



# 2021

## CURRICULUM GUIDE



**Government of South Australia**

Department for Education

19 Garden Terrace, Underdale SA 5032  
T (+61) 8 8301 8000 F (+61) 8 8234 2479  
E [dl.0965.info@schools.sa.edu.au](mailto:dl.0965.info@schools.sa.edu.au)

[www.underdale.sa.edu.au](http://www.underdale.sa.edu.au)

[www.facebook.com/underdalehs/](https://www.facebook.com/underdalehs/)

[www.instagram.com/underdalehighschoolofficial](https://www.instagram.com/underdalehighschoolofficial)

Bus routes: 287, 288, Circle Line and any bus along Henley Beach and Grange Road

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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.

Life at Underdale High School is more than the subjects studied. 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. We also offer a range of Special Programs.

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

We have gathered all of the relevant information around our curriculum below. There are links for you to investigate more detailed information. Please explore this information with your child so that together you can make informed, balanced decisions. If you require clarification, please do not hesitate to contact the school.

- The Australian Curriculum (AC)
- South Australian Certificate of Education (SACE)
- Vocational Education and Training (VET)
- English as an Alternative Language (EALD) Support
- Special Programs
- Co-curricular Opportunities
- Pathways Beyond School
- Curriculum Overview
- Curriculum Details

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# THE AUSTRALIAN CURRICULUM (AC)

Underdale's Middle School curriculum enables all students to study a comprehensive and balanced curriculum 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
- Maths
- Science
- Technologies
- The Arts

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.

To support these aims Year 8 and 9 students study many of their subjects in their Home Group classes. 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 - 27 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 including student presentations to a panel 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 SACE is internationally recognised, and is the main way South Australian students get into TAFE and university courses in South Australia, interstate and overseas.

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 gain the SACE, students generally complete two years of full-time study plus some work in Year 10 (PLP).

There are two stages:

- Stage 1, which students mostly do in Year 11
- Stage 2, which students mostly do in Year 12

## 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 Stage1 Credits and 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, study a trade, 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 go to <https://www.sace.sa.edu.au/>

## 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 Vocational Education and Training (VET) section.

## SACE REQUIREMENTS

### STAGE 1 (YEARS 10 & 11)

**PERSONAL LEARNING PLAN**  
(compulsory) 10 credits

**NUMERACY** (compulsory)  
from a range of mathematics subjects  
10 credits

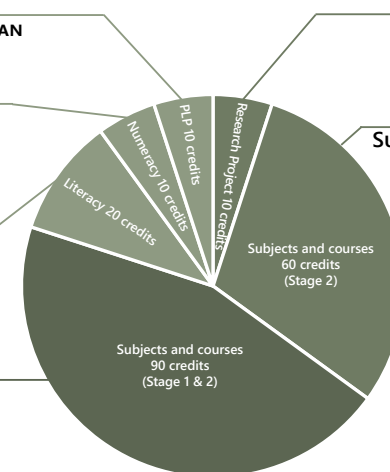
**LITERACY** (compulsory)  
from a range of English subjects  
20 credits

**SUBJECTS FROM A WIDE RANGE OF OPTIONS**  
90 CREDITS  
(selected from either stage 1 or stage 2)

### STAGE 2 (YEARS 12)

**RESEARCH PROJECT**  
(compulsory)  
10 credits

**SUBJECTS AND COURSES**  
(compulsory)  
from a wide range of subjects  
60 credits



TOTAL SACE = 200 CREDITS

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# VOCATIONAL EDUCATION & TRAINING (VET)

## 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. Students with VET qualifications are well prepared to take on apprenticeships (including School-based Apprenticeships), further education and training, and skilled jobs.

## What are Western Adelaide Regional VET Programs?

Regional VET programs provide senior school students in Western Adelaide with increased vocational pathway options through a broad range of VET program choices. Regional VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at their Home School, and attend the Host School or RTO for their chosen VET program. For more information visit [www.wats.sa.edu.au](http://www.wats.sa.edu.au)

## 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.
- gaining the skills and knowledge that employers look for.
- 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. Please speak to your school's VET Leader for more information about VET in the SACE or visit the SACE Board website: [222.sace.sa.edu.au/web/vet](http://222.sace.sa.edu.au/web/vet).

## What other SACE subjects could I study that is relevant to my VET course?

One SACE Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices, as this can be related to your VET course. 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. See our school's Curriculum Prospectus for other subjects that your school offers that may relate to your chosen VET course.

## Will I need to do some 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.

The Department for Education provides Workplace Learning Procedures for all South Australian schools. Before participating in workplace learning students must have undertaken a program of workplace learning preparation (minimum 5hrs of OHS, Child Protection and Equal Opportunity preparation). You will also need to complete a Workplace Learning Agreement Form and ensure that it is signed by all parties (work placement provider, parent/caregiver, student and Home School Principal). Please see your VET Leader for a copy of your school's Workplace Learning Agreement Form.

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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:

- English as an Additional Language (EAL) classes for students from Years 8 – 12
- EAL support in mainstream subjects in all year levels
- Bilingual Student Support Officers
- Intensive Literacy classes Years 8 – 11

## 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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# DIFFERENTIATION & LEARNING SUPPORT

Special measures and plans for students with disabilities, learning difficulties and gifted students, including in-class and out-of-class support, promote all students to be successful.

Teachers and Support Staff assess, monitor and support the learning needs of students at appropriate levels and provide differentiated access to the curriculum and teaching programs. Teachers and leaders are continually improving their ability to differentiate learning through workshops and training.

If you wish to discuss the specific learning needs of your child, please contact our Differentiation Learning Leader, contact details can be found on the contacts page of our website or by phoning reception on 83018000.

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# SPECIAL 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.

## 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.

## Certificate II in Automotive Vocational Preparation (Years 11 and 12)

The senior courses are VET courses within WASSN which offers places for Underdale High School students as well as external students. The courses operate through the \$1.5 million industrial complex at Underdale High School. The course provides opportunities to develop skills in a range of Automotive Vocational Pathways. The programs are a mixture of theoretical and practical components, with an emphasis on practical skill development. This is a 2 year course with Year 1 being undertaken in Year 11 and Year 2 in Year 12.

In addition the school has developed links with a number of automotive dealerships and provides students with the opportunity to participate in work placement within the Automotive Industry.

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# SPECIAL PROGRAMS - FOOTBALL ACADEMY

## APPLICATIONS TO BE RECEIVED BY FRIDAY, 7TH MAY 2021

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

This successful program caters for students in Years 8-12 and has attracted student interest from across South Australia and internationally. Several graduates of our Football Academy have secured senior and international playing positions, as well as obtaining employment within the sporting industry.

In 2019, Underdale's Football Academy had one of its most successful years in its history:

- For the first time, we had all five of our knockout teams make it to the semi-finals.
- The Open Boys Knockout team were crowned State Champions for the fourth time.
- The year 10 Boys Knockout team were crowned State Champions for the second time.
- The Year 8/9 Girls Knockout team were runners-up.
- The year 8/9 Boys and Open Girls Knockout teams were semi-finalists.
- Open Boys & Girls 5-a-Side teams were finalists, with then Open Girls teams being crowned 5-a-side State Champions for the second time.
- Open Boys & Girls and Year 8/9 Girls Futsal teams were all finalists in their competitions, with the Open Boys team being crowned State Champions for the fifth time.

The Underdale High School Football Academy Program is fully endorsed by the Football Federation of South Australia and has close links with the NTC and Futsal SA. It also has links with the State Development squads and follows the FFA National Curriculum Guidelines.

Students from Year 8 – Year 12 receive a formal, structured and holistic program where a high level of commitment takes place in a safe, happy and caring environment.

## 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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# SPECIAL PROGRAMS - FOOTBALL ACADEMY

## The Middle School Program (Year 8 and 9)

The Academy technical program is the focal point of the players' football education in all year levels. For the Year 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 students become 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.
- 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 Skills Training Certificate, Australia Level 4 Referee's Certificate and a Grassroots Certificate.

Students also complete work placements at the SAPSASA Football Carnival.

## Entry to our Year 8 Football Program

Year 7 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 (Football Academy Application Form – 2020) 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.

[Click here to download Football Academy Application Form – 2021](#)

APPLICATIONS TO BE RECEIVED BY FRIDAY, 7TH MAY 2021

*Call us on 8301 8000 to receive a Football (Soccer) Academy Information Package and/or arrange to join a tour of the school.*

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# SPECIAL PROGRAMS - NETBALL PROGRAM

If you are currently playing netball for a primary school team or a club outside school, you may be interested in studying netball as part of the Year 8-10 curriculum.

If you have not previously played in a netball team, but have an interest in the sport and would like to give it a go, you can also choose this option. Year 8-10 Netball is an elective course conducted a semester and is not compulsory for all students. The course is designed for students who have a genuine interest in and commitment to learning about netball.

The course consists of four lessons per week as two double lessons, of which one is theoretical. The lessons are conducted by teachers who have experience as players and coaches with the support of Netball SA. Students attend these lessons during the normal school day as part of the school's curriculum. The course is designed to meet the Achievement Standards for Physical Education in the Australian Curriculum.

There is an annual fee of \$60 to be paid if a student is accepted into the program, to help pay for associated costs of running the course.

It is expected that students will be involved in the school's sports Western Zone program and represent the school in the State-Wide Zone Knock Out Competition and attend their lessons regularly throughout the year. Attendance is expected to be at 93%.

Students who elect to study Netball will not study Physical Education as a separate subject in Year 8-10.

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# SPECIAL PROGRAMS - INTERNATIONAL

## International Statement & Overview

Located only ten minutes from both the city centre and the beach, Underdale High School is nestled in spacious grounds adjoining the prestigious river parklands providing a safe and attractive environment in which to live and study. Underdale is a modern comprehensive high school for year 8 – 12 students, providing a world class education for local and overseas students.

Our vision is to nurture resilient, optimistic and courageous individuals to lead our futures. We are committed to working with our students to provide and deliver a student-centred curriculum within a supportive learning environment, and to celebrate diversity.

## School facilities and resources:

- Music and Drama suites
- Extensive Resource Centre with internet access and large collection of EALD resources
- Industry standard Automotive Centre
- 5 computer networked suites, netbooks, interactive whiteboards and data projectors
- Modern gymnasium and weights room
- Sporting facilities include: Large oval with 3 soccer pitches (and lighting), eight tennis courts and two basketball courts
- Year 12 study room and Senior School Sub-School area

## Strong focus areas:

- Thinking Skills and Learning Methodologies
- Visual and Performing Arts
- Automotive Studies
- English as a an Additional Language or dialect (EALD)
- International student programs and student cultural exchanges

## Special interest programs:

- Australian Curriculum for middle year students (Years 8 – 10)
- Football (Soccer) Academy preparing students in Years 8 – 12 for the world scene
- Gifted and Talented Education Program
- Vocational Education & Training (VET) – programs including Automotive Technology, Information Technology, Tourism & Hospitality

## Languages:

- English as an Additional Dialect (EALD)
- Greek
- Japanese
- Students may also study other languages organised by the school with the South Australian School of Languages

## Student Support Services:

- International student team (and Deputy Principal)
- On-going EALD support and small group programs at all levels
- 2 School Counsellors and Career Counsellor
- Student Well-being Team and Sub-School Coordinators
- Bilingual Support Officers
- Student 'buddy' system
- Mentors from the school to support students
- Football (Soccer) Manager
- Dedicated Pastoral Care Program – personal & social skills, career and transition planning, independent study habits and work ethic

## Sporting activities:

- Wide range of sports for boys and girls of all abilities
- Soccer, Netball, Basketball, Volleyball, Tennis, Badminton, Athletics
- After School Sporting Competitions
- State Knockout competitions in a range of sports
- Support of individual elite athletes

## Co-curricular opportunities

- Student voice and leadership opportunities
- Academic and Problem-Solving Competitions
- Debating & Public Speaking Groups, Chess and Science Clubs
- Music Bands and the annual Drama Production (Drama, Music and Dance)
- Adventure Skills and Outdoor Education
- Community & Enterprise Opportunities (such as Service to our community)

## International programs

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

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# SPECIAL PROGRAMS - STEM ADVANCED TECHNOLOGY PROJECT

The Advanced Technology Project is an initiative funded from the Commonwealth by the Department of Defence and managed by the Department for Education and Child Development with professional development provided by the Australian Science and Mathematics School.

The Project aims to increase the number of students studying science, technology, engineering and mathematics (STEM), and increase the pool of young people ready to move from school into higher or further education, apprenticeships, scholarships etc and Industry. The Project also aims to increase employer awareness of their options for recruiting young people.

There are nineteen schools involved in the program based in the northern, southern and western metropolitan regions including independent and catholic schools.

For more information on the Advanced Technology Project:

- Speak with the ATP Manager, Digital Learning Leader, VET Coordinator or Careers Adviser in your school.

### Underdale High student involvement has included:

- Robotics in Year 8 for all students
- 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, University of Adelaide Tech School, Engineering Ingenuity Expo, Women in Technology, Big Day Inn
- Technology Club
- 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 for students (social and educational), to develop leadership skills and to 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.

Key student leaders 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.

Students hold office on the council, giving them the opportunity to develop skills in:

- running meetings
- publicity
- organisation of events (e.g. whole school assemblies, charity and fund raising)
- 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:

- Academic and problem-solving competitions
- 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

## Music Program

Students study Music from year 8 onwards. 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

During Term 1 our students compete in the school and state athletics 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 into the Western Zone Secondary Schools Sports competitions that run on Wednesday afternoons.

We enter teams in a range of sports which include:

- Athletics
- Badminton
- Basketball
- Boys & Girls Football (Soccer) – field and indoor (Futsal)
- Netball
- Rugby League
- 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>

## Other opportunities

- Interschool Maths Quiz
- CO2 Drag Racing
- UHS World Sprint
- Oliphant Science Awards
- Girls Science Program
- Badminton Club
- Premiers Reading Challenge
- Premiers Be Active Challenge
- Tech Club
- Lunchtime Chess
- Debating Competition
- School Auction Championships
- Footy Long Bomb
- Inter-class Volleyball
- Year 12 Jumper design team
- Year 12 Formal organising team

The list grows each year!

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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 – Courage (Red), Optimism (Yellow), Resilience (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.

## Considerations for Weather Conditions

Whilst our annual Sports Day is one of the most anticipated events on our calendar, we must keep the Health and Safety of our students and staff our ultimate consideration. The following are the arrangements in place considering weather conditions for our annual Sport Days.

If at 7:00am on the day before the scheduled Sports Day, the Bureau of Meteorology predicts the temperature on Sports Day is going to be:

- 33 degrees Celsius or lower, there will be no changes to Sports Day arrangements.
- 34, 35 or 36 degrees Celsius, Sports Day will go ahead with a restricted program, and students will be dismissed from SANTOS Stadium at 1:30pm. All students are expected to have left the venue by 1:45pm. Parents are asked to make arrangements with this dismissal time in mind. For those students who have paid to catch the bus to SANTOS stadium in the morning, the bus will transport them back to school at 1:30pm, arriving back at school approximately 2:00pm for dismissal. If parents need for their child to be supervised at school, they need to register their name with reception. The bus will shuttle any extra students back to school.
- 37 degrees Celsius or higher, Sports Day will be re-scheduled and the regular program of lessons will run at school.

