

**CHARLES**

**CAMPBELL**

**COLLEGE**

**2024**

**CURRICULUM**

**HANDBOOK**



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The Charles Campbell College curriculum is based on the Australian Curriculum for Reception to Year 10, and on the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET) options in the senior years. Our broad range of curriculum options provide opportunities for our students to develop varied pathways to facilitate further study, training or employment.

We acknowledge that throughout their working life, our graduates will need to undertake additional training and further education as the world of work undergoes significant change; with the advent of new technologies, including artificial intelligence, some forms of employment will change significantly, whilst others will disappear and new forms will emerge. We aim to equip our students with the skills, knowledge and attributes to succeed in the immediate future, but also develop the capabilities necessary to thrive in a rapidly changing world.

Our Year 7 and 8 curriculum offerings are characterised by a core program of subjects which are studied for a whole year or for one semester. Our curriculum at Years 9 and 10 is comprised of a core curriculum but with increasing levels of choice for students, enabling them to individualise their learning with their desired pathway in mind.

This handbook provides detailed information about the courses offered by the College, flowcharts of potential pathways, and comprehensive information about the scope of subjects available and their assessment components.

Please take the time to read this handbook carefully before selecting courses and subjects; our staff are available to provide you with any additional information.

I wish you well in your deliberations.

Kind regards,

Kevin O'Neil  
PRINCIPAL





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### Using The Curriculum Handbook

The handbook is divided into two sections:

The first section outlines the pathway planning process, Senior and Middle School curriculum structures, selective entry academies programs, and the assumed knowledge requirements for Year 10 to Year 12 subjects.

The second section contains individual subject information organised by learning area and then year level.

Parents and caregivers are encouraged to explore this handbook with their son or daughter, and to plan possible options and pathways of study.

### Counselling Procedures

It is important that students and parents, supported by teachers, are involved in the selection of courses for each student. Details of requirements for each year level are outlined in this handbook. Parents are invited to discuss requirements with staff at any time. Students should select courses that suit their abilities, interests and post-school aspirations. It is crucial that options are kept open for as long as possible during the middle years, before students make selections according to their interests and career aspirations, in the senior years.

Course counselling processes include:

- Mentor Group lessons focusing on course counselling
- Course counselling parent information evening
- Futures-focused pathways planning conversations evening for students and families in Years 9, 10 and 11
- Intensive course counselling where required for specific groups or individuals (e.g. accelerated students, VET students, international students)
- Some re-counselling in term 4 based on review of student achievement.

### Subject Availability

Availability of subjects offered is dependent on the number of students selecting the subject and staff availability. If a subject chosen by a student does not proceed, the student will be advised and supported to select an alternative subject.



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| Year Level | School Prospectus  | Course Choices                               | Subjects by Year Level                   | Other Resources  | Learning Area Flow Chart Presentation                                       |
|------------|--|--|--|--|---|
| 6 to 7     | <a href="#">New Student Welcome Booklet</a><br><br><a href="#">CCC VET Expression of Interest Form</a> | <a href="#">Year 6 to 7 Course Choices</a>   | <a href="#">Year 6 to 7 Curriculum</a>   | <a href="#">SACE Website</a><br><br><a href="#">SATAC Website</a><br><br><a href="#">Year 10 to 12 SACE &amp; VET Presentation</a> | <a href="#">Cross Disciplinary</a><br><br><a href="#">English &amp; EAL</a> |
| 7 to 8     |  | <a href="#">Year 7 to 8 Course Choices</a>   | <a href="#">Year 7 to 8 Curriculum</a>   | <a href="#">SATAC Guide 2024</a><br><br><a href="#">East Adelaide Secondary Vocational Alliance (EASVA)</a>                        | <a href="#">HASS</a><br><br><a href="#">HPE</a>                             |
| 8 to 9     |  | <a href="#">Year 8 to 9 Course Choices</a>   | <a href="#">Year 8 to 9 Curriculum</a>   | <a href="#">EASVA VET Course List</a><br><br><a href="#">TafeSA VET Course Options</a>   | <a href="#">Mathematics</a>   |
| 9 to 10    |  | <a href="#">Year 9 to 10 Course Choices</a>  | <a href="#">Year 9 to 10 Curriculum</a>  | <a href="#">Career Tools</a><br><br><a href="#">Career Exploration Tool</a>  | <a href="#">Languages</a><br><br><a href="#">Science</a>                    |
| 10 to 11   |  | <a href="#">Year 10 to 11 Course Choices</a> | <a href="#">Year 10 to 11 Curriculum</a> | <a href="#">Uni SA Website</a><br><br><a href="#">Adelaide University Website</a>  | <a href="#">Arts</a>  |
| 11 to 12   |  | <a href="#">Year 11 to 12 Course Choices</a> | <a href="#">Year 11 to 12 Curriculum</a> | <a href="#">Flinders University Website</a>  | <a href="#">Technologies</a>  |





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Year 7 to 9 students at Charles Campbell College are taught the Australian Curriculum and assessed against Australian Curriculum Achievement Standards. The Middle School curriculum develops the necessary skills and abilities to support various learning pathways and successful transition into the Senior School and SACE.

### The Year 7 curriculum pattern of study requires:

- 2 semesters of English or English as an Additional Language (EAL)
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of Humanities and Social Sciences (HASS)
- 2 semesters of Italian (or English Literacy Plus by teacher recommendation)
- 1 semester of Health and Physical Education (HPE)
- 1 semester of Dance and Visual Arts
- 1 semester of Technologies
- 1 semester of Innovative Design and Digital Technologies (IDDT) → (Or full year of F1 in Schools Competition)

| Year 7 Pattern of Study |            |                 |        |          |       |                                  |   |  |
|-------------------------|------------|-----------------|--------|----------|-------|----------------------------------|---|--|
| Full Year               | Semester 1 | *English or EAL | *Maths | *Science | *HASS | Italian or English Literacy Plus | Health and Physical Education or ARFA   | Dance & Visual Art or PAA                        |
|                         | Semester 2 | *English or EAL | *Maths | *Science | *HASS | Italian or English Literacy Plus | Innovative Design and Digital Technologies or F1 in Schools Competition or ARFA | Technologies or F1 in Schools Competition or PAA |

\* Subjects with an asterisk are full year subjects and completed in Mentor Group classes



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### The Year 8 curriculum pattern of study requires:

- 2 semesters of English or English as an Additional Language (EAL)
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of Humanities and Social Sciences (HASS)
- 2 semesters of Italian or English Literacy Plus
- 1 semester of Health and Physical Education (HPE)
- 1 semester of Innovative Design and Digital Technologies (IDDT)
- 1 semester of Technologies
- 1 semester of Drama and Music

### Additional Information

Students will be allocated their class according to their literacy or numeracy capabilities, as determined by Year 7 student achievement data as well as teacher recommendation. Each class offers the same curriculum and aligns to Year 8 achievement standards, however the learning program may be structured differently in each class to best support all students.

| Year 8 Pattern of Study |            |                  |        |          |       |                                    |   |                      |
|-------------------------|------------|------------------|--------|----------|-------|------------------------------------|---|----------------------|
| Full Year               | Semester 1 | *English or *EAL | *Maths | *Science | *HASS | *Italian or *English Literacy Plus | Health and Physical Education<br>ARFA<br>PAA              | Drama & Music<br>PAA |
|                         | Semester 2 | *English or *EAL | *Maths | *Science | *HASS | *Italian or *English Literacy Plus | Innovative Design and Digital Technologies<br>ARFA<br>PAA | Technologies<br>PAA  |

\* Subjects with an asterisk are full year subjects



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**The Year 9 curriculum pattern of study requires:**

- 2 semesters of English or English as an Additional Language (EAL)
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of Humanities and Social Sciences (HASS)
- 1 semester of Health and Physical Education (HPE)
- 1 semester of choice subject from the Arts learning area
- 1 semester of choice subject from the Technologies learning area
- 3 semesters of choice subjects from the Languages, Arts, HPE or Technologies learning areas

**Additional Information**

Students will be allocated their class according to their literacy or numeracy capabilities, as determined by Year 8 student achievement data as well as teacher recommendation. Each class offers the same curriculum and aligns to Year 9 achievement standards, however the learning program may be structured differently in each class to best support all students.

| Year 9 Pattern of Study |            |                     |       |         |      |                            |  |          |
|-------------------------|------------|---------------------|-------|---------|------|----------------------------|--|----------|
|                         |            | COMPULSORY SUBJECTS |       |         |      | CHOICE SUBJECTS            |  |          |
| Full Year               | Semester 1 | English or EAL      | Maths | Science | HASS | Arts Choice<br>PAA         | Health and Physical Education<br>PAA<br>ARFA | Choice 2 |
|                         | Semester 2 | English or EAL      | Maths | Science | HASS | Technologies Choice<br>PAA | Choice 1<br>PAA<br>ARFA                      | Choice 3 |



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Students at Charles Campbell College begin their South Australian Certificate of Education (SACE) pathway in Year 10. In Year 10, students are encouraged to consider how subject choices articulate through the senior years and how these choices may influence post-school opportunities. Year 10 offers students further opportunity to develop the capabilities and skills required to best prepare them for the challenges of Years 11, 12 and beyond.

**The Year 10 curriculum pattern of study requires:**

- 2 semesters of English or English as an Additional Language (EAL)
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of Humanities and Social Sciences (HASS)
- 1 semester of Exploring Identities and Futures (EIF) (Stage 1)
- 1 semester of Health or Physical Education
- 1 semester of choice subjects from the Arts
- 1 semester of choice subjects from Technologies
- 2 semesters of choice subjects from HPE, Languages, Technologies or the Arts

| Year 10 Pattern of Study |            |                     |       |         |      |                                      |   |                        |
|--------------------------|------------|---------------------|-------|---------|------|--------------------------------------|---|------------------------|
|                          |            | COMPULSORY SUBJECTS |       |         |      | CHOICE SUBJECTS                      |   |                        |
| Full Year                | Semester 1 | English or EAL      | Maths | Science | HASS | Exploring Identities & Futures (EIF) | Health or Physical Education A<br><b>ARFA</b> | Choice 1<br><b>PAA</b> |
|                          | Semester 2 | English or EAL      | Maths | Science | HASS | Technologies Choice                  | Arts Choice<br><b>ARFA</b>                    | Choice 2<br><b>PAA</b> |





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### Australian Rules Football Academy (ARFA)

The Australian Rules Football Academy is a selective program developed to foster the pursuit of excellence in the sport of Australian football. The ARFA program focuses on the fitness, skills, tactics, strategies and mindset required to be able to contribute in a high level team environment. Our goal is to develop well-rounded young people, with a sense of appreciation for community, willingness to work hard on their own game, but also to give back through coaching, umpiring etc.

Students who are involved in the ARFA program from Year 7-10 will experience at least 500 hours of expert instruction, gameplay opportunities, fitness development and relevant theory such as sports injuries.

The Year 10 ARFA course is structured as a Stage 1 Integrated Learning subject, allowing students to earn 20 SACE credits, and attend their own 3 day camp where they will undertake a range of community activities in Balaklava, from our base in Halbury.

We work closely with our local SANFL club Norwood FC, who provide guest speakers and players for clinics, who work with our ARFA classes.

There is a compulsory subject fee connected to the ARFA program that provides for some ARFA branded clothing, equipment maintenance and football related excursions.

The ARFA curriculum pattern incorporates:

- Year 7: Full year ARFA (HPE) subject\*
- Year 8: Full year ARFA (HPE) subject\*
- Year 9: Full year ARFA (HPE) subject
- Year 10: Full year ARFA (Stage 1 Integrated Learning) subject

\* ARFA takes place of HPE and Innovative Design and Digital Technologies for students in years 7 & 8.

### Year 7 ARFA:

|           |            |         |       |         |      |                          |                     |       |
|-----------|------------|---------|-------|---------|------|--------------------------|---------------------|-------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Italian OR Literacy Plus | Dance & Visual Arts | *ARFA |
|           | Semester 2 | English | Maths | Science | HASS | Italian OR Literacy Plus | Technologies        | *ARFA |

### Year 8 ARFA

|           |            |         |       |         |      |                          |               |       |
|-----------|------------|---------|-------|---------|------|--------------------------|---------------|-------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Italian OR Literacy Plus | Drama & Music | *ARFA |
|           | Semester 2 | English | Maths | Science | HASS | Italian OR Literacy Plus | Technologies  | *ARFA |

### Year 9 ARFA:

|           |            |         |       |         |      |                     |          |       |
|-----------|------------|---------|-------|---------|------|---------------------|----------|-------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Arts Choice         | Choice 1 | *ARFA |
|           | Semester 2 | English | Maths | Science | HASS | Technologies Choice | Choice 2 | *ARFA |

### Year 10 ARFA:

|           |            |         |       |         |      |  |                     |       |
|-----------|------------|---------|-------|---------|------|--|---------------------|-------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Exploring Identities and Futures (EIF) | Technologies Choice | *ARFA |
|           | Semester 2 | English | Maths | Science | HASS | Arts Choice                            | Choice              | *ARFA |



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## Performing Arts Academy (PAA)

The Performing Arts Academy provides an opportunity for Middle School students to pursue the performing arts disciplines of Dance, Drama and Music. Students participate in a variety of school and community performances at a range of professional venues and events, such as the Adelaide Fringe Festival, Dream Big, and as guest artists at the annual Primary Schools Music Festival.

The Performing Arts Academy features extra hours of tuition in Dance, Drama and Music.

Additionally, PAA students have access to unique subjects named after the Academy, where they use their talents and critical and creative skills to develop a large-scale performance, from concept to stage.

The PAA curriculum pattern incorporates:

- Year 7: 1 semester each of Dance and Drama.
- Year 8: 1 semester each of Dance, Drama, Music and the Performing Arts Academy subject.
- Year 9: A flexible pattern of study which allows students to focus on learning two or more of the performing arts (Dance, Drama and/or Music).
- Year 10: Continuing the flexible pattern of study which allows students to focus on learning up to 2 performing arts subjects.

### Year 7 PAA:

|           |            |         |       |         |      |                          |                                  |       |
|-----------|------------|---------|-------|---------|------|--------------------------|----------------------------------|-------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Italian OR Literacy Plus | Health & Physical Education      | Dance |
|           | Semester 2 | English | Maths | Science | HASS | Italian OR Literacy Plus | Innovative Design & Digital Tech | Drama |

### Year 8 PAA:

|           |            |         |       |         |      |                          |       |                               |
|-----------|------------|---------|-------|---------|------|--------------------------|-------|-------------------------------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Italian OR Literacy Plus | Dance | Drama                         |
|           | Semester 2 | English | Maths | Science | HASS | Italian OR Literacy Plus | Music | Performing Arts Academy (PAA) |

### Year 9 PAA:

|           |            |         |       |         |      |          |                               |                        |
|-----------|------------|---------|-------|---------|------|----------|-------------------------------|------------------------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Choice 1 | Performing Arts Choice        | Performing Arts Choice |
|           | Semester 2 | English | Maths | Science | HASS | Choice 2 | Performing Arts Academy (PAA) | Performing Arts Choice |

### Year 10 PAA:

|           |            |         |       |         |      |  |          |                        |
|-----------|------------|---------|-------|---------|------|--|----------|------------------------|
| Full Year | Semester 1 | English | Maths | Science | HASS | Exploring Identities and Futures (EIF) | Choice 2 | Performing Arts Choice |
|           | Semester 2 | English | Maths | Science | HASS | Choice 1                               | Choice 3 | Performing Arts Choice |



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The South Australian Certificate of Education (SACE) is the qualification awarded to students who successfully complete their senior secondary education. The SACE Board of South Australia administers the SACE for all schools in the state.

Within each SACE subject, students are expected to gain and demonstrate essential subject specific skills and knowledge, as well as develop seven personal capabilities:

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

To complete the SACE, students need to attain 200 SACE credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters.

Students are offered a wide degree of subject choice in the senior years, providing them with flexibility to pursue a pathway that best suits them. Subject offerings at the College reflect historic and forecast student interest, represent a variety of pathways, and maximise our site's resources. Students seeking part-enrolment at other secondary institutions for particular subjects are required to participate in additional subject counselling prior to any enrolment. Fees, additional to the cost of College enrolment, may apply.

Typically, at Charles Campbell College, students start their SACE journey with the Stage 1 Personal Learning Plan in Year 10, their selection of Stage 1 subjects in Year 11 (including compulsory Maths and English subjects and Stage 2 Research Project), and selection of Stage 2 subjects in Year 12. All students are enrolled in an ATAR pattern to ensure the broadest possible opportunities for post-secondary studies.

### Compulsory Subjects – 50 credits

- 10 credits
  - » Stage 1 Personal Learning Plan (PLP)
- 20 credits
  - » Literacy requirement, from a range of Stage 1 and Stage 2 English subjects
- 10 credits
  - » Numeracy requirement, from a range of Stage 1 and Stage 2 Mathematics subjects

### Student Selected Subjects – 150 credits

- 90 credits
  - » Selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning
- 60 credits
  - » Selection of Stage 2 or VET subjects, worth at least 60 credits in total

Students are eligible for an Australian Tertiary Admissions Rank (ATAR) if they achieve 90 credits at Stage 2. The South Australian Tertiary Admissions Centre (SATAC) has responsibility for all South Australian students' ATAR calculations.

