are:

- Charles Darwin University
- CQ University Australia
- Flinders University
- SAIBT
- Tabor College
- TAFE SA
- Torrens University
- University of Adelaide
- University of South Australia

Students also have the opportunity to apply for admission to the many other independent and interstate Tertiary Institutions.

The SATAC website is a one-stop shop for information about University/TAFE Entrance including; ATAR (Australian Tertiary Admissions Rank); Pre-requisite Subjects; Assumed Knowledge requirements; Precluded subject Combinations; Bonus ATAR points scheme; Subsidies and Scholarships; and TAFE SA Entrance - MER (Minimum Entry Requirements). To access information, latest news and due dates, visit the [SATAC website](#).

## CAREER GUIDANCE

All students have access to explore various career options, including:

- [DfE Student Pathways](#)
- [Underdale Careers](#)
- [My Future Australia's online](#)
- [National Careers Institute careers](#)

## APPRENTICESHIPS/TRAINEESHIPS

Students can commence an apprenticeship or traineeship in year 10, 11 or 12, combining senior secondary school with vocational education and training (VET) and paid employment. This is a great option for school students to get a head start in their career, continue to attend school as required, participate in on-the-job training in the workplace and formal VET with a Registered Training Organisation (RTO) under an arrangement known as a training contract. Students can complete SACE while engaged with an apprenticeship or traineeship as VET can provide up to 150 of the 200 required SACE credits. For further information about School-Based Apprenticeships and Traineeships (SBAT), please visit [SA.GOV.AU](#)

## What is VET?

VET (Vocational Education and Training) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide students with the opportunity to develop specific industry-related skills.

## What are the benefits of choosing VET?

Some of the benefits are:

- gaining a nationally-recognised qualification, while completing your SACE;
- getting a 'head start' in your chosen career;
- making your senior school study more relevant and interesting;
- providing opportunities to learn 'on-the-job' through workplace learning;
- providing pathways into apprenticeships, traineeships (including School-based Apprenticeships and Traineeships), further education or training, and direct employment.

The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies. Where 70 nominal hours of training is equivalent to 10 SACE credits. Please speak to the VET/ Pathways Leader for more information about VET in the SACE or visit the [SACE Board website](#).



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### Does a VET program affect other subjects?

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator

### Recommended SACE subject you could study that relevant to my VET course

Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices. In this subject, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject.

### Will I need to do workplace learning as part of my VET course?

Many VET courses require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET course in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET course. Please see the Pathways Senior Leader to discuss the process and for a copy of your school's Workplace Learning Agreement Package.

### DfE VET Options

Students can gain access to a wide range of VET options on and off-campus, delivered by Training organisations such as TAFE SA and other private providers.

The Department for Education (DfE) has identified 26 Pathways in which they offer subsidies to students to complete qualifications in areas considered to be strategically important to the economy in terms of job growth and skills shortages.

Available for delivery to students at Underdale in 2023 include:

- automotive retail, servicing and repair
- cyber
- early childhood
- screen and media production, game development and visual effects

Available for delivery to our students by Western Adelaide Regional schools in 2023 include:

- aged care and disability
- building and construction
- business start-up (entrepreneurial) -
- food processing
- information technology
- manufacturing and engineering
- maritime

For more information visit [www.wats.sa.edu.au](http://www.wats.sa.edu.au)

Also available at various locations:

- animal care
- agriculture
- aquaculture
- civil construction, resources and infrastructure
- conservation and land management
- education
- electrotechnology

- forestry
- hair and beauty
- health support
- horticulture
- hospitality and tourism
- plumbing
- resources and infrastructure
- thoroughbred racing

### Applying for a VET Program

Students complete an 'Interested in VET' forms and meet with the Pathways Senior Leader to discuss all VET options and pathways so that they can make an informed decision and course selection. The form will support the Pathways Senior Leader in finalising the online application called VETRO (VET Readiness Orientation).

Course fees for these 26 Pathways are heavily subsidised by the State Government and are usually no more than \$300 per qualification. A handful of courses will have a higher fee. Students who have access to School Card funding will pay no more than \$100 per course. Fees are based on 2022 and are subject to change.

Applications are submitted early in Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.

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# CURRICULUM OVERVIEW - MIDDLE SCHOOL

YEAR 7	Units	YEAR 8	Units	YEAR 9	Units	YEAR 10	Units	SACE Credits
English	2	English	2	English	2	English / EAL	2	
Mathematics	2	Mathematics	2	Mathematics	2	Mathematics / Maths Advanced	2	
Science	2	Science	2	Science	2	Science	2	
Humanities and Social Sciences	2	Humanities and Social Sciences	2	Humanities and Social Sciences	2			
Technologies ( <i>includes</i> )	1	Design Technology Technologies	1	Design Technology	1	History	1	10
- Digital Technology		<i>Select one of the following</i>		Health and PE		Personal Learning Plan (PLP)	1	
- Food and Textiles Technology		- Digital Technology	1	<i>Select one of the following</i>		Health and PE		
The Arts ( <i>includes</i> )	2	- Food and Textiles Tech	1	- Health and PE	1	<i>Select one of the following</i>		
- Visual Arts		The Arts		- Football Academy*	2*	- Health and PE	1	
- Dance		<i>Select one of the following</i>		The Arts		- Football Academy*	2*	
- Drama		- Visual Arts	1	<i>Select one of the following</i>				
- Music		- Dance	1	- Dance	1	Social Education	-	
Health & PE		- Drama	1	- Drama	1			
<i>Select one of the following</i>		- Music	1	- Music	2	3D Product Engineering	1	10
- Health and PE	2	Health and PE		- Visual Art	1	Automotive	1	
- Football Academy*	2*	<i>Select one of the following</i>		Social Education	-	Business and Economics	1	
Languages		- Health and PE	1			Cafe Culture	1	
<i>Select one of the following</i>		- Football Academy*	2*			Child Studies	1	
- Greek	1	Languages				Civics and Citizenship	1	
- Japanese	1	<i>Select one of the following</i>				Dance	1	
Digital Literacy	-	- Greek	1			Drama	1	
Social Education	-	- Japanese	1			Food Technology A	1	
Total Units Required	14	Social Education	-			Food Technology B	1	
						Geography	1	
		Dance	1			Graphics and Architecture	1	
		Design Technology	1			Greek	1 or 2	
		Digital Technology	1			Human Movement	1	
		Drama	1			Japanese	1 or 2	
		Food and Textiles Technology	1			Media	1	
		Greek	1			Metal Engineering	1	
		Japanese	1			Music	2	
		Music	1			Outdoor Education	1	
		Visual Arts	1			Photography	1	
		Total Units Required	14			Textiles Technology	1	
						Visual Art	1	
						Woodwork	1	
						Total Units Required	14	

\* Football Academy  
- Entry by application.  
- Subject is run across the full year.

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work.



COMPULSORY SUBJECTS



ELECTIVE SUBJECTS



SACE CREDITS

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# CURRICULUM OVERVIEW - STAGE 1 SACE

YEAR 11	Units	SACE Credits
<b>English</b> <i>Select one of the following</i> - English - Essential English - Essential EAL - English Literary Studies	2	20
<b>Mathematics</b> <i>Select at least one unit</i> - Essential Mathematics - General Mathematics 1 & 2 - Mathematics A, B and C - Specialist Mathematics	1 or 2 1 or 2 3 1	10 or 20 10 or 20 30 10
Research Practices	1	10
Research Project B ( <i>Stage 2 Credits</i> )	1	10
Supervised Study	1	
Social Education	-	-

Plus elective subjects to make up  
total required 14 units / 130 SACE credits

\* VET - A completed Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

\*ASBA - Stands for Australian School Based Apprenticeships.

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work

COMPULSORY SUBJECTS
  ELECTIVE SUBJECTS
  SACE CREDITS

YEAR 11	Units	SACE Credits
3D Product Engineering	1	10
Automotive A - Integrated Learning	1	10
Automotive B - Integrated Learning	1	10
Biology	2	20
Business Innovation	1	10
Chemistry	2	20
Child Studies	1	10
Dance	1	10
Drama A	1	10
Drama B	1	10
Earth and Environmental Science	2	20
External VET or ASBA*	1 or 2*	10 or 20*
Fashion and Design	1	10
Food and Hospitality A	1	10
Food and Hospitality B	1	10
Football - Integrated Learning	2	20
Furniture Construction A	1	10
Furniture Construction B	1	10
Graphics and Architecture	1	10
Greek Beginners ( <i>through St George</i> )	1 or 2	10 or 20
Health and Wellbeing	1	10
Japanese Beginners	1 or 2	10 or 20
Languages ( <i>School of Languages</i> )	1 or 2	10 or 20
Legal Studies	1	10
Media	1	10
Metal Engineering	1	10
Modern History	1	10
Music	2	20
Photography	1	10
Physical Education A	1	10
Physical Education B	1	10
Physics	2	20
Power Intercultural Program	1	10
Psychology	1 or 2	10 or 20
Society and Culture	1	10
Visual Art A	1	10
Visual Art B	1	10
Workplace Practices A	1	10
Workplace Practices B	1	10



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# CURRICULUM OVERVIEW - STAGE 2 SACE

YEAR 12	Units	SACE Credits	YEAR 12	Units	SACE Credits
Social Education	-	-			
Automotive - Integrated Learning**	2**	20**	Greek ( <i>through St George</i> )	2	20
Biology	2	20	Health and Wellbeing	2	20
Business Innovation	2	20	Languages ( <i>School of Languages</i> )	2	20
Chemistry	2	20			
Child Studies	2	20	Legal Studies	2	20
Creative Arts	2	20	Mathematical Methods	2	20
Dance	2	20	Essential Mathematics	2	20
Drama	2	20	General Mathematics	2	20
Earth and Environmental Science	2	20	Specialist Mathematics	2	20
English	2	20	Metal Engineering - Material Solutions	2	20
English Literary Studies	2	20	Modern History	2	20
Essential English	2	20	Music Performance	2	20
Essential EAL	2	20	Physical Education	2	20
External Subject	2	20	Physics	2	20
External VET or ASBA*	2*	20*	Psychology	2	20
Food and Hospitality	2	20	Society and Culture	2	20
Football - Integrated Learning	2	20	Workplace Practices - Sports Focus	2	20
Furniture Construction - Material Solutions	2	20	Workplace Practices - VET/Work/Volunteer Focus	2	20

**SACE Completion: Students must choose 6 units (3 subjects)**

**ATAR: Students must choose 8 units (4 subjects)**

\* VET - Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

\*ASBA - Stands for Australian School Based Apprenticeships.

\*\* Only ONE Integrated Learning subject can contribute towards your Australian Tertiary Admission Rank  
Units = The number of units for the specific subject, one unit is the equivalent of one semesters work.



COMPULSORY SUBJECTS



ELECTIVE SUBJECTS

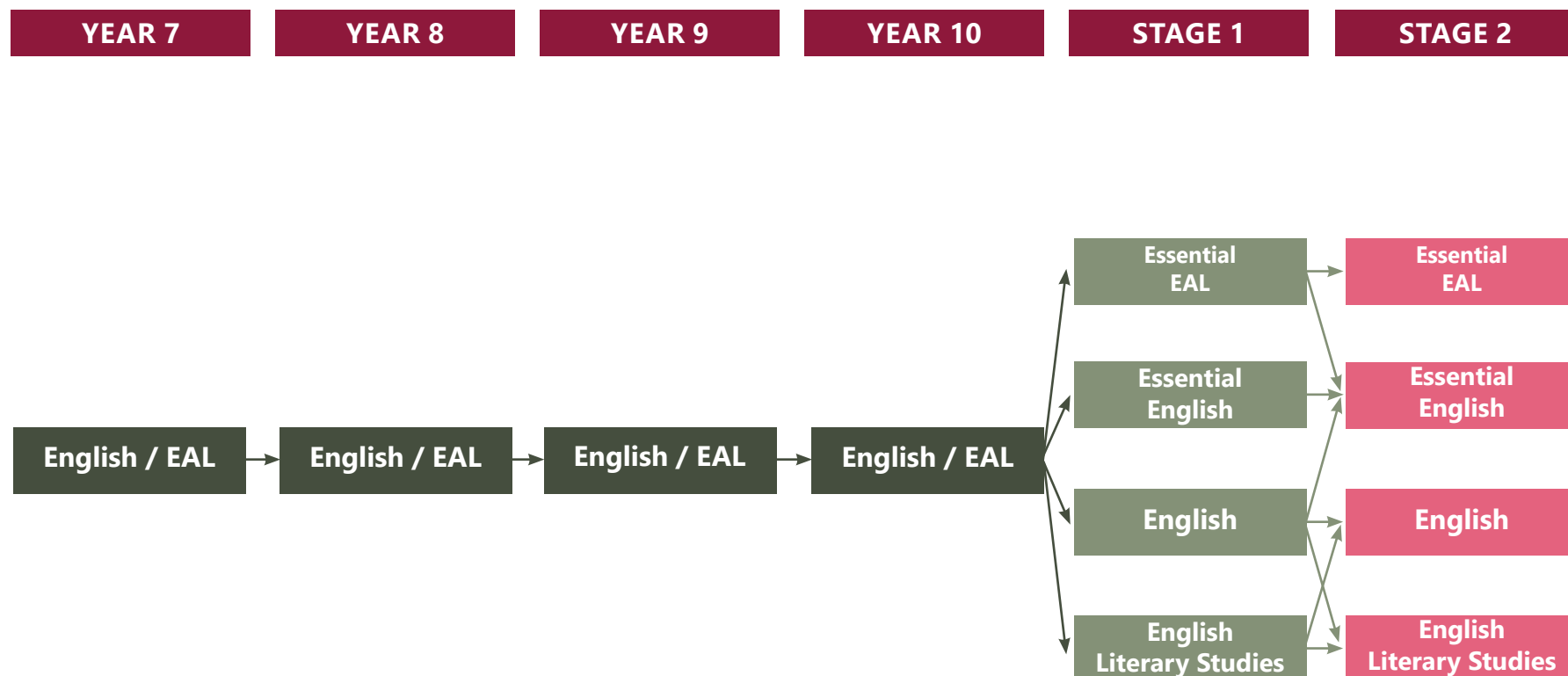


SACE CREDITS

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\* *English as an Additional Language (EAL)*

\*\* *Intensive Literacy is offered from Year 7 to Year 11  
Intensive Literacy supplements and extends on the students' English  
or EAL learning to support their success across all their subjects.*

AUSTRALIAN CURRICULUM

SACE STAGE 1

SACE STAGE 2



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### ENGLISH YEAR 7

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

The Year 7 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interact with others for a variety of purposes and engage with a variety of texts for enjoyment. These include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances with themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings.

#### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts for different audiences.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

### INTENSIVE LITERACY YEAR 7

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, with a focus on expressing and developing ideas and word knowledge.

#### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to listen to, read, view, interpret and create texts for different purposes.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students are recommended for this class by their English/EAL teacher.

**CURRICULUM CHARGES**  
Not Applicable

### ENGLISH YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

The Year 8 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students develop their understanding of how texts are influenced by context, purpose and audience. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances which may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives.

#### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts for different audiences.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

### INTENSIVE LITERACY YEAR 8

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, with a focus on expressing and developing ideas and word knowledge.

#### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to listen to, read, view, interpret and create texts for different purposes.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students are recommended for this class by their English/EAL teacher.

**CURRICULUM CHARGES**  
Not Applicable

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## ENGLISH YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

### CONTENT

The Year 9 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students begin to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to analyse, interpret, evaluate, discuss, create and perform a wide range of spoken, written and multimodal texts for a range of audiences.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## INTENSIVE LITERACY YEAR 9

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
English/EAL Leader

### CONTENT

The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, with a focus on expressing and developing ideas and word knowledge.

### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to listen to, read, view, interpret and create texts for different purposes.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students are recommended for this class by their English/EAL teacher.

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

### CONTENT

English in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative. Students are expected to engage in a range of speaking, listening, writing and reading activities as a part of this subject.

### ASSESSMENT

Assessment in English is based upon the achievement standards of the Australian Curriculum.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## EAL YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

### CONTENT

EAL in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative. Students are expected to engage in a range of speaking, listening, writing and reading activities as a part of this subject. Teachers plan with the needs of EAL students in mind.

### ASSESSMENT

Assessment in EAL is based upon the achievement standards of the Australian Curriculum: English. Where it is deemed appropriate to assess an EAL student against a lower standard, parents will be consulted.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students must qualify to be part of a specialist EAL class. They must either speak an additional language, or be immersed in it at home through their families or guardians

**CURRICULUM CHARGES**  
Not Applicable



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### INTENSIVE LITERACY YEAR 10

#### LENGTH

Semester/Full Year

#### CONTACT PERSON

English/EAL Leader

#### CONTENT

Intensive Literacy supplements and extends on the students' English or EAL learning to support their success across all their subjects. This is achieved through strategies that develop a range of essential skills, with a particular focus on oral language in the classroom and subject vocabulary.

#### ASSESSMENT

Assessment in Intensive Literacy is based upon the achievement standards and literacy progressions of the Australian Curriculum.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students are recommended for this class by their English/EAL teacher.