We hope to see everyone at Sports Day!

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# 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 Entrance

- ATAR (Australian Tertiary Admissions Rank)
- Pre-requisite Subjects
- Assumed Knowledge
- Precluded subject Combinations
- Bonus ATAR points scheme
- Subsidies and Scholarships

### TAFE SA Entrance

- MER (Minimum Entry Requirements)

To access all of this information, all latest news and due dates, please visit the SATAC website <http://www.satac.edu.au/>.

## APPRENTICESHIPS

For more information about Apprenticeships, please go to our section on Vocational Education and Training (VET).

## CAREER GUIDANCE

We suggest that students utilise the following websites to explore different career pathways.

- My Future Australia's online career exploration and information service <https://myfuture.edu.au/>
- The Job Guide Provides information on over 600 occupations and describes the education or training needed for those occupations <http://www.education.gov.au/job-guide>

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# CURRICULUM OVERVIEW - MIDDLE SCHOOL

YEAR 8	Units
English / EALD	2
Maths	2
Science	2
HASS	2
Design & Technology	1
Visual Art	1
Performing Arts	1
Food & Textiles Technology	1
Health & PE	
<i>Select one of the following</i>	
- Health & PE	1
- Netball Academy	1
- Football Academy*	2*
LOTE	
<i>Select one of the following</i>	
- Greek	1
- Japanese	1
Social Education	-
<b>Total Units Required</b>	<b>14</b>

YEAR 9	Units
English / EALD	2
Maths	2
Science	2
History	1
Geography	1
Digital Technology	1
Health & PE	
<i>Select one of the following</i>	
- Health & PE	1
- Netball Academy	1
- Football Academy*	2*
Arts	
<i>Select one of the following</i>	
- Drama	1
- Music	2
- Visual Art	1
Social Education	-
Design & Technologies	1
Drama	1
Food & Textiles Technology	1
Greek	1 or 2
Japanese	1 or 2
Robotics & STEM	1
Sport & Recreation	1
Visual Arts	1
<b>Total Units Required</b>	<b>14</b>

YEAR 10	Units	SACE Credits
English / EALD	2	
Maths / Maths A	2	
Science	2	
History	1	
Personal Learning Plan (PLP)	1	10
Health & PE		
<i>Select one of the following</i>		
- Health & PE	1	
- Netball Academy	1	
- Football Academy*	2*	
Social Education	-	
3D Product Engineering	1	
Art	1	
Automotive	1	
Business & Economics	1	
Child Studies	1	
Design	1	
Drama	1	
External VET or ASBA	1 or 2	
Film	1	
Food Technology A	1	
Food Technology B	1	
Geography	1	
Greek	1 or 2	
Human Movement	2	
Japanese	1 or 2	
Metal Engineering	1	
Music	2	
Photography	1	
Textiles Technology	1	
Woodwork	1	
<b>Total Units Required</b>	<b>14</b>	

- \* Football Academy
- Entry by application. Subject is run across the full year.
  - Year 8 - Incorporates Health & PE and Food & Textiles Technology.
  - Year 9 - Elective units are reduced from 3 to 2.
  - Year 10 - Elective units are reduced from 5 to 4.

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> <ul style="list-style-type: none"> <li>- English</li> <li>- EALD</li> <li>- Essential English</li> <li>- Essential EALD</li> <li>- English Literary Studies</li> </ul>	2	20
<b>Mathematics</b> <i>Select at least one unit</i> <ul style="list-style-type: none"> <li>- Essential Mathematics</li> <li>- General Mathematics 1 &amp; 2</li> <li>- Mathematical Methods 1, 2 &amp; 3</li> <li>- Specialist Mathematics</li> </ul>	1 1 or 2 3 1	10 10 or 20 30 10
<b>Research Practices</b>	0.5	10
<b>Research Project (Stage 2 Credits)</b>	1.5	10
<b>Supervised Study</b>	1	
<b>Social Education</b>	-	-

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

YEAR 11	Units	SACE Credits
Art A	1	10
Art B	1	10
Automotive (VET)*	1*	10*
Biology	2	20
Business Innovation	1	10
Chemistry	2	20
Child Studies	1	10
Design	1	10
Drama A	1	10
Drama B	1	10
Earth & Environmental Studies	1 or 2	10 or 20
External VET or ASBA*	1 or 2*	10 or 20*
Fashion & Design	1	10
Film	1	10
Food & Hospitality A	1	10
Food & Hospitality B	1	10
Furniture Construction A	1	10
Furniture Construction B	1	10
Greek Beginners (through St George)	1 or 2	10 or 20
Health	1	10
Information Processing & Publishing	1	10
Integrated Learning - Football	2	20
Japanese Beginners	1 or 2	10 or 20
Languages (School of Languages)	1 or 2	10 or 20
Legal Studies	1	10
Metal Engineering	1	10
Modern History	1	10
Music Experience	1	10
Photography	1	10
Physical Education A	1	10
Physical Education B	1	10
Physics	2	20
Psychology	2	20
Workplace Practices	1	10

\* VET - A completed Certificate III or higher 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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# CURRICULUM OVERVIEW - STAGE 2 SACE

YEAR 12	Units	SACE Credits	YEAR 12	Units	SACE Credits
Social Education	-	-			
Automotive (VET)	2	20	Greek (through St George)	2	20
Biology	2	20	Health	2	20
Business Innovation	2	20	Integrated Learning - Football	2	20
Chemistry	2	20	Languages (School of Languages)	2	20
Child Studies	2	20	Mathematical Methods	2	20
Community Studies B*	2*	20*	Essential Mathematics	2	20
Creative Arts	2	20	General Mathematics	2	20
Design	2	20	Specialist Mathematics	2	20
Drama	2	20	Metal Engineering	2	20
Earth & Environmental Sciences	2	20	Modern History	2	20
English	2	20	Music Performance	2	20
English as an Additional Language	2	20	Photography	2	20
English Literary Studies	2	20	Physical Education Integrated Learning (no exam)	2	20
Essential English	2	20	Physical Education (exam)		
Essential EALD	2	20	Physics	2	20
External Subject	2	20	Psychology	2	20
External VET or ASBA**	2**	20**	Society & Culture	2	20
Food & Hospitality	2	20	Visual Arts	2	20
Furniture Construction	2	20	Workplace Practices - Sports Focus	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)**

\* Stage 2 Pre-requisites

- Generally, you can select a Stage 2 subject if you have passed a similar Stage 1 subject.
- Gaining a "B" Grade or higher in Stage 1 will allow you to select the ATAR version of that subject in Year 12.
- Gaining a "C" will restrict you to the Community Studies B version.
- Depending on your performance, you may request a transfer from the Community Studies B version to the ATAR version at the end of Term 1 in Year 12.
- Community Studies B enables you to complete your SACE, but does not contribute to an ATAR.

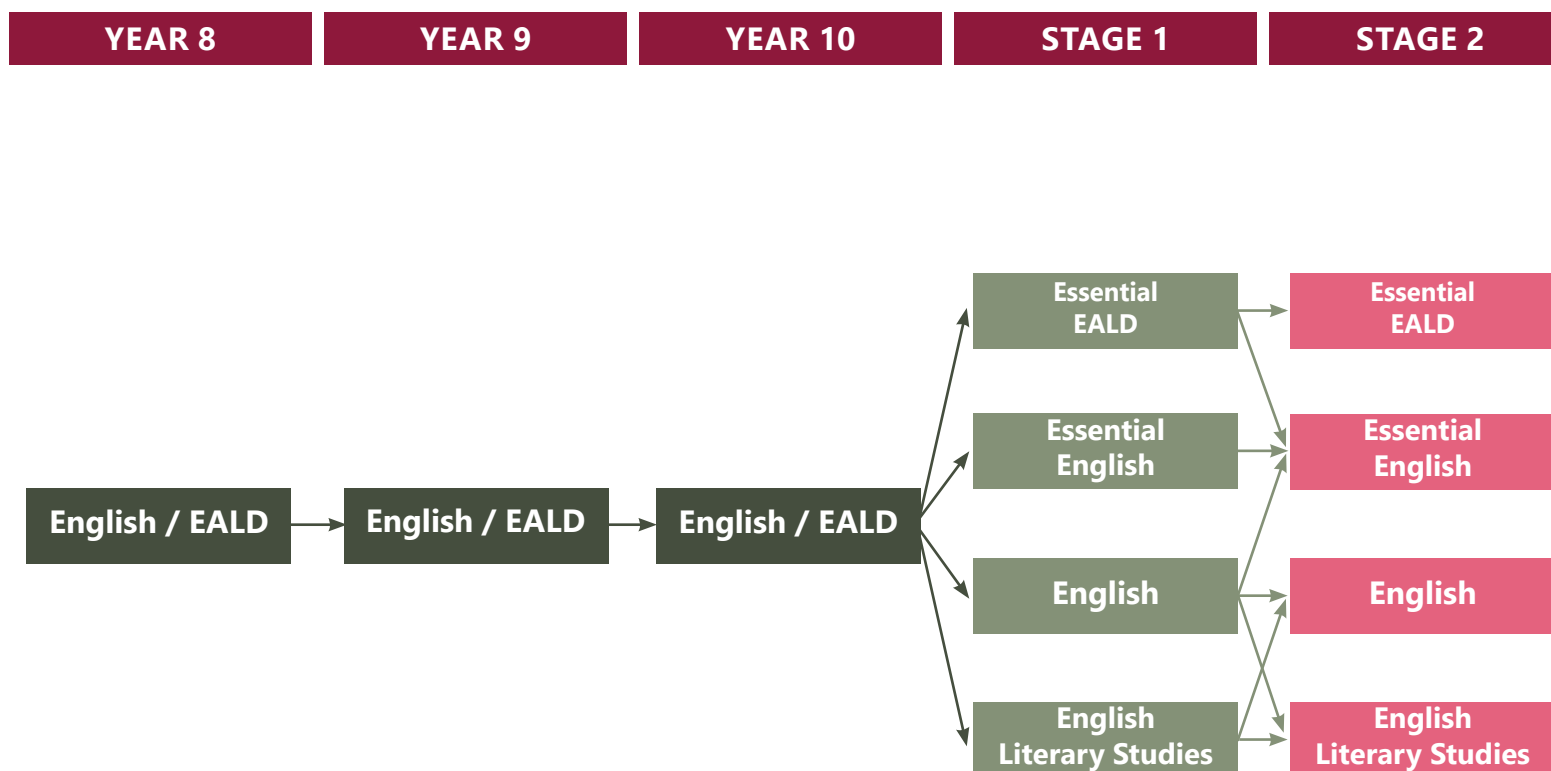
\*\* VET - Certificate III or higher can contribute towards your Australian Tertiary Admission Rank  
Units = The number of units for the specific subject, one unit is the equivalent of one semesters work.

■ COMPULSORY SUBJECTS    ■ ELECTIVE SUBJECTS    ■ SACE CREDITS

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# ENGLISH / EALD



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

\*\* *Intensive Literacy is offered from Year 8 to Year 11  
Intensive Literacy supplements and extends on the students' English  
or EALD learning to support their success across all their subjects.*

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# ENGLISH / EALD

## ENGLISH YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
English in Year 8 includes: reading a range of creative and informative texts to develop comprehension skills, critical viewing of films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including responses to texts, in line with Australian Curriculum requirements. 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## EALD YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
EALD in Year 8 includes: reading a range of creative and informative texts to develop comprehension skills, critical viewing of films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including responses to texts, in line with Australian Curriculum requirements. 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.

**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

## INTENSIVE LITERACY YEAR 8

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
Intensive Literacy supplements and extends on the students' English or EALD 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 English is based upon the achievement standards of the Australian Curriculum.

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

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
English in Year 9 includes: reading a wide range of texts and developing comprehension skills and strategies, 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# ENGLISH / EALD

## EALD Year 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
EALD in Year 9 includes: reading a wide range of texts and developing comprehension skills and strategies, 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 EALD students in mind.

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

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

**CURRICULUM CHARGES**  
Not Applicable

## INTENSIVE LITERACY Year 9

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
Intensive Literacy supplements and extends on the students' English or EALD 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 English is based upon the achievement standards of the Australian Curriculum.

**SPECIAL REQUIREMENTS**  
Students are recommended for this class by their English/EALD teacher.

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH Year 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## EALD Year 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

**CONTENT**  
EALD 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 EALD students in mind.

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

**SPECIAL REQUIREMENTS**  
Students must qualify to be part of a specialist EALD 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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# ENGLISH / EALD

## INTENSIVE LITERACY YEAR 10

### LENGTH

Semester/Full Year

### CONTACT PERSON

English/EALD Leader

### CONTENT

Intensive Literacy supplements and extends on the students' English or EALD 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 English is based upon the achievement standards of the Australian Curriculum.

### SPECIAL REQUIREMENTS

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

### CURRICULUM CHARGES

Not Applicable

## ENGLISH STAGE 1

### LENGTH

Full Year

### CONTACT PERSON

English/EALD 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.

### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

## EALD STAGE 1

### LENGTH

Full Year

### CONTACT PERSON

English/EALD Leader

### CONTENT

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

Responding to Texts - Students explore a range of written, oral and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers or news broadcasts.

Interactive Study- Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

Language Study - Students identify and analyse aspects of language used in one or more texts.

### ASSESSMENT

Assessment is based upon the performance standards of the SACE.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

## INTENSIVE LITERACY STAGE 1

### LENGTH

Semester/Full Year

### CONTACT PERSON

English/EALD Leader

### CONTENT

Intensive Literacy supplements English or EALD, 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.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

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# ENGLISH / EALD

## ESSENTIAL ENGLISH STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ESSENTIAL ENGLISH (EALD) STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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 EALD 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH LITERARY STUDIES STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
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# ENGLISH / EALD

## EALD STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD Leader

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

School Assessment (70%)

Academic Literacy Study (30%) – Students investigate a question or a topic and present their findings in an academic style by producing two tasks: a written report and an oral interaction.

Responses to Texts (40%) – Students complete four responses to a range of texts, both orally and in written form.

External Assessment: Examination (30%) – A two part, 160 minute exam, divided into two sections

Section 1: Comprehending Multimodal Texts

Section 2: Written Paper.

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

**SPECIAL REQUIREMENTS**  
Students must meet the SACE criteria of an EALD student to qualify for this subject.

**CURRICULUM CHARGES**  
Not Applicable

## ESSENTIAL ENGLISH STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

**RECOMMENDED PATHWAY**  
Students are recommended to have achieved a C+ or higher in Stage 1 Essential English or Stage 1 Essential English (EALD)

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ESSENTIAL ENGLISH (EALD) STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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 EALD students in mind.