### Stage 1 Personal Learning Plan

10 credits  
compulsory subject at C- grade or better

### Stage 1 Numeracy

10 credits  
from a range of mathematic subjects and courses at C- grade or better

### Stage 1 Literacy

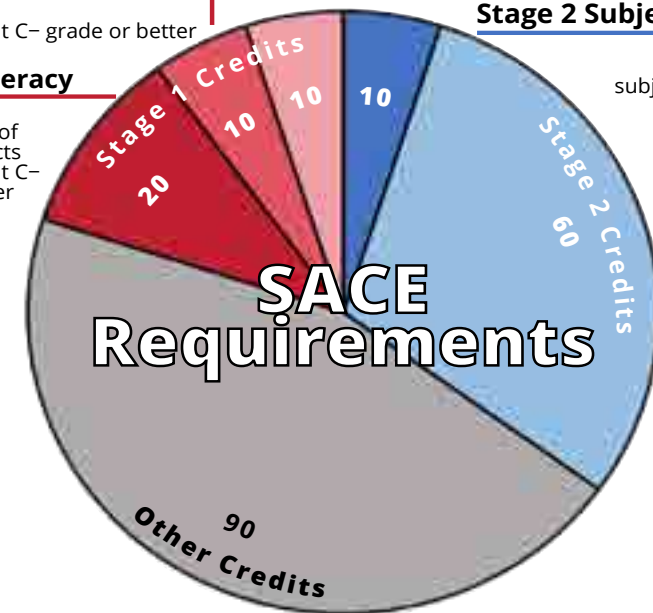
20 credits  
from a range of English subjects and courses at C- grade or better

### Stage 2 Research Project

10 credits  
compulsory subject at C- grade or better

### Stage 2 Subjects & Courses

60 credits  
from a range of subjects and courses at C- grade or better



### Other Stage 1 or 2 Subjects

90 credits  
other subjects and courses of a student's choice from either Stage 1 or Stage 2





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Vocational Education and Training (VET) enables students to acquire skills and knowledge for work, through a nationally recognised industry-developed training package or accredited course. Students have the opportunity to undertake VET as part of SACE, which enables them to gain tertiary qualifications while still at school. Qualifications gained can act as a bridge between school and future pathways.

VET certificate qualifications are achieved by completing the required number of competencies. Each competency has an allocated number of hours required for successful completion. These nominal hours are accumulated and converted into SACE credits, with 70 nominal VET hours being equivalent to 10 SACE credits (one semester).

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET, though how much a student includes of their credits at Stage 2 may impact their ATAR eligibility.

Senior students can participate in a range of VET courses offered as part of the Charles Campbell College curriculum, or through the East Adelaide Schools Vocational Alliance (EASVA).

EASVA is comprised of the following schools:

- Adelaide Botanic High School
- Adelaide High School
- Charles Campbell College
- Glenunga International High School
- Marden Senior College
- Marryatville High School
- Norwood International High School
- Open Access College

Through the new VET for School Students policy, secondary school students are able to undertake VET courses that fall under a Flexible Industry Pathway (FIP). These Flexible Industry Pathways are:

- Aged Care and Disability
- Agriculture
- Animal Care
- Aquaculture
- Automotive Retail, Service and Repair
- Building and Construction
- Business
- Civil Construction, Resources and Infrastructure
- Conservation and Land Management
- Cybersecurity
- Early Childhood Education
- Electro-technology
- Engineering
- Food Processing
- Forestry
- Hair and Beauty
- Health Support
- Hospitality and Tourism
- Horticulture
- Information Technology
- Manufacturing
- Maritime
- Plumbing
- Screen and Media Production, Gaming and Visual Effects
- Sport and Fitness
- Thoroughbred Racing

Charles Campbell College are offering the following VET courses in 2023:

- Certificate II      Automotive Servicing Technology
- Certificate II      Construction Pathways
- Certificate III     Individual Support - Ageing/Disability Aged Care and Disability



ASSUMED KNOWLEDGE

ASSUMED KNOWLEDGE - YEAR 10 TO 11

| Learning Area                                       | Year 11 Subject                               | Required Year 10 Subject(s) & Grade   |
|---|---|---|
| Arts  | Dance A                                       | Completion of one semester of Year 10 Dance in the C grade band or higher.  |
|   | Dance B                                       | Completion of one semester of Year 10 Dance in the C grade band or higher.  |
|   | Drama A                                       | Completion of one semester of Year 10 Drama in the C grade band or higher.  |
|   | Drama B                                       | Completion of one semester of Year 10 Drama in the C grade band or higher.  |
|   | Music   | Completion of Year 10 Music in the C grade band or higher.  |
|   | Digital Photography                           | Completion of Year 10 Digital Photography in the C grade band or higher.  |
|   | Visual Arts A                                 | Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.  |
|   | Visual Arts B                                 | Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.  |
|   | Digital Design                                | Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.  |
|   | Creative Arts A                               | Completion of one semester of Year 10 Media Arts or Visual Arts in the C grade band or higher.  |
|   | Creative Arts B                               | Completion of one semester of Year 10 Media Arts or Visual Arts in the C grade band or higher.  |
| English and English as an Additional Language (EAL) | English 1 & 2                                 | Completion of Year 10 English in the C grade band or higher.  |
|   | Essential English 1 & 2                       | Completion of Year 10 English.  |
|   | Essential English: Vocational 1 & 2           | Completion of Year 10 Vocational English.   |
|   | English as an Additional Language (EAL) 1 & 2 | Designed for students for whom English is a second language. Successful completion of Year 10 EAL or Year 10 English in the C grade band or higher. |
| Health and Physical Education (HPE)                 | Child Studies                                 | Completion of Year 10 Child Studies in the C grade band or higher is recommended.   |
|   | Health and Wellbeing                          | Completion of Year 10 Health is recommended.  |
|   | Integrated Learning: Sports Studies A         | Completion of Year 10 Physical Education A, B or IL ARFA in the C grade band or higher.   |
|   | Integrated Learning: Sports Studies B         | Completion of Year 10 Physical Education A, B or IL ARFA in the C grade band or higher.   |
|   | Outdoor Education                             | Completion of Year 10 Outdoor Education or IL ARFA in the C grade band or higher.   |
|   | Physical Education (PE) A                     | Completion of Year 10 Physical Education A or IL ARFA in the C grade band or higher.  |
|   | Physical Education (PE) B                     | Completion of Year 10 Physical Education A or IL ARFA in the C grade band or higher.  |

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## ASSUMED KNOWLEDGE - YEAR 10 TO 11

| Learning Area                         | Year 11 Subject   | Required Year 10 Subject(s) & Grade  |
|---------------------------------------|---|--|
| Humanities and Social Sciences (HASS) | Business Innovation   | Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course.        |
|                                       | Legal Studies   | Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course.        |
|                                       | Ancient Studies   | Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required, due to the language rich nature of the course.       |
|                                       | Modern History  | Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required, due to the language rich nature of the course.       |
| Languages                             | Italian (Continuers) 1 & 2  | Completion of Year 10 Italian in the C grade band or higher.   |
| Mathematics                           | General Mathematics A & B   | Completion of Year 10 General Mathematics in the B grade band or higher or completion of Year 10 Advanced Mathematics in the C grade band or higher. |
|                                       | Essential Mathematics A: Numeracy   | Completion of Year 10 Mathematics.   |
|                                       | Essential Mathematics B: Industry   | Completion of Year 10 Mathematics.   |
|                                       | Essential Mathematics B: Design   | Completion of Year 10 Mathematics.   |
|                                       | Essential Mathematics A & B: Vocational                                   | Completion of Year 10 Vocational Mathematics.  |
|                                       | Mathematics A   | Completion of Year 10 Advanced Mathematics in the B grade band or higher.  |
|                                       | Mathematics B   | Completion of Year 10 Advanced Mathematics in the B grade band or higher.  |
|                                       | Mathematics C   | Completion of Year 10 Advanced Mathematics in the B grade band or higher.  |
| Mathematics D                         | Completion of Year 10 Advanced Mathematics in the B grade band or higher. |  |
| Science                               | Biology A   | Completion of Year 10 Science in the C grade band or higher.   |
|                                       | Biology B   | Completion of Year 10 Science in the C grade band or higher.   |
|                                       | Chemistry 1   | Completion of Year 10 Science in the C grade band or higher.   |
|                                       | Chemistry 2   | Completion of Stage 1 Chemistry 1 in the C grade band or higher.   |
|                                       | Nutrition   | Completion of Year 10 Science in the C grade band or higher.   |
|                                       | Psychology  | Completion of Year 10 Science in the C grade band or higher.   |
|                                       | Physics 1   | Completion of Year 10 Science and Year 10 Mathematics in the C grade band or higher.   |
|                                       | Physics 2   | Completion of Stage 1 Physics 1 in the C grade band or higher.   |
| Technologies                          | Automotive Technology   | Completion of Year 10 Automotive Technology in the C grade band or higher.   |
|                                       | Furniture   | Completion of Year 10 Woodwork in the C grade band or higher.  |
|                                       | Food & Hospitality: Catering  | Completion of Year 10 Food A or B in the C grade band or higher is recommended.  |
|                                       | Food & Hospitality: Entertaining  | Completion of Year 10 Food A or B in the C grade band or higher is recommended.  |

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## ASSUMED KNOWLEDGE - YEAR 11 TO 12

| Learning Area                                       | Year 12 Subject                         | Required Year 11 Subject(s) & Grade   |
|---|---|---|
| Arts  | Creative Arts                           | Completion of one or more Stage 1 Visual Arts subject in the C grade band or higher.  |
|   | Digital Photography                     | Completion of Stage 1 Digital Photography in the C grade band or higher.  |
|   | Dance                                   | Completion of one semester Stage 1 Dance in the C grade band or higher.   |
|   | Drama                                   | Completion of one semester Stage 1 Drama in the C grade band or higher.   |
|   | Music: Ensemble Performance             | Completion of Stage 1 Music in the C grade band or higher.  |
|   | Music: Music Explorations               | Completion of Stage 1 Music in the C grade band or higher.  |
|   | Music: Solo Performance                 | Completion of Stage 1 Music in the C grade band or higher.  |
|   | Visual Arts                             | Completion of one semester of Stage 1 Visual Arts in the C grade band or higher.  |
| English and English as an Additional Language (EAL) | English                                 | Completion of Stage 1 English in the B grade band or higher.  |
|   | Essential English                       | Completion of Stage 1 Essential English in the B grade band or higher or completion of Stage 1 English in the C grade band or higher.                           |
|   | English as an Additional Language (EAL) | Designed for students for whom English is a second language. Completion of Stage 1 EAL in the B grade band or higher is recommended.                            |
|   | English Literary Studies                | Completion of Stage 1 English in the B grade band or higher.  |
| Health and Physical Education (HPE)                 | Child Studies                           | Completion of Stage 1 Child Studies in the C grade band or higher.  |
|   | Physical Education (PE)                 | Completion of Stage 1 Physical Education A and/or B in the C grade band or higher.  |
|   | Integrated Learning: Sports Studies     | Completion of Stage 1 Integrated Learning: Sports Studies A or B in the C grade band or higher.   |
|   | Outdoor Education                       | Completion of Stage 1 Outdoor Education in the C grade band or higher.  |
|   | Health and Wellbeing                    | Completion of Stage 1 Health and Wellbeing in the C grade or higher.  |
| Humanities and Social Sciences (HASS)               | Legal Studies                           | Completion of Stage 1 Legal Studies in the C grade band or higher.  |
|   | Modern History                          | Completion of any Stage 1 Humanities subject in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course. |
|   | Business Innovation                     | Completion of Stage 1 Business Innovation in the C grade band or higher.  |
| Languages   | Italian (Continuers)                    | Completion of Stage 1 Italian (Continuers) in the C grade band or higher.   |

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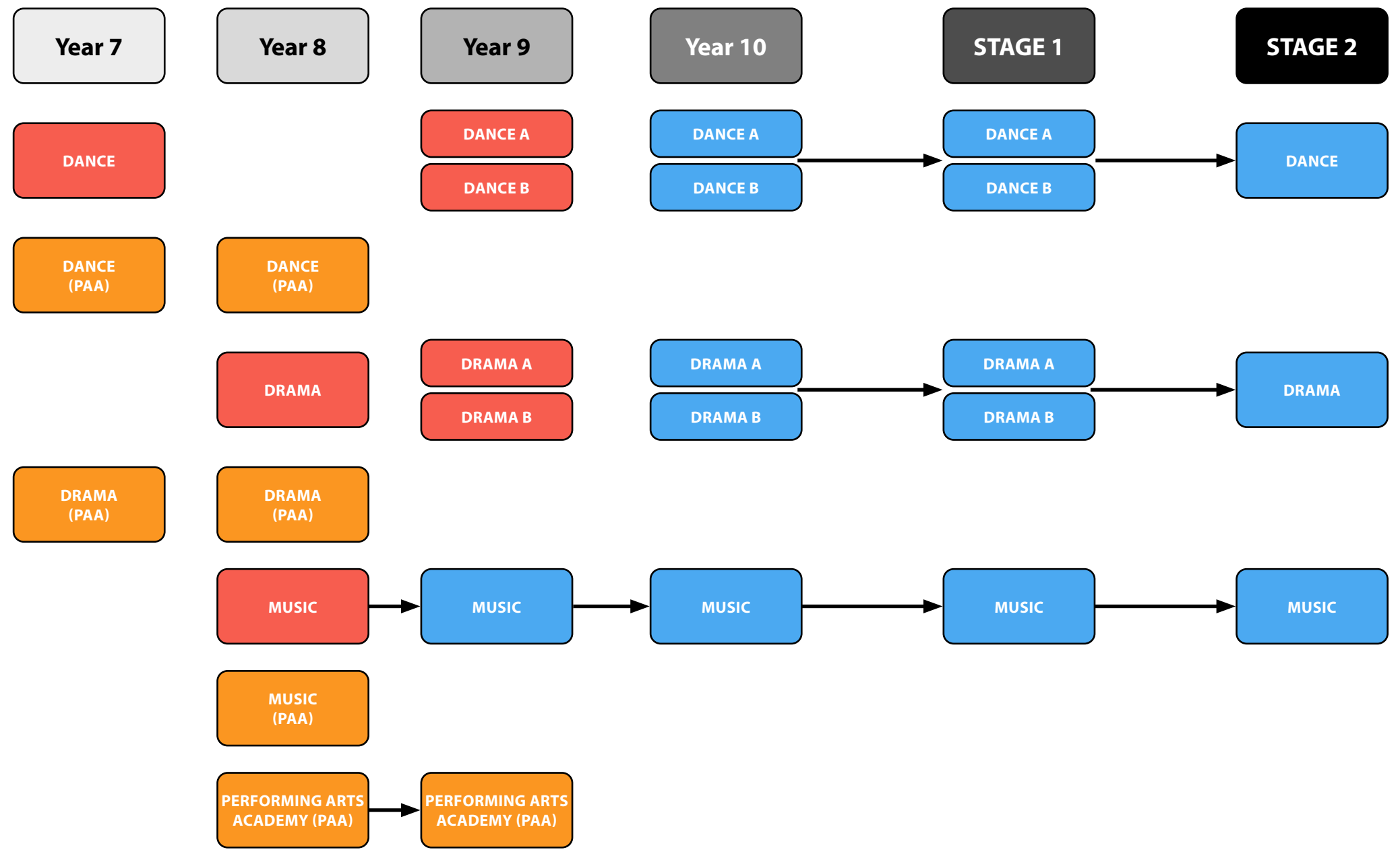
**ASSUMED KNOWLEDGE - YEAR 11 TO 12**

| Learning Area | Year 12 Subject                            | Required Year 11 Subject(s) & Grade  |
|---------------|--|--|
| Mathematics   | Essential Mathematics                      | Completion of Stage 1 Essential Mathematics A and B in the B grade band or higher, or completion of Stage 1 General Mathematics in the C grade band or higher. |
|               | General Mathematics                        | Completion of Stage 1 General Mathematics in the B grade band or higher, or Stage 1 Mathematics A, B or C in the C grade band or higher.                       |
|               | Integrated Learning: Financial Mathematics | Successful completion of Stage 1 Mathematics and Stage 1 English in the C grade band or higher.  |
|               | Mathematical Methods                       | Completion of Stage 1 Mathematics A, B & C in the B grade band or higher.  |
|               | Specialist Mathematics                     | Completion of Stage 1 Mathematics A, B, C & D in the B grade band or higher.   |
| Science       | Psychology                                 | Completion of any Stage 1 Science subject in the C grade band or higher.   |
|               | Biology                                    | Completion of any Stage 1 Science subject in the C grade band or higher.   |
|               | Chemistry                                  | Completion of Stage 1 Chemistry 1 & 2 in the C grade band or higher.   |
|               | Physics                                    | Completion of Stage 1 Physics 1 & 2 in the B grade band or higher. Completion of General Mathematics in the C grade band or higher is recommended.             |
|               | Scientific Studies                         | Successful completion of any Stage 1 Science subject.  |
| Technologies  | Computer Aided Design (CAD)                | Completion of Stage 1 Computer Aided Design in the C grade band or higher.   |
|               | Furniture                                  | Completion of Stage 1 Furniture in the C grade band or higher.   |
|               | Metalwork                                  | Completion of Stage 1 Machining or Welding in the C grade band or higher.  |
|               | Food & Hospitality                         | Completion of Stage 1 Food and Hospitality Catering or Entertaining in the C grade band or higher.   |



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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