#### CURRICULUM CHARGES

Not Applicable

### INTENSIVE LITERACY STAGE 1

#### LENGTH

Semester/Full Year

#### CONTACT PERSON

English/EAL Leader

#### CONTENT

Intensive Literacy supplements English or EAL, through strategies that develop essential skills, with a focus on oral language and subject vocabulary, to support students across all their subjects. Students with low literacy levels qualify for this class.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

#### CURRICULUM CHARGES

Not Applicable

### ENGLISH STAGE 1

#### LENGTH

Full Year

#### CONTACT PERSON

English/EAL Leader

#### CONTENT

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

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study – Students connect two or more texts in relation to other texts: To the context in which each text was generated OR To the context in which each text is read or viewed. Could be either a response to text, or a created text. An intertextual study is completed in each semester.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

#### CURRICULUM CHARGES

Not Applicable

### ESSENTIAL ENGLISH STAGE 1

#### LENGTH

Full Year

#### CONTACT PERSON

English/EAL Leader

#### CONTENT

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

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

#### CURRICULUM CHARGES

Not Applicable

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### ESSENTIAL ENGLISH (EAL) STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

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

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Teachers plan with the needs of EAL students in mind and work with students to support the achievement of their goals.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

### ENGLISH LITERARY STUDIES STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

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

Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.

Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study – Students connect two or more texts in relation to other texts: To the context in which each text was generated OR To the context in which each text is read or viewed. Could be either a response to text, or a created text. An intertextual study is completed each semester.

Teachers plan with a specific focus on literature and an emphasis on analysis to support students in preparing for Stage 2 English Literary Studies.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

### ENGLISH STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%)

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts for a range of purposes, and a writer's statement that reflects on the varying text types.

External Assessment: Comparative Essay (30%) – Students complete a written comparative analysis of two texts of their own choosing.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

**CURRICULUM CHARGES**  
\$20

### ESSENTIAL ENGLISH STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EAL Leader

#### CONTENT

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%)

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.

External Assessment: Language Study (30%) – Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

#### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students are recommended to have achieved a C+ or higher in Stage 1 Essential English or Stage 1 Essential English (EAL).

**CURRICULUM CHARGES**  
\$20

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## ESSENTIAL ENGLISH (EAL) STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

English/EAL Leader

### CONTENT

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

School Assessment (70%)

Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.

Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.

External Assessment: Language Study (30%) – Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

Teachers plan with the needs of EAL students in mind.

### ASSESSMENT

Assessment in English is based upon the achievement standards of the SACE.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

\$20

## ENGLISH LITERARY STUDIES STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

English/EAL Leader

### CONTENT

The subject focuses on the analysis and creation of literature.

School Assessment (70%)

Responding to Texts (50%) – Students produce up to five responses to a range of texts: extended prose, film, drama and poetry.

Creating Texts (20%) – Students create two texts; a transformative piece with accompanying writer's statement, and a piece chosen by the teacher.

External Assessment (30%)

Comparative Text Study (15%) Students complete a written comparative analysis of two texts, one from their responding to texts, and one of their own choosing.

Critical Reading Exam (15%) – a 90 minute examination, critical reading of an unseen text.

### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

### CURRICULUM CHARGES

\$20

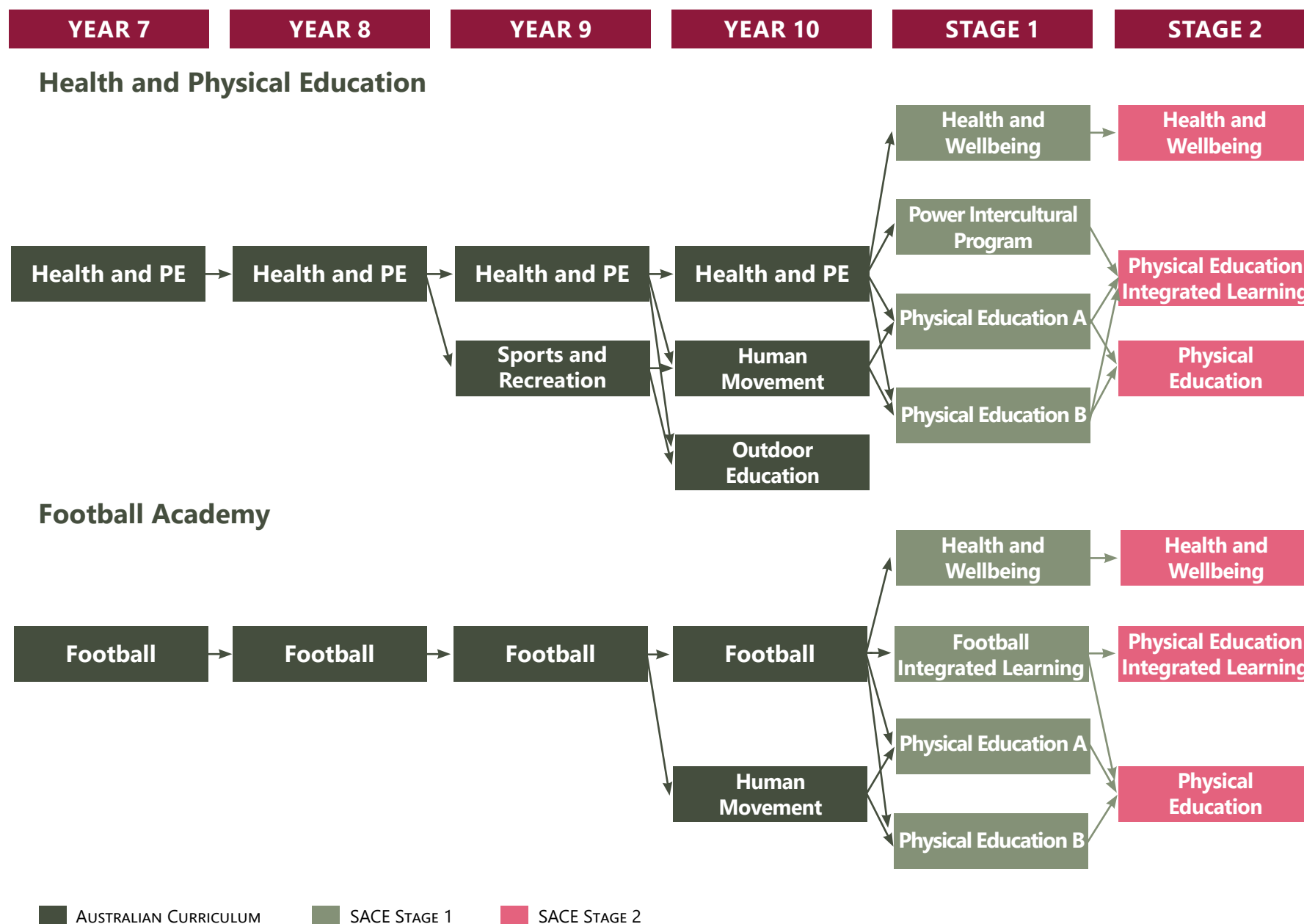




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# HEALTH AND PHYSICAL EDUCATION

## HEALTH & PHYSICAL EDUCATION YEAR 7

### LENGTH

Year 7 Full Year

### CONTACT PERSON

Health and Physical Education Leader

### CONTENT

The focus areas to be addressed include, but are not limited to: alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

### ASSESSMENT

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

### CURRICULUM CHARGES

Not Applicable

## HEALTH & PHYSICAL EDUCATION YEAR 8

### LENGTH

Year 8 Semester

### CONTACT PERSON

Health and Physical Education Leader

### CONTENT

The focus areas to be addressed include, but are not limited to: alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

### ASSESSMENT

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

### CURRICULUM CHARGES

Not Applicable

## HEALTH & PHYSICAL EDUCATION YEAR 9

### LENGTH

Semester

### CONTACT PERSON

Health and Physical Education Leader

### CONTENT

The focus areas to be addressed in Year 9 include, but are not limited to: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

### ASSESSMENT

There are practical and theoretical assessment tasks. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance. Tasks are assessed according to ACARA (Australian Curriculum Assessment and Reporting Authority). There are practical and theoretical assessment tasks which give students an opportunity to demonstrate development of the Year 9 and 10 Achievement Standards of the Australian Curriculum.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

### CURRICULUM CHARGES

Not Applicable

## SPORTS AND RECREATION YEAR 9

### LENGTH

Semester

### CONTACT PERSON

Health and Physical Education Leader

### CONTENT

The focus areas to be addressed include, but are not limited to: health benefits of physical activity, safety, challenge and adventure activities, games and sports, lifelong physical activities.

### ASSESSMENT

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movements associated with Recreational type sports. This could include: table tennis, golf, 10 pin bowling and bush walking. Achievement may be demonstrated for example by: essays, tests, posters, reflections presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students in the Football program are not permitted to study this course. Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

### CURRICULUM CHARGES

There will be some additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

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# HEALTH AND PHYSICAL EDUCATION

## HEALTH & PHYSICAL EDUCATION YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
The focus areas to be addressed in Year 10 include, but are not limited to: performance enhancing drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

**ASSESSMENT**  
There are practical and theoretical assessment tasks. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.  
Tasks are assessed according to ACARA (Australian Curriculum Assessment and Reporting Authority). There are practical and theoretical assessment tasks which give students an opportunity to demonstrate development of the Year 9 and 10 Achievement Standards of the Australian Curriculum.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

**CURRICULUM CHARGES**  
Not Applicable

## HUMAN MOVEMENT YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
The course is tailored to better prepare students for Stage 1 & 2 PE, as well as inspiring them to follow this pathway into higher education and ultimately, as a career. The course aims to expose students to career pathways in the Sports Science field, including: Personal Training, Biomechanics, Strength and Conditioning, Physiotherapy, Coaching and PE teaching.  
The following topics will be covered: Fitness Components (theory and practical based), Training Principles and Methods (theory and practical based), Responses to acute exercise and associated testing, Musculoskeletal names and functions, Stages of learning.

**ASSESSMENT**  
Students will complete formative and summative tasks in both small groups and individual scenarios to assess knowledge and understanding of practical and theoretical concepts. Students will also undertake an end of Semester Exam.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Underdale PE uniform or Football Academy uniform. It is expected that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

**CURRICULUM CHARGES**  
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

## OUTDOOR EDUCATION YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
This course intends to expose students to the world of alternative sports and recreational activities, which may include mountain bike riding, bush walking, kayaking, group dynamics activities and local camping. Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health. Students will develop and apply risk management skills whilst being responsible for both themselves and those within a group setting.

**ASSESSMENT**  
Planning stage for camps and excursions (risk assessments, environmental investigation) 40%

Active engagement and participation in activities 30%

Group dynamics roles and responsibilities (individual and group) 30%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Underdale PE uniform or Football Academy uniform. It is expected that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

**CURRICULUM CHARGES**  
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.





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# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Performance Improvement and Physical Activity Investigation tasks centred on Skill Acquisition, Biomechanics and Exercise Physiology concepts.

**ASSESSMENT**  
Students should provide evidence of their learning through two or three assessments. Each assessment type should have a weighting of at least 20%.  
Assessment Type 1: Performance Improvement. One or Two Assignments the equivalent of 1000 words each.  
Assessment Type 2: Physical Activity Investigation. One or Two Assignments the equivalent of 1000 words each.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 PE course. Underdale PE uniform or Football Academy uniform.

**CURRICULUM CHARGES**  
Other additional costs involved with excursions, specialist instructors, bus hire etc which will be collected when required.

## PHYSICAL EDUCATION B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Students develop knowledge and understanding through participating in physical activities. Students will perform Laboratory activities such as Fitness Testing, Games Analysis and Performance Analysis. This will be done through sports chosen from but not limited to: Team Handball, Volleyball, Badminton, Softball and Futsal.  
Physical Activity Investigation: Students analyse data and reflect on factors that hinder or encourage participation in sport. This will be done through modified sports chosen from but not limited to: Fast 5 Netball, AFL 9's, 3x3 Basketball or Tchoukball.

**ASSESSMENT**  
Students should provide evidence of their learning through two or three assessments. Each assessment type should have a weighting of at least 20%.  
Assessment Type 1: Performance Improvement. One or Two Assignments the equivalent of 1000 words each.  
Assessment Type 2: Physical Activity Investigation. One or Two Assignments the equivalent of 1000 words each.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of Year 10 PE, Year 10 Human Movement and/or Football Academy preferred. Underdale PE uniform or Football Academy uniform.

**CURRICULUM CHARGES**  
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

## POWER INTERCULTURAL PROG STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Course focuses on gaining a greater understanding of and appreciation for the diverse range of cultures at school and in our community.  
Topics include:  
Power Intercultural Cup  
Intercultural Guernsey Design  
Harmony Day Activation  
Cultural Awareness Investigation of self, peer and Indigenous Australians.

**ASSESSMENT**  
40% Personal Venture: Guernsey Design and Harmony Day Activation

30% Connections and Cultural Awareness Podcast

30% Practical Exploration: Participation in Power Intercultural Cup and sports including AFL 9s, Gaelic Football and Team Handball

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Interest in Intercultural Understanding and successful completion of Year 10 HPE. Underdale PE or Football Academy uniform.

**CURRICULUM CHARGES**  
None.

## HEALTH AND WELLBEING STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Teachers select from the concepts of Health Literacy, Health Determinants, Social Equity, and Health Promotion. These may be considered through the lens of individual and global contexts.

**ASSESSMENT**  
Assessment at Stage 1 is school-based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.  
Assessment Type 1: Practical Action - Two tasks 60%.  
Assessment Type 2: Inquiry - One task 40%.

Students provide evidence of their learning through three assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of at least 20%.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**

**CURRICULUM CHARGES**  
Not Applicable

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# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Students develop knowledge and understanding of sports science concepts including: Exercise Physiology, Skill Acquisition and Biomechanics through participation in and analysis of sports including: Basketball, Team Handball, Volleyball, Badminton, Netball and Futsal.

**ASSESSMENT**  
School Assessment (70%)  
• Assessment Type 1: 2 x Diagnostic Tasks (30%)  
• Assessment Type 2: Improvement Analysis (40%)  
External Assessment (30%)  
• Assessment Type 3: Group Dynamics (30%).

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
An A or B grade in Stage 1 PE or via HPE Leader recommendation. Keen interest in both practical and theoretical aspects of sport, physical activity and fitness. Underdale PE or Football Academy uniform.

**CURRICULUM CHARGES**  
\$60 for Essentials Workbook

## HEALTH AND WELLBEING STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Health and Physical Education Leader

**CONTENT**  
Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

**ASSESSMENT**  
Assessment Task 1: Individual and Collaborative task 40%  
Assessment Task 2: Folio - Two tasks 30%  
Assessment Task 3: Inquiry - Externally Assessed 30%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
An A or B in Stage 1 Health, or HPE Leader recommendation.

**CURRICULUM CHARGES**  
There may be costs involved with excursions, specialist instructors, bus hire etc which will be collected when required.



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# FOOTBALL ACADEMY

## FOOTBALL YEAR 7

**LENGTH**  
Full Year

**CONTACT PERSON**  
Football Leader

### CONTENT

Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

### ASSESSMENT

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement in football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested participants are required to submit an application form and participate in a selection trial. In Year 8 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

### CURRICULUM CHARGES

\$120 plus an additional cost for residential camp in Semester 1.

## FOOTBALL YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
Football Leader

### CONTENT

Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

### ASSESSMENT

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement in football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested participants are required to submit an application form and participate in a selection trial. In Year 8 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

### CURRICULUM CHARGES

\$120 plus an additional cost for residential camp in Semester 1.

## FOOTBALL YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
Football Leader

### CONTENT

Practical Component: Functional game skills, possession games and training games. Futsal focus Unit. Dynamic Stretching and Core Stability Exercises. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality. Fitness components: safety and sport injuries.

### ASSESSMENT

There are practical and theoretical assessment tasks which give students an opportunity to demonstrate that they are developing the Year 9 and 10 Achievement Standards of the Australian Curriculum, through Football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested participants are required to have successfully completed the Year 8 football course. New students are required to submit an application form and participate in a selection trial. In Year 9 students within the Academy will be placed into either an 'advanced' or 'development' squad, which is at the discretion of the Football Coaches. All Football Academy students are required to have the school Football uniform.

### CURRICULUM CHARGES

\$120 plus an additional cost for residential camp in Semester 1.

## FOOTBALL YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Football Leader

### CONTENT

This course has a football (soccer) focus, covering, playing, refereeing, analysing and organisation of tournaments, facilities and equipment. Injury prevention, nutrition and football conditioning. There will also be a Futsal focus Unit. This course runs in conjunction with the Personal Learning Plan (PLP). For further information about the PLP course, please see the PLP individual descriptor.

### ASSESSMENT

There are practical and theoretical assessment tasks which give students an opportunity to demonstrate that they are developing the Year 9 and 10 Achievement Standards of the Australian Curriculum, through Football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews, practical performance and completion of referee course.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested participants are required to have successfully completed the Year 9 football course. New students are required to submit an application form and participate in a selection trial. All Football Academy students are required to have the school Football uniform.

### CURRICULUM CHARGES

\$120.



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# FOOTBALL ACADEMY

## FOOTBALL (INTEGRATED LEARNING) STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Football Leader

### CONTENT

This subject has a school-based assessment component and an external assessment component. A set of school-based assessments are designed to enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. Topics include: Futsal focus Unit, Advanced 1-4-3-3 game training, Individual training, and Planning, Preparing and implementing a Primary School Football and Futsal Carnival.