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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ENGLISH LITERARY STUDIES STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
English/EALD 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.

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

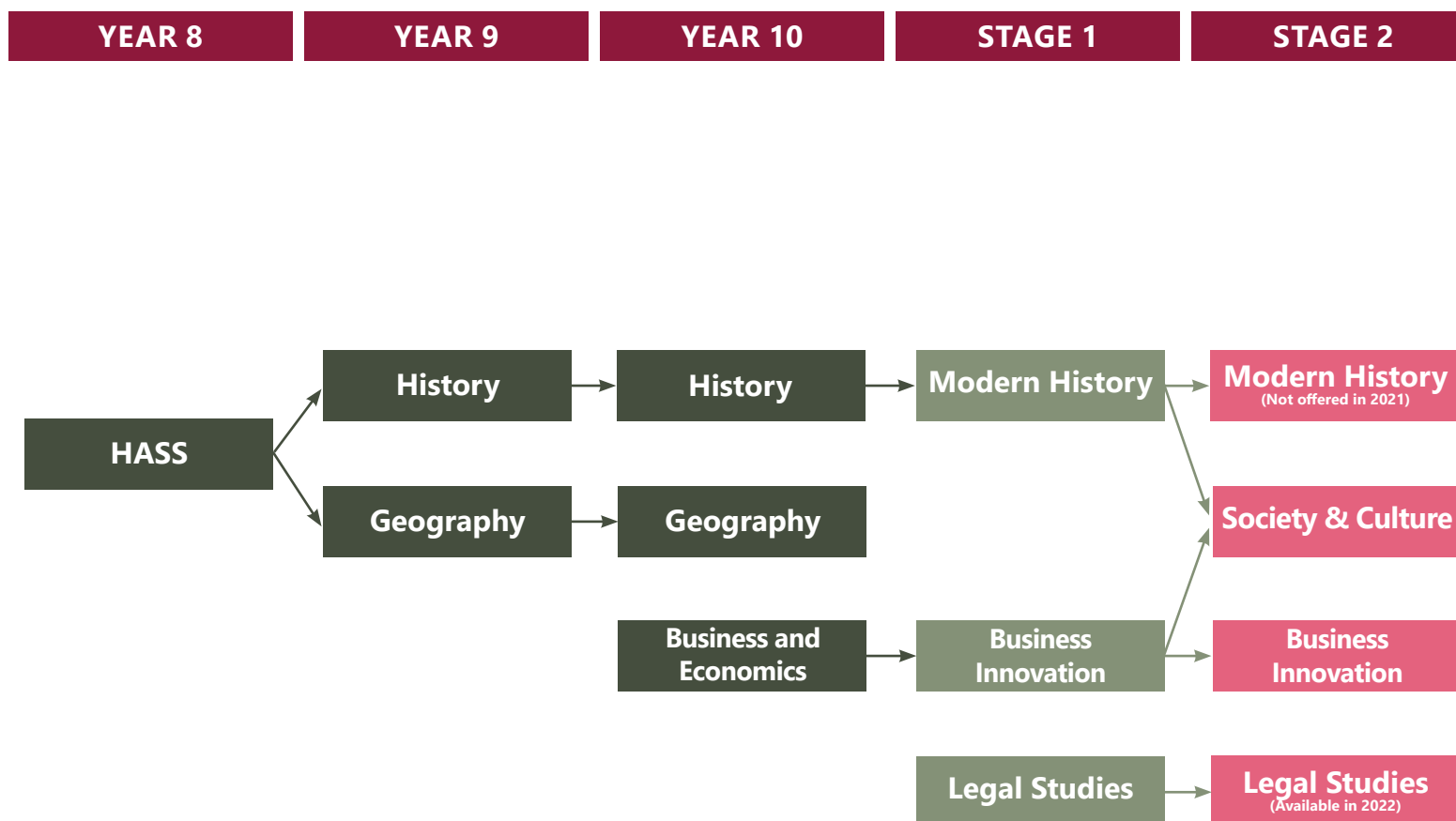
**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES & SOCIAL SCIENCES



AUSTRALIAN CURRICULUM

SACE STAGE 1

SACE STAGE 2

VET

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# HUMANITIES & SOCIAL SCIENCES

## HASS (GEOGRAPHY/BUSINESS & ECONOMICS) YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students will develop a holistic understanding of the world and learn about the diversity of the world's places, peoples, cultures, environments and economies.

They will also learn about the way markets work in Australia and on a global basis, the rights and responsibilities of businesses, consumers and governments.

They will develop a range of skills such as:

- creating and interpreting maps based on geographical data
- responsibility towards the environment
- knowledge of the local area, Australia and the world
- group work and collaboration
- social action and participation

The course is divided into two broad areas - Landforms and Landscapes and Changing Nations, which is undertaken over the semester.

### ASSESSMENT

Many learning activities are offered throughout the course, including assignments, discussions, debates and oral presentations.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## HASS (HISTORY/CIVICS & CITIZENSHIP) YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students will expand their knowledge and understanding of:

- their own and other societies and cultures, past and present
- the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

Students will develop a range of skills including:

- research
- understanding different perspectives
- interpreting and evaluating evidence
- communicating for a range of purposes and audiences
- group work and collaboration
- social action and participation

Students will undertake three depth studies from the following topics:

- The Western and Islamic World
- The Asia-Pacific World
- Expanding Contacts

### ASSESSMENT

Students are required to complete a range of tasks to develop knowledge, understanding and skills through the process of historical inquiry.

Achievement may be demonstrated by: essays, tests, debates, posters, reports and/or oral presentations.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## GEOGRAPHY YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

The students will develop a range of skills such as:

- creating and interpreting maps and graphs
- collecting and representing data
- undertaking field work
- communicating in geographic language and formats
- proposing and evaluating solutions to geographic problems

The course is divided into two broad areas - Biomes and food security and Geographies of Interconnections. Topics covered in Biomes and food security include the global distribution of the world's biomes and its relationship to climate, the global and regional issues of food production, consumption and food security. Topics covered in Geographies of Interconnections include the global distribution of production and consumption of goods, services, travel and leisure.

### ASSESSMENT

Tasks are assessed according to ACARA (Australian Curriculum Assessment and Reporting Authority)

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## HISTORY YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

The students will expand their knowledge and understanding of:

- their own and other societies and cultures, past and present
- inter-dependence between people, their society and their environment

They will develop a range of skills such as:

- communicating for a range of purposes and audiences
- application of historical concepts such as cause and effect, perspectives, contestability and empathy.
- awareness of different types of evidence
- research and referencing
- group work and collaboration

An Overview is used to introduce the period, identify important features and develop a chronology and to provide a broader context for the Depth Studies. Students will undertake three studies from the following topics:

- Making a better World?
- Australia and Asia - World War One

### ASSESSMENT

Students are required to complete a range of tasks to develop historical knowledge, understanding and skills including: research assignments, source analysis and oral presentations.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES & SOCIAL SCIENCES

## GEOGRAPHY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

This subject encourages students to develop an understanding of the global issues of environmental and social change. Two major areas of study include; Environmental Change & Management, and Geographies of Human Wellbeing. Students will also be introduced to Geographic Information Software to analyse and present spatial and geographic data.

The course aims to develop students' 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 case studies, source analysis, interpretation and investigation.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## 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 and its place within the Asia-Pacific region and its global standing.

Students will further refine the skills they have learned and developed during Years 8 and 9. 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

Individual and collaborative assessment tasks will include;

- Research techniques
- Sources Analysis
- Essay and report writing
- Oral presentations

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## BUSINESS & ECONOMICS YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HASS Leader

### CONTENT

Students will develop an awareness and understanding of the human, economic and legal dimensions of society. How the economic problems within companies can be solved, examining economic issues from various perspectives and providing possible solutions. As a result, students will be prepared to manage their business affairs more effectively in their roles as citizens, consumers and workers.

This course is designed to educate students on financial, economic, organisational, legal, market related and environmental matters and how they affect them and their future.

### ASSESSMENT

Individual and collaborative assessment tasks will include research assignments, sharemarket games (allowing students to create a virtual portfolio and experience of investing in the stock market), oral presentations and practical activities (creating an effective budget) incorporating the use of ICTs.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES & SOCIAL SCIENCES

## 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

**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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HUMANITIES & SOCIAL SCIENCES

## 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## 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%)

**SPECIAL REQUIREMENTS**  
Not Applicable

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

## SOCIETY & 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**  
School assessment with external moderation (no final exam).

- Oral, group and written assignments.
- A major individual research assignment 30%

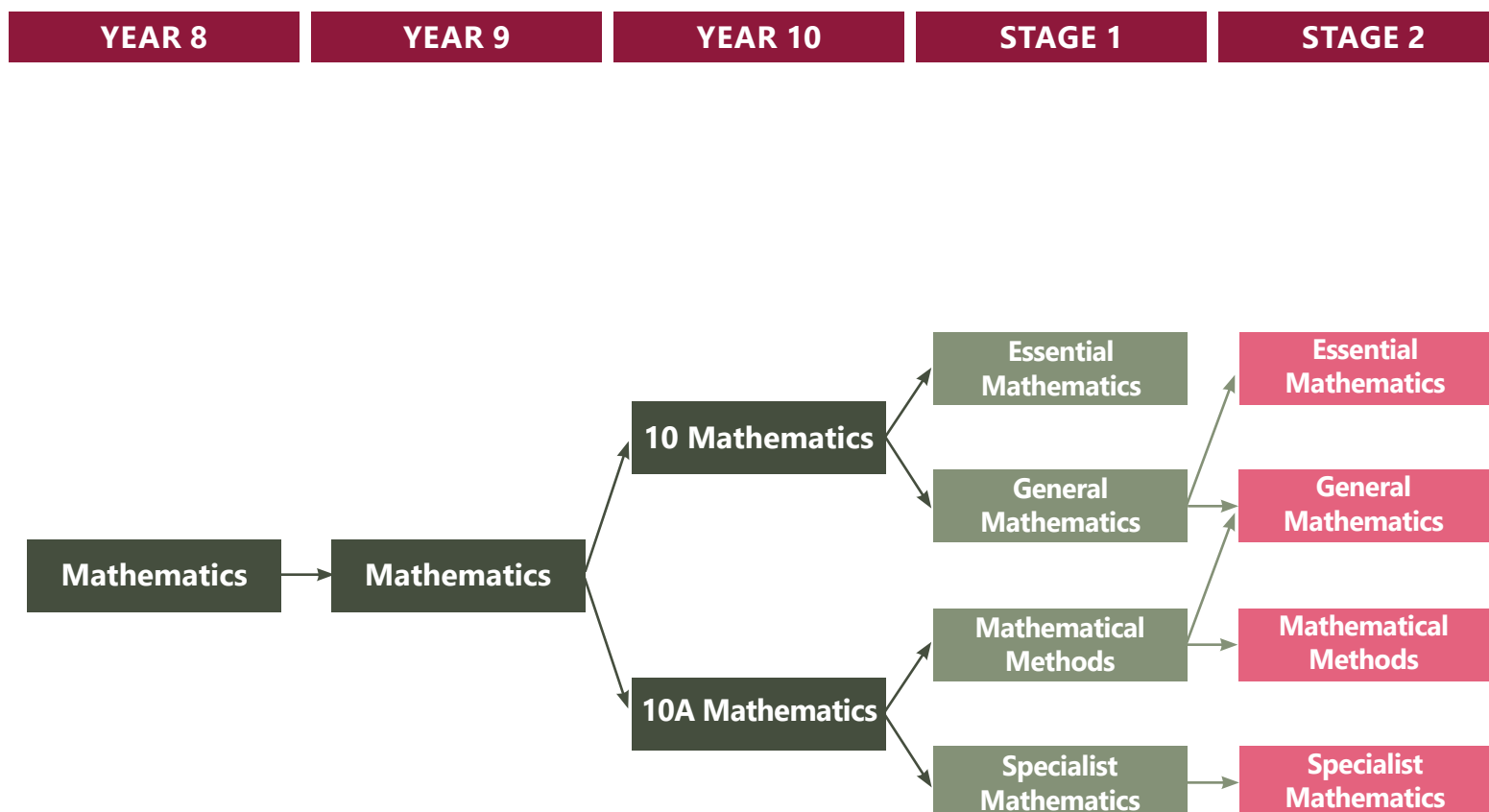
**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# MATHEMATICS

## MATHEMATICS YEAR 8

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
Year 8 Maths has students working to improve their understanding, fluency, problem solving and reasoning skills through a range of mathematical topics including geometry, measurement, algebra and probability.

**ASSESSMENT**  
Students will complete mathematical investigations, tests and projects and are assessed on the achievement standards of the Australian Curriculum.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS YEAR 9

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
Year 9 Maths has students increasing their understanding, fluency, problem solving and reasoning skills through a range of mathematical topics including coordinate geometry and pythagoras, linear equations and polynomials, business maths and statistics.

**ASSESSMENT**  
Students will complete mathematical investigations, tests and projects and are assessed on the achievement standards of the Australian Curriculum.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
Year 10 Maths continues to develop the fundamental mathematical skills and prepares students for entry into Stage 1 General and Essential Maths. Topics covered include Pythagoras and trigonometry, linear and non-linear relationships, geometric reasoning and algebra.

**ASSESSMENT**  
Students will complete mathematical investigations, tests and projects and are assessed on the achievement standards of the Australian Curriculum.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICS 10A YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
Year 10A Maths continues to build on the fundamental mathematical skills and prepares students for entry into Stage 1 Maths, particularly for those wishing to study Stage 1 Maths Methods. All topics from year 10 Maths are covered. An emphasis is placed on advanced algebra; students additionally study logarithmic and exponential equations, circle geometry and advanced trigonometry.

**ASSESSMENT**  
Students will complete mathematical investigations, tests and projects and are assessed on the achievement standards of the Australian Curriculum.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# MATHEMATICS

## ESSENTIAL MATHEMATICS STAGE 1

### LENGTH

Semester or Full Year

### CONTACT PERSON

Mathematics Leader

### CONTENT

In Essential Maths students improve their practical problem solving skills in topics that have everyday and workplace contexts: Calculations, Ratio and Time, Earning and Spending, Geometry, Measurement, Data and Investing.

### ASSESSMENT

Students will complete 3 tests and an investigation each semester. Assessment is based on the SACE achievement standards.

### RECOMMENDED PATHWAYS

It is recommended that students have successfully completed year 10 Mathematics.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

## GENERAL MATHEMATICS STAGE 1

### LENGTH

Semester or Full Year

### CONTACT PERSON

Mathematics Leader

### CONTENT

In General Maths students improve their problem solving and mathematical modelling skills over six topics: Financial Maths, Measurement, Statistics, Trigonometry, Linear and Exponential Functions, and Matrices and Networks.

### ASSESSMENT

Students will complete 3 tests and an investigation each semester. Assessment is based on the SACE achievement standards.