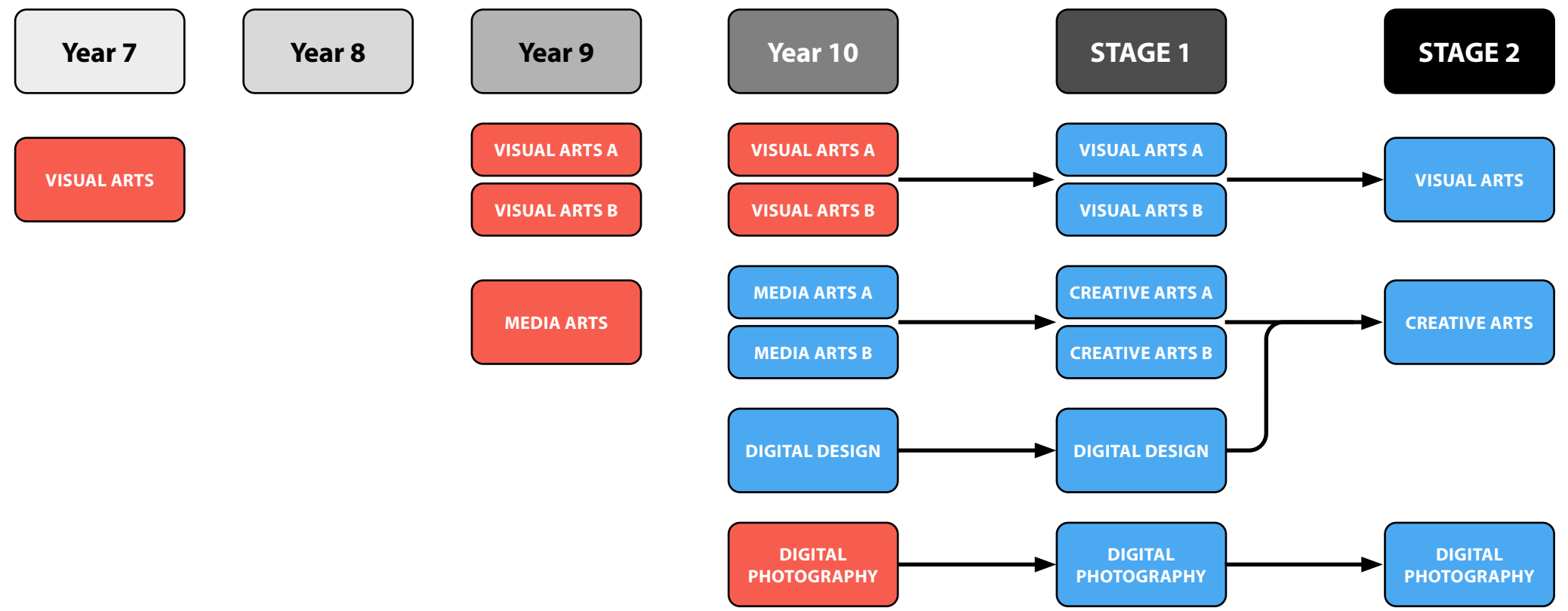
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 COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

PAA
 AVAILABLE ONLY TO STUDENTS IN THE PERFORMING ARTS ACADEMY



## ARTS Visual Arts Subjects

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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

NIL
C
A/B
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Dance  
Term Course  
Year 7

**Course Description**  
Students experience dance as a foundation for all performing art forms. Students learn and develop many facets of dance as a performing art in a fun, creative and collaborative way. Students increase and develop the fundamentals of a variety of dance style techniques, create and lead their own compositions through their learned knowledge of choreographic devices, and work as a team and individual member. The theoretical components include safe dance practices, anatomy and conditioning, and cultural influences in dance.

- Content**
- Elements of dance and choreographic devices
  - Fitness and agility
  - History of dance
  - Dance styles, including cultural influences
  - Genders in dance

- Assessment Components**
- Skill development tasks
  - Making and leading compositions
  - Presentation/performances in informal settings
  - Multi-modal/written assignments, quizzes

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. There may be expenses for excursions and/or costumes.

Dance (PAA)  
Semester Course  
Year 7

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
Students experience dance as a foundation to further develop their skills as performing artists. The course encourages creativity through manipulating the elements of dance and choreographic devices to lead their own dance compositions, refine and build upon practical technical skills, and performance communication in various styles of dance. Students evaluate their own development as a dancer and choreographer, including safe dance practices.

- Content**
- Elements of dance and choreographic devices
  - Rehearsal and performance
  - Different dance styles and techniques
  - Communication
  - Choreographer's intent

- Assessment Components**
- Composition creation
  - Technical skill development
  - Performance
  - Responding - Oral, written or multi-modal
  - Choreographer investigation
  - Folio/journal

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. There may be expenses for excursions and/or costumes. The final performance may be performed within CCC or local school community.

Drama (PAA)  
Semester Course  
Year 7

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
Students experience the foundation elements of drama: role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere. Students combine these elements in devised and scripted drama to explore and develop issues, ideas and themes.

- Content**
- Elements of drama
  - Rehearsal and performance of devised drama
  - Exploration of theatre genres
  - Responding to live theatre
  - The role of design elements in drama (costume, sound, lighting, multimedia)

- Assessment Components**
- Demonstration of foundation skills through performance
  - Script writing and performance
  - Page to stage process and performance
  - Responding - Oral, written or multi-modal
  - Demonstration of foundation skills through short answer written responses
  - Response to live theatre

**Additional Information**  
There may be expenses for excursions and/or costumes. The final performance may be performed within CCC or local school community.



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Visual Arts  
Term Course Year 7

**Course Description**  
Students gain knowledge and awareness of skills techniques, methods and materials used in traditional visual art. Students practice structured drawing using a geometric approach and examine the elements and principles of art through thematic painting topics. Theory is linked to practical tasks and involves written responses and critical analysis of their own and other artists from Western, Asian and Indigenous art forms.

- Content**
- Drawing and confidence building
  - Idea generation techniques
  - Painting and colour studies
  - Visual art theory
  - Critical analysis and response

- Assessment Components**
- Creating & making - Folio and tasks
  - Responding & research - Written tasks

Drama  
Term Course Year 8

**Course Description**  
Through a range of collaborative, creative and practical workshop activities, students develop individual and ensemble performance skills and understanding of basic dramatic techniques. Students explore and communicate diverse issues, ideas and themes to an intended peer audience through the performance/presentation of dramatic works in on-stage and off-stage roles. Students evaluate their own works and develop critical audience skills to respond to the forms and styles of other dramatic works.

- Content**
- Mime and movement
  - Characterisation skills
  - Dramatic improvisation and role play
  - Performance and group devised play making
  - Audience skills, critical reflection and analysis

- Assessment Components**
- Ensemble theatre skills
  - Dramatic improvisation
  - Group devised play making
  - Performance/presentation
  - Oral/written/multi-modal report

Music  
Term Course Year 8

**Course Description**  
Students explore elements of music through a range of collaborative, creative and practical activities, and develop individual and ensemble performance skills. Students apply knowledge of music elements to create and perform compositions. Students evaluate their own works and develop critical audience skills and viewpoints, to respond to the forms and styles of other music works.

- Content**
- Elements of music
  - Individual and group performance
  - Composition
  - Audience skills, critical reflection and analysis

- Assessment Components**
- Making – Ensemble performance
  - Making - Composition
  - Responding - Analysis
  - Responding - Review



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Performing Arts Academy (PAA)  
Semester Course Year 8

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
Through a variety of activities and workshops, this course provides the opportunity for students to further develop and extend their skills as performing artists. The course explores skill development practices, investigates successful artists, and culminates in students performing in an on-stage role in a small-scale theatrical production combining elements of all three performing arts disciplines (dance, drama and music).

- Content**
- Performance practice and rehearsal techniques
  - Skills development and refinement
  - Participation in workshops and activities
  - Investigating what makes a successful artist
  - Performing in an on-stage role
  - Lighting design

- Assessment Components**
- Ensemble skills
  - Skill development
  - Performance/Presentation
  - Investigation 1: Artist

**Additional Information**  
There may be expenses for excursions and/or costumes. The final production may be performed in local schools and/or the community.

Dance (PAA)  
Semester Course Year 8

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
Students further develop their skills as performing artists and choreographers. The course encourages creativity through manipulating and structuring elements of dance and choreographic devices to lead their own dance solos or group choreography. Students refine and build upon their practical and technical skills in leading styles such as ballet, contemporary or jazz dance. Students evaluate their development as a dancer and choreographer.

- Content**
- Elements of dance and choreographic devices
  - Leading dance techniques
  - Choreography

- Assessment Components**
- Short choreographic works (solo or group) creation
  - Technical skill development
  - Performance (informal or formal)
  - Workshop or excursion participation
  - Responding - Oral, written or multi-modal
  - Choreographer or director investigation
  - Folio/journal

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. There may be expenses for excursions and/or costumes. The final performance may be performed within CCC or local school community.

Drama (PAA)  
Semester Course Year 8

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
This course extends opportunities for students to learn and develop a wide range of creative, collaborative, individual and ensemble skills, both on-stage as a performer and off-stage as a theatre practitioner. Students learn to explore and communicate diverse issues, ideas and themes to an intended audience through the presentation of dramatic works. Students analyse and critically reflect upon their own works and respond to the forms and styles of other dramatic works.

- Content**
- Mime, movement and physical theatre skills
  - Characterisation skills
  - Dramatic improvisation and role play
  - Performance within group devised play
  - Audience skills, critical reflection, evaluation and analysis

- Assessment Components**
- Group devised play making
  - Dramatic improvisation techniques
  - Script writing for a peer audience
  - Performance in an on-stage/off-stage role
  - Theoretical/practical individual study
  - Oral, written or multi-modal report/review

**Additional Information**  
Participation in rehearsals outside school hours may be required.



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Music (PAA) Semester Course Year 8

**Assumed Knowledge**  
This subject is available to students who have successfully auditioned for the Performing Arts Academy.

**Course Description**  
Students explore elements of music through a range of collaborative, creative and practical activities, and develop individual and ensemble performance skills. Students apply knowledge of music elements to create and perform compositions. Students evaluate their own works and develop critical audience skills and viewpoints to respond to the forms and styles of other music works.

**Content**

- Elements of music
- Individual and group performance
- Composition
- Audience skills, critical reflection and analysis

**Assessment Components**

Making

- Ensemble performance
- Composition

Responding - Oral, written or multi-modal

- Analysis
- Review

**Additional Information**  
There may be expenses for excursions. The final performance may be performed within CCC, at local schools, or in the local community.

Dance A Semester Course Year 9

**Course Description**  
This course aims for students to experience many facets of dance as a performing art, in a way that is relevant. Students learn and develop the fundamentals of dance technique, explore their own creativity through movement composition tasks, and develop confidence through presenting work to others. They have opportunities to enjoy dance as an audience member and comment constructively on the work of others, using appropriate terminology. The practical component consists of jazz/contemporary technique, composition and performance. The theoretical topics include basic anatomy, conditioning, dance history, dance related occupations and staging a production in on/off stage roles.

**Content**

- Elements of dance
- Choreographic devices
- Safe dance practices
- Global dance

**Assessment Components**

- Skill development
- Movement compositions
- Presentation/performances
- Written/multi-modal assignments, tests, quizzes

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. There may be expenses for excursions and/or costumes. Students may select Dance A and/or Dance B. Selecting both Dance A and Dance B equates to a full year of study in the subject.

Dance B Semester Course Year 9

**Course Description**  
Students experience many facets of dance as a performing art, in a way that is current and relevant. Students learn and develop the fundamentals of dance technique, explore creativity through improvisation and movement composition tasks, learn basic partnering skills, and develop confidence through presenting work to others. They have opportunities to enjoy dance as an audience member, responding through review writing. The practical component consists of contemporary technique, composition and performance. The theoretical topics include dance styles, dance in other cultures, approaches to choreography, and a written review of a live performance.

**Content**

- Elements of dance
- Choreographic devices
- Partnering skills
- Safe dance practices
- Global dance
- Performance review

**Assessment Components**

- Skill development
- Movement compositions
- Presentation/performances
- Written/multi-modal assignments, tests, quizzes

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. There may be expenses for excursions and/or costumes. Cannot be selected in conjunction with Dance Semester Course. Students may select Dance A and/or Dance B. Selecting both Dance A and Dance B equates to a full year of study in the subject.





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**Drama A Semester Course** Year 9

**Course Description**  
This course aims for students to experience elements of drama in a way that is current and relevant. Students explore themes and ideas, and learn to express their creativity through the fundamentals of dramatic practice and performance techniques. Students apply their skills in small group presentations to a peer audience, participating either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. Students investigate an area of theatre arts or world theatre and undertake an individual or small group theoretical/practical/multi-modal study. Students view and review live theatre as an audience member and learn to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others, in oral, written and multi-modal tasks.

- Content**
- Dramatic improvisation
  - Group devised play making
  - Group presentation
  - Individual or small group theoretical/practical/multi-modal study

- Assessment Components**
- Drama practice and theory
  - Group presentation
  - Report and review

**Additional Information**  
Students may select Drama A and/or Drama B. Selecting both Drama A and Drama B equates to a full year of study in the subject.

**Drama B Semester Course** Year 9

**Course Description**  
Students experience elements of drama as a performing art in a way that is current and relevant. Students learn to explore their own creativity through an understanding of the fundamentals of performing arts theory, technologies, practice and performance techniques. Students work collaboratively in improvisational and group-devised activities. They undertake a scriptwriting project and/or take a play text from page to stage. They demonstrate understanding of play analysis and develop skills by participating in a group performance to a peer audience, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. Students view live theatre as an audience member and learn to critically analyse the dramatic works created by themselves and others, in oral, written and multi-modal tasks.

- Content**
- Dramatic improvisation
  - Group devised play making
  - Scriptwriting
  - Page to stage performance
  - Critical analysis
  - Group presentation
  - Individual or small group theoretical/practical/multi-modal study

- Assessment Components**
- Drama practice and theory
  - Group presentation
  - Report and review

**Additional Information**  
Students may select Drama A and/or Drama B. Selecting both Drama A and Drama B equates to a full year of study in the subject.

**Music Full Year Course** Year 9

**Assumed Knowledge**  
Successful completion of Year 8 Music.

**Course Description**  
This course is performance oriented and a variety of ensembles are formed in each music class, with class rehearsal lessons each week. All students will be assessed as soloists and ensemble members. Students gain theoretical and aural skills through regular weekly lessons and associated written work. An appreciation of the diversity of music is developed through access to live performances where possible, and exploring a variety of music from different genres and cultures.

- Content**
- Performance as a soloist and member of an ensemble
  - Theory, composition and song writing, and analysis of music
  - Research tasks on selected music topics
  - Attendance and participation in public music performances

- Assessment Components**
- Solo and ensemble performances
  - Music theory, composition and analysis
  - Music technology
  - Research tasks and presentations

**Additional Information**  
Students are expected to learn an instrument or voice. Tuition is available for woodwind, brass, string and percussion instruments, classical, modern and bass guitar, and voice. Some costs may be incurred through instrumental/vocal lessons and performances.





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Performing Arts Academy (PAA) Semester Course Year 9

**Assumed Knowledge**  
Successful completion of Year 8 Performing Arts Academy program, or by audition.

**Course Description**  
Through a variety of activities and workshops, this course provides the opportunity for students to extend the skills developed in previous years in the PAA. The course places further emphasis on the students taking on responsibilities associated with creating the final production, including choreography, script development, costume design, makeup design and more.

**Content**

- Performance practice and rehearsal techniques
- Skills development and refinement
- Participation in workshops and activities
- Investigating what makes a successful artist
- Performing in an on-stage role

**Assessment Components**

- Ensemble skills
- Skill development
- Negotiated elective e.g. movement compositions, script refinement, design (costume/makeup), etc.
- Oral/written/multi-modal report

**Additional Information**  
This is a compulsory component of the Performing Arts Academy program. There may be expenses for excursions and/or costumes. The final production may be performed in local schools or the community.

Media Arts Semester Course Year 9

**Course Description**  
This course introduces students to the exciting world of digital media. Students develop an understanding of technical and symbolic principles and conventions in a variety of creative media. Students learn how to represent and communicate ideas through digital mediums.

**Content**

- Film making – Short film
- Game Making - Creating games with a social message
- Basic computer game making

**Assessment Components**

- Multiple media projects
- Technical skills
- Communication skills

Visual Arts A Semester Course Year 9

**Course Description**  
In this course students gain knowledge and awareness of skills, techniques, methods and materials used in the visual arts. Students practice two dimensional drawing, painting and printmaking, using the elements and principles of art. Theory is linked to practical tasks and involves written responses and critical analysis of their own art, and artists from a variety of world art forms and Indigenous art.

**Content**

- Drawing and confidence building
- Idea generation techniques
- Painting and colour studies
- Plano-graphic printmaking techniques
- Visual art theory, critical analysis and response

**Assessment Components**

- Creating/making - Folio and tasks
- Responding – Research and written tasks

**Additional Information**  
Students may select Visual Arts A and/or Visual Arts B. Selecting both Visual Arts A and Visual Arts B equates to a full year of study in the subject.



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Visual Arts B Semester Course Year 9

**Course Description**  
In this course students gain knowledge and awareness of skills, techniques, methods and materials used in the visual arts. Students practice two and three dimensional art, using the elements and principles of art. Theory is linked to practical tasks and involves written responses and critical analysis of their own art, and other artists from a variety of world art forms and Indigenous art.

**Content**

- Drawing for sculpture and confidence building
- Idea generation techniques
- Safe operating procedures – Skills, techniques and materials
- Bas (low) relief and sculpture in the round, using a range of materials developed through a thematic approach
- Visual arts theory, critical analysis and response
- Painting and colour studies
- Plano-graphic printmaking techniques
- Visual art theory, critical analysis and response

**Assessment Components**

- Creating/making – Folio and tasks
- Responding – Research and written tasks

**Additional information**  
Students may select Visual Arts A and/or Visual Arts B. Selecting both Visual Arts A and Visual Arts B equates to a full year of study in the subject.

Dance A Semester Course Year 10

**Assumed Knowledge**  
Successful completion of at least one semester of Year 9 Dance.

**Course Description**  
The aim of this course is to give students a range of jazz dance experiences. Students gain practical knowledge of the principles of jazz dance in a variety of styles, such as urban or musical theatre techniques. They explore choreographic principles to express particular ideas, either individually or as part of a group. In small groups, students are required to create a short choreographic study related to musical theatre. They investigate a jazz choreographer's approach and review a live performance or film.