### ASSESSMENT

Practical Performance 40%  
Connections 40%  
Personal Venture 20%

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested students are required to have successfully completed the Year 10 football course. New students must complete the application which will be assessed by the football manager. All participants in this program will have displayed a high level of interest in playing and studying football. All Football Academy students are required to have the school Football uniform.

**CURRICULUM CHARGES**  
\$120

## PHYSICAL EDUCATION (INTEGRATED LEARNING) STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Health and Physical Education Leader

### CONTENT

In this subject, students are expected to develop the knowledge, skills, and understanding through a variety of sports and activities. Students will specifically: Develop and apply knowledge, concepts, and skills for a purpose. Extend and apply one or more capabilities. Explore, analyse, and evaluate concepts, ideas, and skills from different perspectives. Work collaboratively with others. Communicate ideas and informed opinions. Develop self-awareness by evaluating progress in learning.

### ASSESSMENT

Practical Inquiry (40%)  
Connections (30%)

### External Assessment

Personal Endeavour (30%)  
Students undertake one project. They select an aspect of personal interest for individual focused development.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Interested students are required to have successfully completed the Stage 1 Football or Physical Education course. All students are required to have the school Football or PE uniform.

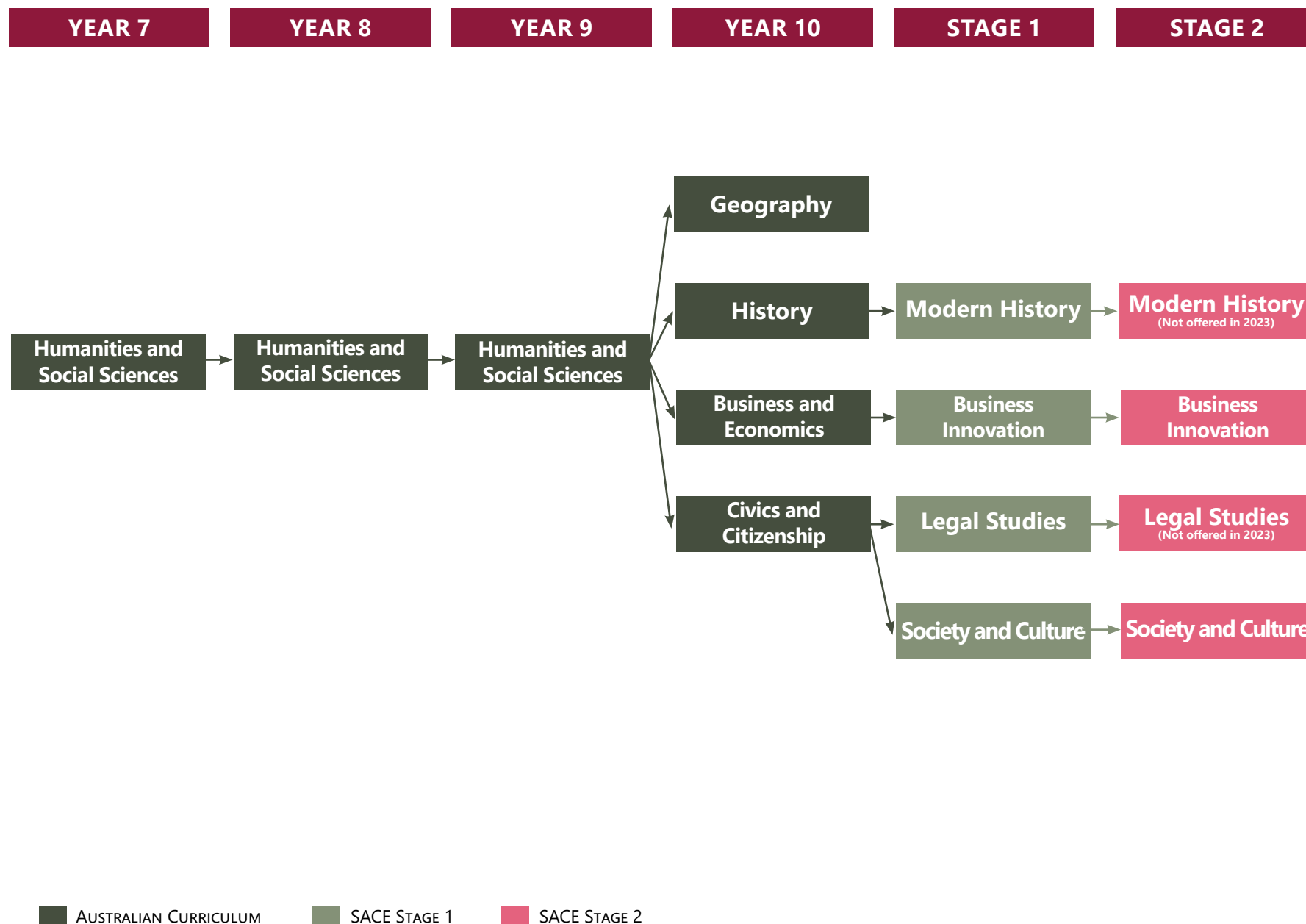
**CURRICULUM CHARGES**  
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.



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# HUMANITIES AND SOCIAL SCIENCES

## HUMANITIES AND SOCIAL SCIENCES YEAR 7

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

In Year 7, students study human behaviour and interaction in social, cultural, environmental, business, legal and political contexts. Inquiry questions provide a framework for developing students' knowledge, understanding of global issues and build their capacity to be active and informed citizens who understand and participate in the world. They develop a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena.

### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to demonstrate the ability to problem-solve critically and creatively, develop questions to frame an inquiry, select, examine and acknowledge a range of sources and create descriptions and explanations.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## HUMANITIES AND SOCIAL SCIENCES YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

In Year 8, students study human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts with a historical and contemporary focus. Inquiry questions provide a framework for developing students' knowledge, understanding of the world we live in, and how they can participate as active and informed citizens with high-level skills needed now and in the future. They explain key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts.

### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to demonstrate the ability to problem-solve critically and creatively, develop question to frame an inquiry, select, explain and acknowledge a range of sources and create descriptions and explanations incorporating analysis.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## HUMANITIES AND SOCIAL SCIENCES YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

In Year 9, students study human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts and consider the challenges that may occur in the future. They are provided with opportunities to build their capacity to be active and informed citizens who understand and participate in the world and explore their perspectives as well as those of others. They develop an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging.

### ASSESSMENT

Assessment for learning is continuous. Assessment of learning allows students to demonstrate the ability to problem-solve critically and creatively, develop a range of question to frame an inquiry, select, analyse and acknowledge a range of relevant sources and create descriptions and explanations incorporating interpretations and analysis.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## GEOGRAPHY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students develop an understanding of the global issues of environmental and social change through two major areas of study, Environmental Change and Management, and Geographies of Human Wellbeing. Students investigate the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures. Students will develop their ability to ask geographical questions, plan an inquiry, collect and interpret information, reach conclusions based on evidence and logical reasoning, and to communicate their findings in geographic language and formats.

### ASSESSMENT

Students will be assessed on their level of knowledge and skills in a variety of tasks such as investigations, case studies and source analysis.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable



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# HUMANITIES AND SOCIAL SCIENCES

## HISTORY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students study History of the modern world and Australia from 1918 to the present. They examine the political turmoil, global conflict and international

cooperation as a context to assist in the understanding of Australia's development, its place within the Asia-Pacific region and its global standing.

Students will develop the skills of chronological sequencing, using historical terms and concepts, undertaking historical inquiry using relevant sources, identifying and analysing different perspectives of the past and effective communication of ideas, opinions and experiences.

### ASSESSMENT

Students will be assessed on their level of knowledge and skills in a variety of tasks such as research assignments, source analysis and oral/video presentations.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## BUSINESS AND ECONOMICS YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored. Students analyse factors that influence consumer and financial decisions and explain the short- and long-term effects of these decisions. Students examine the responses of business to changing economic conditions and improve productivity, including the way they manage their workforce. They will develop their ability to create questions and hypotheses, gather relevant and reliable data and information and present reasoned arguments and evidence-based conclusions.

### ASSESSMENT

Students will be assessed on their level of knowledge and skills in a variety of tasks such as sharemarket games (allowing students to create a virtual portfolio and experience of investing in the stock market), oral presentations and research assignments.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## CIVICS AND CITIZENSHIP YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students develop their understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained. They will develop their ability to recognise and consider multiple perspectives and ambiguities, present evidence-based civics and citizenship arguments and identify, gather and sort information and ideas.

### ASSESSMENT

Students will be assessed on their level of knowledge and skills in a variety of tasks such as research assignments, presentations of evidenced-based arguments and inquiries.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES AND SOCIAL SCIENCES

## MODERN HISTORY STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function.

### ASSESSMENT

Assessment tasks will include:

- Folio of class work
- Sources Analysis
- Historical Investigation
- Other tasks as required

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## BUSINESS INNOVATION STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students gain an understanding of how to engage in business in the modern world. Students will consider the challenges and opportunities associated with starting up a new business. Considering how new emerging technologies may present opportunities to enhance current business models and analyse their proposed impact on a local and global scale based on complex real world problems, which are identified, iterated, tested and communicated providing viable business solutions.

### ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Value Proposition Canvas
- Annotated Business Plan Timeline
- Infographic
- Business Pitch

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## LEGAL STUDIES STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students examine the Australian legal system and gain an understanding of law making, dispute resolution and the administration of justice. They read about, analyse and debate contemporary issues. Student enhance their employment skills through solving problems, thinking ethically and taking initiative. They will work collaboratively to demonstrate their understanding of court hearings through a 'mock trial'. The compulsory unit is Law and Society. Students will study a minimum of two other units from a selection of focus areas: Young people and the Law, Relationships and the Law, Justice and Society, Sport, the Environment, Technology, Refugees and Asylum Seekers and the Law, or other topics of interest.

### ASSESSMENT

Assessment tasks will include:

- Folio of tasks
- Oral Presentation
- Issues study

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## SOCIETY AND CULTURE STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students gain a critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

### ASSESSMENT

Students will be assessed on their level of knowledge and skills in the following tasks:

- Sources Analysis
- Group Activity
- Investigation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES AND SOCIAL SCIENCES

## MODERN HISTORY STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students will gain knowledge and understanding of the history of Europe and the wider world, and of the fundamental concepts of time, change, continuity and causation. They will choose and produce an independent research study.

### ASSESSMENT

- Historical Skills (50%)
- Historical Study (20%)
- Externally assessed examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Students may purchase a Revision Guide for approximately \$30.

## BUSINESS INNOVATION STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students gain an understanding in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

### ASSESSMENT

Assessment at Stage 2 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Designing Business:  
Standup Brief – Identifying Customer Needs and Wants
- Designing Business:  
Standup Brief – Value Proposition
- Transforming Business:  
Consultancy Report
- Transforming Business:  
Building the Financials
- Business Model Development  
Portfolio and Evaluation
- Business Plan and Pitch

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Not Applicable

## LEGAL STUDIES STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students will learn about the Australian legal system, how laws are made and how they control interactions between people, institutions and government. They will be expected to take a critical view of the legal system as well as understanding its strengths. Strong literacy and critical thinking skills are highly recommended.

### Topics:

- Sources of Law
- Dispute Resolution
- The Constitution OR When Rights Collide

### ASSESSMENT

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

- School Assessment (70%)
  - Folio (40%)
  - Inquiry (30%)
- External Assessment (30%)
  - Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Not Applicable

## SOCIETY AND CULTURE STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
HASS Leader

### CONTENT

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups. They will develop the ability to influence their own future, by developing skills, values and understandings that enable effective participation in contemporary society.

### ASSESSMENT

- Folio of Task (50%)
- 1 oral task and 1 group task (20%)
- An individual research assignment (30%) (externally marked)
- No final exam

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in any Stage 1 Humanities and Social Sciences subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

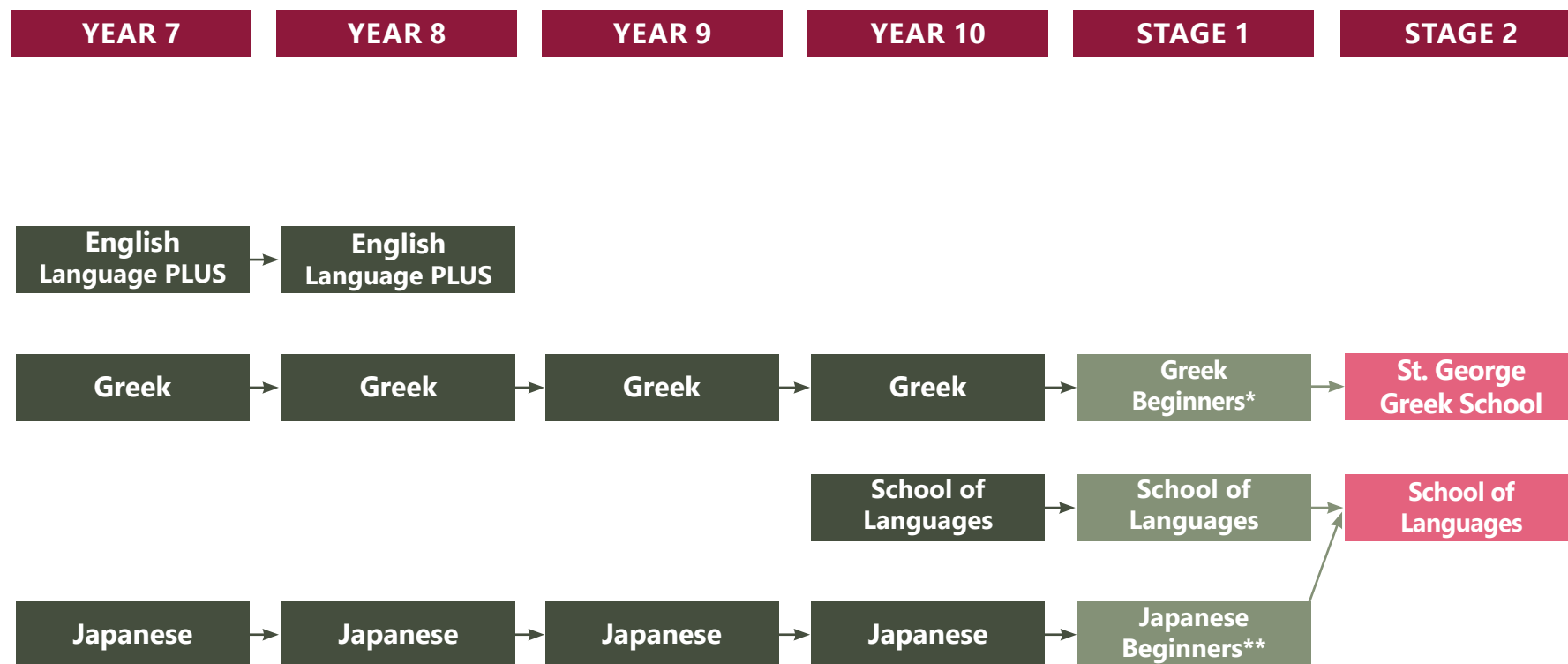
Not Applicable



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# LANGUAGES



*Please note Year 7 students learn both Japanese and Greek over the period of a semester.*

*\* Subject conducted through St. George Greek School  
 \*\* Subject conducted through the School of Languages*

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## ENGLISH LANGUAGE PLUS YEAR 7

**LENGTH**  
Semester

**CONTACT PERSON**  
English Leader

### CONTENT

Students whose language and literacy levels need intensive development in order for them to manage the language requirements of high school are required to undertake English Language Plus, in addition to two semesters of English.

The course focuses on comprehension skills across a variety of reading texts, as well as the writing skills required to compose a range of texts. There is a particular emphasis on the requirements of more formal written texts.

- Course content is developed in response to students' interests, community and national issues, as well as subject related resources
- Students focus on purpose and audience, as well as text structures and cohesion

### ASSESSMENT

- Creation of written, oral and multimodal tests
- Text types such as procedures, information reports, formal letters and emails

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH LANGUAGE PLUS YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
English Leader

### CONTENT

Students whose language and literacy levels need intensive development in order for them to manage the language requirements of high school are required to undertake English Language Plus, in addition to two semesters of English.

The course has a focus on comprehension skills across a variety of reading texts, as well as the writing skills required to compose a range of texts. There is a particular emphasis on the requirements of more formal writing register, rather than an informal style.

- Course content might draw on personal interests as well as subject based resources
- Students continue to focus on purpose and audience text structures and register

### ASSESSMENT

- Production of, and response to, written, oral and multimodal texts
- Assessment addresses text types such as recount, persuasive communication, reviews and research reports

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## GREEK YEAR 7

**LENGTH**  
Semester

**CONTACT PERSON**  
Languages Leader

### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

### ASSESSMENT

Year 7 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

## GREEK YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Languages Leader

### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

### ASSESSMENT

Year 8 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

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## GREEK YEAR 9

### LENGTH

Semester/Full Year

### CONTACT PERSON

Languages Leader

### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible topics include: Geography & History, Literature, Music & Arts, Festivals and Holidays, Important dates, Famous People, My School, Family and Friends, Health and the Body, Clothing & Shopping, My House, Greek Cuisine, Hobbies and Leisure time, Seasons and Weather, My neighbourhood, Christmas and New Year celebrations

### ASSESSMENT

Year 9 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks

### PRE-REQUISITE / SPECIAL REQUIREMENTS

For students who have studied Greek in Year 8.