### RECOMMENDED PATHWAYS

It is recommended that students achieved a B or higher in year 10 Mathematics.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

## MATHEMATICAL METHODS STAGE 1

### LENGTH

3 Semesters  
• 2 lines in semester 1  
• 1 line in semester 2

### CONTACT PERSON

Mathematics Leader

### CONTENT

In Maths Methods students improve their problem solving and reasoning skills over a number of topics that may include: Functions and Graphs, Trigonometry, Calculus, Polynomials, Statistics, Complex Numbers and Exponential and Logarithmic Functions.

### ASSESSMENT

Students will complete 3 tests and an investigation each semester. Assessment is based on the SACE achievement standards.

### RECOMMENDED PATHWAYS

It is recommended that students achieved a B or higher in year 10 Advanced Mathematics.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Not Applicable

## SPECIALIST MATHEMATICS STAGE 1

### LENGTH

Semester  
• 1 line in semester 2

### CONTACT PERSON

Mathematics Leader

### CONTENT

Specialist Maths prepares students who wish study Stage 2 Specialist Maths. Topics covered include Vector Geometry and Further Trigonometry.

### ASSESSMENT

Students will complete 3 tests and an investigation each semester. Assessment is based on the SACE achievement standards.

### RECOMMENDED PATHWAYS

It is recommended that students achieved a B or higher in year 10 Advanced Mathematics.

### SPECIAL REQUIREMENTS

Students must also be enrolled in Mathematical Methods

### CURRICULUM CHARGES

Not Applicable

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# MATHEMATICS

## ESSENTIAL MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
In Essential Maths students improve their practical problem solving skills in topics that have everyday and workplace contexts: Scales, Plans and Models, Measurement, Business Applications, Statistics and Investments and Loans.

**ASSESSMENT**  
Students will complete 4 tests and 3 investigations. There is a final external exam for this subject. Assessment is based on the SACE achievement standards.

**RECOMMENDED PATHWAYS**  
It is recommended that students achieved a C or higher in Stage 1 General Mathematics.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## GENERAL MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
In General Maths students improve their mathematical modelling skills to solve problems in a variety of workplace contexts: Modelling with Linear Relationships, Modelling with matrices, Statistical models, Financial models and Workflow and Optimisation.

**ASSESSMENT**  
Students will complete 5 tests and 2 investigations. There is a final external exam for this subject. Assessment is based on the SACE achievement standards.

**RECOMMENDED PATHWAYS**  
It is recommended that students achieved a B or higher in Stage 1 General Mathematics or a C or better in Stage 1 Mathematical Methods.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## MATHEMATICAL METHODS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
In Maths Methods students improve their problem solving and modelling skills over 2 main ideas: Calculus and Statistics. These ideas are split into 6 topics spread across the year.

**ASSESSMENT**  
Students will complete 6 tests and an investigation. There is a final external exam for this subject. Assessment is based on the SACE achievement standards.

**RECOMMENDED PATHWAYS**  
It is recommended that students achieved a B or higher in Stage 1 Mathematical Methods.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## SPECIALIST MATHEMATICS STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Mathematics Leader

**CONTENT**  
Specialist Maths deepens students' knowledge, understanding and skills, using rigorous mathematical arguments and models. Topics covered are: Mathematical induction, Complex numbers, Functions and graphs, 3-Dimensional vectors, Integration and Differential equations.

**ASSESSMENT**  
Students will complete 6 tests and an investigation. There is a final external exam for this subject. Assessment is based on the SACE achievement standards.

**RECOMMENDED PATHWAYS**  
It is recommended that students achieved a B or higher in both Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.

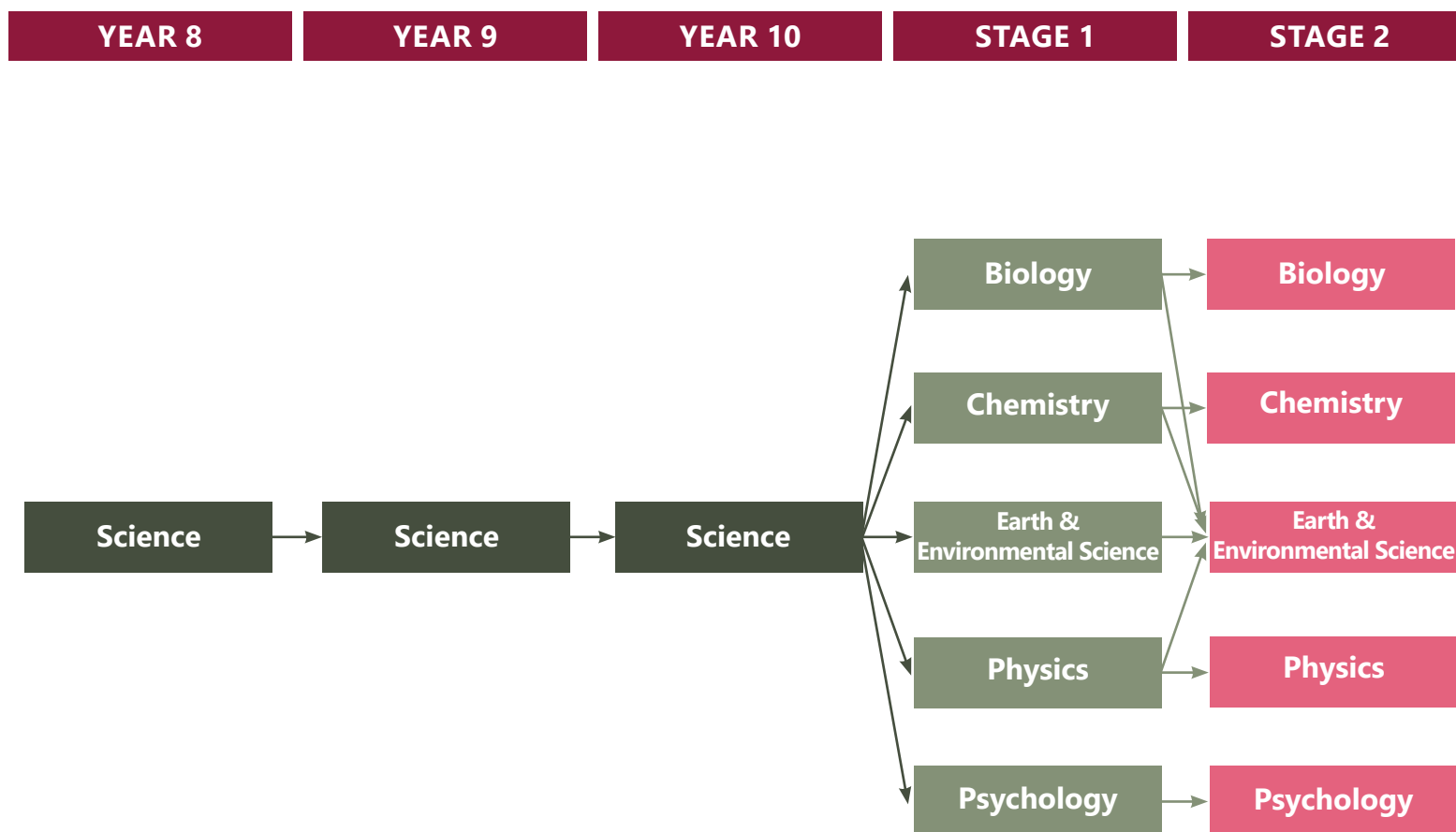
**SPECIAL REQUIREMENTS**  
Students must also be enrolled in Mathematical Methods

**CURRICULUM CHARGES**  
Not Applicable

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# SCIENCE

## 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;

- Lab skills and safety
- Cells and specialised functions
- Systems and organs of multicellular organisms
- States of matter
- Elements and compounds
- Chemical change
- Rocks and minerals
- Energy and transformations

### ASSESSMENT

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

**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;

- ORGANS AND INTERNAL SYSTEMS
- ECOSYSTEMS
- MATTER AND RADIOACTIVITY
- CHEMICAL REACTIONS
- ACIDS AND BASES
- PLATE TECTONICS
- ENERGY TRANSFER MECHANISMS

### ASSESSMENT

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

**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;

- DNA and genes
- Natural selection
- Atoms and their properties
- Chemical reaction types and rates
- The universe
- Global systems and their interactions
- Energy
- Motion

### ASSESSMENT

Forms of assessment include Tests, Practicals, Assignments, Projects and Story writing.

Based on Australian Curriculum

**SPECIAL REQUIREMENTS**  
Not Applicable

## 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. Projects, Practical reports)
- Mid and end of year exam

### SPECIAL REQUIREMENTS

Successful completion of year 10 science particularly the Biology component.

### CURRICULUM CHARGES

Workbook, approximately \$65

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# SCIENCE

## 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. Projects, Practical reports)
- Mid and end of year exam

### RECOMMENDED PATHWAY

Successful completion of year 10 Science preferred

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

## EARTH & ENVIRONMENTAL SCIENCE STAGE 1

**LENGTH**  
Semester/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. Projects, Practical reports)
- There are no tests or exams for this subject

### RECOMMENDED PATHWAY

Successful completion of year 10 Science preferred

### SPECIAL REQUIREMENTS

Not Applicable

### 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. Projects, Practical reports)
- Mid and end of year exam

### RECOMMENDED PATHWAY

Successful completion of year 10 Science preferred

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

## PSYCHOLOGY STAGE 1

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
Science Leader

### CONTENT

This subject sits between the life sciences and the humanities. It draws students whose backgrounds and interests lie in understanding the underlining psychological processes, human experience and individual and cultural diversity to intervene and advance the well-being of individuals, groups, and societies.

### Topic;

- Introduction to Psychology
- Option Topics
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

### ASSESSMENT

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

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

### RECOMMENDED PATHWAY

Successful completion of year 10 Science preferred

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

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# SCIENCE

## 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. Projects, Practical reports) (30%)
- External Examination (30%)

### RECOMMENDED PATHWAY

Successful completion of full year of stage 1 Biology

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

## 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. Projects, Practical reports) (30%)
- External Examination (30%)

### RECOMMENDED PATHWAY

Successful completion of full year of stage 1 Chemistry

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

## EARTH & 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)
- There are not test of exams for this subject

### RECOMMENDED PATHWAY

Successful completion of one semester of stage 1 Science preferred

### SPECIAL REQUIREMENTS

Not Applicable

### 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. Projects, Practical reports) (30%)
- External Examination (30%)

### RECOMMENDED PATHWAY

Successful completion of full year of stage 1 Physics

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

Additional costs for excursions as required

## PSYCHOLOGY STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Science Leader

### CONTENT

Students explain the factors that cause psychological differences and similarities between people and analyse the behaviour of themselves, others, and groups of people in different contexts. In addition, students will engage with the principles ethical research and undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Topics covered during the year include:

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

### ASSESSMENT

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

- Skills and application tasks (e.g. Tests)
- Investigation folio (e.g. Projects, practical reports)
- External Examination

### RECOMMENDED PATHWAY

Successful completion of Stage 1 Psychology preferred

### SPECIAL REQUIREMENTS

Not Applicable

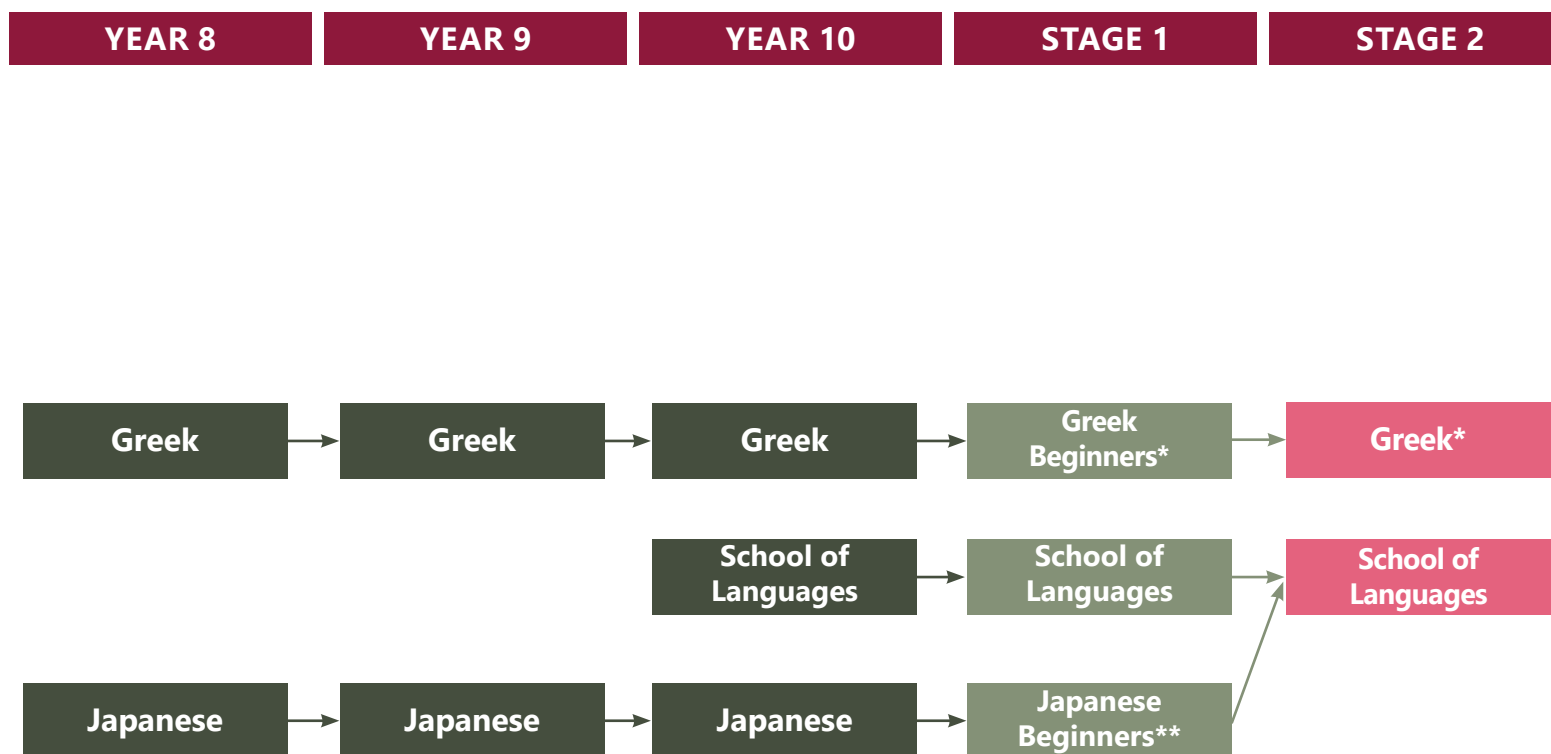
### CURRICULUM CHARGES

Additional costs for excursions as required

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# LANGUAGES OTHER THAN ENGLISH



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

AUSTRALIAN CURRICULUM

SACE STAGE 1

SACE STAGE 2

VET

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# LANGUAGES OTHER THAN ENGLISH

## GREEK YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
LOTE 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
- 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.