**Content**

- Jazz choreographer investigation
- Creative explorations - Performance or composition
- Injury care and safe dance practices
- Dance work review
- Pathways and industry trends
- Body conditioning

**Assessment Components**

- Technique
- Choreographic study
- Presentations/performances
- Written and multi-modal review/folio

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes.

**Additional Information**  
Students may select Dance A and/or Dance B. Selecting both Dance A and Dance B equates to a full year of study in the subject.

Dance B Semester Course Year 10

**Assumed Knowledge**  
Successful completion of at least one semester of Year 9 Dance.

**Course Description**  
The aim of this course is to give students a practical knowledge of the principles of contemporary dance and the opportunity to strengthen their skills. Students explore choreographic principles to express particular ideas. They investigate and create a short performed dance for a film study, in a different environment, to which they respond through a folio and review. The practical component consists of contemporary dance technique, composition and performance.

**Content**

- Australian dance film choreographer investigation
- Jazz choreographer investigation
- Creative explorations - Performance or composition
- Injury care and safe dance practices
- Dance work review
- Pathways and industry trends
- Body conditioning

**Assessment Components**

- Technique
- Choreographic study
- Presentations/performances
- Written and multi-modal review/folio

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes.

**Additional Information**  
Students may select Dance A and/or Dance B. Selecting both Dance A and Dance B equates to a full year of study in the subject.



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**Drama A Semester Course** Year 10

**Assumed Knowledge**  
Successful completion of at least one semester of Year 9 Drama.

**Course Description**  
Students extend their knowledge and understanding of the role and function of drama, not only within contemporary society, but throughout history and in cultures other than their own, by examining 'explosions' in world theatre. Students learn ways in which theories and practices have shaped and continue to shape drama.

- Content**
- Investigation into a chosen area of theatre arts and presentation of findings in an individual study that may be written or multi-modal
  - Incorporation of creative ideas and innovative technologies, and application to a dramatic product
  - Viewing and reviewing live theatre as an audience member to critically evaluate, analyse and reflect upon dramatic work created by others

- Assessment Components**
- Drama practice
  - Group performance
  - Analysis and evaluation

**Additional Information**  
Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes. Students may select Drama A and/or Drama B. Selecting both Drama A and Drama B equates to a full year of study in the subject.

**Drama B Semester Course** Year 10

**Assumed Knowledge**  
Successful completion of at least one semester of Year 9 Drama.

**Course Description**  
Students build confident theatre ensemble skills and learn how to participate collaboratively and creatively in the planning, rehearsal and performance of a whole group performance for an intended audience, in which they participate in an on-stage role as an actor or off-stage role as a theatre practitioner.

- Content**
- Development and extension of performance techniques and play making skills through the experience of taking a play script from page to stage
  - Incorporation of creative ideas and innovative technologies, and application to a dramatic product
  - Viewing and reviewing live theatre as an audience member and documenting the page to stage process to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others
  - Investigation into a chosen area of theatre arts and presentation of findings in an individual study that may be written or multi-modal

- Assessment Components**
- Drama practice
  - Group performance
  - Analysis and evaluation

**Additional Information**  
Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes. Students may select Drama A and/or Drama B. Selecting both Drama A and Drama B equates to a full year of study in the subject.

**Music Full Year Course** Year 10

**Assumed Knowledge**  
Successful completion of Year 9 Music.

**Course Description**  
Skills are developed in the areas of improvisation, solo and ensemble performance. Theoretical and aural skills are developed and concepts of music harmony writing are explored. Students access music-based software programs to facilitate their learning and creativity. Students collaborate to produce activities and performances for junior school students. Students listen to and explore various social, historical and cultural aspects of music, including score reading and simple music analysis.

- Content**
- Performance as a soloist and member of an ensemble
  - Theory, composition and song writing, and analysis of music
  - Research tasks
  - Attendance and participation in public music performances

- Assessment Components**
- Solo and ensemble performance
  - Music theory, composition and analysis
  - Music technology, research tasks and presentations

**Additional Information**  
Students are required to attend instrumental/vocal lessons as required and participate in performances, which may incur some costs.



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Visual Arts A Semester Course Year 10

**Course Description**  
In this course students gain knowledge and awareness of skills techniques, methods and materials used in the visual arts. Students develop ideas into resolved two dimensional art works based on themes, or by negotiation with the teacher. Theory work is research based, focusing on historical and contemporary artists, and art work from a range of cultures.

**Content**

- Drawing and compositional design
- Idea generation techniques
- Safe operating procedures with skills, techniques and materials
- Two dimensional drawing/painting utilising mixed media and a range of materials developed through a thematic approach
- Visual arts theory, critical analysis and response

**Assessment Components**

- Creating/making - Folio and tasks
- Responding – Research and written tasks

**Additional Information**  
Students may select Visual Arts A and/or Visual Arts B. Selecting both Visual Arts A and Visual Arts B equates to a full year of study in the subject.

Visual Arts B Semester Course Year 10

**Course Description**  
In this course students gain knowledge and awareness of skills techniques, methods and materials used in the visual arts. Students practice two and three dimensional art, using the elements and principles of art. Theory is linked to practical tasks and involves written responses and critical analysis of their own art, and artists from a variety of world art forms and Indigenous art.

**Content**

- Drawing for sculpture and compositional design
- Idea generation techniques
- Safe operating procedures with skills, techniques and materials
- Bas (low ) relief and sculpture in the round using a range of materials developed through a thematic approach
- Visual arts theory, critical analysis and response
- Two dimensional drawing/painting utilising mixed media and a range of materials developed through a thematic approach

**Assessment Components**

- Creating/making – Folio and tasks
- Responding – Research and written tasks

**Additional Information**  
Students may select Visual Arts A and/or Visual Arts B. Selecting both Visual Arts A and Visual Arts B equates to a full year of study in the subject.

Digital Design Semester Course Year 10

**Assumed Knowledge**  
Successful completion of Year 9 Visual Arts.

**Course Description**  
This course introduces students to graphic design principles. Students undertake several graphic design projects. Students explore publishing industry standard software including Adobe Photoshop, Illustrator and InDesign.

**Content**

- Visual thinking - Visual and creative learning in support of resolved practical work
- Practical resolution - Resolved works that apply photographic skills in a creative context that incorporates ideas and technical application of images using Adobe Photoshop
- Visual arts in context - Placing works of graphic design in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting art works

**Assessment Components**

- Arts practice
- Arts analysis and response
- Arts in context





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**Digital Photography Semester Course** Year 10

**Course Description**  
This course introduces students to digital photography principles such as the operation of a digital camera, compositional techniques and image manipulation. Students explore topics and themes through the application of these principles, culminating in the creation of photographic art works.

**Content**

- Understanding the digital camera
- Photographic composition
- Application of creative portraits using studio flash, available light and LED lighting systems
- Creative assignments using Adobe Photoshop

**Assessment Components**

- Arts practice
- Arts analysis and response
- Arts in context

**Media Arts A Semester Course** Year 10

**Assumed Knowledge**  
Successful completion of Year 9 Media Arts.

**Course Description**  
This course provides opportunities for students to explore the genre of film making. Students develop skills in analysing, interpreting and creating short films.

**Content**

- Film making and film genres
- Film special effects

**Assessment Components**

- Media projects that represent and communicate ideas through digital mediums
- Technical skills
- Communicative skills
- Arts analysis and response

**Additional Information**  
Students may select Media Arts A and/or Media Arts B. Selecting both Media Arts A and Media Arts B equates to a full year of study in the subject.

**Media Arts B Semester Course** Year 10

**Assumed Knowledge**  
Successful completion of Year 9 Media Arts.

**Course Description**  
This course provides opportunities to explore the genres of game design and animation. Working with a range of software, students develop skills in game design and programming, and use these skills to produce animated products.

**Content**

- Game design and creation
- Animation
- Typography
- Film making and film genres
- Film special effects

**Assessment Components**

- Media projects that represent and communicate ideas through digital mediums
- Technical skills
- Communicative skills
- Arts analysis and response

**Additional information**  
Students may select Media Arts A and/or Media Arts B. Selecting both Media Arts A and Media Arts B equates to a full year of study in the subject.







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**Drama B Semester Course** **Stage 1**  
10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Drama in the C grade band or higher.

**Course Description**  
Students apply the dramatic process of conceiving, exploring, building, refining, presenting and evaluating. Students participate in a collaborative group performance that involves the planning, design, rehearsal and performance of the dramatic work for an intended school audience. Students learn how to illuminate the playwright's intentions, thematic issues, genres and the directorial concept, through the page to stage process. They demonstrate application of their performance and/or design and technical stagecraft skills, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. Students participate in groups to workshop and perform collaborative presentations from a selected genre of theatre, to demonstrate their skills of play analysis and creative interpretation.

- Content**
- Short film or performance creation and presentation
  - Theatre analysis and creative interpretation
  - Evaluation and review of live theatre

- Assessment Components**
- 30% Responding to drama
  - 40% Performance
  - 30% Creative synthesis

**Additional Information**  
Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes. It is highly recommended that a student selects both Drama A and Drama B if they intend to continue studying Drama in Stage 2.

**Music Full Year Course** **Stage 1**  
20 Credits

**Assumed Knowledge**  
Completion of Year 10 Music in the C grade band or higher.

**Course Description**  
This subject is designed to extend students' existing musical understanding and skills in creating and responding to music. Students continue to develop their skills as musicians through exploration of music as performers, composers, and critical and creative thinkers. Students are required to attend instrumental lessons and participate in performances.

- Content**
- Harmony and chords
  - Performance workshops
  - Solo and/or ensemble performance
  - Composition of an original work

- Assessment Components**
- 70% Creative works
  - 30% Musical literacy

**Additional Information**  
Students are expected to learn an instrument or voice. Tuition is available for woodwind, brass, string and percussion instruments, classical, modern and bass guitar, and voice. Some costs may be incurred through instrumental/vocal lessons and performances.

**Digital Design Semester Course** **Stage 1**  
10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.

**Course Description**  
The broad area of digital design encompasses communication graphics with an emphasis on corporate design. It emphasises a problem solving approach to the generation of ideas and concepts, and the development of visual representation skills to communicate resolutions.

- Content**
- Visual thinking - Folio of work documenting visual thinking, conception and development of ideas, and exploration of materials and techniques
  - Practical resolution - Two resolved works documented in a folio, accompanied by student's evaluation of their work
  - Visual arts in context - Students base exploration and/or experimentation on analysis of selected artists' work

- Assessment Components**
- 40% Folio
  - 30% Two practical works
  - 30% Visual study

**Additional Information**  
Students may continue to focus on studies in Digital Design in Stage 2 Creative Arts.



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Digital Photography Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of Year 10 Digital Photography in the C grade band or higher.

**Course Description**  
Art encompasses both creative and technological outcomes. Works of art using digital photography include the initiation and development of ideas, research, analysis and exploration, experimentation with digital cameras, Adobe Photoshop, and new and emerging technologies such as studio flash, LED lighting, photo stacking and panoramas.

- Content**
- Visual thinking - Visual and creative learning in support of resolved practical work
  - Practical resolution - Resolved works that apply photographic skills in a creative context that includes ideas and technical application of images using Adobe Photoshop
  - Visual arts in context - Placing photographic works in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting art works

- Assessment Components**
- 40% Folio of ideas generated
  - 30% Two practical creative photographic works
  - 30% Visual study of a photographer/s and their work, a photographic genre or technology based medium of choice.

Creative Arts A Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Media Arts or Visual Arts in the C grade band or higher.

**Course Description**  
This course provides opportunities for students to further develop skills in creative and innovative approaches to digital technologies. Students have the opportunity to select one or more areas of specialisation and explore the technical and symbolic conventions of these areas by investigating current practitioners, developing skills and applying them in creation of a creative arts product.

- Content**  
Students who enrol in Stage 1 Creative Arts A and B may elect either different areas of specialisation for each semester, or further develop skills in one chosen area. These may include (but are not limited to):
- Film
  - Game design and creation
  - Animation
  - Digital design

- Assessment Components**
- 50% Folio – Investigation and practical skills
  - 50% Product

Creative Arts B Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Media Arts or Visual Arts in the C grade band or higher.

**Course Description**  
This course provides opportunities for students to further develop skills in creative and innovative approaches to digital technologies. Students have the opportunity to select one or more areas of specialisation and explore the technical and symbolic conventions of these areas by investigating current practitioners, developing skills, and applying them in creation of a creative arts product.

- Content**  
Students who enrol in Stage 1 Creative Arts for a full year may elect either different areas of specialisation for each semester, or further develop skills in one chosen area. These may include (but are not limited to):
- Film
  - Game design
  - Animation
  - Digital design

- Assessment Components**
- 50% Folio – Investigation and practical skills
  - 50% Product





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Visual Arts A Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.

**Course Description**  
Art encompasses both artistic and crafting methods and outcomes. The process of creating in both art and craft includes the initiation and development of ideas, research, analysis and exploration, experimentation with media and techniques, and resolution and production in the realisation of an artwork.

**Content**

- Visual thinking - Folio of work documenting the visual and creative learning in support of the resolved practical work
- Practical resolution - Two resolved works that apply art skills in a creative context that incorporates ideas and technical application of media and materials
- Visual arts in context - Visual study in which students place visual arts in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting art works

**Assessment Components**

- 40% Folio
- 30% Two or three practical works
- 30% Visual study

**Additional Information**  
It is highly recommended that students select Visual Arts A and Visual Arts B if they intend to continue studying Visual Arts at Stage 2.

Visual Arts B Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of one semester of Year 10 Visual Arts or Digital Design in the C grade band or higher.

**Course Description**  
Art encompasses both artistic and crafting methods and outcomes. The process of creating in both art and craft includes the initiation and development of ideas, research, analysis and exploration, experimentation with media and techniques, and resolution and production in the realisation of an artwork.

**Content**

- Visual thinking - Folio of work documenting the visual and creative learning
- Practical resolution - Two resolved works that apply 2 and 3D skills in a creative context that incorporates ideas and technical application of media and materials
- Visual arts in context - Visual study in which students place sculptural art in a cultural, social and historical context by exploring, experimenting, composing, contrasting, analysing and interpreting art works

**Assessment Components**

- 40% Folio
- 30% Two or three practical works
- 30% Visual study

**Additional Information**  
It is highly recommended that students select Visual Arts A and Visual Arts B if they intend to continue studying Visual Arts at Stage 2.

Dance Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of one semester of Stage 1 Dance in the C grade band or higher.

**Course Description**  
Students develop aesthetic and kinaesthetic intelligence through using the body as an instrument for expression and communication of ideas. Through the practical development and presentation of technical movement, choreographic and performance skills, students explore their pathway with a multi-modal or written portfolio, and develop a richer appreciation and knowledge of dance.

**Content**

- 10-minute dance style performance/s including a solo, duo or trio for 1 minute duration
- Recording and creating a choreographic work
- Analysis of choreographic work
- Artist report - 2,000 written word or 12-minute multi-modal development

**Assessment Components**

- 40% Performance portfolio
- 30% Dance contexts
- 30% Skill development portfolio

**Additional Information**  
It is a requirement that appropriate dance apparel is worn in all practical lessons. Participation in rehearsals outside school hours may be required. There may be expenses for excursions and/or costumes.



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**Drama** Stage 2  
Full Year Course 20 Credits

**Assumed Knowledge**  
Completion of one semester of Stage 1 Drama in the C grade band or higher.

**Course Description**  
Students participate in the planning, rehearsal and performance of dramatic works. Students participate in creative problem solving; they generate, analyse and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

- Content**
- Presentation of dramatic works - On-stage or off-stage performance/presentation accompanied by an evidence of learning folio
  - Evaluation and creativity - Exposure to professional theatre and/or workshops and application to their own learning as an artist in the form of written or multi-modal response.
  - Group presentation and learning portfolio - Filmed presentation which may take the form of a dramatic performance

- Assessment Components**
- 40% Group production
  - 30% Evaluation and creativity
  - 30% Creative presentation

**Additional Information**  
Participation in rehearsals outside school hours may be required. There will be an excursion cost of approximately \$40 for viewing professional theatre, and there may be expenses for costumes.

**Music: Music Explorations** Stage 2  
Full Year Course 20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Music in the C grade band or higher.

**Course Description**  
This course emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music and how music is made, students process and synthesise their musical understanding. Students develop musical literacy and engage critically and creatively with music, through responding to their own and others' works.

- Content**
- Individual and collaborative exploration options in performing, composing, arranging and exploring music technology
  - Through practical application of their understanding of musical elements, students learn to analyse and de-construct music, manipulate sound and create musical works that express their ideas and emotions

- Assessment Components**
- 30% Musical literacy
  - 40% Explorations
  - 30% Creative connections

**Additional Information**  
Some costs may be incurred through instrumental lessons and performances.

**Music: Ensemble Performance** Stage 2  
Full Year Course 20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Music in the C grade band or higher.

**Course Description**  
This subject develops students' skills on a chosen instrument or their voice, and the application of these skills and other musical knowledge in an ensemble. Students must have regular instrumental or vocal tuition. Students prepare and present public performances as part of this subject.

- Content**
- Students participate in one of the following: a small ensemble of two or more performers, a band, a choir or vocal ensemble, with a solo performer (as an accompanist), or in a performing arts production (as a singer or instrumentalist)
  - Students prepare and present three public performances, comprising two initial performances and one final performance

- Assessment Components**
- 30% Performance
  - 40% Performance and discussion
  - 30% Performance portfolio

**Additional Information**  
This unit may be paired with Stage 2 Music - Solo Performance to create the equivalent of a 20 credit SACE Stage 2 subject. Students may only enrol in Music - Ensemble Performance after negotiation with the music teacher. Some costs may be incurred through instrumental hire and/or lessons.





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Music: Solo Performance Full Year Course      Stage 2 20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Music in the C grade band or higher.

**Course Description**  
This subject develops students' skills on a chosen instrument or voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students must have regular instrumental or vocal tuition.