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

## GREEK YEAR 10

### LENGTH

Semester/Full Year

### CONTACT PERSON

Languages Leader

### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include: School life and relationships, aspirations for the future, Entertainment, Daily Routine, The Changing World, Travel and holidays, Youth Issues, The Environment, Greek Migration to Australia, Festivals and Celebrations

### ASSESSMENT

Year 10 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

For students who have studied Greek in Year 9.

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

## GREEK - BEGINNERS STAGE 1

### LENGTH

Semester/Full Year

### CONTACT PERSON

Languages Leader

### CONTENT

Content is organised into units based on topics relevant to students in order to develop skills in communication, understanding language and understanding culture.

- Interact with others to share information, ideas, opinions and experiences
- Create texts to express information, feeling, ideas and options
- Analyse texts to interpret meaning and examine relationships between language, culture and identity
- Reflect on ways in which culture influenced communication

### ASSESSMENT

Modern Greek is assessed against the SACE performance standards.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Eligibility criteria are applicable for the Beginners program. Studied through St George Greek School.

Modern Greek beginners is designed as a 2 year course of students for senior students with little or no previous knowledge and or experience of learning Modern Greek. Students who have studied Modern Greek at primary school or year 8 are eligible to student at beginners level.

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

## JAPANESE YEAR 7

### LENGTH

Semester

### CONTACT PERSON

Languages Leader

### CONTENT

The focus of language learning is on communicating in the target language. Students will learn through the key elements of oral interaction, reading and responding and writing. Closely connected will be the understanding between language and its cultural context.

Possible themes or topics include:

- Japanese alphabet sounds
- Greetings & Self-introduction
- Permissions & Consent, Classroom instructions
- School life (study subjects, classroom objects)
- Me and my family (activities, likes, adjective to describe personalities.)
- Japanese annual events & festivals.

Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites.

### ASSESSMENT

Year 7 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.



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## LANGUAGES

### JAPANESE YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Languages Leader

#### CONTENT

The focus of language learning is on communicating in the target language. Students will learn through oral interaction. Teaching and learning will focus on connections between language and its cultural context. Possible themes or topics include:

- Hiragana script
- Greetings & Self-introduction
- Permissions & Consent , Classroom instructions
- Me and my family
- Numbers and Counters(people & animals)
- School life (study subjects, classroom objects)

#### ASSESSMENT

Year 8 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

#### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

### JAPANESE YEAR 9

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
Languages Leader

#### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible topics include: Hiragana, Katakana and Kanji, School life, Describing my family (physical appearance, personalities, clothes, Health and Sickness, Seasons and Weather, Home life (House items, Hobbies, Interests, Free time, Daily routine), Around town (Map, Shopping, Food, Outing arrangements), Travel (tourist spots & icons, transport, local festivals & events, food, products), Customs and Traditions & Etiquette.

Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites

#### ASSESSMENT

Year 9 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
For students who have studied Japanese in Year 8.

#### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

### JAPANESE YEAR 10

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
Languages Leader

#### CONTENT

Content is organised into units based on topics or themes relevant to students in order to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics from textbook Gakko Siekatsu include:

Term 1, Revision of scripts , Holidays, School life  
Term 2, Shopping, Daily routine, Travel to Japan.  
Term 3, Celebrations and festivals, Family, Outings  
Term 4, Clothing,Physical appearance, Housing.

#### ASSESSMENT

Year 10 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
For students who have studied Japanese in Year 9.

#### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

### JAPANESE - BEGINNERS STAGE 1

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
Languages Leader

#### CONTENT

Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts including multimodal texts using information technologies
- Developing their intercultural knowledge and understanding
- Developing their linguistic skills

Possible topics include: Greetings, Introducing self and family, describing family members and friends, likes and dislikes, talking about birthdays, shopping, telling the time, eating out, your house and Japanese house, daily routines and activities at home, neighbourhoods, asking and giving directions, health and sickness.

#### ASSESSMENT

Japanese is assessed against the SACE Performance Standards.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Eligibility criteria are applicable for the Beginners program. Studied through the School of Languages.

Japanese beginners is designed as a 2 year course for senior students with little or no previous knowledge and or experience of learning Japanese. Students who have student Japanese at primary school or year 8 are eligible to student Japanese at beginners level.

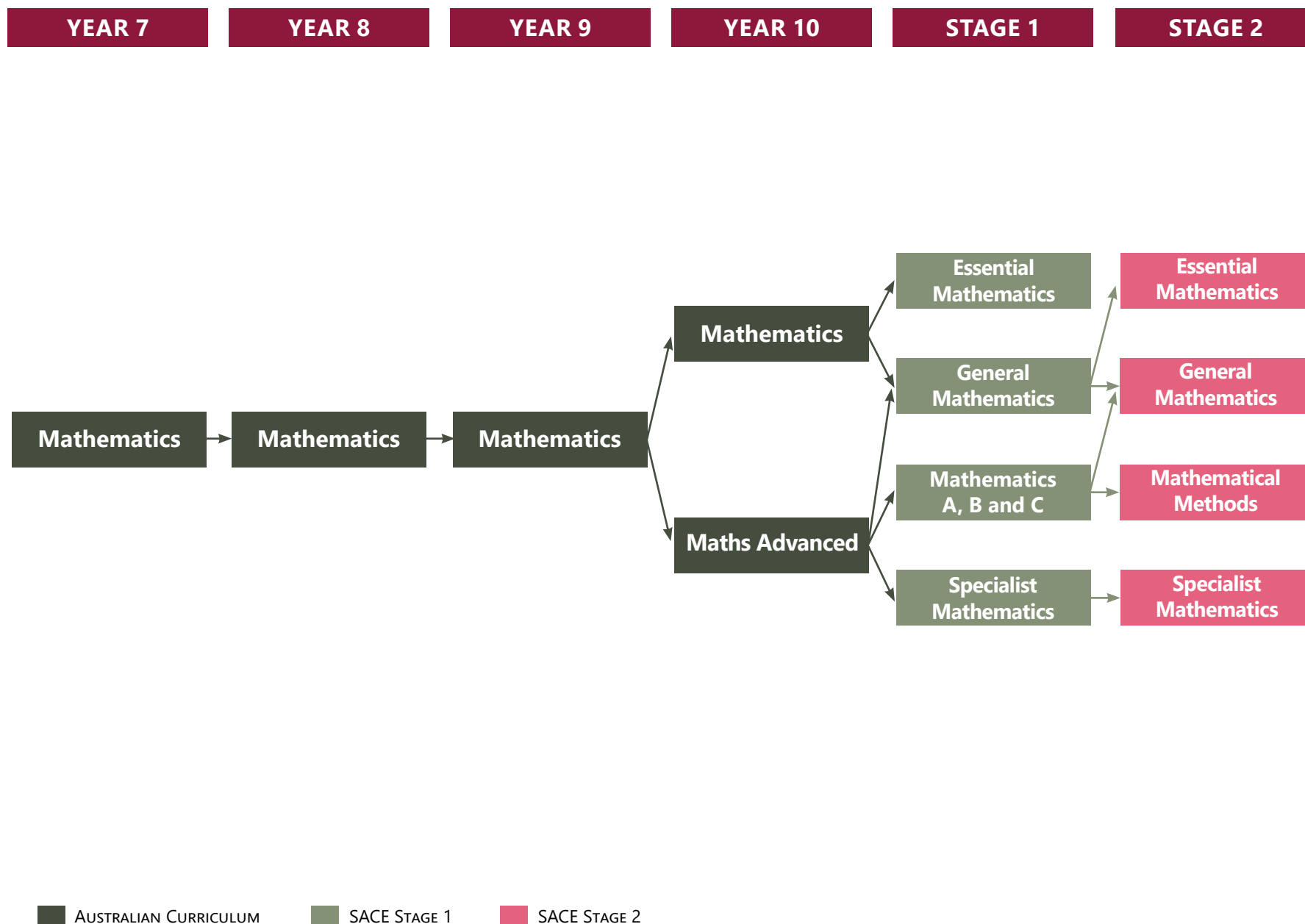
#### CURRICULUM CHARGES

There may be additional costs for excursions and other relevant cultural experiences when required.

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## MATHEMATICS YEAR 7

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

The course covers the Australian curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

### ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

The course covers the Australian curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

### ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

The course covers the Australian curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

### ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

The course covers the Australian curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

### ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable



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# MATHEMATICS

## MATHS ADVANCED YEAR 10

### LENGTH

Full Year

### CONTACT PERSON

Mathematics Leader

### CONTENT

This course leads to SACE Stage 1 Mathematical Methods and Specialist Mathematics.

A strong emphasis will be on the topics of Patterns and Algebra, Linear and Non-linear relationships, Real Numbers (Surds, Logarithms) and Quadratic Functions, Circle Geometry, Trigonometric Functions and Bivariate Statistics

Use of Graphics calculators and other computer technology will be incorporated in this course.

### ASSESSMENT

Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 9 Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Not Applicable



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## ESSENTIAL MATHEMATICS STAGE 1

### LENGTH

Semester or Full Year

### CONTACT PERSON

Mathematics Leader

### CONTENT

This course helps students improve their basic numeracy skills in practical topics that have every day and workplace contexts: Calculations, Ratio and Time, Earning and Spending, Geometry, Measurement, Data and Investing.. It is designed to help students who find Maths challenging to achieve their SACE Numeracy requirement.

### ASSESSMENT

Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Year 10 Standard level Mathematics. Use of scientific calculators and other computer technology will be incorporated in the course.

### CURRICULUM CHARGES

Not Applicable

## GENERAL MATHEMATICS STAGE 1

### LENGTH

Semester or Full Year

### CONTACT PERSON

Mathematics Leader

### CONTENT

This course builds on techniques developed in Year 10 Mathematics in problem solving, reason and communicating understanding. The emphasis is on using Mathematics to model the real world across topics: including Financial Maths, Measurement, Statistics, Trigonometry, Linear and Exponential Functions, and Matrices and Networks.

### ASSESSMENT

Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Standard level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader. SACE recommended Graphics Calculator

### CURRICULUM CHARGES

Not Applicable

## MATHEMATICS A, B AND C STAGE 1

### LENGTH

3 Semesters

- 2 lines in semester 1
- 1 line in semester 2

### CONTACT PERSON

Mathematics Leader

### CONTENT

This course utilises and builds on skills and techniques developed by 10 Advanced Mathematics students in their problem solving and reasoning skills across topics including: Functions and Graphs, Trigonometry, Calculus, Polynomials, Statistics, Complex Numbers and Exponential and Logarithmic Functions.

- Studied in tandem with Maths Methods B and C (3 Semesters), successful completion leads to SACE Stage 2 Mathematical Methods.

### ASSESSMENT

Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Advanced Level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader.

### SPECIAL REQUIREMENTS

SACE recommended Graphics Calculator

### CURRICULUM CHARGES

Not Applicable

## SPECIALIST MATHEMATICS STAGE 1

### LENGTH

Semester

- 1 line in semester 2

### CONTACT PERSON

Mathematics Leader

### CONTENT

This course builds on skills and techniques developed by 10 Advanced Level students in their problem solving and reasoning skills across topics including Vector Geometry, Real and Complex Numbers and Further Trigonometry.

- Studied in tandem with Maths Methods A, B and C leads to SACE Stage 2 Specialist Mathematics.

### ASSESSMENT

Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Advanced level Mathematics or by recommendation and approval of the subject teacher and Learning Area Leader. SACE recommended Graphics Calculator

### CURRICULUM CHARGES

Not Applicable

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# MATHEMATICS

## ESSENTIAL MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

This course offers opportunities to learn the practical applications of Mathematics.

Topics covered include Scales, Plans and Models, Measurement, Business applications, Statistics, Investments and Loans.

This subject may lead to further training in the retail, small business and hospitality.

### ASSESSMENT

Students will be assessed on:

- 5 Skills and applications Tasks
- 2 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Stage 1 General Mathematics. Access to Scientific Calculator

### CURRICULUM CHARGES

Not Applicable

## GENERAL MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

This course offers learning of Mathematics through real world applications. Topics covered include Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models and Discrete Models. This subject can lead to further training and employment in Banking, Retail, Office management, small business and tourism industry.

### ASSESSMENT

Students will be assessed on:

- 5 Skills and applications Tasks
- 2 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Stage 1 General Mathematics. Access to SACE recommended Graphics Calculator

### CURRICULUM CHARGES

Not Applicable

## MATHEMATICAL METHODS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

This course demands mathematical rigour and algebraic analysis skills. Topics covered include Discrete and Random variables, Integral Calculus, Logarithmic Functions, Continuous Random Variables and the Normal Distribution and Sampling and Confidence Intervals. This subject paves the pathway into a range of tertiary courses.

### ASSESSMENT

Students will be assessed on:

- 6 Skills and applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Mathematics (at least 2 Semesters). Access to SACE recommended Graphics Calculator

### CURRICULUM CHARGES

Not Applicable

## SPECIALIST MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

### CONTENT

This course is rich in mathematical rigour and algebraic analysis. Topics covered include Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in 3D, Integration Techniques, Applications and Rates of Change and Differential equations. This subject paves the way for entry into a range of university courses (including engineering).

### ASSESSMENT

Students will be assessed on:

- 6 Skills and applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Specialist Mathematics. Access to SACE recommended Graphics Calculator

### CURRICULUM CHARGES

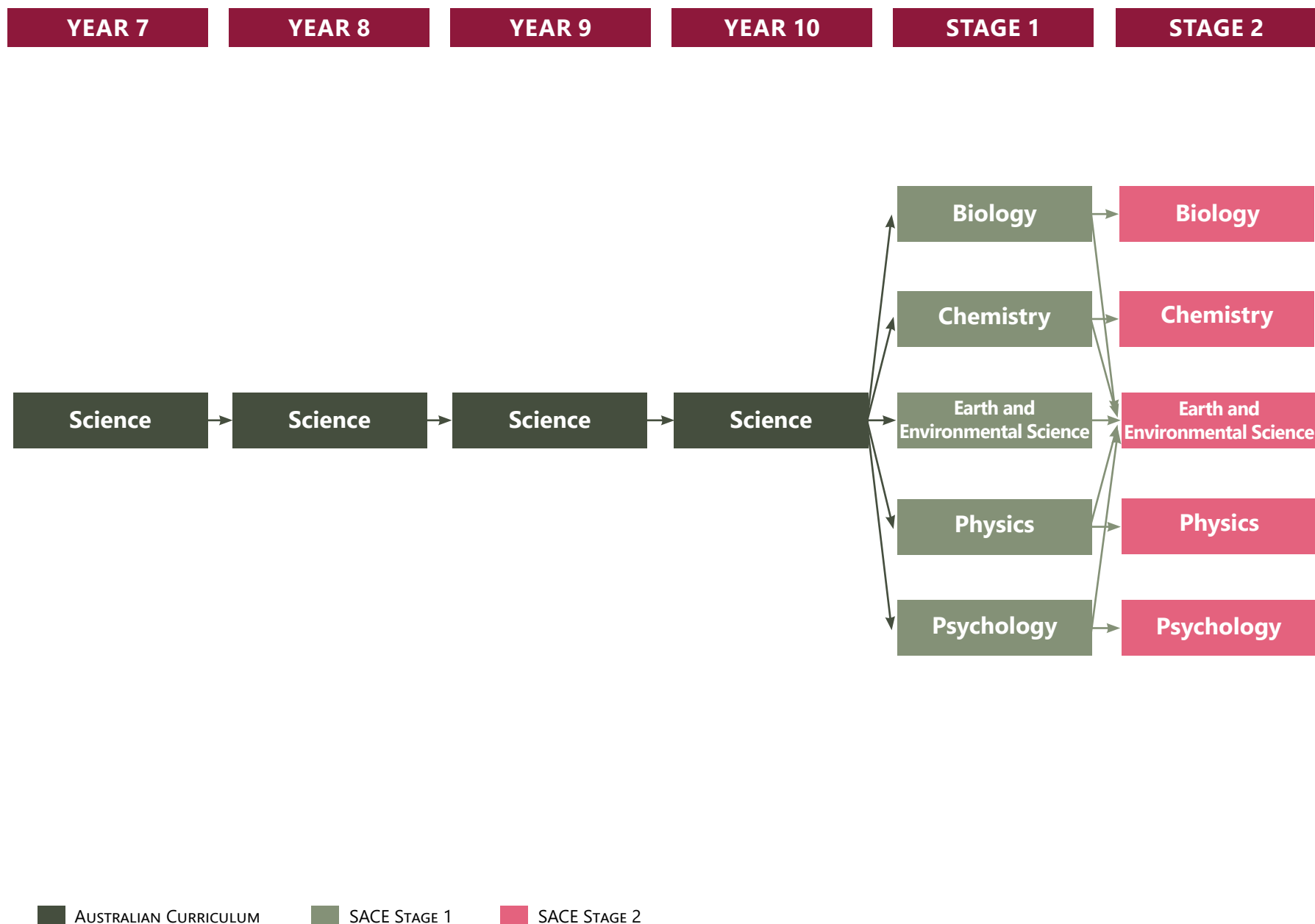
Not Applicable



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# SCIENCE

## SCIENCE YEAR 7

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

Students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

### Year 7 topics;

- Lab skills and safety
- Separating mixtures
- Classification of living things
- Cycles of Sun, Moon and Earth
- Food Chains and Food Webs
- Water
- Forces and Motion
- Sustainability

### ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects and Story writing.  
Based on Australian Curriculum and DfE units

## SCIENCE YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. They explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. STEM projects include Robotics, Catapults, Eco House Challenge and a cross curricular project.