### SPECIAL REQUIREMENTS

Not Applicable

### CURRICULUM CHARGES

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

## GREEK YEAR 9

**LENGTH**  
Semester/Full Year

**CONTACT PERSON**  
LOTE 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, 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

### SPECIAL REQUIREMENTS

Not Applicable

### 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**  
LOTE 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.

### SPECIAL REQUIREMENTS

Not Applicable

### 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**  
LOTE 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.

### SPECIAL REQUIREMENTS

Eligibility criteria are applicable for the Beginners program

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.

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# LANGUAGES OTHER THAN ENGLISH

## JAPANESE YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
LOTE 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:

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

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

### ASSESSMENT

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

### 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**  
LOTE 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.

### SPECIAL REQUIREMENTS

Not Applicable

### 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**  
LOTE 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.

### SPECIAL REQUIREMENTS

Not Applicable

### 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**  
LOTE 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.

### SPECIAL REQUIREMENTS

Eligibility criteria are applicable for the Beginners program. 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.

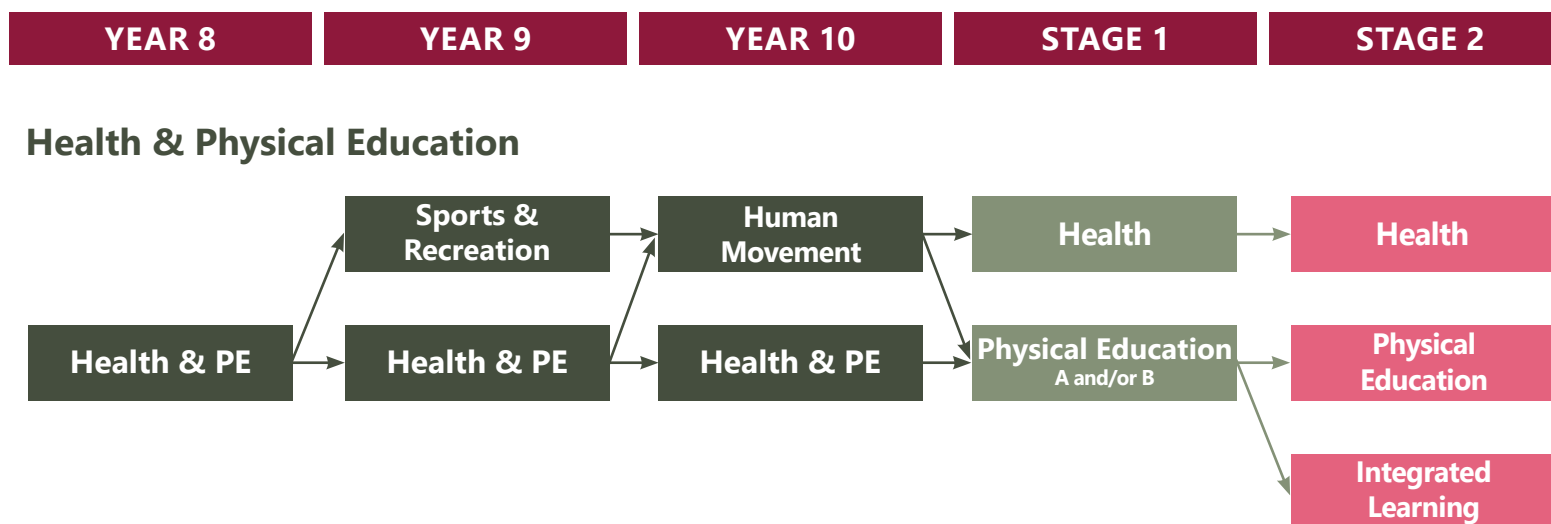
### CURRICULUM CHARGES

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

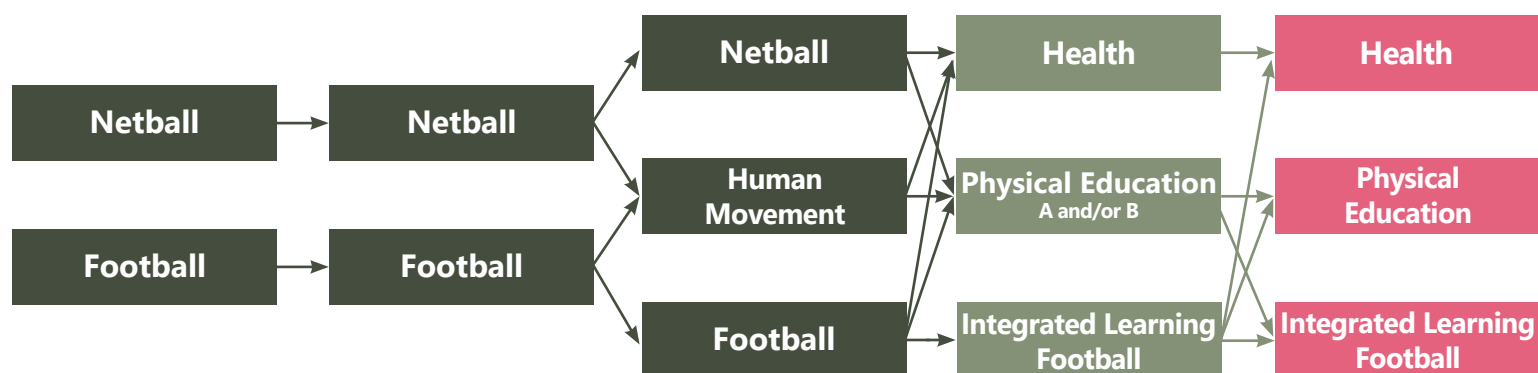
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# HEALTH & PHYSICAL EDUCATION



## Netball & Football Academy



■ AUSTRALIAN CURRICULUM

■ SACE STAGE 1

■ SACE STAGE 2

■ VET

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# HEALTH & PHYSICAL EDUCATION

## HEALTH & PHYSICAL EDUCATION YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

**CONTENT**  
The focus areas to be addressed in Year 8 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
- lifelong physical activities
- rhythmic and expressive movement 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 for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

**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**  
HPE/Sports 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, lifelong physical activities, rhythmic and expressive movement 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) here 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.

**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 & RECREATION YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports 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 for example. Achievement may be demonstrated for example by: essays, tests, posters, reflections presentations, creative writing, reports, reviews and practical performance.

**SPECIAL REQUIREMENTS**  
Students in either the Football or Netball programs 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.

## HEALTH & PHYSICAL EDUCATION YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports 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, lifelong physical activities, rhythmic and expressive movement 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) here 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.

**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

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# HEALTH & PHYSICAL EDUCATION

## HUMAN MOVEMENT YEAR 10

**LENGTH**  
Full Year

**CONTACT PERSON**  
HPE/Sports Leader

### CONTENT

This is a theory and practical based elective class for those interested in entering the world of Sports Science. The course is tailored to better prepare students for the theoretical components of 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.

### SPECIAL REQUIREMENTS

Underdale PE uniform or Soccer 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.

## PHYSICAL EDUCATION A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

### CONTENT

Major Focus is the Power Intercultural Program including AFL Multicultural Round Carnival. Other Topics include: Skill Acquisition Biomechanics Group Dynamics

### ASSESSMENT

30% Practical exploration, Participation in Power Intercultural Cup. Other sports chosen from but not limited to: AFL, Team Handball, Volleyball, Badminton, Softball and Aquatics.

30% Connections and Cultural awareness video.

40% Personal Venture; Guernsey design, Harmony day activation and reflection.

### RECOMMENDED PATHWAY

Successful completion of year 10 PE course.

### SPECIAL REQUIREMENTS

Underdale PE uniform or Soccer Academy uniform.

### CURRICULUM CHARGES

\$30 Aquatics excursion  
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**  
HPE/Sports Leader

### CONTENT

Performance Improvement: 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.

### RECOMMENDED PATHWAY

Successful completion of Year 10 PE, Year 10 Human Movement and/or Football Academy preferred.

### SPECIAL REQUIREMENTS

Underdale PE uniform or Soccer Academy uniform.

### CURRICULUM CHARGES

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

## HEALTH STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

### CONTENT

Students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. Students complete three health promoting activities which will be based on the different skills, interests, and needs of students and teachers.

### 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: Issues Response  
Assessment Type 2: Group Activity  
Assessment Type 3: Investigation  
Students provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of at least 20%.

### CURRICULUM CHARGES

Not Applicable

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# HEALTH & PHYSICAL EDUCATION

## PHYSICAL EDUCATION STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

HPE/Sports Leader

### CONTENT

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

### 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%).

### SPECIAL REQUIREMENTS

An A or B grade in any Stage 1 PE or Football subject. Keen interest in both practical and theoretical aspects of sport, physical activity and fitness. Underdale PE uniform or Soccer Academy uniform.

### CURRICULUM CHARGES

\$50 for Essentials Workbook  
\$30 Aquatics excursion

## HEALTH STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

HPE/Sports Leader

### CONTENT

Students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. Students complete three health promoting activities which will be based on the different skills, interests, and needs of students and teachers.

### ASSESSMENT

School-based Assessment (70%)

Group Investigation and Presentation (30%)

Issues Analysis (20%)

Practical Activity (20%)

External Assessment (30%)

### RECOMMENDED PATHWAY

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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# NETBALL ACADEMY

## NETBALL YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

**CONTENT**  
Practical Component  
Net, Set, Go program  
Theory Component  
The focus areas to be addressed in Year 8 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 and 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 and learning through movements associated with Netball. Achievement may be demonstrated for example by: essays, tests, posters, reflections presentations, creative writing, reports, reviews and practical performance.

**SPECIAL REQUIREMENTS**  
There is an expectation that students will participate in all practical lessons and interschool netball carnivals. If students cannot participate, this should be supported with a note from a parent or guardian. All Netball Academy students are required to have the school Netball uniform.

**CURRICULUM CHARGES**  
\$60

## NETBALL YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

**CONTENT**  
Practical Component:  
Further acquisition of netball skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of netball activities. To understand and experience refereeing in Netball.  
Theory Component:  
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, lifelong physical activities.

**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 Netball. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance. Students will receive additional qualifications in First Aid, Umpire's course, and Sport Science.

**SPECIAL REQUIREMENTS**  
There is an expectation that students will participate in all practical lessons and interschool netball competitions. If students cannot participate, this should be supported with a note from a parent or guardian. All Netball Academy students are required to have the school Netball uniform.

**CURRICULUM CHARGES**  
\$60

## NETBALL YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
HPE/Sports Leader

**CONTENT**  
Practical Component:  
Further acquisition of netball skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of netball activities. To develop Sports Leadership through Netball.  
Theory Component:  
Alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety challenge and adventure activities, lifelong physical activities.

**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 Netball. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

**SPECIAL REQUIREMENTS**  
There is an expectation that students will participate in all practical lessons and interschool Netball competitions. If students cannot participate, this should be supported with a note from a parent or guardian. All Netball Academy students are required to have the school Netball uniform.

**CURRICULUM CHARGES**  
\$60

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# FOOTBALL ACADEMY

## FOOTBALL YEAR 8

### LENGTH

Full Year

### CONTACT PERSON

HPE/Sports Leader

### CONTENT

Practical Component: Functional game skills and skills transfer in possession of the ball: Passing and receiving. Running with the ball, first touch and heading. Defensive functional game skills and skills transfer: Executing the game skills in corresponding game-related situations. 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 and learning through movements associated with football. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

### RECOMMENDED PATHWAY

Interested participants are required to submit an application form and participate in a selection trial.

### SPECIAL REQUIREMENTS

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

HPE/Sports Leader

### CONTENT

Practical Component: Functional game skills and passing practices. Basic positioning games. Basic training games. 1-4-3-3 basic game training. 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.

### RECOMMENDED PATHWAY

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.

### SPECIAL REQUIREMENTS

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

HPE/Sports Leader

### CONTENT

This subject provides the skills and knowledge for an individual to pursue a career in the football/sports industry at a regional, state or territory level. 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.

### RECOMMENDED PATHWAY

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.

### SPECIAL REQUIREMENTS

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.

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# FOOTBALL ACADEMY

## INTEGRATED LEARNING (FOOTBALL) STAGE 1

### LENGTH

Full Year

### CONTACT PERSON

HPE/Sports 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, Training games, Preparing a recreation session.

### ASSESSMENT

Practical Performance 40%  
Connections 40%  
Personal Venture 20%

### RECOMMENDED PATHWAY

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.

### SPECIAL REQUIREMENTS

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

## INTEGRATED LEARNING (FOOTBALL) STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

HPE/Sports Leader

### CONTENT

In this subject, students are expected to develop the knowledge, skills, and understanding through a focus on Football. 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.

### RECOMMENDED PATHWAY

Interested students are required to have successfully completed the Stage 1 football course. New students must complete the application which will be assessed by the football manager.

### SPECIAL REQUIREMENTS

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.