**Content**

- Performance as an instrumental or vocal soloist
- Preparation and presentation of public performances

**Assessment Components**

- 30% Performance
- 40% Performance and discussion
- 30% Performance portfolio

**Additional Information**  
This unit may be paired with Stage 2 Music - Ensemble Performance to create the equivalent of a 20 credit SACE Stage 2 subject. Students may only enrol in Music - Solo Performance after negotiation with the music teacher. Some costs may be incurred through instrumental lessons and performances.

Digital Photography Full Year Course      Stage 2 20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Digital Photography in the C grade band or higher.

**Course Description**  
This course focuses on applied photography, encompassing both photography and digital technologies. The processes of creating digital photographic art works include the creation and development of ideas, research, analysis and exploration, including digital cameras, studio flash, LED lighting and advanced creative application of Adobe Photoshop and associated photographic software.

**Content**

- Visual thinking - Visual and creative learning in support of resolved practical works
- Practical resolution- Resolved works that apply photographic skills in a creative context that incorporates ideas and technical applications of images
- Visual arts in context - Analysing photography in cultural, social and historical contexts by exploring, experimenting, composing, contrasting, analysing and interpreting art works.

**Assessment Components**

- 40% Folio
- 30% Practical
- 30% Visual Study

Creative Arts Full Year Course      Stage 2 20 Credits

**Assumed Knowledge**  
Completion of one or more Stage 1 Visual Arts subject in the C grade band or higher.

**Course Description**  
Students work in a selected creative arts discipline, predominantly in a computer environment with a range of digital tools and resources. They have access to a range of media and photographic tools, materials and equipment to produce digital products of a high degree of precision, while implementing safe working practices.

**Content**

- Creative arts concepts and the nature and processes of working productively in the creative arts
- Work within the creative arts industry
- Application of practical skills, techniques, and processes
- Developing, presenting and evaluating creative arts products

**Assessment Components**

- 50% Product
- 20% Inquiry
- 30% Practical skills



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|                                 |                       |
|---------------------------------|-----------------------|
| Visual Arts<br>Full Year Course | Stage 2<br>20 Credits |
|---------------------------------|-----------------------|

**Assumed Knowledge**

Completion of one semester of Stage 1 Visual Arts in the C grade band or higher.

**Course Description**

Students work as an artist in their selected genre. They develop projects, skills and techniques using their chosen media, through one or more of the following: painting, video, installation, assemblage, digital imaging, drawing, mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics, and textiles.

**Content**

- Conceive, develop, and make work(s) of art that reflect individuality and development and communication of a personal visual aesthetic
- Demonstrate visual thinking, evaluation of ideas in technical skills with media, materials and technologies
- Apply technical skills in using media, materials, and technologies to solve problems and resolve works of art
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts

**Assessment Components**

- 40% Folio
- 30% Practical
- 30% Visual study

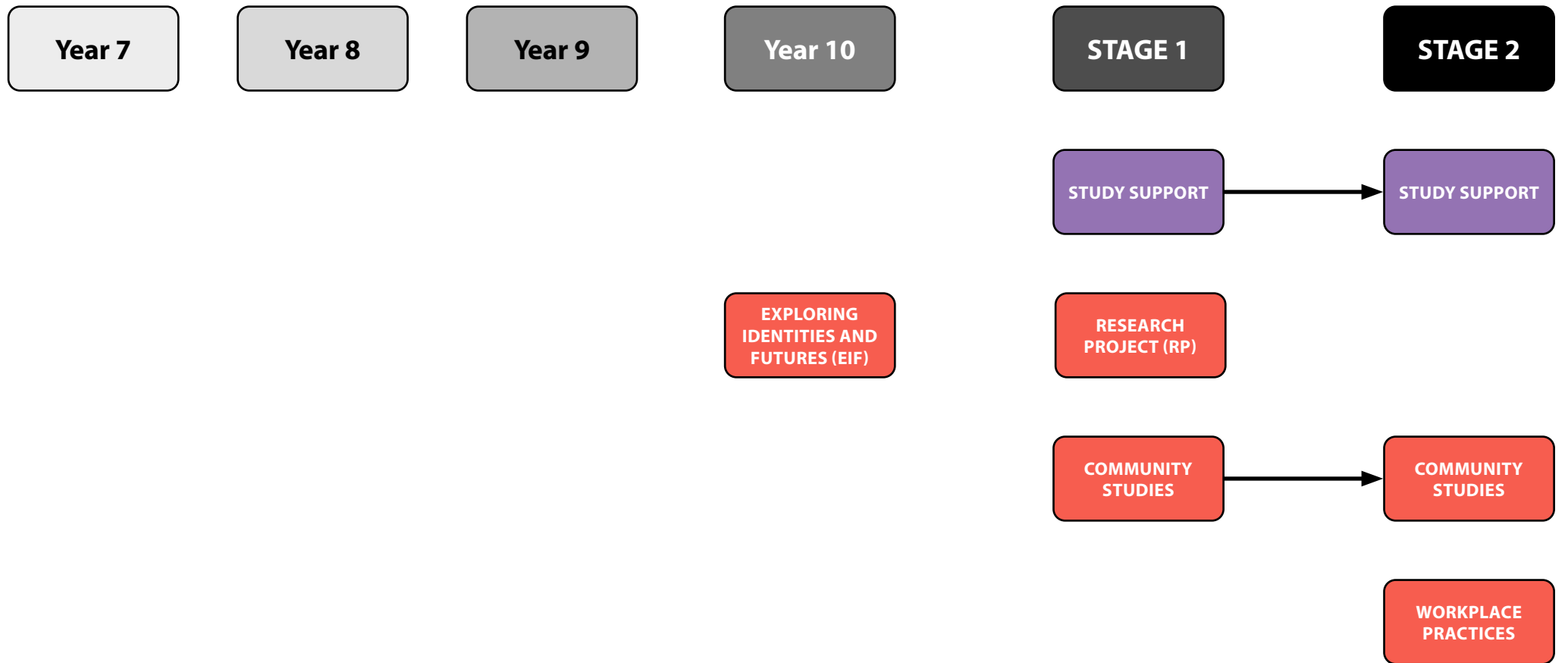
**Additional Information**

Students are required to pay any additional costs towards their major projects. Students require two A3 folios for their visual study assessment.



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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

**NIL** **C** **A/B** COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR  
**REC** THROUGH THE RECOMMENDATION OF THE INCLUSIVE EDUCATION LEADER ONLY



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Study Support Year 11-12

**Assumed Knowledge**  
Entry to Study Support is strictly through the recommendation of the of Inclusive Education Leader.

**Course Description**  
Study Support allows for cross curricula support and additional time for students to complete assignment work, with specialised teacher support. Time management and organisational skills are explicitly taught, monitored, and focussed on. Study Support teachers monitor the level of differentiation implemented by subject teachers to allow students to be successful. Where necessary, the Study Support teacher will liaise with subject teachers to ensure tasks provided are within the capability and guidelines of the student's One Plan and recommended adjustments.

Exploring Identities and Futures (EIF) Stage 1 Semester Course  
10 Credits

**Course Description**  
Exploring Identities and Futures (EIF) is a compulsory SACE Stage 1 subject, studied in Year 10. EIF explores the concept of the Capabilities, planning and research skills in relation to identifying personal strengths and interests.

**Content**

- Goal setting
- Exploring post-school transition options
- Subject and course selection aligned to pathways through and beyond school

**Assessment Components**

- 75% Folio
- 25% Review

**Additional Information**  
Successful completion of this subject at a C grade or higher, meets the compulsory EIF requirements of the SACE. This is a SACE Stage 1 subject, undertaken in Year 10, and attracts 10 SACE credits.

Community Studies Stage 1 Semester Course  
10 Credits

**Course Description**  
This course gives students the chance to learn in and contribute to their community, which can include students' school, workplace, sports club and home. Students negotiate with their teacher and other people in the community as to their learning plan and the skills and knowledge required to reach their goals.

**Content**  
Students negotiate an individualised learning program around their interests, knowledge and skills, and prepare a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

**Assessment Components**

- 80% Contract of work - Folio and presentation
- 20% Reflection





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**Research Project (RP) Semester Course** **Stage 2**  
**10 Credits**

**Course Description**  
The Research Project (RP) is a compulsory SACE Stage 2 subject studied in Year 11. The RP gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing research and presentation skills.

- Content**
- Developing a deeper understanding of the Capabilities
  - Applying a research framework
  - Evaluating and synthesising information
  - Presenting findings, supported by evidence

- Assessment Components**
- 30% Folio
  - 40% Research Outcome (RPA – 1500 words or equivalent, RPB – 2000 words or equivalent)
  - 30% RPA Review or RPB Evaluation

**Additional Information**  
Successful completion of this subject at a C grade or higher, meets the compulsory Research Project requirement of the SACE. This is a SACE Stage 2 subject, undertaken at Stage 1, and attracts 10 SACE credits.

**Community Studies Full Year Course** **Stage 2**  
**20 Credits**

**Course Description**  
This course gives students the chance to learn in and contribute to their community, which can include students' school, workplace, sports club and home. Students negotiate with their teacher and other people in the community as to their learning plan and the skills and knowledge required to reach their goals.

- Content**  
Students negotiate a learning program around their interests, knowledge and skills, and prepare a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
  - Communication and the Community
  - Foods and the Community
  - Health, Recreation and the Community
  - Science, Technology and the Community
  - Work and the Community

- Assessment Components**
- 70% Contract of work - Folio and presentation
  - 30% Reflection

**Additional Information**  
This subject does attract SACE credits, but does not contribute towards ATAR calculations.

**Workplace Practices Full Year Course** **Stage 2**  
**20 Credits**

**Course Description**  
Workplace Practices explores the nature, type and structure of modern workplaces. Students analyse local, national and global work-related issues and trends, and undertake work placement as a case study of local working conditions.

- Content**
- The changing nature of work
  - Finding employment
  - Industrial relations
  - Negotiated topics

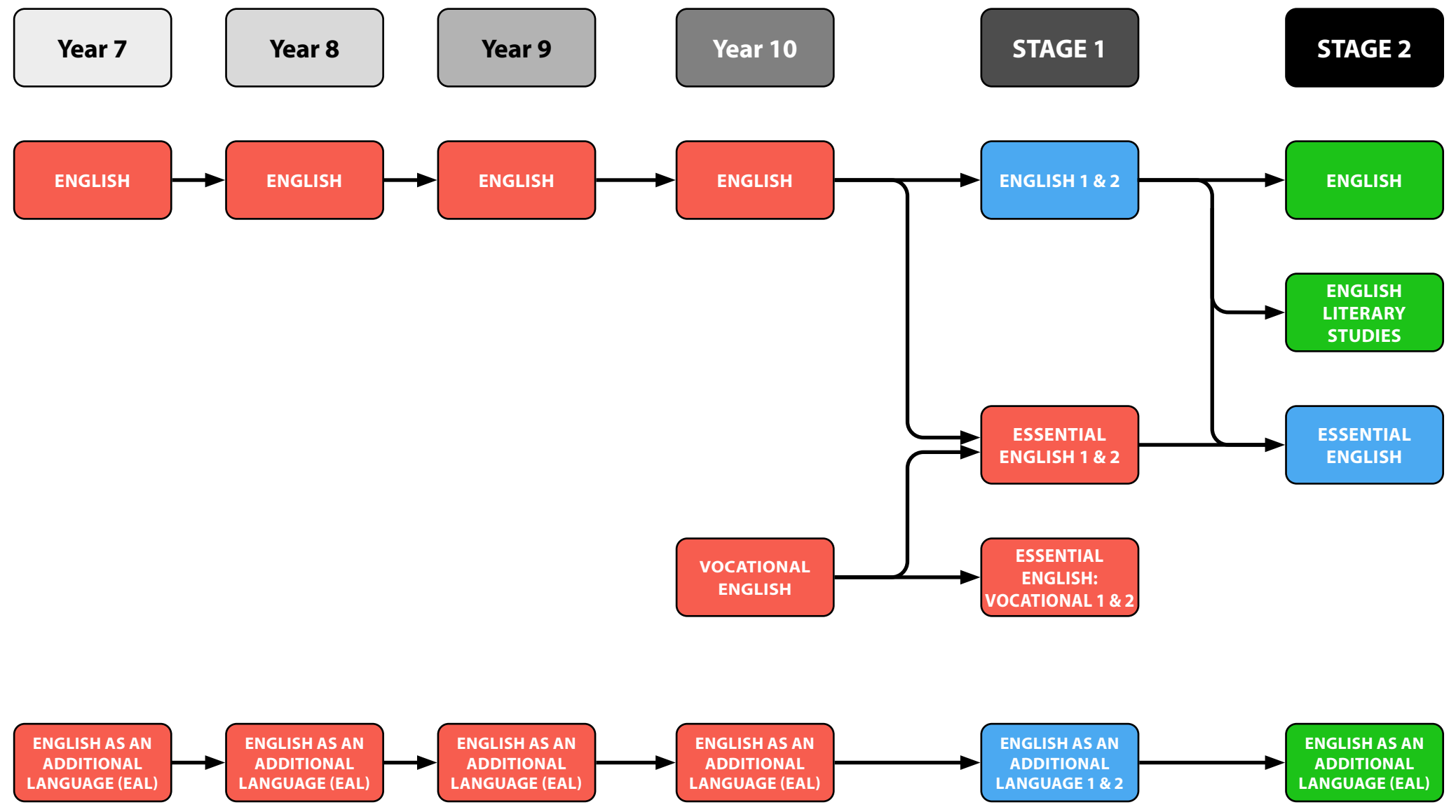
- Assessment Components**
- 25% Folio
  - 25% Performance - Work placement
  - 20% Reflection
  - 30% External investigation



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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

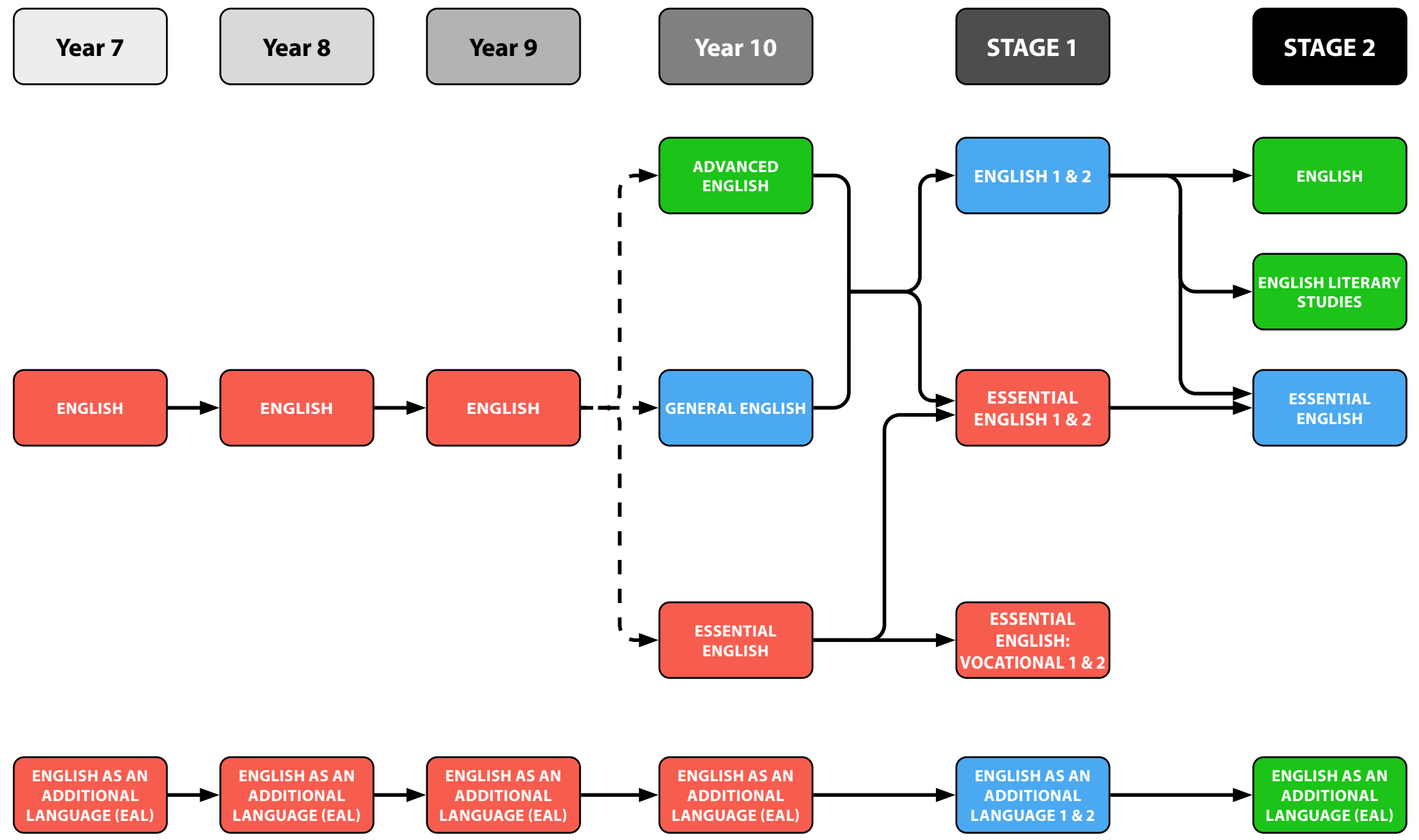
NIL C A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR



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**→** INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

**- ▶** Dependant on Literacy Capabilities

**NIL** **C** **A/B** COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR



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English Full Year Course Year 7

**Course Description**

English incorporates content organised into the inter-related strands of Language, Literature and Literacy. Students engage with a variety of texts; they listen to, read, view, interpret, and evaluate a range of spoken, written and multi-modal texts. Students develop their understanding of how texts are influenced by context, purpose and audience. Students create imaginative and persuasive types of texts, and begin to analyse literary texts.