### Year 8 topics;

- Cells and specialised functions
- Multicellular organisms
- Properties of matter
- Chemical changes
- Rocks and Plate Tectonics
- Energy and transformations
- Fake and Future Science

### ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects and Story writing.  
Based on Australian Curriculum and DfE units

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

## SCIENCE YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom and nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. STEM Projects including Bridge Design, Biomechanics and Nanotechnology

### Year 9 topics;

- Responding to Change
- Ecosystems
- Atoms
- Changes in Matter
- Energy Transfer
- Energy Waves
- Science Storytelling

### ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.  
Based on Australian Curriculum and DfE units

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

## SCIENCE YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They 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.

### Year 10 topics;

- Transmission and inheritable characteristics
- Evolution by Natural Selection
- Atoms properties and the periodic table
- Chemical reactions
- Origins of the Universe
- Global systems, cycles and spheres
- Energy and Transformations
- Motion and Newton's Laws

### ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.  
Based on Australian Curriculum and DfE units

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

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## SCIENCE

### BIOLOGY STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

#### CONTENT

Stage 1 Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Topics covered during the year include:

- Cells and microorganisms
- Infectious disease
- Multicellular organism
- Biodiversity and ecosystem dynamics

#### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

**CURRICULUM CHARGES**  
Not Applicable

### CHEMISTRY STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

#### CONTENT

In Stage 1 Chemistry, students develop and extend their 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.

Topics:

- Materials and their atoms
- Combinations of atoms
- Molecules
- Mixtures and solution
- Acid and bases
- REDOX reactions

#### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

#### CURRICULUM CHARGES

Additional costs for excursions as required

### EARTH AND ENVIRONMENTAL SCIENCE STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

#### CONTENT

Students consider a range of the Earth hazards that illustrate the dynamic nature of the Earth's systems. Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth's hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth's systems and the evolution and extinction of organisms.

Stage 1 EES is organised into 6 topics (minimum of 2 per semester)

- Turbulent earth
- Composition of the geosphere
- Processes in the geosphere
- The Earth's atmosphere
- Importance of the hydrosphere
- Biosphere

#### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Field investigation, assignments)
- Investigations Folio (e.g. SHE task, Projects, Practical reports)
- There are no exams for this subject

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in Year 10 Science.

#### CURRICULUM CHARGES

Additional costs for excursions as required

### PHYSICS STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

#### CONTENT

In stage 1 Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Topics;

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

#### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE task, Projects, Practical reports)
- Mid and end of year exam

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

#### CURRICULUM CHARGES

Additional costs for excursions as required



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# SCIENCE

## PSYCHOLOGY STAGE 1

### LENGTH

Semester/Full Year

### CONTACT PERSON

Science Leader

### CONTENT

Psychology is a 10 credit subject or a 20 credit subject at Stage 1.

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of science inquiry, science as a human Endeavour and science understanding.

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Investigations Folio (e.g. Deconstruct a problem and Design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Additional costs for excursions as required

## BIOLOGY STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Science Leader

### CONTENT

In Stage 2 Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment.

Topics covered during the year include:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Biology, Physics or Chemistry, or by recommendation and approval of the subject teacher and Learning Area Leader.

## CHEMISTRY STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Science Leader

### CONTENT

In Stage 2 Chemistry, students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. This helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes

Topics covered during the year include:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Chemistry, or by recommendation and approval of the subject teacher and Learning Area Leader

### CURRICULUM CHARGES

Additional costs for excursions as required

## EARTH AND ENVIRONMENTAL SCIENCE STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Science Leader

### CONTENT

Students investigate the interaction of the four Earth systems to investigate, evaluate, and make predictions about the impact of human activities on the environment and vice versa. They assess the evidence on social and environmental issues such as use of the Earth's resources, and climate change. Students design a field investigation into an Earth or environmental initiative or issue that is linked to one of the topics in this course.

Topics covered during the year include:

- Earth systems
- Earth's resources
- Earth's sustainable future
- Climate change

### ASSESSMENT

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

- Skills and application tasks (e.g. Field investigation, assignments)
- Investigation folio (e.g. Projects, practical reports)
- External Assessment: Earth System Study (Field Work Investigation)
- There are no exams for this subject

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a C or above in any Stage 1 Science subject.

### CURRICULUM CHARGES

Additional costs for excursions as required

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# SCIENCE

## PHYSICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

In Stage 2 Physics, students develop skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Topics covered during the year include:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

### ASSESSMENT

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

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students achieving a B or above in Stage 1 Physics, or by recommendation and approval of the subject teacher and Learning Area Leader.

### CURRICULUM CHARGES

Additional costs for excursions as required

## PSYCHOLOGY STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of science inquiry, science as a human Endeavour and science understanding.

The following topics are assessed in the school assessment types:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

- School assessment (70%)
  - Investigations Folio (e.g. psychological investigation, SHE investigation) (30%)
  - Skills and Applications Tasks (at least 3) (40%)

External assessment (30%)

- Examination

Students provide evidence of their learning through six to seven assessments, including the external assessment component

### PRE-REQUISITE / SPECIAL REQUIREMENTS

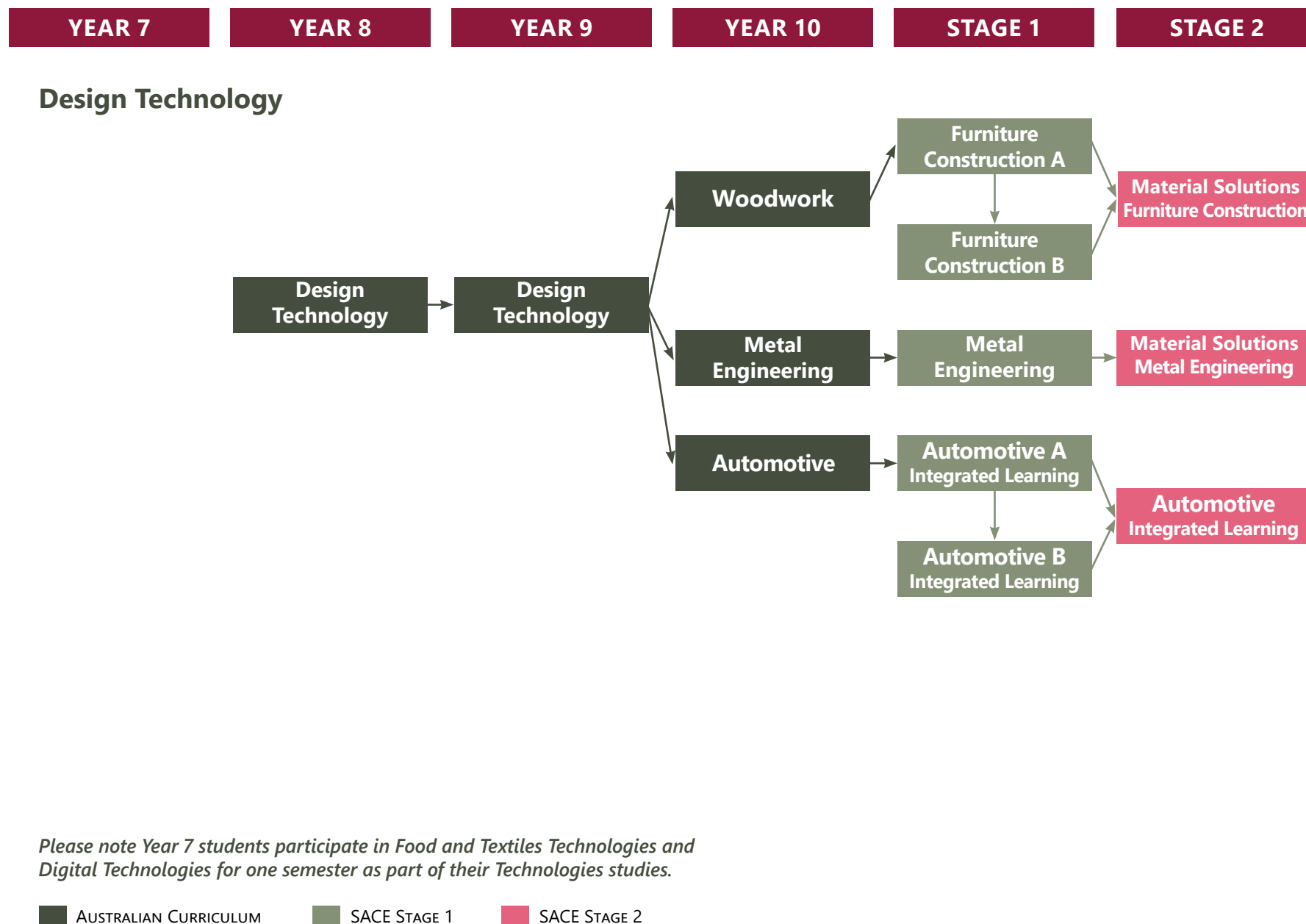
Students achieving a B or above in Stage 1 Psychology, or by recommendation and approval of the subject teacher and Learning Area Leader.



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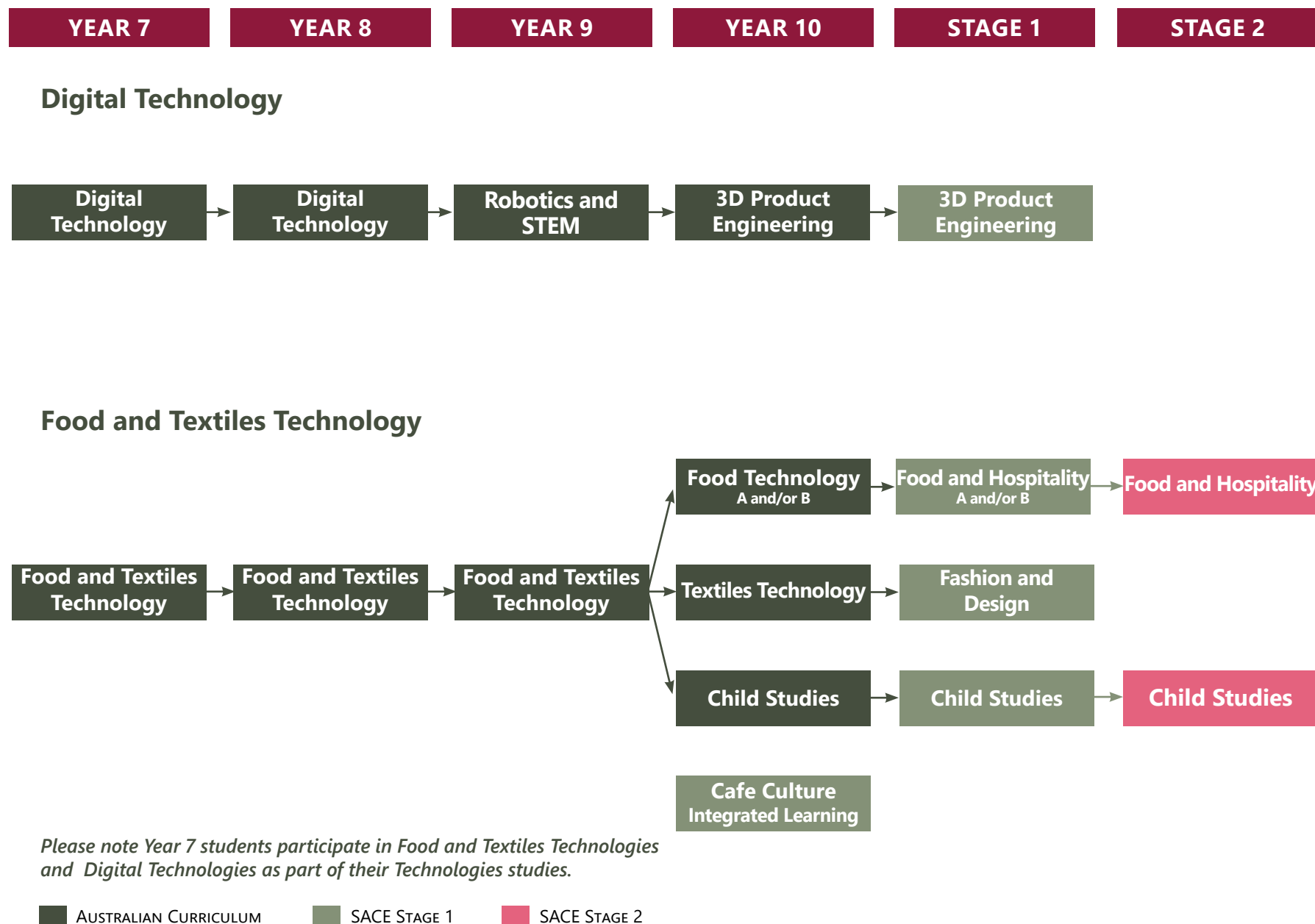




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# TECHNOLOGIES - DESIGN TECHNOLOGY

## DESIGN TECHNOLOGY YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Overview: A practically focused course where students are exposed to both the wood and plastic workshops learning fundamental Design and Technology skills.

Learning Outcomes: The emphasis of this course is placed on students learning to use various tools and materials to manufacture and evaluate products. Various hand tools and machines are introduced to allow the students to learn about them and gain confidence in using them.

Content The sections of work cover:

- Safety
- Introduction to technical drawing
- Designing processes
- Materials
- Hand tools
- Machines
- Practical projects

### ASSESSMENT

Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## DESIGN TECHNOLOGY YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Overview: A practically focused course where students are exposed to both the wood and metal workshops learning fundamental Design and Technology skills.

Learning Outcomes: The emphasis of this course is placed on students learning to use various tools and materials to manufacture and evaluate products. Various hand tools and machines are introduced to allow the students to learn about them and gain confidence in using them.

Content The sections of work cover:

- Safety
- Introduction to technical drawing
- Designing processes
- Materials
- Hand tools
- Welding
- Machines
- Practical projects

### ASSESSMENT

Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## METAL ENGINEERING YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Students will be involved in the construction of class led projects with the ability to add their own individual design elements.

Students will learn:

- Use of lathe
- MIG welding processes
- Design and making projects

Topics to be covered:

- Safety
- Reading of construction drawings
- Various welded joints
- Hand tools
- Portable power machines (drills, angle grinders)
- Machines (Lathe, Cold Saw, Drill Press)
- Construction of practical projects

### ASSESSMENT

Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$60

## WOODWORK YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Students are involved in their own designs of a piece of furniture on a common theme and they use and learn about wood materials.

Students will learn:

- Variety of joinery techniques
- Safe use of woodworking machinery
- Technical drawing

The sections of work cover:

- Safety
- Isometric and orthographic drawings
- Designing processes
- Materials
- Hand tools
- Portable power tools (drill, biscuit, domino, trim router)
- Practical projects

### ASSESSMENT

Australian Curriculum Standards including:

- INVESTIGATE
- DESIGN
- PLAN
- CREATE
- EVALUATE
- ATTITUDES IN TECHNOLOGY

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$60

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# TECHNOLOGIES - DESIGN TECHNOLOGY

## AUTOMOTIVE YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Students will develop an understanding of the principles of two stroke and four stroke engines.

- Safety
- Engine principles
- Engine dismantling
- Re-assembly of engines
- Basic servicing
- Diagnostic testing
- Problem solving
- Go-Kart operating systems

**ASSESSMENT**  
Assessment will include elements of planning, making and appraisal of a major project, and completion of a series of exercises based on Australian Curriculum standards. Knowledge and skills will be assessed throughout the semester.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Practical lessons will be conducted in an automotive workshop environment. A 96 page exercise book and folder

**CURRICULUM CHARGES**  
\$65

## FURNITURE CONSTRUCTION A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Students will be able to design and produce multiple pieces of furniture using various techniques.

- Technical drawing.
- Contemporary manufacturing methods.
- Woodworking Machinery - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

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

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 Woodwork or Metal Engineering preferred

**CURRICULUM CHARGES**  
\$70

## FURNITURE CONSTRUCTION B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Students will be able to extend the knowledge they gained in the first semester and further advance their construction skills and techniques.

- Technical drawing.
- Contemporary manufacturing methods.
- Woodworking Machinery - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

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

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 Woodwork or Metal Engineering preferred

**CURRICULUM CHARGES**  
\$70

## AUTOMOTIVE A INTEGRATED LEARNING STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
This course is designed as a stand-alone unit for students to expand their understanding of vehicle function, ownership, maintenance, and connections with industry bodies. Students will be taught how to read and interpret automotive literature, diagnose faults, develop problem-solving techniques, maintain personal vehicles, and visits with industry.

**ASSESSMENT**

- Practical Exploration 40%  
Students demonstrate practical application and development of knowledge, concepts and skills related to vehicles.
- Connections 30%  
Students work collaboratively with others to undertake specific practical activities and reflect on visits with industry and working as a group on vehicle maintenance.
- Personal Venture 30%  
Students to explore an area of the program focus that is of interest to them by investigating and analysing relevant information concepts, ideas and skills, and communicating their ideas and opinions about them

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 Automotive preferred.

**CURRICULUM CHARGES**  
\$65

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# TECHNOLOGIES - DESIGN TECHNOLOGY

## AUTOMOTIVE B INTEGRATED LEARNING STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

This course is designed as an advance unit to Automotive 1A and aims train students in additional skills of vehicle maintenance and ownership and prepare students for success in the Stage 2 Automotive Integrated Learning course.