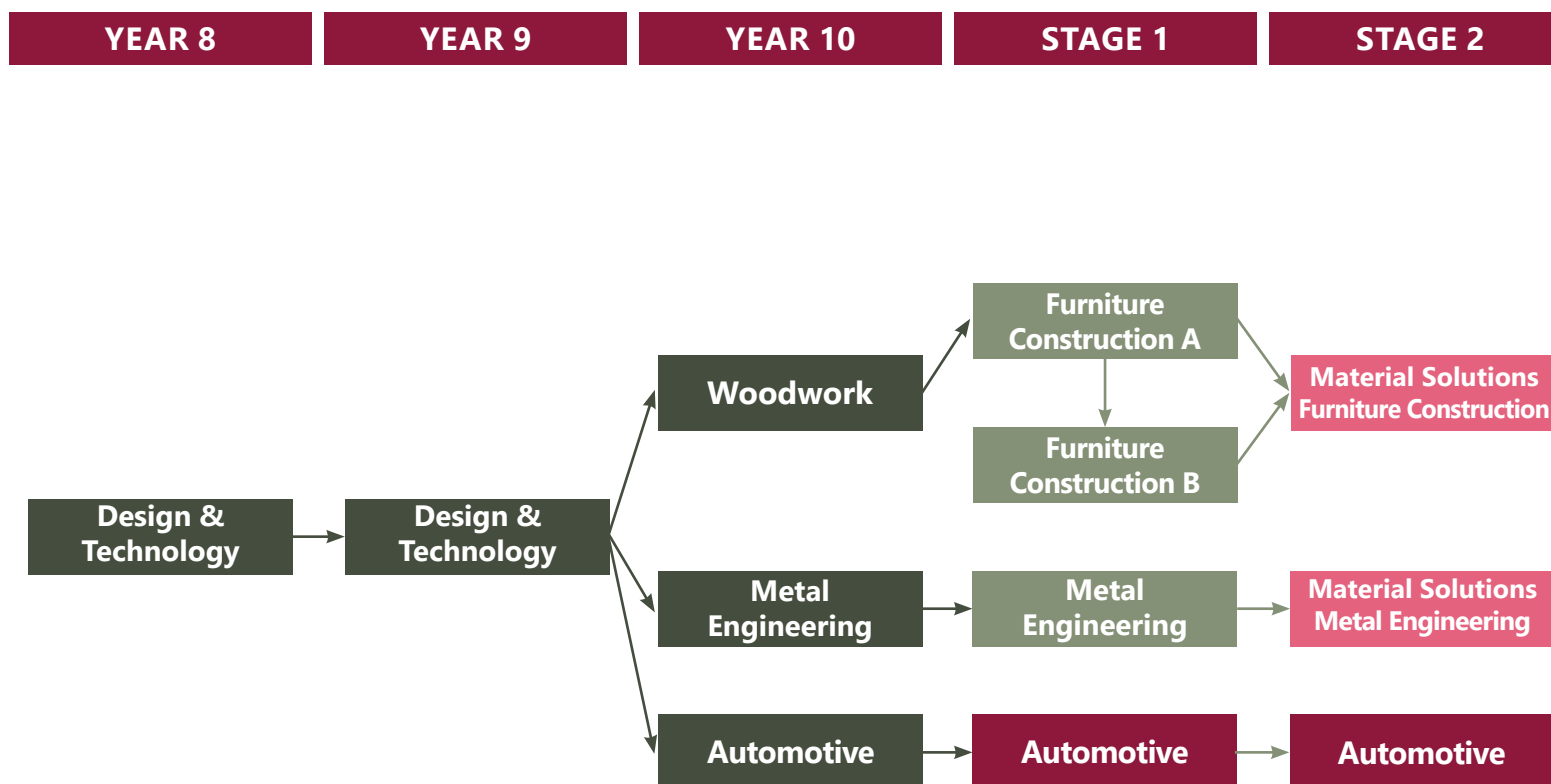
### CURRICULUM CHARGES

\$120

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# DESIGN & TECHNOLOGIES

## DESIGN & TECHNOLOGIES YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Tech Studies 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## DESIGN & TECHNOLOGIES YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Tech Studies 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## METAL ENGINEERING YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Tech Studies 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$55

## WOODWORK YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Tech Studies 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$55

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# DESIGN & TECHNOLOGIES

## AUTOMOTIVE YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Tech Studies 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 tested by a major end of semester test.

**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 One

**CONTACT PERSON**  
Tech Studies 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:

- Skills and Application Tasks 20%
- Major and Minor Project 50%
- Design Folio 30%

**RECOMMENDED PATHWAY**  
Successful completion of year 10 Woodwork or Metal Engineering preferred

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$65

## FURNITURE CONSTRUCTION B STAGE 1

**LENGTH**  
Semester Two

**CONTACT PERSON**  
Tech Studies 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:

- Skills and Application Tasks 20%
- Major and Minor Project 50%
- Design Folio 30%

**RECOMMENDED PATHWAY**  
Successful completion of year 10 Woodwork or Metal Engineering preferred

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$65

## AUTOMOTIVE (VET) STAGE 1

**LENGTH**  
Full Year

**CONTACT PERSON**  
Tech Studies Leader

**CONTENT**  
Students will be able to read and interpret automotive literature, diagnose faults and develop problem-solving techniques in the automotive area. Students will be able to gain VET competencies in the following areas:

- Follow environmental and sustainability best practices in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Prepare and mask vehicle body panel surfaces
- Remove and replace brake assemblies
- Write routine texts in an automotive workplaces

**ASSESSMENT**

- Written task (e.g. training workbooks)
- Significant amounts of technical reading
- Practical tasks
- As determined by the Motor Trade Association of South Australia

**RECOMMENDED PATHWAY**  
Successful completion of year 10 Automotive preferred.

**SPECIAL REQUIREMENTS**  
Students must complete 4 weeks (160 hours) of work placement during term breaks.

**CURRICULUM CHARGES**  
\$65

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# DESIGN & TECHNOLOGIES

## METAL ENGINEERING STAGE 1

**LENGTH**  
Semester 1

**CONTACT PERSON**  
Tech Studies 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:

- Skills and Application Tasks 20%
- Major and Minor Project 50%
- Design Folio 30%

**RECOMMENDED PATHWAY**  
Successful completion of year 10 Woodwork or Metal Engineering preferred.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$65

## AUTOMOTIVE (VET) STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Tech Studies Leader

**CONTENT**  
Students will be able to read and interpret automotive literature, diagnose faults, and develop problem-solving strategies in the automotive area. Students will be able to gain VET competencies in the following areas:

- Use and maintain tools  
Resolve routine problems  
Carry out servicing operations
- Apply refinishing primers to vehicle services
- Effective communications  
Inspect, test and service batteries
- Work effectively with others  
Automotive multi-cylinder engine systems
- Environmental impact  
Automotive cooling systems
- Automotive electrical/electronic engine control systems
- Hydraulic technology and disc brake control systems

**ASSESSMENT**  
Written task (e.g. training workbooks)

- Significant amounts of technical reading
- Practical tasks
- This subject cannot be counted towards an ATAR
- As determined by the Motor Trade Association of South Australia.

**RECOMMENDED PATHWAY**  
Successful completion of Stage 1 Automotive required.

**SPECIAL REQUIREMENTS**  
Students must complete 4 weeks (160 hours) of work placement during term breaks.

**CURRICULUM CHARGES**  
\$125

## MATERIAL SOLUTIONS METAL ENGINEERING STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Tech Studies 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
- Physical activity
- This subject cannot be counted towards an ATAR.
- Only one Material solutions subject may be counted towards SACE

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

- Skills and Application Tasks 20%
- Major and Minor Project 50%
- Design Folio 30%

**RECOMMENDED PATHWAY**  
Successful completion of Stage 1 Metal engineering required.

**SPECIAL REQUIREMENTS**  
Some work out of regular class time required.

**CURRICULUM CHARGES**  
\$125

## MATERIAL SOLUTIONS FURNITURE CONSTRUCTION STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Tech Studies Leader

**CONTENT**  
Students will be able to:

- 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.
- Technical drawing and CAD
- Carcases and framing joints
- Woodworking machinery
- Research assignment

Please note this subject involves:

- Written tasks
- Significant amounts of technical reading
- Physical activity
- This subject cannot be counted towards an ATAR.
- Only one Material solutions subject may be counted towards SACE

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

- Skills and Application Tasks 20%
- Major and Minor Project 50%
- Design Folio 30%

**RECOMMENDED PATHWAY**  
Successful completion of Stage 1 Woodwork required.

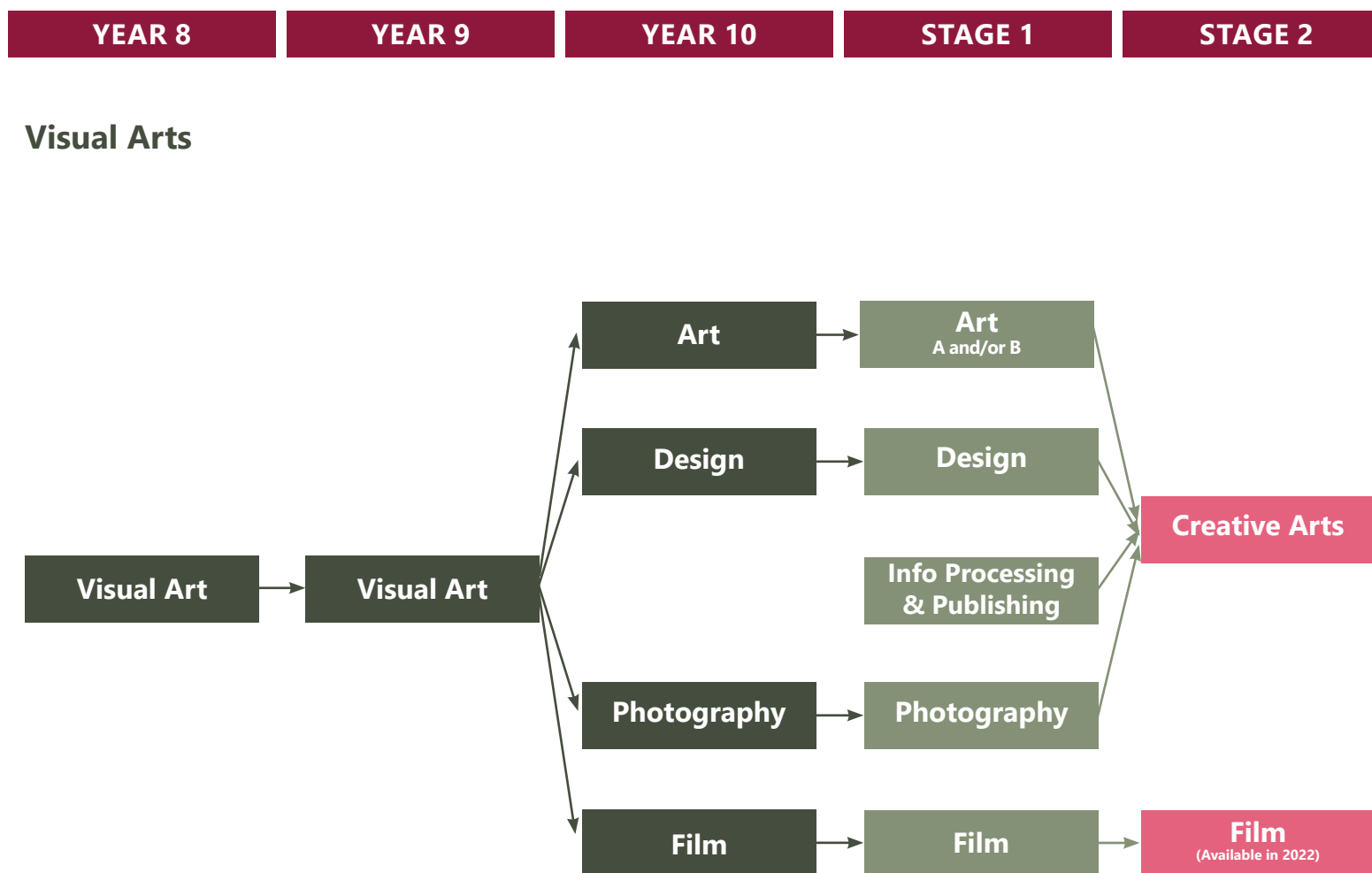
**SPECIAL REQUIREMENTS**  
Some work out of regular class time required.

**CURRICULUM CHARGES**  
\$125

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# THE ARTS & DIGITAL TECHNOLOGIES



AUSTRALIAN CURRICULUM

SACE STAGE 1

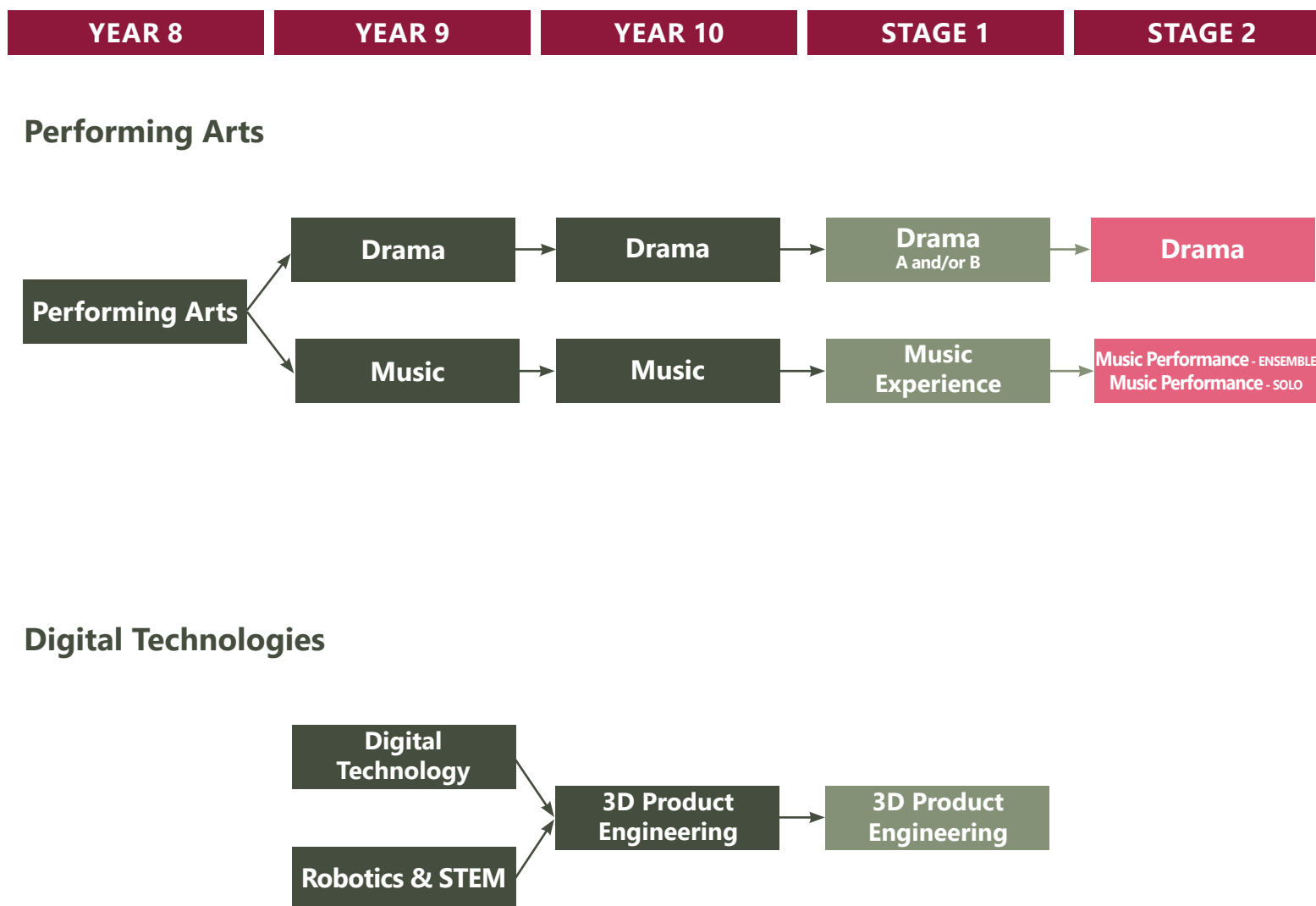
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VET

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# THE ARTS & DIGITAL TECHNOLOGIES



 AUSTRALIAN CURRICULUM

 SACE STAGE 1

 SACE STAGE 2

 VET

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# THE ARTS - VISUAL ARTS

## VISUAL ARTS YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning Leader

**CONTENT**  
Students in Year 8 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## VISUAL ARTS YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## ART YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## DESIGN YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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, and Visual Study

**SPECIAL REQUIREMENTS**  
Please be aware that this subject involves:

- Written tasks (e.g. essays, reports)
- Significant amounts of research and reading
- Significant amounts of computer work
- Out of school hours commitments

**CURRICULUM CHARGES**  
Not Applicable

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# THE ARTS - VISUAL ARTS

## ART A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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

**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.

**CURRICULUM CHARGES**  
Not Applicable

## ART B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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

**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.

**CURRICULUM CHARGES**  
Not Applicable

## DESIGN STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning Leader

**CONTENT**  
Stage 1 Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving 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 achievements providing insights into how processes have affected the outcome.