**Content**

- Shared and independently chosen literary texts
- Oral and written texts for different audiences and purposes
- Language features and structures of written genres
- Film and visual texts

**Assessment Components**

- Listening, reading and viewing - Essay, paragraph answers, analysis of ideas
- Speaking, writing and creating - Personal recount, persuasive writing, oral presentation

English as an Additional Language (EAL) Full Year Course Year 7

**Assumed Knowledge**

This subject is for non-English speaking background students for whom English is an additional language.

**Course Description**

The course focuses on listening, speaking, reading, viewing and writing in Standard Australian English. Students focus on developing their knowledge and confidence as writers in the genres that they will encounter across the curriculum.

**Content**

- Vocabulary extension
- Text types' structure and language features
- Focus on audience, purpose and mode of presentation
- Oral language skills

**Assessment Components**

- Oral and written language assessments
- Interview
- Podcast
- Recount
- Review

English Full Year Course Year 8

**Course Description**

Students develop their reading, listening and viewing skills, as well as their speaking, writing and creating skills. Students study a range of literary to everyday texts in print, visual and multi-modal forms. There is a focus on creating written and oral texts in different contexts, for a range of purposes and audiences.

**Content**

- Shared and independently chosen literary texts, such as novels and poetry
- Oral, multi-modal and written texts for different audiences and purposes
- Language features and structures of narrative, informative and persuasive texts

**Assessment Components**

- Listening, reading and viewing - Film and novel texts
- Speaking, writing and creating - Narrative and persuasive writing, analysis of visual and multi-modal texts

**Additional Information**

Students will be allocated their class according to their literacy capabilities, as determined by Year 7 student achievement data, as well as teacher recommendation. Each class offers the same curriculum aligned to the Year 8 achievement standards, however the learning program may be structured differently in each class to best support all students.





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English as an Additional Language (EAL)  
Full Year Course Year 8

**Assumed Knowledge**  
Students must have one parent born in a non-English speaking country.

**Course Description**  
This course aims to help recently arrived students, as well as students of non-English speaking background, develop their skills in listening, speaking, reading and writing. Students develop the language skills necessary for them to respond to a range of everyday and literary texts. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy and writing skills.

**Content**

- Shared and independently chosen literary texts
- Oral, multi-modal and written texts for different audiences and purposes
- Language features and structures of narrative, informative and persuasive texts

**Assessment Components**

- Written and oral responses to different text types
- Oral language activities which may include role plays, conversations, discussions and debates

**Additional Information**  
Selection of students is on the recommendation of EAL teachers. Students can move in and out of EAL classes on the recommendation of EAL and English teachers.

English  
Full Year Course Year 9

**Course Description**  
Students interpret, create and discuss texts ranging from literary to everyday texts in print, digital and multi-modal forms. Themes of human experience, interpersonal relationships, as well as ethical and global dilemmas, extend students' thinking and understanding of a range of viewpoints. Students study and use more complex text structures and language features. They focus on purpose and audience as they create imaginative, informative and persuasive texts.

**Content**

- Shared and independently chosen texts
- Oral, multi-modal and written texts for different contexts, audiences and purposes
- Narrative, informative and persuasive texts

**Assessment Components**

- Creating persuasive, imaginative and narrative texts
- Oral language presentation
- Responses to literary, media and film texts

**Additional Information**  
Students will be allocated their class according to their literacy capabilities, as determined by Year 8 student achievement data, as well as teacher recommendation. Each class offers the same curriculum and aligns to Year 9 achievement standards, however the learning program may be structured differently in each class to best support all students.

English as an Additional Language (EAL)  
Full Year Course Year 9

**Assumed Knowledge**  
Students must have one parent born in a non-English speaking country.

**Course Description**  
The course aims to help recently arrived students, as well as students of non-English speaking background, develop their skills in listening, speaking, reading and writing. Students develop the language skills necessary for them to respond to a range of everyday and literary texts that establish a foundation for extended EAL responses and analysis.

**Content**

- Shared and independently chosen literary texts
- Oral, multi-modal and written texts for different audiences and purposes
- Language features and structures of narrative, informative and persuasive texts

**Assessment Components**

- Written responses to different text types
- Creation of written texts for varying purposes and audiences
- Oral language assessments such as podcasts and interviews

**Additional Information**  
Selection of students is on the recommendation of EAL teachers. Students can move in and out of EAL classes on the recommendation of EAL and English teachers.



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**Advanced English Full Year Course** Year 10

**Assumed Knowledge**  
Completion of year 9 English in the B grade band or higher.

**Course Description**  
Students study texts that deal with important issues, and responses to texts and text production are extended. Students develop their understanding of how the creators of texts use language features and conventions to influence an audience. Students develop critical thinking skills in interpreting and analysing texts and learn to construct logical and convincing arguments.

**Content**

- Studying a range of texts such as novels, short stories, plays, poetry and media texts
- Viewing films and other multi-modal texts
- Written and spoken responses to texts
- Production of a range of complex text types

**Assessment Components**

- Written responses and created texts - essays, analytical responses
- Spoken presentations
- Multi-modal responses and created texts which use ICT

**General English Full Year Course** Year 10

**Assumed Knowledge**  
Completion of year 9 English in the C grade band or higher.

**Course Description**  
Students study texts that deal with important issues, and responses to texts and text production are extended. Students develop their understanding of language for different purposes and audiences.

**Content**

- Reading a range of texts - Novels, short stories, plays, poetry and media texts
- Viewing films, multi-modal texts and documentaries
- Written and spoken responses to texts
- Production of narratives and persuasive texts

**Assessment Components**

- Written responses and created texts - Essays, articles and reviews
- Spoken presentations
- Multi-modal responses and created texts which use ICT

**Essential English Full Year Course** Year 10

**Course Description**  
This course is designed to meet the needs of students who require extra support to develop their reading, written and oral language skills. There is a strong focus on the application of English in situations that students can relate to, with attention to language and literacy development.

**Content**

- Reading and viewing of everyday written texts and film texts
- Written text production - Personal writing and opinions
- Language features of familiar text types such as recount, songs and persuasive texts

**Assessment Components**

- Text production
- Responses to shared prose text and independent reading
- Analysis of media and persuasive articles
- Oral or multi-modal presentation



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English as an Additional Language (EAL)  
Full Year Course Year 10

**Assumed Knowledge**  
Students must have one parent born in a non-English speaking country.

**Course Description**  
EAL is designed for students for whom English is an additional language or dialect. The course emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, and communication in a range of contexts and for different purposes.

- Content**
- Studying a range of texts such as novels, short stories, plays, poetry and media texts
  - Viewing films and other multi-modal texts
  - Written and spoken responses to texts
  - Production of a range of complex text types

- Assessment Components**
- Multi-modal presentations or analysis
  - Vodcasts
  - Personal reflective writing or speaking
  - Written responses or analyses

**Additional Information**  
Students can move in and out of EAL classes on the recommendation of EAL and English teachers.

English 1 & 2  
Full Year Course Stage 1  
20 Credits

**Assumed Knowledge**  
Completion of Year 10 English in the C grade band or higher.

**Course Description**  
Students critically and creatively engage with a variety of text types, such as novels, drama, poetry and media texts. Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences and contexts.

- Content**
- Visual and multi-modal texts
  - Novels, film, media, poetry and drama texts linked to the study of issues and themes
  - Language features and techniques used by authors in different contexts, for different audiences and purposes

- Assessment Components**
- 75% Responding to texts and creating texts
  - 25% Intertextual study
  - Two assessment tasks must be in oral or multi-modal form

Essential English 1 & 2  
Full Year Course Stage 1  
20 Credits

**Assumed Knowledge**  
Completion of Year 10 English.

**Course Description**  
Students respond to and create everyday texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts, and consider ways in which language choices are used to create meaning.

- Content**
- Everyday and media texts
  - Short films and documentaries
  - Graphic texts
  - Short stories

- Assessment Components**
- 50% Responding to texts
  - 50% Creating texts
  - At least two assessment tasks must be in oral or multi-modal form and at least two assessments must be written



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Essential English: Vocational 1 & 2 Full Year Course Stage 1  
20 Credits

**Assumed Knowledge**  
Completion of Year 10 Vocational English.

**Course Description**  
Students respond to and create everyday texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts, and consider ways in which language choices are used to create meaning.

**Content**

- Everyday and media texts
- Film and documentaries
- Short stories
- Song lyrics

**Assessment Components**

- 50% Responding to texts
- 50% Creating texts
- At least two assessment tasks must be in oral or multi-modal form and at least two assessments must be written

**Additional Information**  
Stage 1 Essential English: Vocational English does not have a pathway to study English at Stage 2.

English as an Additional Language 1 & 2 Full Year Course Stage 1  
20 Credits

**Assumed Knowledge**  
Designed for students for whom English is a second language. For students who have done Year 10, successful completion of Year 10 EAL or Year 10 English in the C grade band or higher.

**Course Description**  
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written, and multi-modal texts, including informational and literary texts, students develop an understanding of text structures and language features.

**Content**

- Oral, written, and multi-modal texts
- Informational and literary texts
- Texts could include: a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film

**Assessment Components**

- 25% Interactive study
- 25% Language study
- 50% Responding to texts

English Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 English in the B grade band or higher.

**Course Description**  
Students analyse connections between author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students explore how the purpose of a text is achieved through text conventions and stylistic choices that position the audience to respond to ideas and perspectives.

**Content**

- Study of 3 text types from prose, film, drama, poetry and media texts
- 4 student-created texts for different audiences and purposes, in different text types
- Student choice of 2 texts from media, prose or film to be compared and analysed

**Assessment Components**

- 30% Responding to texts
- 40% Creating texts
- 30% Comparative analysis





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English Literary Studies                      Stage 2  
Full Year Course                                      20 Credits

**Assumed Knowledge**  
Completion of Stage 1 English in the B grade band or higher.

**Course Description**  
This course focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

- Content**
- Study of four texts selected from: one extended prose, one film, one drama text, study of poetry, study of a range of short texts
  - Text production including a transformative text linked to another text, with a writer's statement
  - Focus on language in short reading texts
  - Comparative analysis of two texts

- Assessment Components**
- 50% Responses to texts
  - 20% Creating texts
  - 15% Comparative text study
  - 15% Critical reading e-exam

Essential English                                      Stage 2  
Full Year Course                                      20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Essential English in the B grade band or higher or completion of Stage 1 English in the C grade band or higher.

**Course Description**  
In this course, students respond to a range of texts that instruct, engage, challenge, inform and connect readers. These text forms may include short films, documentaries, graphic reading texts and other everyday media texts. Students also create procedural, imaginative, analytical, interpretive or persuasive texts appropriate to a range of contexts.

- Content**
- Responding to texts
  - Creating texts
  - Language Study – Students select a context in which language is used for a purpose with a particular audience, and investigate the language based on a specific hypothesis

- Assessment Components**
- 30% Responding to texts – 2 written tasks and 1 multi-modal or oral task
  - 40% Creating texts – 2 written tasks and 1 multi-modal or oral task
  - 30% Language study

English as an Additional Language                      Stage 2  
Full Year Course                                      20 Credits

**Assumed Knowledge**  
Designed for students for whom English is a second language. Completion of Stage 1 EAL in the B grade band or higher is recommended.

**Course Description**  
This subject focuses on further development and use of high level skills and strategies in communication, comprehension, language and text analysis, as well as creating a range of texts. By studying a variety of oral, written, and multi-modal texts, including informational and literary texts, students develop an understanding of text structures and language features.

- Content**
- Oral, written, and multi-modal texts
  - Informational and literary texts
  - Texts could include: a TED talk, a podcast, a short story, an extract from a prose text, or a scene from a film

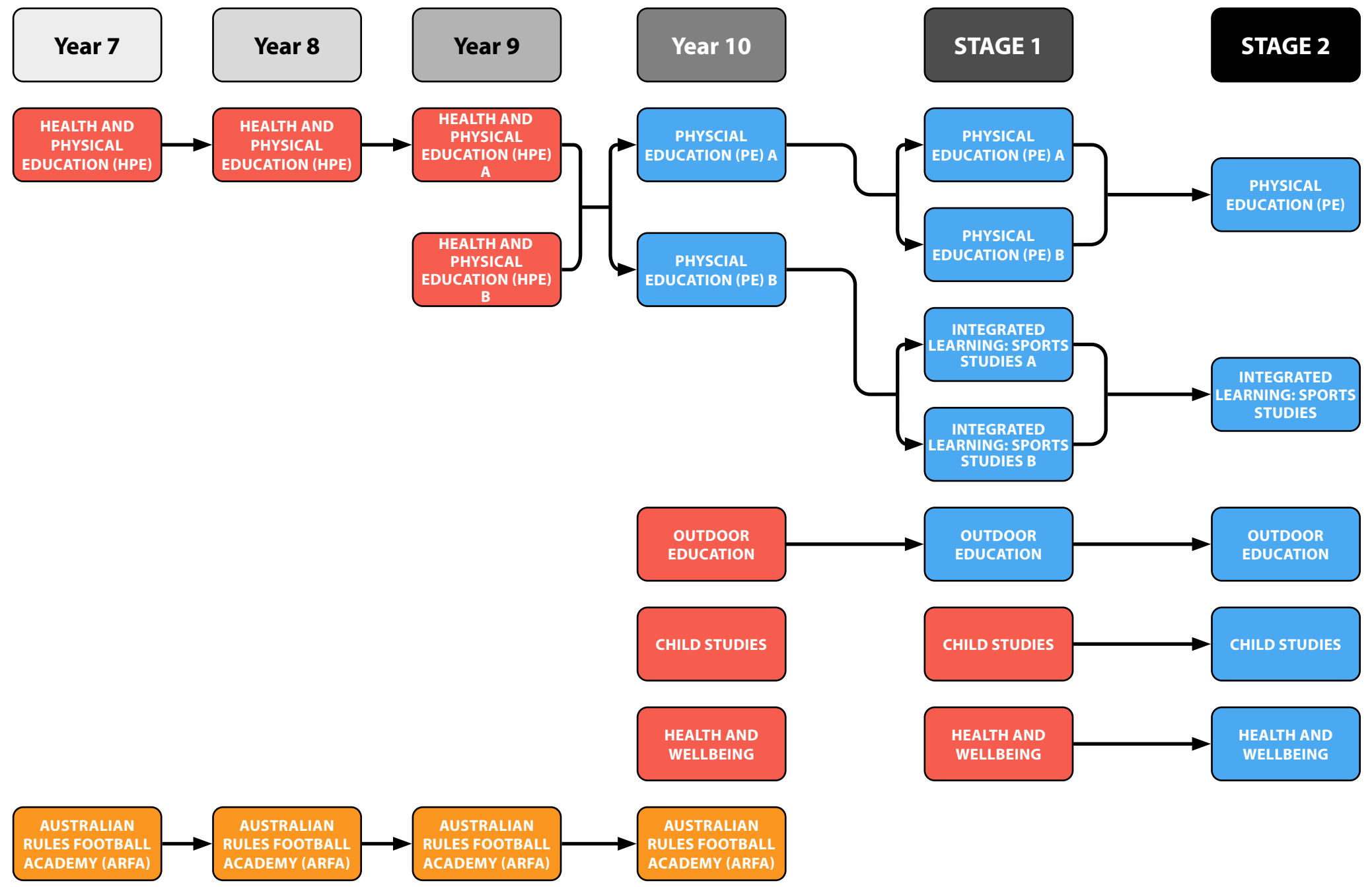
- Assessment Components**
- 70% school based assessment tasks:
    - Written report
    - Tutorial presentation
    - Written evaluation
    - Creative written response
    - Persuasive text analysis
    - Written response to creative texts
  - 30% Exam

**Additional Information**  
SACE eligibility requirements need to be met to enrol in this course.



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➔ INDICATES RECOMMENDED PATHWAY ONLY, Please see assumed knowledge for eligibility requirements

NIL
  C
  A/B
  ARFA

COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

AVAILABLE ONLY TO STUDENTS WHO COMPLETE APPLICATION PROCESS



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Health and Physical Education Semester Course Year 7

**Course Description**  
This course aims to develop skills and knowledge in movement skills, concepts and challenges. Students develop understanding and knowledge of personal, social and community health issues.

**Content**

- Gymnastics / Yoga
- Culturally inclusive games
- Challenge activities
- Health (mental and sexual)

**Assessment Components**

- Video self-review
- Theory activities
- Practical observation
- Collaboration and teamwork skills

**Additional Information**  
It is a requirement that the PE uniform is worn in all practical lessons. PE uniform should be purchased prior to school year commencing from College uniform supplier.

Australian Rules Football Academy (ARFA) Full Year Course Year 7-9

**Assumed Knowledge**  
This subject is available to students who have been selected for the Australian Rules Football Academy. Playing club football and possessing strong aerobic endurance are an advantage.

**Course Description**  
This course is for students who have an interest in working hard to become fit, strong, knowledgeable and skilled Australian Rules Football players. The course includes both theoretical and practical components. Norwood Football Club are involved in various aspects of the program.

**Content**

Practical components:

- Fitness testing and related training
- Specific skill instruction and practice
- A range of game play activities, focused on skill execution under pressure, and strategic and tactical development

Theory components:

- Fitness principles, contemporary issues in Australian Rules Football, sports injury management, nutrition, health, diversity and inclusion

**Assessment Components**

- Skill development, fitness, game-play
- Theory

**Additional Information**  
There is annual cost to participate in the ARFA in years 7-9.

- Year 7 \$200 (includes ARFA rugby top & hat)
- Year 8 \$125 (includes ARFA hat)
- Year 9 \$200 (Includes ARFA rugby top & hat)

Year 8 students can choose to purchase an ARFA rugby top.