### ASSESSMENT

- Practical Inquiry 40%  
Students demonstrate practical application and development of knowledge, concepts and skills related to vehicles.
- Connections 30%  
Students work collaboratively with others to undertake specific practical activities and reflect on visits with industry and working as a group on vehicle maintenance.
- Personal Venture 30%  
Students to explore an area of the program focus that is of interest to them by investigating and analysing relevant information concepts, ideas and skills, and communicating their ideas and opinions about them

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of Stage 1 Automotive 1 - Integrated Learning.

**CURRICULUM CHARGES**  
\$65

## METAL ENGINEERING STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

A practical workshop course involving the design and construction of projects using metal welding and machining. At the end of the course, students should be able to:

- Develop skills in using materials, communicating, using information
- Major project will involve selection of materials, use of jigs, fabrication and welding of components, machining materials, finished by painting.
- Series of small welding exercises.
- Research topics will be closely associated with practical work.

### ASSESSMENT

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

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 Woodwork or Metal Engineering preferred.

**CURRICULUM CHARGES**  
\$70

## AUTOMOTIVE INTEGRATED LEARNING STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Technologies Leader

### CONTENT

This course will focus on real-world situations regarding vehicle development and maintenance, ownership, and industry.

As students will develop their vehicle knowledge and skills, they will also be addressing key capabilities such as I.T., critical and creative thinking, personal and social capabilities.

### ASSESSMENT

School Assessment (70%)

- Assessment Type 1:  
Practical Inquiry 40%
- Assessment Type 2:  
Connections 30%

External Assessment (30%)

- Assessment Type 4:  
Personal Endeavour 30%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of Stage 1 Automotive required.

**CURRICULUM CHARGES**  
\$100

## MATERIAL SOLUTIONS METAL ENGINEERING STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Technologies Leader

### CONTENT

A practical workshop course involving the design and construction of projects using metal welding and machining. At the end of the course, students should be able to:

- Develop skills in using materials, communicating, using information
  - Major project will involve selection of materials, use of jigs, fabrication and welding of components, machining materials, finished by painting.
  - Series of small welding exercises.
  - Research topics will be closely associated with practical work.
- Please note this subject involves:
- Written tasks
  - Significant amounts of technical reading

### ASSESSMENT

School Assessment (70%)  
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of Stage 1 Metal engineering required. Some work out of regular class time required.

**CURRICULUM CHARGES**  
\$130



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# TECHNOLOGIES - DESIGN TECHNOLOGY

## MATERIAL SOLUTIONS FURNITURE CONSTRUCTION STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Technologies Leader

### CONTENT

Students will be able to:

- create a Design folio
- design and produce a piece of furniture using basic jointing
- critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Select and use materials , components, techniques, and equipment and apply the correct processes and techniques.

Please note this subject involves:

- Written tasks
- Significant amounts of technical reading
- Physical activity

### ASSESSMENT

School Assessment (70%)

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

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Successful completion of Stage 1 Woodwork required. Some work out of regular class time required.

### CURRICULUM CHARGES

\$130



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# TECHNOLOGIES - DIGITAL TECHNOLOGY

## DIGITAL TECHNOLOGY YEAR 7

**LENGTH**  
Term

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Data Science will build skills in Microsoft Excel covering the following;

- plan and document a process to create a digital solution
- understand that data is collected everyday about the things people do and analysing data can inform decision making
- understand how to collect data accurately

Computational Thinking will cover the following

- demonstrate an understanding of the 4 components of Computational thinking
- think computationally to solve everyday problems
- demonstrate the skills and understanding to ensure a robot can be coded to perform a range of actions

### ASSESSMENT

Based on Australian Curriculum Assessment Criteria:

- Knowledge and Understanding
- Processes and Production skills

Evidence will be in the format of a digital portfolio

### PRE-REQUISITE / SPECIAL REQUIREMENTS

For this subject, students will need to be prepared to work independently and persevere to solve problems

### CURRICULUM CHARGES

Not Applicable

## DIGITAL TECHNOLOGY YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Networks

Students will build knowledge and understanding of the types of networks and how they function. Students will

- understand how and why a set of protocols need to be developed
- distinguish between different types of networks and defined purposes
- explain how text, image and audio data can be represented, secured and presented in digital systems

Programming

Students will build skills in Scratch and/or Python programming covering the following

- plan and manage digital projects to create interactive information
- define and decompose problems in terms of functional requirements and constraints
- design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions
- become familiar with binary/hexadecimal numbers

### ASSESSMENT

Based on Australian Curriculum Assessment Criteria:

- Knowledge and Understanding
- Processes and Production skills

Evidence will be in the format of a digital portfolio

### PRE-REQUISITE / SPECIAL REQUIREMENTS

For this subject, students will need to be prepared to work independently and persevere to solve problems

## ROBOTICS AND STEM YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Students design, build and test robotic prototypes that react to an environment. They use icon based programming that incorporates movement, motors, gears and sensors (light, touch, sound and ultrasonic).

Students will be set a series of challenges where they must design, build, program and test their robots to meet certain criteria. Challenges include building a Hexapod, Drag Racer and maneuvering through an obstacle course. Mathematical concepts will be covered that are needed for their robots to function, as well as increasing programming skills as challenges increase. Students will also have to undertake a research task with an emphasis on Biomedical Engineering.

### ASSESSMENT

Assessment uses the Australian Curriculum and will incorporate sections of Science, Mathematics and Technology.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students will be removed immediately from the course if they do not look after the expensive resources.

### CURRICULUM CHARGES

Not Applicable

## 3D PRODUCT ENGINEERING YEAR 10/STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Students will have the opportunity to engage in a range of creative applications of emerging technologies such as Computer Aided Design, advanced manufacturing and 3D printing with a strong focus on inquiry based learning. Students will develop skills in Critical and Creative Thinking, Collaboration and Innovation and Entrepreneurship.

Topics may include: Formula 1 Cars, Jewellery Design, Game and Puzzle Design, Business Product Development, Sustainability Systems. A digital folio of work will be maintained throughout the course incorporating video and images.

### ASSESSMENT

Students are assessed using the SACE Stage 1 Integrated Learning Performance Standards that include the following:

- Application and Development
- Inquiry and Reflection
- Collaboration and Communication

They will need to submit the following assessment pieces:

- Designing (research and graphics)
- Investigation
- Realisation (production of solution)
- Evaluation

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

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# TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

## FOOD AND TEXTILES TECH YEAR 7

**LENGTH**  
Term

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Food Technology covers the following topics:

- Kitchen safety and hygiene
- Practical procedures
- Cookery terms and kitchen equipment
- Exploring a recipe - basic food preparation skills and cooking methods.

**ASSESSMENT**  
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## FOOD AND TEXTILES TECH YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Food Technology covers the following topics:

- Food safety and hygiene
- Nutrition, analysis of personal diet- Australian Guide to Healthy Eating
- Cultural Foods and entertaining
- Cookery methods, skills and equipment

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Design and construction of a textile article with a zipper

**ASSESSMENT**  
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## FOOD AND TEXTILES TECH YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Food Technology includes a combination of:

- Food safety and hygiene
- Nutrition issues focusing on nutrients
- Celebration Foods/Invention Test

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Fabric knowledge and care
- Design and construction of a cushion with a focus on pattern construction and textiles sustainability

**ASSESSMENT**  
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## FOOD TECHNOLOGY A YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Investigate Food Safety and Hygiene issues within the Food and Hospitality Industry. Demonstrate skills and knowledge related to menus and food service with a focus on garnishing and presentation. Develop skills involved in desserts. In small groups plan, prepare and present a celebration meal.

**ASSESSMENT**  
Knowledge and Understanding, Practical Application and Reflection/ Evaluation.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Knowledge and an interest in the Food and Hospitality Industry. Ideally student have completed year 8 and 9 Food Technology.

**CURRICULUM CHARGES**  
\$35 for materials and ingredients required for this course.



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## FOOD TECHNOLOGY B YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Investigate Food Safety and Hygiene issues within the Food Industry and present an Asian Banquet. Demonstrate skills and knowledge related to food sustainability and nutrition to produce a food product which would appeal to teenagers. In small groups plan, prepare and present a celebration food or meal.

### ASSESSMENT

Knowledge and Understanding, Practical Application and Reflection/ Evaluation.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Knowledge and an interest in the Food and Hospitality Industry. Ideally student have completed year 8 and 9 Food Technology.

### CURRICULUM CHARGES

\$35 for materials and ingredients required for this course.

## CHILD STUDIES YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

This course can incorporate the following:

- Nutrition through lifecycle from conception to 1 year of age
- Development milestones of a child from birth to 1 year of age
- Importance of play for development
- Parenting issues and decisions

### ASSESSMENT

Based on Australian Curriculum Assessment Criteria: Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

\$30 cost for this course to cover the cost of materials.

## TEXTILES TECHNOLOGY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

The course incorporates the following topics:

- Textile Safety
- Knowledge of use of a commercial pattern to construct textile articles
- Use of sewing machine and related equipment
- Textile choices and sustainability within the fashion industry

This course would be of interest to students wishing to extend;

- Their construction techniques
- Knowledge and skills and use and understanding of a commercial patterns.
- Fashion and design.

### ASSESSMENT

Based on Australian Curriculum Assessment Criteria:

Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Desirable: Year 8, 9 Food and Textile Technology. Must have a genuine interest and skills in sewing.

### CURRICULUM CHARGES

\$30 for materials specific to this course

## CAFE CULTURE YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

### CONTENT

Students will be provided hands-on training in the preparation of black and milk coffees and develop skills and knowledge in the operation of an industrial espresso machine. They will also participate in cooking and presenting various foods typically sold in a cafe. Students will engage in customer service skills through small business enterprises. Students will be expected to run the school Café one lunch time per week where they will experience making and serving coffee to students and staff.

### ASSESSMENT

Students are required to demonstrate the following competencies:

- Use Hygienic Practices for Food Safety (SITXFSA001)
- Preparing and serving espresso coffee (SITHFAB005)

Assessment is school based with students demonstrating their learning through the Practical Application, Group Activities and an Investigation.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students display a genuine interest and enthusiasm for the Food and Hospitality industry. Limited spaces, selection will be based on successful A/B achievement in Year 9 Food Technology. Students must have good literacy skills and require a good attendance rate.

### CURRICULUM CHARGES

Additional charges of approximately \$200 (to be paid prior to commencement) to attain two units towards a Certificate III in Hospitality.



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# TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

## FOOD AND HOSPITALITY A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Understand and use the principles of safe food handling.

Develop skills in food selection, handling, preparation, and presentation.

Investigate the relationship between food and culture.

Students work collaboratively to prepare, present and serve food for a chosen event.

**ASSESSMENT**  
Students demonstrate evidence of their learning through the following SACE Assessment Types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Knowledge and an interest in the Food and Hospitality Industry. It is recommended that students have achieved a C grade or higher in year 10 Food Technology or through teacher recommendation.

**CURRICULUM CHARGES**  
\$40 for materials specific to this course

## FOOD AND HOSPITALITY B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Understand and use the principles of safe food handling.

Further develop skills in food selection, handling, preparation, presentation and service. Investigate the street food revolution.

Students work collaboratively to prepare, present and serve food for a chosen event.

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

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Knowledge and an interest in the Food and Hospitality Industry. It is recommended that students have achieved a C grade or higher in year 10 Food Technology or through teacher recommendation.

**CURRICULUM CHARGES**  
\$40 for materials specific to this course.

## CHILD STUDIES STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
The subject focuses on issues related to the growth and development of children from 1-5 years of age. This course aims to allow students:

- to make informed decisions relating to pregnancy and childbirth
- to gain knowledge on child development and the needs of children
- to gain an understanding of the issues of parenting
- to gain understanding into possible employment opportunities in the children's services industry.

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
It is recommended that students have achieved a C grade or higher in year 10 Child Studies or through teacher recommendation.

**CURRICULUM CHARGES**  
\$30 for materials specific to this course

## FASHION AND DESIGN STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Technologies Leader

**CONTENT**  
Investigate current trends in the Fashion Industry. Construct a garment of your choice according to set criteria. Develop textiles skill and knowledge.

- Technical sketches/drawings.
- Design Process - design features, materials and production techniques
- Sewing Machines - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

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

- Assessment Type 1: Specialised skills tasks: 30%
- Assessment Type 2: Design process and solution 70%

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Successful completion of year 10 Textiles Technology preferred.

**CURRICULUM CHARGES**  
\$30 for materials specific to this course.

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# TECHNOLOGIES - FOOD AND TEXTILES TECHNOLOGY

## FOOD AND HOSPITALITY STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Technologies Leader

### CONTENT

Topics include:

- Doggy Bags - Safe Food Handling
- Specialised Cake
- Sustainability - SA Fresh
- Nutrition - Healthy Burger
- Superfoods
- High Tea
- Major Investigation

### ASSESSMENT

School Based Assessment (70%)

- Assessment Type 1:  
Practical Activity (50%)
- Assessment Type 2:  
Group Work (20%)
- Assessment Type 3:  
External Assessment (30%)  
Investigation – this comprises  
research and a written report of  
2000 words

### PRE-REQUISITE / SPECIAL REQUIREMENTS

It is recommended that students have achieved a C grade or higher in Stage 1 Food & Hospitality or through teacher recommendation.

### CURRICULUM CHARGES

\$70 for food practicals and resources.

## CHILD STUDIES STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Technologies Leader

### CONTENT

Topics include:

- Children and Food Allergies
- Children with Special Needs
- Child Safety Issues
- Children and the Importance of Reading
- Child Protection Curriculum
- Importance of Nursery Rhymes on Child Development

### ASSESSMENT

School Based Assessment (70%)

- Assessment Type 1:  
Practical Activity (50%)
- Assessment Type 2:  
Group Work (20%)
- Assessment Type 3:  
External Assessment (30%)  
Investigation – this comprises  
research and a written report of  
2000 words

### PRE-REQUISITE / SPECIAL REQUIREMENTS

It is recommended that students have achieved a C grade or higher in Stage 1 Child Studies or through teacher recommendation.

### CURRICULUM CHARGES

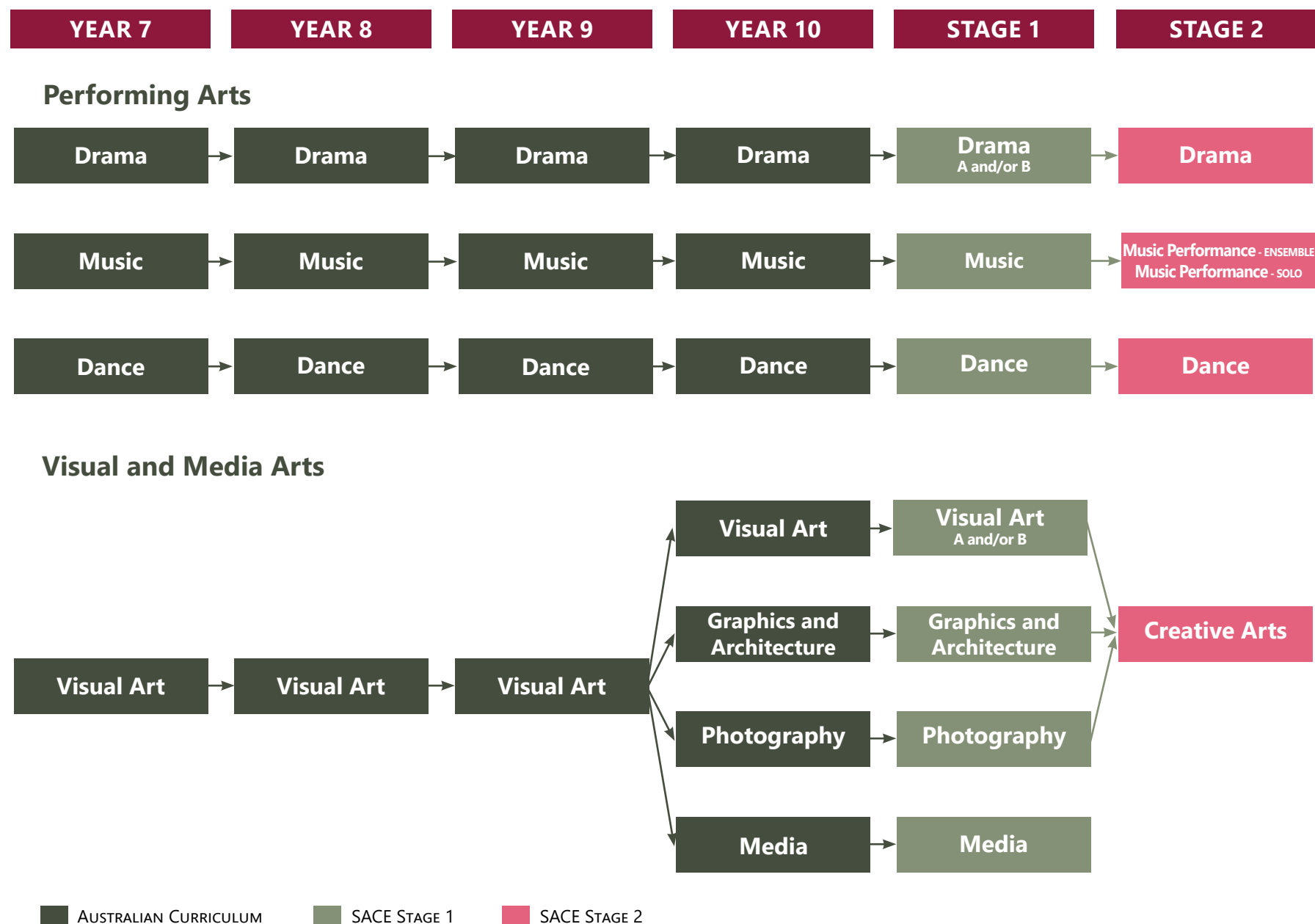
\$40 for practicals & resource materials



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# THE ARTS



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## MEDIA YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will learn the basics of sound, lighting, composition and editing in order to create short films that can be viewed by the public and entered in state and national competitions.