Visual Study: exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other designers.

**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

## INFO PROCESSING & PUBLISHING STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning Leader

**CONTENT**  
Skills are developed in the formatting, design, layout and editing of a range of desktop publishing documents such as flyer's, brochures, menus and book covers. MS Word, Publisher, Adobe Photoshop and Illustrator software is used.

**ASSESSMENT**  
Students are assessed using the SACE Stage 1 Information Processing and Publishing Standards that include the following:

- Understanding
- Analysis and Evaluation
- Application
- Assessment consists of:
- Practical Tasks
- Issues Analysis Report
- Designing and Skills Application Task

**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 a number of documents in colour.

**CURRICULUM CHARGES**  
Not Applicable

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

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts/Digital Learning 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.

**SPECIAL REQUIREMENTS**  
A3 display folder and minimum 8Gb USB..

**CURRICULUM CHARGES**  
Not Applicable

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# THE ARTS - PHOTOGRAPHY & FILM

## FILM YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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.

**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/Digital Learning 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

**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

## FILM STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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.

**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

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# THE ARTS - PHOTOGRAPHY & FILM

## PHOTOGRAPHY STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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

**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

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

**LENGTH**  
Full Year

**CONTACT PERSON**  
Arts/Digital Learning 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.

**SPECIAL REQUIREMENTS**  
A3 display folder and minimum 8Gb USB..

**CURRICULUM CHARGES**  
Not Applicable

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# THE ARTS - PERFORMING ARTS - DRAMA

## PERFORMING ARTS DRAMA COMPONENT YEAR 8

**LENGTH**  
Term

**CONTACT PERSON**  
Arts/Digital Learning 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, scripted Melodrama, rehearsal and 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.

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

**CURRICULUM CHARGES**  
Not Applicable

## PERFORMING ARTS MUSIC COMPONENT YEAR 8

**LENGTH**  
Term

**CONTACT PERSON**  
Arts/Digital Learning 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

**SPECIAL REQUIREMENTS**  
Year 8 Performing Arts is a 1 Semester subject that includes 1 Term of Music and 1 Term of Drama.

**CURRICULUM CHARGES**  
Not Applicable

## DRAMA YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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. Drama is assessed with summative performance and written tasks. Summative performances will be video recorded for assessment purposes.

**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/Digital Learning 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.

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

**CURRICULUM CHARGES**  
\$10 will be charged for subsidised excursions or in school performances when required.

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# THE ARTS - PERFORMING ARTS - DRAMA

## DRAMA A AND/OR B STAGE 1

### LENGTH

Semester

### CONTACT PERSON

Arts/Digital Learning 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

### SPECIAL REQUIREMENTS

Requirements This subject involves:

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

### CURRICULUM CHARGES

Not Applicable

## DRAMA STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Arts/Digital Learning Leader

### CONTENT

Students will:

- Demonstrate and explain skills and techniques related to on and off-stage roles.
- Work independently and collaboratively to create and evaluate dramatic works.
- Communicate knowledge and understanding of the theories, skills and techniques.
- 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 and methods.

Students will study:

- A major innovative practitioner,
- A major play
- Performance techniques and backstage skills
- Performance evaluation and analysis writing skills reviewing at least one live theatre production

### 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

### SPECIAL REQUIREMENTS

This subject involves:

- Public performance
- Extended written tasks (e.g. essays, reports)
- Significant amounts of reading
- Out of school hours commitment including two days during the school holidays

### CURRICULUM CHARGES

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

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# THE ARTS - PERFORMING ARTS - MUSIC

## PERFORMING ARTS DRAMA COMPONENT YEAR 8

**LENGTH**  
Term

**CONTACT PERSON**  
Arts/Digital Learning 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, scripted Melodrama, rehearsal and 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.

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

**CURRICULUM CHARGES**  
Not Applicable

## PERFORMING ARTS MUSIC COMPONENT YEAR 8

**LENGTH**  
Term

**CONTACT PERSON**  
Music 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

**SPECIAL REQUIREMENTS**  
Year 8 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**  
Music 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

**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**  
Music 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

**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 EXPERIENCE STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Music 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.

**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**  
Music 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%)

**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**  
Music 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%)

**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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# DIGITAL TECHNOLOGIES

## DIGITAL TECHNOLOGY YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning Leader

**CONTENT**

- How do computers communicate over a network?
- How does block and script based coding allow us to tell computers what to do?
- Why is computer programming so important to our lives today and in the future?
- What skills do we need to develop to create a 3D model that can be 3D printed?
- How can we use digital technology like Photoshop/web design to communicate visual messages?

**ASSESSMENT**  
Students are assessed using the Year 8 Digital Technology Australian Curriculum Standards. Assessment comprises of Knowledge and Understanding and Processes and Production skills. This will be achieved by completing the following:

- Digital Networks Assignment
- Block Based Coding
- Script Based Coding
- CAD/3D Printing
- Create websites using software

Students present a folio of work that demonstrates knowledge and understanding.

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

**CURRICULUM CHARGES**  
Not Applicable

## ROBOTICS & STEM YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Arts/Digital Learning 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 also undertake a large STEM project involving planning, building and modelling a megacity. The project has a strong emphasis on conceptual mathematical skills, designing and planning, population density, energy resources and transportation needs. 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.

**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**  
Arts/Digital Learning 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

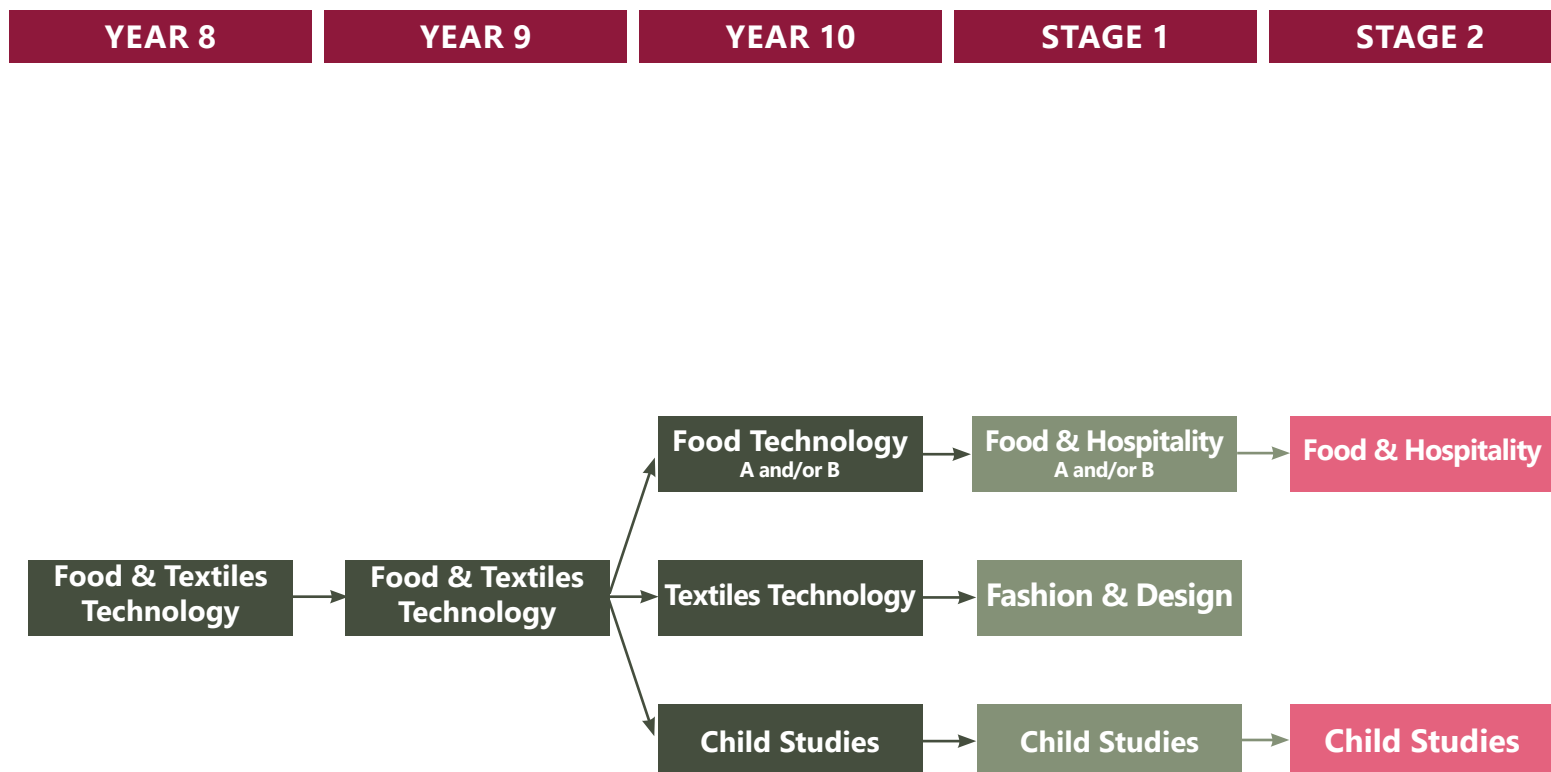
**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

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# HOME ECONOMICS

## FOOD & TEXTILES TECH YEAR 8

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## FOOD & TEXTILES TECH YEAR 9

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
Not Applicable

## FOOD TECHNOLOGY A YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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.

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

**CURRICULUM CHARGES**  
\$30 for materials and ingredients required for this course.

## FOOD TECHNOLOGY B YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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.

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

**CURRICULUM CHARGES**  
\$30 for materials and ingredients required for this course.

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# HOME ECONOMICS

## CHILD STUDIES YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$25 cost for this course to cover the cost of materials.

## TEXTILES TECHNOLOGY YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

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

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$25 for materials specific to this course

## FOOD & HOSPITALITY A STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**RECOMMENDED PATHWAY**  
Knowledge and an interest in the Food and Hospitality Industry. Must have achieved a C grade or higher in year 10 Food Technology or through teacher recommendation.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$35 for materials specific to this course

## FOOD & HOSPITALITY B STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**RECOMMENDED PATHWAY**  
Knowledge and an interest in the Food and Hospitality Industry. Must have achieved a C grade or higher in year 10 Food Technology or through teacher recommendation.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$35 for materials specific to this course.

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# HOME ECONOMICS

## CHILD STUDIES STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec 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

**RECOMMENDED PATHWAY**  
Must have achieved a C grade or higher in year 10 Child Studies or through teacher recommendation.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$20 for materials specific to this course

## FASHION & DESIGN STAGE 1

**LENGTH**  
Semester

**CONTACT PERSON**  
Home Ec Leader

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

**ASSESSMENT**  
According to Stage 1 SACE Requirements in Design and Technology

**RECOMMENDED PATHWAY**  
Not Applicable

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$25 for materials specific to this course.

## FOOD & HOSPITALITY STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Home Ec 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

**RECOMMENDED PATHWAY**  
Must have achieved a C grade or higher in Stage 1 Food & Hospitality or through teacher recommendation.

**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$65 for food practicals and resources.

## CHILD STUDIES STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
Home Ec 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

**RECOMMENDED PATHWAY**  
Must have achieved a C grade or higher in Stage 1 Child Studies or through teacher recommendation.

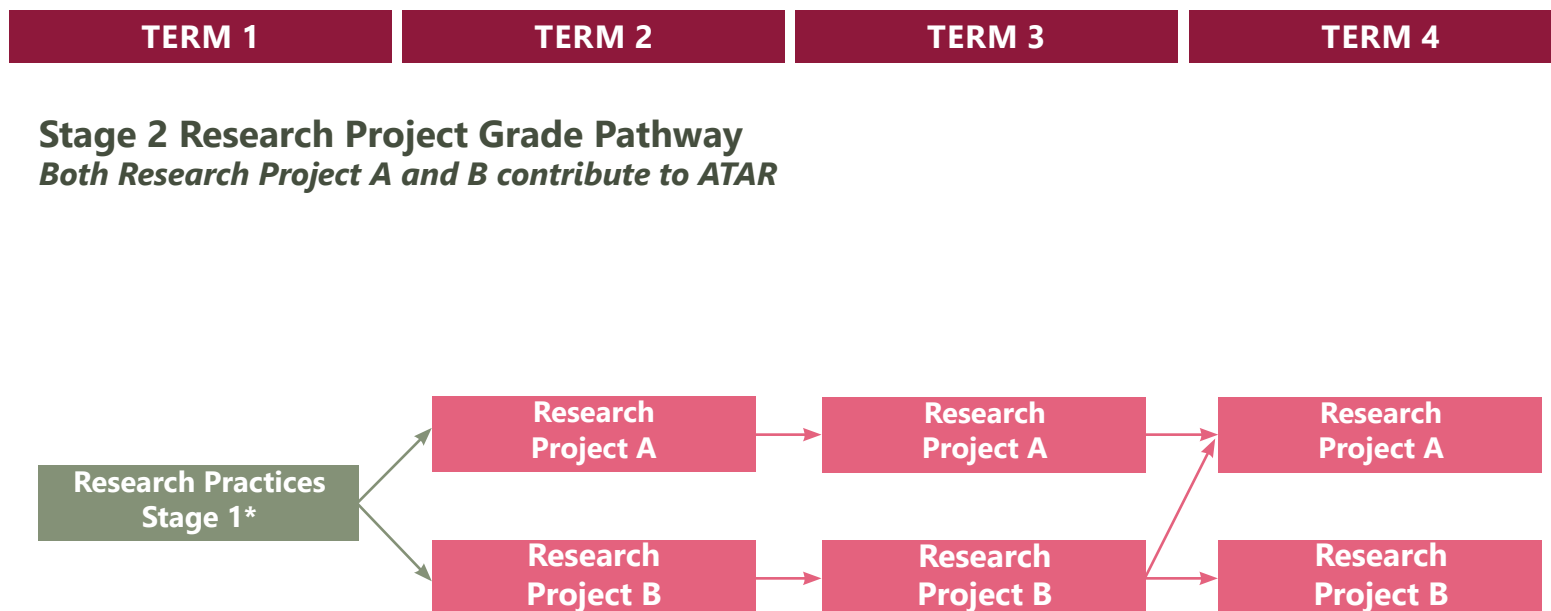
**SPECIAL REQUIREMENTS**  
Not Applicable

**CURRICULUM CHARGES**  
\$35 for practicals & resource materials

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# STAGE 2 RESEARCH PROJECT



\* Research Practices Stage 1 - 10 Credits towards SACE - Concludes end of term 2

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# STAGE 2 RESEARCH PROJECT - COMMUNITY STUDIES B

## RESEARCH PRACTICES - STAGE 1 RESEARCH PROJECT A OR B - STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Research Project Leader

### CONTENT

Students will:

- Choose a topic of interest
- Learn and apply research processes and develop knowledge and skills specific to their research question.
- Record their research and evaluate their learning

### ASSESSMENT

Students demonstrate evidence of their learning through:

School-based assessment:

- Folio (preliminary ideas and research proposal, research development, and discussion) 30%
- Research outcome 40%

External assessment:

- Evaluation (including written summary) 30%

Students may enrol in either a Research Project A or B option, depending on their result in Research Practices (Term 1)

### SPECIAL REQUIREMENTS

This subject involves:

- Written tasks (e.g. reports, discussion, reflection)
- Research and analysis skills

### CURRICULUM CHARGES

Not Applicable

## COMMUNITY STUDIES B STAGE 2

### LENGTH

Full Year

### CONTACT PERSON

Specific Learning Area Leader

### CONTENT

Students will be enrolled in Community Studies B if they achieved C- grade or lower in the equivalent Stage 1 subject. Students will participate as part of the ATAR subject class and after clearly demonstrating that they can be successful by the end of Term 1, may have the option to transfer into the ATAR subject, otherwise they will continue with Community Studies B.