Health and Physical Education Semester Course Year 8

**Course Description**  
Students participate in a variety of practical activities including invasion games (basketball & soccer) and striking & fielding games (softball & cricket), with the aim of further developing their physical skills, transferring knowledge from one context to another, and working together as a team. Students also study health, which includes physical, social and sexual components.

**Content**

- Athletics
- Games making
- Striking and fielding games
- Invasion game
- Health (nutritional and sexual)

**Assessment Components**

- Striking and fielding
- Invasion games
- Fitness and athletics
- Health

**Additional Information**  
It is a requirement that the PE uniform is worn in all practical lessons. PE uniform should be purchased prior to school year commencing from College uniform supplier.



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Health and Physical Education (HPE ) A Semester Course Year 9

**Course Description**  
This course incorporates both theoretical and practical components. Practical activities include badminton, European handball, netball/basketball, touch football, table tennis and softball. Students also study sexual health and relationships, as well as running their own class tournament exploring roles and responsibilities in sport.

- Content**
- Various sports - table tennis, badminton, softball
  - Analysis of skills and roles
  - Health (sexual)

- Assessment Components**
- Practical skill development and game-play
  - Skill analysis task
  - Sexual health journal
  - Collaboration and teamwork

**Additional Information**  
It is a requirement that the PE uniform is worn in all practical lessons. PE uniform should be purchased prior to school year commencing from College uniform supplier.

Physical Education (HPE) B Semester Course Year 9

**Course Description**  
Students participate in a variety of team and individual practical activities including touch rugby, archery, volleyball and lacrosse. Students also begin to explore the foundation of energy systems and fitness components, in preparation for senior PE classes.

- Content**
- Invasion games
  - Striking and fielding games
  - Target games
  - Court games

- Assessment Components**
- Practical skills
  - Energy systems investigation
  - Fitness components analysis
  - Collaboration and teamwork

**Additional Information**  
PE is an extension PE course and should be selected in conjunction with year 9 HPE if students wish to do year 10 PE. It is a requirement that the PE uniform is worn in all practical lessons.

Physical Education (PE) A Semester Course Year 10

**Assumed Knowledge**  
Completion of Year 9 HPE and/or PE in the C grade band or higher.

**Course Description**  
Students participate in a variety of practical activities including invasion games, striking and fielding games, as well as net and wall games, with the aim of developing practical skills, transferring movement concepts from one context to another, and data collection skills. Theory work includes biomechanical analysis of a skill and understanding contributions of energy systems during game play.

- Content**
- Practical skills and applications - Invasion games, striking and fielding games, net and wall games.
  - Biomechanics
  - Energy systems

- Assessment Components**
- Practical skills and applications – Teacher observation, checklists, peer and self-assessment of practical skills
  - Theory - Biomechanical analysis and analysis of energy systems' contribution.

**Additional Information**  
It is a requirement that the PE uniform is worn in all practical lessons.





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Physical Education (PE) B Semester Course Year 10

**Assumed Knowledge**  
Completion of Year 9 HPE and/or Year 9 PE in the C grade band or higher.

**Course Description**  
Students participate in a variety of practical activities with a focus on continual improvement of sport specific skills and movement concepts. Students reflect on and analyse their performance improvement through a variety of invasion games, striking and fielding games as well as net and wall games. Theory concepts include coaching methods and skill acquisition.

**Content**

- Netball
- Golf
- Coaching
- Sports injuries

**Assessment Components**

- Practical skills
- Coaching task
- Sports injuries investigation
- Collaboration and teamwork

**Additional Information**  
It is a requirement that the PE uniform is worn in all practical lessons.

Outdoor Education Semester Course Year 10

**Assumed Knowledge**  
An interest in the outdoors, camping and the environment is beneficial.

**Course Description**  
In this introduction to outdoor education, students learn how to cook in the outdoors, orienteering, pack backpacks and minimise impact on the environment. Students participate in a variety of outdoor activities including an overnight camp and day trips to local wetlands/conservation parks. Students investigate the concept of sustainability and look at how to best maintain local environments, while minimising human impact.

**Content**

- Introductory skills
- Sustainability
- Bush-walking
- Orienteering
- First Aid

**Assessment Components**

- Minimal impact camping
- Environment sustainability task
- Investigation

**Additional Information**  
Students are required to participate in a two-day camp, approximately \$100.

Integrated Learning: ARFA Full Year Course Year 10  
Stage 1 - 20 Credits

**Assumed Knowledge**  
This subject is available to students who have been selected for the Australian Rules Football Academy. It is assumed Year 10 ARFA students have experience playing Australian Football, be athletic and willing to work hard to learn.

**Course Description**  
Students demonstrate and further develop their capabilities as football players and as positive community participants.

**Content**  
Practical Exploration:

- Research, plan, undertake, and review a fitness and conditioning program
- Demonstrate skills in Australian football, including a written report on skill acquisition.

Personal Venture:

- Attend, participate in, and reflect on a compulsory camp with a focus on community involvement and the personal and social capabilities
- Complete a Choice Project which involves trialling a personal change, or undertaking community involvement in an area such as nutrition, sports injuries, multiculturalism in sport, gender issues in sport, or careers in sport.

Connections:

- Research, plan, undertake, reflect and review a series of football coaching sessions for a small group of primary students.

**Assessment Components**

- Practical activities
- Community involvement
- Presentation of learning

**Additional Information**  
There is a cost of \$275 to cover an ARFA hat, the 3 day camp, and participation in inter-school football games and carnivals. Students can choose to purchase an ARFA rugby top.



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Health and Wellbeing Semester Course Year 10

**Course Description**  
Students study how lifestyle and decision making have a crucial bearing on personal wellbeing. Current knowledge, new information, personal skills, decision making and consequences will be explored, through topics such as: physical and social health, mental and emotional health, drug use and abuse, and relationships and sexuality.

- Content**
- Positive wellbeing and mental health
  - Sexual health and relationships
  - Risky behaviours - Drugs, alcohol and risk taking behaviours
  - Community health

- Assessment Components**
- Sexual health assignment
  - Wellbeing assignment
  - Film analysis
  - Health journal folio/community study

Child Studies Semester Course Year 10

**Course Description**  
This course covers the changing needs of a child, from conception to school age. An opportunity exists for textile craft activities related to child development.

- Content**
- Conception and the developing baby
  - Healthy meals for pregnancy
  - Genetic disorders
  - Design activities: Baby booties
  - Foods for toddlers and children

- Assessment Components**
- Research
  - Action plans
  - Reflections
  - Food practicals
  - Design briefs incorporating food and craft activities

Physical Education (PE) A Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Physical Education A in the C grade band or higher or completion of Year10 IL ARFA to a C grade or higher.

**Course Description**  
This course is divided into two main sections: performance improvement and physical activity investigation. The course relies on students collecting data from physical activities and analysing it, with a focus on skill acquisition, coaching principles and energy systems. Students use GPS systems, record statistics from games, use video footage and iPad apps, to assist with analysis.

- Content**
- Korfball
  - Touch

- Assessment Components**
- 50% Performance improvement task – Touch
  - 50% Physical activity investigation – Korfball

**Additional Information**  
This course may involve excursions to increase data available for students to analyse. It is a requirement that the PE uniform is worn in all practical lessons.



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Physical Education (PE) B Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of Year 10 Physical Education A in the C grade band or higher or completion of Year10 IL ARFA to a C grade or higher

**Course Description**  
This course is divided into two main sections: performance improvement and physical activity investigation. The course relies on students collecting data from physical activities and analysing it, with a focus on skill acquisition, coaching principles and energy systems. Students use GPS systems, record statistics from games, use video footage and iPad apps, to assist with analysis.

**Content**

- Netball
- Softball/baseball
- Volleyball

**Assessment Components**

- 50% Performance improvement task – Biomechanics
- 50% Physical activity investigation – Netball/baseball

**Additional Information**  
This course may involve excursions to increase data available for students to analyse. It is a requirement that the PE uniform is worn in all practical lessons.

Outdoor Education Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of Year 10 Outdoor Education in the C grade band or higher or completion of Year10 IL ARFA to a C grade or higher.

**Course Description**  
In this course students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participation. Students reflect on environmental practices and conduct safe and effective outdoor journeys.

**Content**

- Environment and conservation
- Planning and management
- Personal growth and development
- Practicals may include rock-climbing, aquatics and bush-walking

**Assessment Components**

- 40% Human Impact
- 60% Experiences in nature

**Additional Information**  
Students are required to participate in a surfing 3-day camp, approximately \$150.

Integrated Learning: Sports Studies A Semester Course      Stage 1 10 Credits

**Assumed Knowledge**  
Completion of Year 10 Physical Education A or B in the C grade band or higher or completion of Year10 IL ARFA to a C grade or higher.

**Course Description**  
This course has a focus on sports coaching in the community, incorporating:

- Explorations – Three practical sports where students develop their own skills
- Connections – Working with peers in various roles to deliver 4 coaching sessions to a group of younger students
- Personal venture – Skill analysis of their development of one skill

**Content**

- Practical skills and applications - 3 sports
- Data collection
- Self and peer evaluation

**Assessment Components**

- 50% Practical skills
- 25% Fitness and injury management
- 25% Skill improvement

**Additional Information**  
If public facilities are used, there will be a cost for transport and facilities. It is a requirement that the PE uniform is worn in all practical lessons.



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**Integrated Learning: Sports Studies B Stage 1 Semester Course 10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Physical Education A or B in the C grade band or higher or completion of Year 10 IL ARFA to a C grade or higher.

**Course Description**  
This course has a focus on sports coaching in the community, incorporating:

- Explorations – Three practical sports where students develop their own skills
- Connections – Creation of a PowerPoint regarding first aid responses in community settings
- Personal venture – Reflection on the development of strategies and tactics within the constraints of community sport

**Content**

- Practical skills and applications: 3 sports
- Sports coaching
- Fitness and training program

**Assessment Components**

- 50% Practical skills reflection
- 25% Sports coaching
- 25% Fitness and training program

**Additional Information**  
If public facilities are used, there will be a cost for transport and facilities. It is a requirement that the PE uniform is worn in all practical lessons.

**Health and Wellbeing Semester Course Stage 1 10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Health is recommended.

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

**Content**

- Health literacy
- Health determinants
- Social equity
- Health promotion

**Assessment Components**

- Practical action
- Issue inquiry - Students will provide evidence of their learning through three (3) assessments, each with a weighting of at least 20%

**Additional Information**  
This is not Physical Education, so there is no sporting practicals. There may be field trips associated with this course, at a cost of approximately \$15 each.

**Child Studies Semester Course Stage 1 10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Child Studies in the C grade band or higher is recommended.

**Course Description**  
Students examine the period of childhood from conception to eight years, and issues related to the growth, health and wellbeing of children. Students explore the nature of childhood and socialisation, child development, children in wider society, and children's rights and safety.

**Content**

- 'Eat well and be active' picnic lunch
- Healthy cafe meals
- Safety game design
- Teen pregnancy and older parenting investigation

**Assessment Components**

- 50% Practical activities
- 25% Group activities
- 25% Investigation





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**Physical Education (PE) Semester Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Physical Education A and/ or B in the C grade band or higher.

**Course Description**  
Through physical education, students explore participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or multiple sports, games, and/or activities. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics.

- Content**  
Practical activities:
- Volleyball
  - Badminton
  - Futsal
  - Personal choice / aquatics

- Theory components:
- Diagnostics
  - Improvement analysis
  - Group dynamics

- Assessment Components**
- 30% Diagnostic tasks - minimum of two
  - 40% Improvement analysis
  - 30% Group dynamics

**Additional Information**  
Practical activity costs could range from \$50 to \$150. It is a requirement that the PE uniform is worn in all practical lessons.

**Outdoor Education Full Year Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Outdoor Education in the C grade band or higher.

**Course Description**  
This course provides students with opportunities to experience personal growth; to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. Students reflect on and evaluate their own learning progression including practical outdoor skills development, collaboration and leadership skills, as well as their relationship with and connection to nature. The course includes a minimum of 9 days camping in the field.

- Content**
- Conservation and sustainability
  - Human connections with nature
  - Personal growth, safety and development
  - Practical activities might include bush-walking, kayaking/canoeing, surfing, snorkelling and rock-climbing

- Assessment Components**
- 20% Natural environments
  - 50% Experiences in natural environments
  - 30% Connections with natural environments

**Additional Information**  
Students are required to participate in multiple outdoor camps, approximately \$220.

**Integrated Learning: Sports Studies Full Year Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Integrated Learning: Sports Studies A or B in the C grade band or higher.

**Course Description**  
This course is designed around the program focus of sports/coaching programs. This course has 50% practical and 50% theory components. Practicals are selected in consultation with students.

- Content**
- Practical component - Rules and officiating in sports are covered in sports chosen by the group. These can include sports on and off site, such as Australian rules football, netball, soccer, volleyball, aquatics, lawn bowls, plus many others. Students will be expected to work individually and in groups. This may include a camp of 2 or 3 days.
  - Theory component - Rules and officiating of sports, planning, coaching and providing feedback to peers and others, and management of sports events. A community based project is externally assessed.

- Assessment Components**
- 40% Practical inquiry - Basketball, sailing/ kayaking
  - 30% Connections - Coaching clinics and service learning
  - 30% Personal Endeavour - Individual training program

**Additional Information**  
Practical activity costs could range from \$50 to \$150. It is a requirement that the PE uniform is worn in all practical lessons.



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**Child Studies** **Stage 2**  
**Full Year Course** **20 Credits**

**Assumed Knowledge**  
 Completion of Stage 1 Child Studies in the C grade band or higher.

**Course Description**  
 Students focus on children's growth and development, from conception to 8 years. They examine attitudes and values about parenting and care-giving, and gain an understanding of the growth and development of children. The course consists of the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Practical and legal influences
- Socio-cultural influences
- Technological influences

**Content**

- Healthy lunch box meals
- Children's literature and story book design
- Children's healthy breakfasts
- Designing a learning activity
- Healthy Lifestyle Expo group task
- Safety film group task
- Contemporary issue investigation

**Assessment Components**

- 50% Practical activity with written component
- 20% Group activity with written component
- 30% Investigation

**Health and Wellbeing** **Stage 2**  
**Full Year Course** **20 Credits**

**Assumed Knowledge**  
 Completion of Stage 1 Health and Wellbeing in the C grade band or higher.

**Course Description**  
 Students develop the knowledge, skills and understandings required to explore and analyse influences, and make informed decisions regarding health and wellbeing. Students evaluate current trends and issues that impact on health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and our global society. Students explore and develop skills as advocates for change and consider moral and ethical perspectives.

**Content**

- Health literacy
- Health determinants
- Health promotion
- Social equity

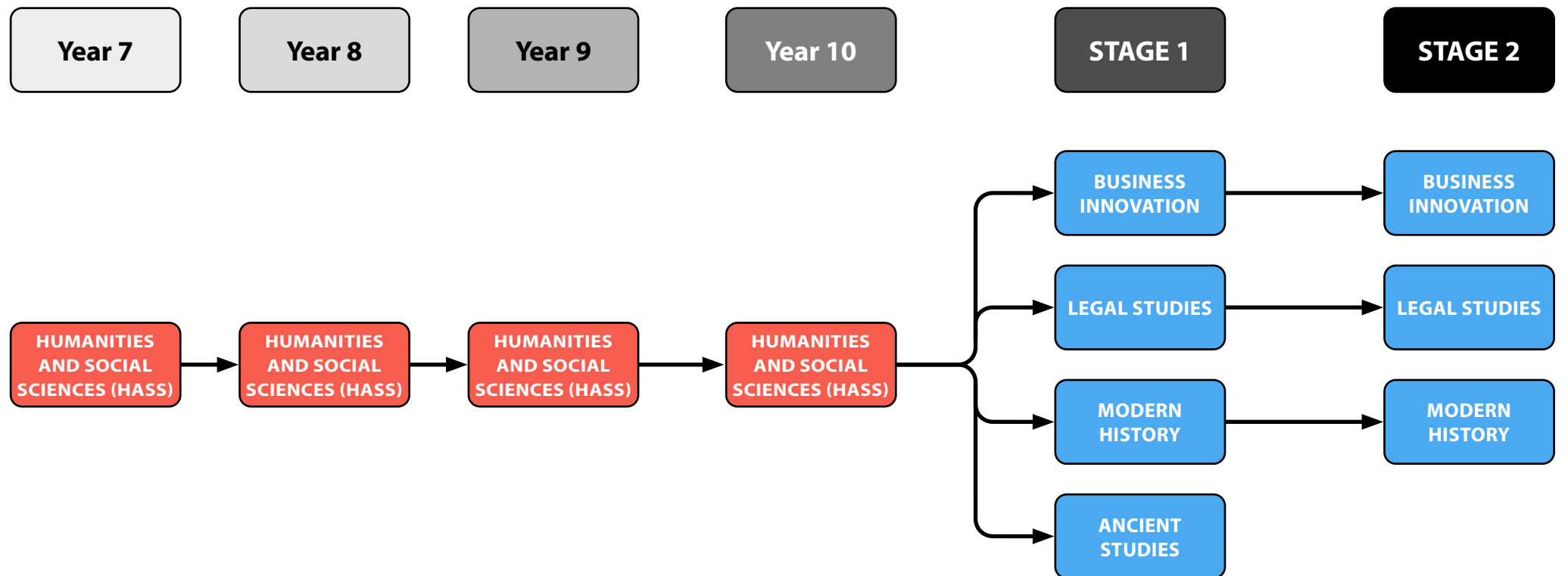
**Assessment Components**

- 40% Planning, implementing and evaluating individual and group initiatives
- 30% Folio - Analysis and evaluation of contemporary health issues
- 30% Individual inquiry