Students will make use of powerful computers to run industry standard video editing applications. As well high quality film making equipment.

### ASSESSMENT

Students are assessed against the Media Arts achievement standards. This comprises of the following projects: Skills Development Portfolio, Film Analysis, Advocacy Film, Short Film.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

**CURRICULUM CHARGES**  
Not Applicable

## PHOTOGRAPHY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students learn about four main units of photographic study which include:

- Wildlife Photography,
- Action Photography,
- Portraiture Photography
- Skills Development Project

### ASSESSMENT

Students are assessed against the Media Arts achievement standards. This comprises of the following projects:

- Wildlife Collage Portfolio
- Action Magazine Cover Portfolio
- Portraiture Lesson delivered to Primary School Students
- Skills Development Project

### PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

**CURRICULUM CHARGES**  
Not Applicable

## MEDIA STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will learn the intermediate to advanced skills of sound, lighting, composition and editing in order to analyse and create short films that can be viewed by the public. This subject builds upon the skills from Year 10 but they are not compulsory.

Students will make use of powerful computers to run industry standard video editing applications. As well high quality film making equipment.

### ASSESSMENT

Students are assessed against the SACE Media Studies Performance Standards. This comprises of the following projects:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product

### PRE-REQUISITE / SPECIAL REQUIREMENTS

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

**CURRICULUM CHARGES**  
Not Applicable

## PHOTOGRAPHY STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will continue to develop their photography skills and knowledge from Year 10. They will learn about specific camera/editing techniques and processes as well as investigate the work of other photographers. These skills will then be used to develop a final photo story project of their choice.

### ASSESSMENT

Students are assessed using the SACE Stage 1 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Folio and Investigation

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Please be aware that this subject involves:  
written tasks (e.g. essays, reports) and significant amounts of computer work.

You will also be required to print several documents in colour

**CURRICULUM CHARGES**  
Not Applicable



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# THE ARTS - MEDIA ARTS - PHOTOGRAPHY AND FILM

## CREATIVE ARTS DESIGN, VISUAL ARTS & PHOTOGRAPHY STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Arts Leader

### CONTENT

Stage 2 Creative Arts is for students who would like to pursue Visual Art, Design or Photography. The subject allows students to develop their creative skill through a range of practical activities, investigations and a final product.

### ASSESSMENT

Students are assessed using the SACE Stage 2 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Practical Skills and Investigation

This subject requires good time management and initiative. You will also be required to complete a range of written tasks and practical work outside of school hours.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

A3 display folder and minimum 8Gb USB.

### CURRICULUM CHARGES

Not Applicable



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# THE ARTS - PERFORMING ARTS - DANCE

DANCE YEAR 7	DANCE YEAR 8	DANCE YEAR 9	DANCE YEAR 10
<b>LENGTH</b> Term	<b>LENGTH</b> Semester	<b>LENGTH</b> Semester	<b>LENGTH</b> Semester
<b>CONTACT PERSON</b> Arts Leader	<b>CONTACT PERSON</b> Arts Leader	<b>CONTACT PERSON</b> Arts Leader	<b>CONTACT PERSON</b> Arts Leader
<b>CONTENT</b> Students will be involved in composition tasks, performance and developing appropriate dance technique.  Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.	<b>CONTENT</b> Students will be involved in composition tasks, performance and developing appropriate dance technique.  Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.	<b>CONTENT</b> Students will be involved in composition tasks, performance and developing appropriate dance technique.  Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.	<b>CONTENT</b> Appropriate dance wear is essential. This course is designed to build fundamental skills in the areas of technique, composition and performance. Students are also exposed to the history of dance, stagecraft skills, safe dance practices and varying dance styles.  Topic Include: <ul style="list-style-type: none"> <li>• History of Dance</li> <li>• Composition</li> <li>• Performance</li> <li>• Technique</li> </ul>
<b>ASSESSMENT</b> Assessment in the Arts uses the following criteria: <ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul> Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Dance.	<b>ASSESSMENT</b> Assessment in the Arts uses the following criteria: <ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul> Students in Year 8 will be working toward the Year 8 - 9 Achievement Standard of the Australian Curriculum: The Arts, Dance.	<b>ASSESSMENT</b> Assessment in the Arts uses the following criteria: <ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul> Students in Year 9 will be working toward the Year 9 -10 Achievement Standard of the Australian Curriculum: The Arts, Dance.	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Performance 30%</li> <li>• Reflection 20%</li> <li>• Analysis 20%</li> <li>• Composition 30%</li> </ul>
<b>PRE-REQUISITE / SPECIAL REQUIREMENTS</b> Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.	<b>PRE-REQUISITE / SPECIAL REQUIREMENTS</b> Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.	<b>PRE-REQUISITE / SPECIAL REQUIREMENTS</b> Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.	<b>PRE-REQUISITE / SPECIAL REQUIREMENTS</b> Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.
<b>CURRICULUM CHARGES</b> Not Applicable	<b>CURRICULUM CHARGES</b> Not Applicable	<b>CURRICULUM CHARGES</b> Not Applicable	<b>CURRICULUM CHARGES</b> Not Applicable

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# THE ARTS - PERFORMING ARTS - DANCE

## DANCE STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

Topics Included:

- Skills Development (selected area for personal growth)
- Creative Exploration (composition and performance)
- Dance Contexts (investigative response)

### ASSESSMENT

- Creative Explorations 60%
- Dance Contexts 20%
- Skills Development 20%

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

### CURRICULUM CHARGES

Additional costs for excursions as required

## DANCE STAGE 2

**LENGTH**  
Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

### ASSESSMENT

Stage 2 Dance is a 20-credit subject that consists of the following three areas of study.

Assessment Type 1: Performance

Portfolio 40%

Assessment Type 2: Dance Contexts  
30%

Assessment Type 3: Skills Development  
Portfolio External 30%

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Prior dance training and clothing will be required. Black leggings/shorts and a t-shirt are recommended. Additional rehearsal time and performance attendance will be required.

### CURRICULUM CHARGES

Additional costs for excursions as required



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# THE ARTS - PERFORMING ARTS - DRAMA

## DRAMA YEAR 7

**LENGTH**  
Term

**CONTACT PERSON**  
Arts Leader

### CONTENT

In Drama students are introduced to the elements of Drama through practical application. They build an understanding of role, characters and relationships. They will use voice, movement, focus, tension, space and time to sustain drama. They make and analyse drama for audiences using various dramatic forms and production elements. Drama is explored through Tableaux, improvisation, some script work and performance work. Students will evaluate their own and others' performances.

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Drama.

### ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed with summative performance and written tasks. Performance contributes a minimum of 30% of the grade.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work.

**CURRICULUM CHARGES**  
Not Applicable

## DRAMA YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

For Drama, students build an understanding of role, character and relationships, using voice, movement, focus, tension, space and time to sustain drama. They make and analyse drama for audiences using various dramatic forms and production elements. We explore Drama through improvisation, physical performance, and scripted performance. They evaluate their own and others' performances.

### ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed with summative performance and written tasks. Performance contributes a minimum of 30% of the grade.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Performing Arts is a 1 Semester subject that includes 1 Term of Music and 1 Term of Drama.

All students participate in the performance activities. These may be differentiated but all must engage in set work.

**CURRICULUM CHARGES**  
Not Applicable

## DRAMA YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will extend their understanding and use of the elements of drama and evaluate meaning and effect in performances they devise, interpret, perform and view. Students develop and sustain different roles and characters, performing scripted drama. They collaborate with others in selecting and using the elements of drama, narrative and structure in directing and acting in order to engage audiences. They explore the development of different traditional and contemporary styles of drama including Commedia Dell'Arte.

### ASSESSMENT

Assessment in Drama uses the following criteria:

- Making
- Responding

At Year 9 level, students are assessed against the Year 9-10 Achievement Standard of the Australian Curriculum: The Arts: Drama is assessed with summative performance and written tasks. Summative performances will be video recorded for assessment purposes.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work.

**CURRICULUM CHARGES**  
Not Applicable

## DRAMA YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They experiment with mood and atmosphere to suit different audiences. Students draw on drama from a range of cultures, times and locations, including an exploration of the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students continue to explore and experience a range of dramatic styles, forms and processes. Students will study theatre history through performance of related texts and will work in depth on characterisation and ensemble skills.

### ASSESSMENT

Assessment uses the following criteria:

- Making
- Responding

At Year 10 level, are assessed against the Year 10 Achievement Standard of the AC: The Arts: Drama. Students keep a Folio which records all work undertaken. Finished work will be presented and assessed in various forms. performances will be video recorded for assessment purposes.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

All students participate in the performance activities. These may be differentiated but all must engage in set work.

**CURRICULUM CHARGES**  
\$20 for performances



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# THE ARTS - PERFORMING ARTS - DRAMA

## DRAMA A AND/OR B STAGE 1

### LENGTH

Semester/Full Year

### CONTACT PERSON

Arts Leader

### CONTENT

Students will:

- Demonstrate and explain skills and techniques related to on and off-stage roles
- Work both independently and collaboratively to create and evaluate dramatic works.
- Communicate knowledge and understanding of the theories, skills, techniques and technologies.
- Respond to performed drama and dramatic texts.
- Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence and their impact on the audience.
- Communicate dramatic ideas to an audience through a variety of forms using a number methods.

### ASSESSMENT

Stage 1 Assessment in Drama:

- Making
  - including a public performance
- Responding
  - an investigation, a review of a performance and a weekly folio

Finished work will be presented and assessed in various forms.

Summative performances will be video recorded.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Must achieve a pass grade in Year 10 Drama.

Requirements This subject involves:

- Public performance
- Out of school hours commitment

### CURRICULUM CHARGES

\$20 for performances

## DRAMA STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Arts Leader

### CONTENT

Students will demonstrate and explain skills and techniques through independent and collaborative work to create and evaluate dramatic works. They will communicate knowledge and understanding of the theories, skills and techniques.

### ASSESSMENT

Students are assessed using the SACE Stage 2 Drama Performance Standards using the following assessment pieces:

- Group Presentation
- Folio – including two reviews and one journal
- Interpretive Investigation
- Product – Performance or Non-performance role

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Must achieve a pass grade in Stage 1 Drama.

This subject involves:

- Public performance
- Extended written tasks (e.g. essays, reports)
- Significant amounts of reading
- Out of school hours commitment

### CURRICULUM CHARGES

\$30 will be charged for subsidised excursions or in school performances when required.



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# THE ARTS - PERFORMING ARTS - MUSIC

## MUSIC YEAR 7

**LENGTH**  
Term

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will make and respond to music independently, and with their classmates and teachers, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places. .

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

### ASSESSMENT

- Favourite band/singer assignment
- Sony Acid composition
- Genre studies (Rap)
- Practical activities

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Performing Arts is a 1 Semester subject that includes 1 Term of Music and 1 Term of Drama.

**CURRICULUM CHARGES**  
Not Applicable

## MUSIC YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students will make and respond to music independently, and with their classmates and teachers, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places. .

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

### ASSESSMENT

- Favourite band/singer assignment
- Sony Acid composition
- Genre studies (Rap)
- Practical activities

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Performing Arts is a 1 Semester subject that includes 1 Term of Music and 1 Term of Drama.

**CURRICULUM CHARGES**  
Not Applicable

## MUSIC YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students attend weekly instrumental lessons and take part in the performance program. UHS offers instrumental lessons in flute, clarinet, saxophone, trumpet, trombone, bass, guitar, voice and percussion free of charge from the DECD Instrumental Music Service (IMS). Current IMS students are able to continue with this instrument. Students already learning an instrument with a private provider, will be able to continue. To ensure a balanced program and due to limited places, students who choose bass, guitar or percussion as their instrument of choice, will be asked to nominate a 2nd preference of flute, clarinet, saxophone, trumpet or trombone and may be allocated one of these instruments.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

### ASSESSMENT

- Ensemble and solo performance
- Composition
- Theory knowledge
- Introduction to music computing
- Aural skills
- History of Rock

### PRE-REQUISITE / SPECIAL REQUIREMENTS

No previous experience playing an instrument is required.

### CURRICULUM CHARGES

\$20 for a music theory book.

## MUSIC YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

Year 10 Music builds on the content learnt in year 9 Music. Students will continue to attend weekly instrumental lessons for the full year and take part in the performance program.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

### ASSESSMENT

- Ensemble and solo performance
- Composition
- Theory knowledge
- Music computing
- Aural skills
- History of Jazz

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Minimum of 1 year tuition on an instrument is required. Students must have studied Year 9 Music.

### CURRICULUM CHARGES

\$20 for a music theory book.

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# THE ARTS - PERFORMING ARTS - MUSIC

## MUSIC STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

Music Experience is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

Students develop and extend their musical literacy, explore and develop their practical music-making skills through performing, and arranging or composing for instrument(s) and/or voice and develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others.

### ASSESSMENT

Assessment Type 1: Creative Works: Students present at least three creative works. At least one of these should be a performance and at least one should be an arrangement or composition.

Assessment Type 2: Musical Literacy: Students undertake at least two musical literacy tasks. The tasks are designed to develop students' ability to make informed judgments about their performance and arrangements or compositions, and reflect on their own creative work.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Minimum of 2 years tuition on an instrument is required. Students must have studied Year 10 Music.

**CURRICULUM CHARGES**  
Not Applicable

## MUSIC PERFORMANCE ENSEMBLE COMPONENT STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

This subject is concerned with the improvement and application of students' instrumental or vocal skills by rehearsing and performing in an ensemble. Throughout the course, students will endeavour to develop greater musical understanding and aesthetic awareness through performance, rehearsal, part-testing and self-review. Students will be required to analyse some of their works and evaluate their learning journey.

### ASSESSMENT

SCHOOL ASSESSMENT (70%):  
Assessment Type 1: Performance (30%)  
Assessment Type 2: Performance and Discussion (40%)

EXTERNAL ASSESSMENT (30%):  
Assessment Type 3: Performance Portfolio (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music. This subject is run concurrently with Music Performance – Solo.

**CURRICULUM CHARGES**  
Not Applicable

## MUSIC PERFORMANCE SOLO COMPONENT STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts Leader

### CONTENT

This subject is concerned with the improvement and application of students' instrumental or vocal skills in a series of solo performances of contrasting repertoire. Throughout the course, students will endeavour to develop greater musical understanding and aesthetic awareness through performance, rehearsal, part-testing and self-review. Students will be required to analyse some of their works and evaluate their learning journey.

### ASSESSMENT

SCHOOL ASSESSMENT (70%):  
Assessment Type 1: Performance (30%)  
Assessment Type 2: Performance and Discussion (40%)

EXTERNAL ASSESSMENT (30%):  
Assessment Type 3: Performance Portfolio (30%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music. This subject is run concurrently with Music Performance – Ensemble.

**CURRICULUM CHARGES**  
Not Applicable

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## VISUAL ARTS YEAR 7

**LENGTH**  
Term

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students are introduced to Visual Arts through making and responding. Students will work independently and with their classmates on a range of Visual arts, which may include, drawing, painting, clay work, design, print making and analysis of artworks.

### ASSESSMENT

Assessment in the Arts uses the following Criteria:

- Making
- Responding

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Visual Arts.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## VISUAL ARTS YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students make and respond to visual arts independently, and with their classmates, teachers and communities in a course which may cover areas such as drawing and painting, ceramics, design, print making, literacy and history.

### ASSESSMENT

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Making
- Responding

Students in Year 8 will be working towards the Year 8 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## VISUAL ARTS YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Students in Year 9 are encouraged to acquire skills in art by experimenting with a wide range of media and techniques. They will cover a wide range of topics which encourage the imagination, environmental awareness and art skills. Students will also undertake relevant theory work.

### ASSESSMENT

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Making
- Responding

At Year 9, students will be working towards the Year 9-10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## VISUAL ART YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

In the practical component of the course, students will be encouraged to experiment with dry media and wet media and combine 2D and 3D perspectives in art works. This course also includes a theory component dealing with the students' responses to the work of visual artists both past and present. They will also analyse and evaluate their own artworks.

### ASSESSMENT

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Making
- Responding

At Year 10, students will be working towards the Year 10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable



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# THE ARTS - VISUAL ARTS

## GRAPHICS AND ARCHITECTURE YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

In the practical component of the course, students will be encouraged to experiment with 3D media and 2D media, both hand drawn and digital including Adobe Illustrator.

This course also includes a theory component including written student responses to the work of designers and architects. They will also analyse and evaluate their own artworks.