This subject contributes to SACE completion however does not contribute towards an ATAR score.

### ASSESSMENT

- School assessment 70%
  - Completion of the assessment tasks of the ATAR Stage 2 course with modified assessment criteria.
  - Student reflection on content understanding.
- External assessment 30%;
  - Community Application Activity

### RECOMMENDED PATHWAY

Undertake the equivalent Stage 1 subject providing they have successfully completed the corresponding Stage 1 subject to a minimum C- level.\*

### SPECIAL REQUIREMENTS

Students should access Community Studies B if they are only pursuing SACE completion pathway.

### CURRICULUM CHARGES

See the descriptor for the ATAR version of the particular subject

*\*This requirement may vary with some subjects. Please consult with the particular Learning Area Leader for these variances.*

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# CAREER & WORK EDUCATION

## PERSONAL LEARNING PLAN YEAR 10

**LENGTH**  
Semester

**CONTACT PERSON**  
PLP 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%.

### SPECIAL REQUIREMENTS

Students must achieve a C Grade or better to achieve SACE

### CURRICULUM CHARGES

Not Applicable

## WORKPLACE PRACTICES A & B - STAGE 1

**LENGTH**  
Semester 1 (A), Semester 2 (B)

**CONTACT PERSON**  
PLP/VET 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%) consisting of:

- 25-30 hours of Workplace Learning in a VET course OR part-time/volunteer work
- Supervisor Report
- Regular Log and reflection entries.

Reflection (20%)

### 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**  
PLP/VET 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%) consisting of:

- 50-60 hours of Workplace Learning in a VET course OR part-time/volunteer work
- Supervisor Report
- Regular Log and reflection entries.

Reflection (20%) Two tasks

Investigation (30%) External Assessment

### 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.

### CURRICULUM CHARGES

Not Applicable

## WORKPLACE PRACTICES SPORTS FOCUS - STAGE 2

**LENGTH**  
Full Year

**CONTACT PERSON**  
PLP/VET 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.

Students must be involved in a Sporting Association at Community, Club, State or Professional level.

### 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%) Two tasks

Investigation (30%) External Assessment

### 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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# CAREER & WORK EDUCATION

## VOCATIONAL EDUCATION TRAINING (VET) STAGE 1 & STAGE 2

### LENGTH

Semester/Full Year

### CONTACT PERSON

VET Leader

### CONTENT

Regional VET Programs provide senior school students in Western Adelaide with increased vocational pathway options through a broad range of VET course choices. Regional VET Programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at their Home School, and attend the Host School or RTO for their chosen VET course. More detailed information about each course is available on the website [www.wats.sa.edu.au](http://www.wats.sa.edu.au), under 'Regional VET Programs'.

### ASSESSMENT

Assessment is based on completion of competencies undertaken. Generally 70 nominal hours of training will be equivalent to 10 SACE points.

### SPECIAL REQUIREMENTS

Students must apply for VET courses.

### CURRICULUM CHARGES

Underdale High School will subsidise a maximum of \$900 per student. What remains of the training cost is the WASSN Gap Fee associated with that course. For many courses the WASSN Gap Fee will be zero. Underdale High School will invoice you for the WASSN Gap Fee (if any) and the compulsory Regional VET fee of \$100.00.

In some courses there may be specific personal items or materials the student will require (e.g.: uniform, steel capped boots or other equipment that becomes the personal property of the student). If not purchased personally by the student or family, Underdale High School will invoice families for these items.

## SCHOOL BASED APPRENTICESHIP (ASbA) YEAR 10, STAGE 1 & 2

### LENGTH

Undetermined

### CONTACT PERSON

VET Leader

### CONTENT

ASbA's are where students undertake an apprenticeship (part-time) while remaining at school to complete their SACE. Students commence a Contract of Training and learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO.)

### BENEFITS OF UNDERTAKING AN ASbA

- Getting a head start in your chosen job without competing with the rest of the school leavers in the state.
- Earning credits as part of your training which accrue towards your SACE.
- Starting your career and earning money while you are still at school.
- Working towards or gaining a nationally-recognised qualification.
- Gaining hands-on experience in a career-orientated job & have adult responsibility as a member of workforce.

### HOW WILL THIS LOOK FOR ME?

How this looks will depend on the ASbA a student is undertaking. As an example a student may spend one day per week in the workplace, one day per week at TAFE and the remaining time at School. If a student has not completed their ASBA by the end of their SACE their contract will convert to full-time to enable completion of the apprenticeship. Students can start an ASBA at any stage of their SACE studies. For a student to undertake an ASBA there must be a willing employer. ASBAs are advertised through school bulletins and newsletters. Students may also identify their own employer.

## FLEXIBLE APPRENTICESHIP YEAR 10, STAGE 1 & 2

### LENGTH

Undetermined

### CONTACT PERSON

VET Leader

### CONTENT

Flexible Apprenticeships are an alternative approach that builds on the successful elements of School Based apprenticeships to provide greater flexibility and benefits for young people, employers and schools. Under a Flexible Apprenticeship, a student can maintain a pathway to completing their South Australian Certificate of Education (SACE) while undertaking a near full time apprenticeship or traineeship during their final year of school.

A key difference between Flexible Apprenticeships and the traditional approach is that students in their final year of schooling can spend most of their week in the workplace. The intention is for the student to be on a pathway to complete their first year of their Flexible Apprenticeship by the time they complete their schooling.

At school the primary focus is on completing compulsory SACE requirements acknowledging that completion of the SACE is an important platform for transition to full-time employment. Where possible, students will be supported to complete these requirements by the end of year 11 (Stage 1 SACE). If any compulsory requirements are still outstanding in their final year (Stage 2) these can be done outside of work hours or in negotiated blocks throughout the year with the school.

If a student or family is interested in seeking further information or would like to discuss this option please see Mrs Gulliver as an "Expression of Interest" form needs to be filled in, along with a copy of your most recent resume, and then a follow up meeting conducted via the Industry Engagement Consultant.

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# SOCIAL EDUCATION

## SOCIAL EDUCATION YEAR 8, 9 & 10

### LENGTH

Full Year

### CONTACT PERSON

Wellbeing Coordinator

### 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
- 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

### 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 Coordinator

### 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
- 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

### 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 Coordinator

### 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
- Aspects of the Child Protection Curriculum, for example, assessing risk and peer networks for support
- Presentations keeping safe and getting home safely
- University presentations and applying for tertiary courses

### ASSESSMENT

Students will be assessed on:

- Engagement
- Work Completion

### 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 8

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 7 hour battery life) Pens Pencils (HB) Ruler Eraser USB Pocket Flash Drive 8Gb Work Pad A4 100 Leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets for Social Education
Design & Technology	A4 Display Folder with 20 Refillable Pockets
English, English as an Additional Language or Intensive Literacy	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Food & Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Greek	Exercise Book A4 8mm 96 Page
HASS - History & Geography	Exercise Book A4 8mm 96 Page A3 5mm graph pad
Health & Physical Education	Exercise Book A4 8mm 96 Page
Japanese	Grid Book A4 96 Page 10mm
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	A4 Display Folder with 20 Refillable Pockets
Netball Academy	Exercise Book A4 8mm 96 Page
Performing Arts	A4 Display Folder with 20 Refillable Pockets Work Pad A4 50 Leaf Ruled & Punched
Science	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
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 7 hour battery life) Pens Pencils (HB) Ruler Eraser USB Pocket Flash Drive 8Gb Work Pad A4 50 leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets
Design & Technologies	A4 Display Folder with 20 Refillable Pockets
Digital Technology	A4 Display Folder with 20 Refillable Pockets USB Pocket Flash Drive 16Gb minimum
Drama	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English, English as an Additional Language or Intensive Literacy	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Food & Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Geography	Exercise Book A4 8mm 96 Page A3 5mm graph pad
Greek	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Health & Physical Education	Exercise Book A4 8mm 96 Page
History	Exercise Book A4 8mm 96 Page A3 5mm graph pad
Japanese	Grid Book A4 96 Page 10mm A4 Display Folder with 20 Refillable Pockets
Mathematics	Scientific Calculator Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets

Subject	Requirements
Music	2 x A4 Display Folder with 20 Refillable Pockets
Netball Academy	Exercise Book A4 8mm 96 Page
Robotics & STEM	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Science	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Sports & 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 7 hour battery life) Pens Pencils (HB) Ruler Eraser USB Pocket Flash Drive 8Gb Work Pad A4 100 Leaf Ruled and Punched A4 Display Folder with 20 Refillable Pockets
Art	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Automotive	Exercise Book A4 8mm 96 Page
Business & Economics	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Child Studies	A4 Display Folder with 20 Refillable Pockets
Design	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Drama	A4 Display Folder with 20 Refillable Pockets Work Pad A4 50 Leaf Ruled & Punched
English, English as an Additional Language or Intensive Literacy	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Film	USB Pocket Flash Drive 8Gb minimum
Food Technology	A4 Display Folder with 20 Refillable Pockets
Football Academy	Exercise Book A4 8mm 96 Page
Geography	Exercise Book A4 8mm 96 Page A3 5mm graph pad
Greek	Exercise Book A4 8mm 96 Page
Health & Physical Education	Exercise Book A4 8mm 96 Page
History	Exercise Book A4 8mm 96 Page A3 5mm graph pad

Subject	Requirements
Home Economics	A4 Display Folder with 20 Refillable Pockets
Human Movement	Exercise Book A4 8mm 96 Page
Japanese	Grid Book A4 96 Page 10mm
Mathematics	Casio fx-CG20AU Graphic Calculator (Advanced Maths) Casio fx-9860 Graphic Calculator (no longer in production but may be available second hand) Grid Book A4 96 Page 5mm A4 Display Folder with 20 Refillable Pockets
Metal Engineering	A4 Display Folder with 20 Refillable Pockets
Music	A4 Display Folder with 20 Refillable Pockets
Netball Academy	Exercise Book A4 8mm 96 Page
Personal Learning Plan	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Photography	A4 Display Folder with 20 Refillable Pockets
Science	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Textiles Technology	A4 Display Folder with 20 Refillable Pockets
Woodwork	A4 Display Folder with 20 Refillable Pockets
3D Product Engineering	USB Pocket Flash Drive 16Gb minimum

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# STATIONERY REQUIREMENTS - YEAR 11

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 7 hour battery life) Pens Pencils (HB) Ruler Eraser USB Pocket Flash Drive 4Gb Work Pad A4 100 Leaf Ruled and Punched
Art	A3 Sketch Book, spiral bound A3 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Automotive	Work Pad A4 100 Leaf Ruled & Punched A4 3 or 4 Ring Binder
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
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 & Environmental Studies	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English, English as an Additional Language or Intensive Literacy	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Fashion & Design	A4 Display Folder with 20 Refillable Pockets
Film	USB Pocket Flash Drive 8Gb minimum
Food & Hospitality	A4 Display Folder with 20 Refillable Pockets

Subject	Requirements
Furniture Construction	A4 Display Folder with 20 Refillable Pockets
Health	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Information Processing & Publishing	USB Pocket Flash Drive 16Gb A4 Display Folder with 20 Refillable Pockets
Integrated Learning - Football Academy	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Mathematics: Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Scientific Calculator (Essential Maths only) Casio fx-CG20AU Graphic Calculator (current model) or Casio fx-9860 Graphic Calculator (discontinued, may be available second hand) 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)
Metal Engineering	A4 Display Folder with 20 Refillable Pockets
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 8Gb 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
Psychology	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Research Project	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets USB Pocket Flash Drive 4Gb
Society & Culture	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Workplace Practices	A4 Display Folder with 20 Refillable Pockets
3D Product Engineering	USB Pocket Flash Drive 16Gb minimum

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# STATIONERY REQUIREMENTS - YEAR 12

Subject	Requirements
Compulsory Stationery	Laptop (Minimum 7 hour battery life) Pens Pencils (HB) Ruler Eraser USB Pocket Flash Drive 8Gb Work Pad A4 100 Leaf Ruled and Punched
Automotive	Work Pad A4 100 Leaf Ruled & Punched A4 3 or 4 Ring Binder with Plastic Sleeves
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	A3 Sketch Book, spiral bound A3 Display Folder with 20 Refillable Pockets Pencil 2B Economy Work Pad A4 100 Leaf Ruled and Punched 3 or 4 Ring Binder with Refillable Pockets
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 & Environmental Studies	Exercise Book A4 8mm 96 Page Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
English: English EALD Intensive Literacy Essential English Essential EALD English Literary Studies	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets

Subject	Requirements
Food & Hospitality	A4 Display Folder with 20 Refillable Pockets
Furniture Construction	A4 Display Folder with 20 Refillable Pockets
Health	Work Pad A4 100 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Integrated Learning - Football Academy	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Mathematics: Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Scientific Calculator (Essential Maths only) Casio fx-CG20AU Graphic Calculator (current model) or Casio fx-9860 Graphic Calculator (discontinued, may be available second hand) 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
Modern History	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Music Performance	Exercise Book A4 8mm 96 Page A4 Display Folder with 20 Refillable Pockets
Photography	USB Pocket Flash Drive 16Gb Pencil 2B Economy Exercise Book A4 8mm 96 Page
Physical Education	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets 3 Ringed Folder with Plastic Sleeves
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 & Culture	Work Pad A4 50 Leaf Ruled & Punched A4 Display Folder with 20 Refillable Pockets
Visual Arts	A4 Display Folder with 20 Refillable Pockets Pencil 2B Economy
Workplace Practices	A4 Display Folder with 20 Refillable Pockets