### ASSESSMENT

Assessment in the Arts uses the following criteria:

- Making
- Responding

At Year 10, students will be working towards the Year 10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts. Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## VISUAL ART A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Stage 1 Art can be taken as one or two single units. It consists of a practical component with developmental work as well as major pieces of artwork required. Theory work will relate to relevant art topics and involve the student's response using Art terminology. The three components or areas of study and their weightings are as shown:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### ASSESSMENT

Students are assessed using the SACE Stage 1 Visual Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Analysis and Response

They will need to submit the following assessment pieces:

- Folio
  - Practical
  - Visual Study
- BE AWARE THIS SUBJECT INVOLVES:
- WRITTEN TASKS (E.G. ESSAYS, REPORTS)
  - SIGNIFICANT RESEARCH AND READING
  - SIGNIFICANT COMPUTER WORK
  - OUT OF SCHOOL HOURS COMMITMENTS

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students to supply basic stationery requirements as listed in Stage 1 booklist. Additional costs may be required for materials specific to this course.

## VISUAL ART B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Stage 1 Art can be taken as one or two single units. It consists of a practical component with developmental work as well as major pieces of artwork required. Theory work will relate to relevant art topics and involve the student's response using Art terminology. The three components or areas of study and their weightings are as shown:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### ASSESSMENT

Students are assessed using the SACE Stage 1 Visual Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Analysis and Response

They will need to submit the following assessment pieces:

- Folio
  - Practical
  - Visual Study
- BE AWARE THIS SUBJECT INVOLVES:
- WRITTEN TASKS (E.G. ESSAYS, REPORTS)
  - SIGNIFICANT RESEARCH AND READING
  - SIGNIFICANT COMPUTER WORK
  - OUT OF SCHOOL HOURS COMMITMENTS

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students to supply basic stationery requirements as listed in Stage 1 booklist. Additional costs may be required for materials specific to this course.

## GRAPHICS AND ARCHITECTURE STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts Leader

### CONTENT

Stage 1 Design encompasses graphic design and architecture. It emphasises a problemsolving approach to initiation and generation of ideas or concepts and the development of visual representation skills to communicate resolutions. It consists of three components or areas of study as shown:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### ASSESSMENT

The course will consist of:

Folio: One folio documenting visual learning, in support of one major resolved design work.

Practical: One major resolved design work and evaluation of the process.

Visual Study: Exploration of a style of architecture based on research and the analysis of the work of other designers.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students to supply basic stationery requirements as listed in Stage 1 booklist.  
Display folder and sketch book

### CURRICULUM CHARGES

\$10 for school-based assessment tasks.

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# THE ARTS - VISUAL ARTS

## CREATIVE ARTS

DESIGN, VISUAL ARTS & PHOTOGRAPHY

### STAGE 2

#### LENGTH

Full Year

#### CONTACT PERSON

Arts Leader

#### CONTENT

Stage 2 Creative Arts is for students who would like to pursue Visual Art, Design or Photography. The subject allows students to develop their creative skill through a range of practical activities, investigations and a final product.

#### ASSESSMENT

Students are assessed using the SACE Stage 2 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Practical Skills and Investigation

This subject requires good time management and initiative. You will also be required to complete a range of written tasks and practical work outside of school hours.

#### PRE-REQUISITE / SPECIAL REQUIREMENTS

A3 display folder and minimum 8Gb USB.

#### CURRICULUM CHARGES

Not Applicable



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# RESEARCH PRACTICES AND RESEARCH PROJECT

## RESEARCH PROJECT

The Stage 2 Research Project is a compulsory 10 credit subject which can contribute to a student's Australian Tertiary Admissions Rank (ATAR). Students must achieve a C grade or higher to successfully complete the subject and gain their SACE.

Research Project B may contribute to.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills, through the in-depth exploration of an area of interest.



## RESEARCH PRACTICES STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Research Project Leader

**CONTENT**  
This subject allows students to explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

**ASSESSMENT**  
Assessment Type 1: Folio consisting of at least two assessment tasks

Assessment Type 2: Sources Analysis of at least two sources analysis assessments.

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
This subject involves:  
• Written tasks (e.g. reports, discussion, reflection)  
• Research and analysis skills

**CURRICULUM CHARGES**  
Not Applicable

## RESEARCH PROJECT B STAGE 1 OR 2

**LENGTH**  
Semester

**CONTACT PERSON**  
Research Project Leader

**CONTENT**  
This subject is a compulsory 10 credit subject. Students explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

**ASSESSMENT**  
School Assessment (70%)  
• Assessment Type 1: Folio (30%)  
• Assessment Type 2:  
    Research Outcome (40%)  
    External Assessment (30%)  
• Assessment Type 3: Evaluation (30%)

**PRE-REQUISITE / SPECIAL REQUIREMENTS**  
Students must achieve a C grade or higher to successfully complete the subject and gain their SACE.

This subject involves:  
• Written tasks (e.g. reports, discussion, reflection)  
• Research and analysis skills

**CURRICULUM CHARGES**  
Not Applicable



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## PERSONAL LEARNING PLAN YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Pathways Leader

### CONTENT

This is a compulsory 10 credit SACE Stage 1 subject undertaken in Year 10. Students plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training. They investigate possible career choices and explore personal and learning goals.

### ASSESSMENT

Assessment consists of:

- Assessment Type 1: Folio (3 tasks)
  - Assessment Type 2: Review (1 task)
- Students provide four pieces of evidence of their learning for assessment. Each task has a weighting of 25%.

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students must achieve a C Grade or better to achieve SACE

## WORKPLACE PRACTICES A & B - STAGE 1

**LENGTH**  
Semester 1 (A), Semester 2 (B)

**CONTACT PERSON**  
Pathways Leader

### CONTENT

This subject is designed as a general introduction to the world of work and industry. Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

### ASSESSMENT

Assessment consists of:

- Folio (50%)
- 2 tasks relating to the world of work
- Performance (30%):
  - 25-30 hours of Workplace Learning in a VET course OR part-time/volunteer work
  - Supervisor Report
  - Regular Log and reflection entries.
- Reflection (20%)

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students accessing VET courses or involved in Australian School Based Apprenticeships should select this subject, but it is also available to students with part-time/volunteer work. This course can be undertaken as a one semester course (either A or B) or a full year course (both A and B).

### CURRICULUM CHARGES

Not Applicable

## WORKPLACE PRACTICES - STAGE 2 VET/WORK/VOLUNTEERING FOCUS

**LENGTH**  
Full Year

**CONTACT PERSON**  
Pathways Leader

### CONTENT

This subject provides opportunities for students to gain theoretical and practical experience in potential future career areas and builds on their study of a particular industry 'pathway'. It encourages investigation, critical thinking, and problem-solving, and allows for reflection of their own learning.

The focus of the learning program is on Industry and Work Knowledge, as well as Vocational Learning. Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

### ASSESSMENT

Assessment consists of:

- Folio (25%)
- 3 tasks relating to the world of work
- Performance (25%):
  - 50-60 hours of Workplace Learning in a VET course OR part-time/volunteer work
  - Supervisor Report
  - Regular Log and reflection entries.
- Reflection (20%) 2 tasks
- Investigation (30%) External Assessment

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

### CURRICULUM CHARGES

Not Applicable

## WORKPLACE PRACTICES SPORTS FOCUS - STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Pathways Leader

### CONTENT

This subject provides opportunities for students to use their involvement in Sports to explore current issues, learn about the evolving workforce and their rights at work. It encourages investigation, critical thinking, and problem-solving, and allows for reflection of their own learning. The focus of the learning program is on Sports (Industry and Knowledge) as well as Vocational Learning.

### ASSESSMENT

Assessment consists of:

- Folio (25%)
- 3 tasks relating to the world of work
- Performance (25%) consisting of:
  - 50-60 hours of Workplace Learning in a Sporting Association at Community, Club, State or Professional level.
  - Supervisor/Coach Report
  - Regular Log and reflection entries.
- Reflection (20%) 2 tasks
- Investigation (30%) External Assessment

### PRE-REQUISITE / SPECIAL REQUIREMENTS

Students must be involved in a Sporting Association at Community, Club, State or Professional level.

### CURRICULUM CHARGES

Not Applicable



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# SOCIAL EDUCATION

## SOCIAL EDUCATION YEAR 7, 8, 9 & 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Wellbeing Leader

### CONTENT

Students will learn a range of skills which will support them across many aspects of their learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, relationships and power in relationships.
- Presentations on obtaining your Ls **YEAR 10 ONLY**
- VET courses and career pathways **YEAR 10 ONLY**

### ASSESSMENT

Students will be assessed on:

- Engagement
- Work Completion

### PRE-REQUISITE / SPECIAL REQUIREMENTS

This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

### CURRICULUM CHARGES

No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

## SOCIAL EDUCATION YEAR 11

**LENGTH**  
Full Year

**CONTACT PERSON**  
Wellbeing Leader

### CONTENT

Students will learn a range of skills which will support them across many aspects of their learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, understanding psychological pressure and developing problem solving strategies to keep safe
- Presentations on driver safety
- VET Courses and career pathways

### ASSESSMENT

Students will be assessed on:

- Engagement
- Work Completion

### PRE-REQUISITE / SPECIAL REQUIREMENTS

This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

### CURRICULUM CHARGES

No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

## SOCIAL EDUCATION YEAR 12

**LENGTH**  
Full Year

**CONTACT PERSON**  
Wellbeing Leader

### CONTENT

Students will learn a range of skills which will support them across many aspects of their transition to career pathways, learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, assessing risk and peer networks for support
- University presentations and applying for tertiary courses

### ASSESSMENT

Students will be assessed on:

- Engagement
- Work Completion

### PRE-REQUISITE / SPECIAL REQUIREMENTS

This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

### CURRICULUM CHARGES

No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.



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# STATIONERY REQUIREMENTS - YEAR 7

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 100 Leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets for Social Education
English	Exercise Book A4 8mm 96 Page
Football Academy	Exercise Book A4 8mm 96 Page
Health and Physical Education	Exercise Book A4 8mm 96 Page
Humanities and Social Sciences	Exercise Book A4 8mm 96 Page
Languages	N/A
Mathematics	Scientific Calculator Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets Triangle Geoliner 14cm Celco Compass Micador Graduated 140mm Safety #350
Technologies	A4 Display Folder with 20 Refillable Pockets
The Arts	A4 Display Folder with 20 Refillable Pockets Work Pad A4 50 Leaf Ruled & Punched Pencil 2B Economy
Science	A4 Display Folder with 20 Refillable Pockets Graph Pad A4 50 Leaf Grid & Punched Work Pad A4 50 Leaf Ruled & Punched

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# STATIONERY REQUIREMENTS - YEAR 8

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 100 Leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets for Social Education
Dance	
Design and Technology	A4 Botany Exercise Book 8mm 96 Page
Digital Technologies	A4 Display Folder with 20 Refillable Pockets
Drama	A4 Display Folder with 20 Refillable Pockets Work Pad A4 50 Leaf Ruled & Punched
English	Exercise Book A4 8mm 96 Page
Food and Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Greek	N/A
Health and Physical Education	Exercise Book A4 8mm 96 Page
Humanities and Social Sciences	Exercise Book A4 8mm 96 Page
Japanese	N/A
Mathematics	Scientific Calculator Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets Triangle Geoliner 14cm Celco Compass Micador Graduated 140mm Safety #350
Music	N/A
Science	A4 Display Folder with 20 Refillable Pockets Graph Pad A4 50 Leaf Grid & Punched Work Pad A4 50 Leaf Ruled & Punched
Visual Art	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy

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# STATIONERY REQUIREMENTS - YEAR 9

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 50 leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets
Dance	
Design and Technology	A4 Botany Exercise Book 8mm 96 Page
Digital Technology	USB Pocket Flash Drive 16Gb minimum
Drama	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English	Exercise Book A4 8mm 96 Page
Food and Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Greek	A4 Display Folder with 20 Refillable Pockets
Health and Physical Education	Exercise Book A4 8mm 96 Page
Humanities and Social Sciences	Exercise Book A4 8mm 96 Page
Japanese	N/A
Mathematics	Scientific Calculator Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets

Subject	Requirements
Music	A4 Display Folder with 20 Refillable Pockets
Robotics and STEM	A4 Display Folder with 20 Refillable Pockets
Science	A4 Display Folder with 20 Refillable Pockets Graph Pad A4 50 Leaf Grid & Punched Work Pad A4 50 Leaf Ruled & Punched
Sports and Recreation	Exercise Book A4 8mm 96 Page
Visual Art	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy



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# STATIONERY REQUIREMENTS - YEAR 10

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 100 Leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets
3D Product Engineering	USB Pocket Flash Drive 16Gb minimum
Automotive	Work Pad A4 50 Leaf Ruled & Punched
Business and Economics	Exercise Book A4 8mm 96 Page
Cafe Culture	
Child Studies	A4 Display Folder with 20 Refillable Pockets
Civics and Citizenship	
Dance	
Drama	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English	Exercise Book A4 8mm 96 Page
Food Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Geography	Exercise Book A4 8mm 96 Page
Graphics and Architecture	
Greek	Exercise Book A4 8mm 96 Page
Health and Physical Education	Exercise Book A4 8mm 96 Page
History	Exercise Book A4 8mm 96 Page

Subject	Requirements
Human Movement	Exercise Book A4 8mm 96 Page
Japanese	Grid Book A4 96 Page 10mm
Mathematics Maths Advanced	Scientific Calculator Casio fx-CG50AU Graphic Calculator (Advanced Maths) Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets
Media	USB Pocket Flash Drive 16Gb minimum
Metal Engineering	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Music	A4 Display Folder with 20 Refillable Pockets
Outdoor Education	
Personal Learning Plan	N/A
Photography	A4 Display Folder with 20 Refillable Pockets USB Pocket Flash Drive 16 GB minimum
Science	A4 Display Folder with 20 Refillable Pockets Graph Pad A4 50 Leaf Grid & Punched Work Pad A4 50 Leaf Ruled & Punched
Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Visual Art	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Woodwork	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil

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# STATIONERY REQUIREMENTS - YEAR 11

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 100 Leaf Ruled and Punched
3D Product Engineering	USB Pocket Flash Drive 16Gb minimum
Automotive	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Biology	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Business Innovation	Exercise Book A4 8mm 96 Page
Chemistry	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Child Studies	A4 Display Folder with 20 Refillable Pockets
Dance	
Design	A3 Sketch Book, spiral bound Pencil 2B Economy
Drama	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets Yellow Highlighter Non-Permanent Black Texta (Faber Castel Connectors or Pentel Sign Pen, Fiber-Tipped, Black Ink) USB Pocket Flash Drive 16Gb
Earth and Environmental Science	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English	A4 Display Folder with 20 Refillable Pockets
Fashion and Design	A4 Display Folder with 20 Refillable Pockets
Food and Hospitality	A4 Display Folder with 20 Refillable Pockets
Football Academy - Integrated Learning	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Furniture Construction	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil

Subject	Requirements
Graphics and Architecture	
Health and Wellbeing	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Legal Studies	
Mathematics: Essential Mathematics General Mathematics Mathematics A, B and C Specialist Mathematics	Scientific Calculator (Essential Maths only) Casio fx-CG50AU Graphic Calculator Grid Book A4 96 Page 5mm Work Pad Graph A4 5mm 50 Leaf & Punched A4 3 or 4 Ring Binder with Plastic Sleeves (full year)
Media	USB Pocket Flash Drive 16Gb minimum
Metal Engineering	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Modern History	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Music Experience	2 x A4 Display Folder with 20 Refillable Pockets
Photography	USB Pocket Flash Drive 16Gb Design Folder A4 with 20 Refillable Pockets
Physical Education	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Physics	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Power Intercultural Program	
Psychology	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Research Practices	
Research Project B	Work Pad A4 50 Leaf Ruled & Punched
Society and Culture	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Visual Art	A3 Sketch Book, spiral bound A3 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Workplace Practices	N/A

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# STATIONERY REQUIREMENTS - YEAR 12

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 8 hour battery life) Pens Pencils (HB) Ruler Eraser Work Pad A4 100 Leaf Ruled and Punched
Automotive	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Biology	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Business Innovation	Exercise Book A4 8mm 96 Page
Chemistry	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Child Studies	A4 Display Folder with 20 Refillable Pockets
Creative Arts	A4 Display Folder with 20 Refillable Pockets A3 Display Folder with 20 Refillable Pockets Pencil 2B Economy USB Pocket Flash Drive 16Gb minimum
Dance	
Drama	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets Yellow Highlighter Non-Permanent Black Texta (Faber Castel Connectors or Pentel Sign Pen, Fiber-Tipped, Black Ink) USB Pocket Flash Drive 16Gb
Earth and Environmental Science	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English	A4 Display Folder with 20 Refillable Pockets

Subject	Requirements
Food and Hospitality	A4 Display Folder with 20 Refillable Pockets
Football Academy - Integrated Learning	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Furniture Construction	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Health and Wellbeing	Work Pad A4 100 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Legal Studies	
Mathematics: Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Scientific Calculator (Essential Maths only) Casio fx-CG50AU Graphic Calculator Grid Book A4 96 Page 5mm Work Pad Graph A4 5mm 50 Leaf & Punched A4 3 or 4 Ring Binder with Plastic Sleeves
Metal Engineering	A4 Display Folder with 20 Refillable Pockets HB Pencil or Mechanical Pencil
Modern History	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Music Performance	A4 Display Folder with 20 Refillable Pockets
Physical Education	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Physics	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Psychology	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Society and Culture	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Workplace Practices	NA