## HUMANITIES AND SOCIAL SCIENCES

Year 10 in 2023



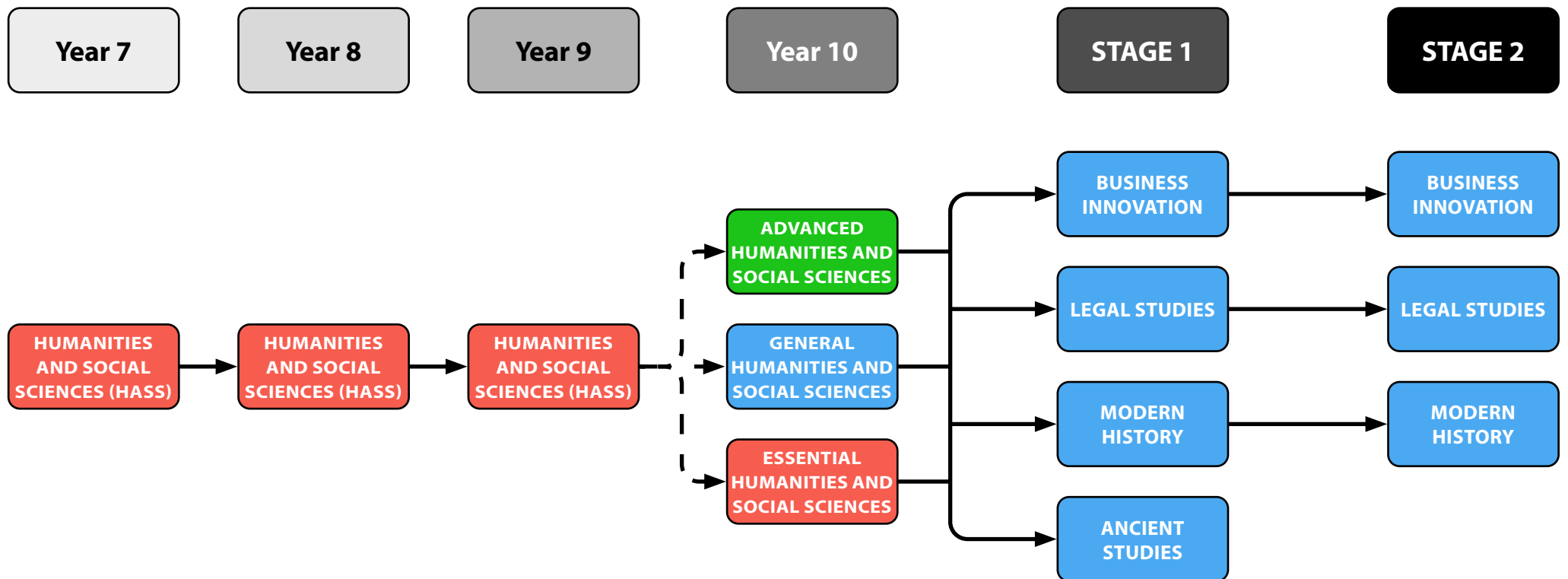
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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

▬ ➔ Dependant on Literacy Capabilities

NIL C A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR





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Humanities and Social Sciences (HASS)  
Full Year Course Year 7

**Course Description**  
HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world.

- Content**
- History – Ancient civilisations
  - Geography – Water in the world and liveability
  - Civics and Citizenship – Australia's democracy and system of law
  - Economics and Business – Market systems and the ways individuals work

- Assessment Components**
- History – Inquiry study and museum display
  - Geography – Comparison, reflection and field work
  - Civics and Citizenship – Reflection and comparative study
  - Economics and Business – Business plan and folio tasks

Humanities and Social Sciences (HASS)  
Full Year Course Year 8

**Course Description**  
HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world.

- Content**
- History – The Western and Islamic world, Asia-Pacific and expanding contacts
  - Geography – Landforms and landscapes, and changing nations
  - Civics and Citizenship – Citizenship, law-making and national identity
  - Economics and Business – Market systems, and consumer rights and responsibilities

- Assessment Components**
- History – Extended response and oral presentation
  - Geography – Case study, evaluation and oral presentation
  - Civics and Citizenship – Case study
  - Economics and Business – Folio tasks

**Additional Information**  
Students will be allocated their class according to their literacy capabilities, as determined by Year 7 student achievement data, as well as teacher recommendation. Each class offers the same curriculum and aligns to Year 8 achievement standards, however the learning program may be structured differently in each class to best support all students.

Humanities and Social Sciences (HASS)  
Full Year Course Year 9

**Course Description**  
HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world and how we have and continue to shape it.

- Content**
- History – Making a better world, Australia and Asia and World War One
  - Civics and Citizenship – Australia's political and judicial systems and global connectedness
  - Geography - Biomes and food security and geographies of interconnections
  - Business and Economics - Australia's place within the broader global economy

- Assessment Components**
- History – Extended written response, source analysis and research investigation
  - Civics and Citizenship – Presentation
  - Geography - Investigation
  - Business and Economics - Business model

**Additional Information**  
Students will be allocated their class according to their literacy capabilities, as determined by Year 8 student achievement data, as well as teacher recommendation. Each class offers the same curriculum and aligns to Year 9 achievement standards, however the learning program may be structured differently in each class to best support all students.



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Advanced Humanities and Social Sciences  
Full Year Course Year 10

**Course Description**

HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world and how we have and continue to shape it.

**Content**

- History – World War Two, rights and freedom, and the globalising world
- Geography – Sustainability and geographies of human wellbeing
- Civics and Citizenship – Australia's democracy and international legal obligations
- Economics and Business – Australia's economy and standards of living

**Assessment Components**

- History - Source analysis, research inquiry and exam
- Geography - Inquiry study, oral presentation and data analysis and tests
- Civics and Citizenship - Inquiry study
- Economics and Business - Folio and business pitch

General Humanities and Social Sciences  
Full Year Course Year 10

**Course Description**

HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world and how we have and continue to shape it.

**Content**

- History – World War Two, rights and freedom, and the globalising world
- Geography – Sustainability and geographies of human wellbeing
- Civics and Citizenship – Australia's democracy and international legal obligations
- Economics and Business – Australia's economy and standards of living

**Assessment Components**

- History – Source analysis, research inquiry and exam
- Geography – Inquiry study, oral presentation and data analysis
- Civics and Citizenship – Inquiry study
- Economics and Business – Folio and business pitch

Essential Humanities and Social Sciences  
Full Year Course Year 10

**Course Description**

HASS is a combination of four subjects: History, Geography, Civics & Citizenship, and Economics & Business. Students explore key concepts through inquiry depth studies. Each inquiry aims to develop literacy, subject-specific capabilities, and a broad understanding of the natural and built world and how we have and continue to shape it.

**Content**

- History – World War Two, rights and freedom, and the globalising world
- Geography – Sustainability and geographies of human wellbeing
- Civics and Citizenship – Australia's democracy and international legal obligations
- Economics and Business – Australia's economy and standards of living

**Assessment Components**

- History - Source Analysis, research and differentiated exam
- Geography - Inquiry study, oral presentation and data analysis
- Civics and Citizenship - Inquiry study
- Economics and Business - Folio and business pitch



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Ancient Studies Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required, due to the language rich nature of the course.

**Course Description**  
Ancient Studies explores history, literature, society and culture of ancient civilisations, which may include Asia, Australia, the Americas, Europe and Western Asia, as well as the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

**Content**  
Compulsory topic:  

- Understanding ancient history

 At least two additional topics:  

- Art, architecture, and technology
- Warfare and conquest
- Social structures, slavery, and everyday life
- Beliefs, rituals, and mythology
- Creative representations

**Assessment Components**  

- 75% Skills and applications tasks
- 25% Inquiry task

**Additional Information**  
Excursion, approximately \$5.

Business Innovation Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course.

**Course Description**  
This course considers the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. Students are immersed in the process of finding and solving customer problems or needs, through design thinking and using assumption-based planning tools.

**Content**  

- Identifying customer problems and generating possible solutions
- Business plans and models
- Business pitch and evaluation

**Assessment Components**  

- 70% Business skills - Value proposition canvas and evaluation, 30-day business plan, business model summary
- 30% Business pitch

Legal Studies Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course.

**Course Description**  
This course explores the nature of the Australian legal system within a global context. Students develop an understanding of the structures of the Australian legal system and how it responds and contributes to social change, within the boundaries of tradition.

**Content**  

- Legal perspectives of contemporary issues in society
- Theories and processes of law making and resolution of disputes
- Relative strengths and weaknesses of the Australian legal system

**Assessment Components**  

- 30% Analytical response
- 30% Inquiry
- 40% Presentation
- Exam



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Modern History Semester Course Stage 1  
20 Credits

**Assumed Knowledge**  
Completion of Year 10 HASS in the C grade band or higher. A high level of literacy is required, due to the language rich nature of the course.

**Course Description**  
Modern History explores societal world changes since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term impacts on societies, systems and individuals.

**Content**  
Topics are developed in negotiation with students and may include:

- Imperialism
- Decolonisation
- Indigenous peoples
- Social movements
- Revolution
- Elective

**Assessment Components**

- 70% Historical skills
- 30% Historical study
- School-based examination (source analysis)

Business Innovation Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Business Innovation in the C grade band or higher.

**Course Description**  
This course develops the knowledge, skills, and understanding to engage in designing, sustaining, and transforming business in the modern world. This course foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation, and the transformation of business products, services, and processes.

**Content**  
Students examine at least two of the following contexts:

- Designing business
- Sustaining business
- Transforming business

Through these, students develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

**Assessment Components**

- 40% Business skills tasks
- 30% Business model
- 30% Business plan and pitch

Legal Studies Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Legal Studies in the C grade band or higher.

**Course Description**  
This course explores the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups.

**Content**

- Sources of law
- Dispute resolution
- Option study: When rights collide

**Assessment Components**

- 40% Folio - essays, media analysis, debates, tests
- 30% Inquiry
- 30% Exam





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|                                    |                       |
|------------------------------------|-----------------------|
| Modern History<br>Full Year Course | Stage 2<br>20 Credits |
|------------------------------------|-----------------------|

**Assumed Knowledge**

Completion of any Stage 1 Humanities subject in the C grade band or higher. A high level of literacy is required due to the language rich nature of the course.

**Course Description**

This course explores the concept of 'modern nations' and the world, since 1945. Students apply historical inquiry skills, including critical analysis, to collect and understand evidence from a range of sources.

**Content**

- Modern nations
- The World since 1945 - Relationships among nations and groups, significant and distinctive features of the world since 1945, and the impact of these on the contemporary world
- National self-determination in South East Asia (1945-present)

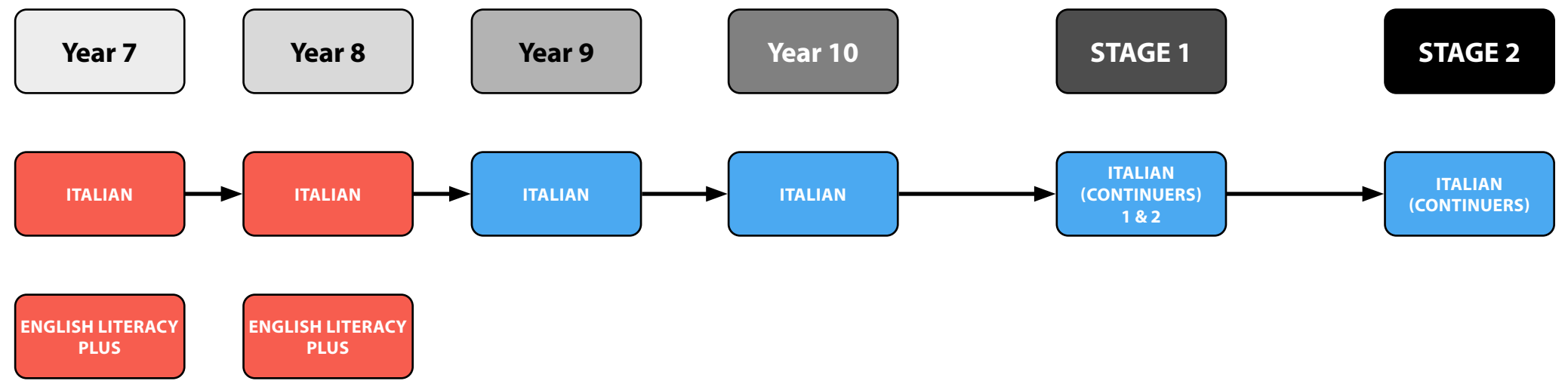
**Assessment Components**

- 50% Historical skills
- 20% Historical study
- 30% Exam



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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

NIL C A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR



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Italian Full Year Course Year 7

**Course Description**  
Students learn basic communication in Italian through listening, speaking, reading and writing, with a focus on relationships with their family, peers and people in their everyday lives.

**Content**

- Relationships
- Family and identity
- Leisure time and hobbies
- Holidays
- Food and festivals
- Technology

**Assessment Components**

- Compile a relationship profile
- Itinerary plan for a holiday
- Research assignment on Italian food
- Role play on school and daily routine

**Additional Information**  
Students will participate in local area excursions. They will also communicate with an Italian school.

English Literacy Plus Full Year Course Year 7

**Assumed Knowledge**  
Students whose Australian Curriculum Literacy or Language levels are below the Standard of Educational Achievement for Year 7, will be placed in this subject. Students study English Literacy Plus in conjunction with Year 7 English, instead of Italian.

**Course Description**  
English Literacy Plus emphasises the development of the Language and Literacy Strands of the Australian Curriculum. The course focuses on the writing skills required to compose a range of text types, the development of spoken communication skills, as well as comprehension skills across a variety of reading texts. There is particular emphasis on the requirements of a range of written texts through an examination of the Register Continuum and its three components:

- Field: the subject or content of texts (expressing and developing ideas)
- Tenor: the relationship between writer and reader (language for interaction)
- Mode: text construction (text structure and organisation)

**Content**

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

**Assessment Components**

- Creation of written, oral and multi-modal texts
- Text types such as recounts, procedures and narratives

Italian Full Year Course Year 8

**Course Description**  
Students learn basic communication in Italian. The focus is on listening, speaking, reading and writing skills. In this course, they learn about Italian culture and everyday life, and how it compares to their own lives.

**Content**

- Family and identity
- Leisure time and hobbies
- Italy and its culture
- Food and Masterchef
- Famous Italians
- Made in Italy

**Assessment Components**

- Assignment on family tree and descriptions
- Researching Italian regions
- Creating menus and recipes, including role play
- Developing profile of a famous Renaissance Italian
- PowerPoint presentation on an Italian brand

**Additional Information**  
Students participate in excursions, including to a local restaurant, to experience authentic Italian cuisine and Italian-made products.



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English Literacy Plus Full Year Course Year 8

**Assumed Knowledge**  
Students whose Australian Curriculum Literacy or Language levels are below the Standard of Educational Achievement for Year 8, will be placed in this subject. Students study English Literacy Plus in conjunction with Year 8 English, instead of Italian.

**Course Description**  
English Literacy Plus emphasises the development of the Language and Literacy Strands of the Australian Curriculum. The course focuses on the writing skills required to compose a selection of text types that progress in complexity from the text types studied in the year 7 course. There is particular emphasis on the requirements of more formal written texts through an examination of the Register Continuum and its three components:

- Field: the subject or content of texts (expressing and developing ideas)
- Tenor: the relationship between writer and reader (language for interaction)
- Mode: text construction (text structure and organisation)

**Content**

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

**Assessment Components**

- Creation of written, oral and multi-modal texts
- Text types such as description, narratives, expositions and information reports.

Italian Full Year Course Year 9

**Assumed Knowledge**  
Successful completion of Year 8 Italian.

**Course Description**  
Students continue to develop their speaking and writing skills, as well as their listening and reading. Students describe people, use polite forms of address, talk about the past, state their likes/dislikes, ask and give directions, and order food in a restaurant. Students also study aspects of modern Italian culture.

**Content**

- Self and family
- Carnevale and festivities
- Regional food
- Film
- Italian icons and brands

**Assessment Components**

- Personal profile oral presentation
- Family coat-of-arms
- Creating a restaurant
- Tourism regions brochure
- Sports oral / television interview
- Shops and appointments role play

**Additional Information**  
Students participate in an excursion to Norwood Parade to research and sample Italian food and produce, for their class restaurant.

Italian Full Year Course Year 10

**Assumed Knowledge**  
Successful completion of Year 9 Italian.

**Course Description**  
Students learn to read and write more complex Italian. Their speaking and listening skills are further developed. Students learn to write a letter, keep a diary, talk about daily routine, make plans for the future, and research and critique Italian films.

**Content**

- Self profile
- Festivals
- Migration
- World War II
- Film
- Food markets and sustainability
- Music industry

**Assessment Components**

- Email/letter in Italian
- Research on an Italian festival
- Migration interview and report
- Personal diary
- Film analysis
- Magazine article

**Additional Information**  
Students participate in an excursion to the Adelaide Central Market to research, experience and compare the market to Italian markets.





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Italian (Continuers) 1 & 2 Full Year Course      Stage 1 20 Credits

**Assumed Knowledge**  
Completion of Year 10 Italian in the C grade band or higher.

**Course Description**  
Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. They analyse texts to interpret meaning and examine relationships between language, culture and identity, reflecting on ways in which culture influences communication.

**Content**

- The individual – Personal identity
- Italian speaking communities – Education and culture
- Food
- The changing world - Technology
- Fairytales

**Assessment Components**

- 25% Interaction
- 25% Text production
- 25% Text analysis
- 25% Investigation

Italian (Continuers) Full Year Course      Stage 2 20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Italian (Continuers) in the C grade band or higher.

**Course Description**  
Students interact to share information, ideas, opinions and experiences. They also create a range of texts in Italian. They analyse texts to interpret meaning and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students research contemporary themes and issues, and report and reflect on them.

**Content**

- The individual - Recollections
- Italian speaking communities – Food and text analysis
- The changing world – Reading and responding
- Technology
- Fairytales

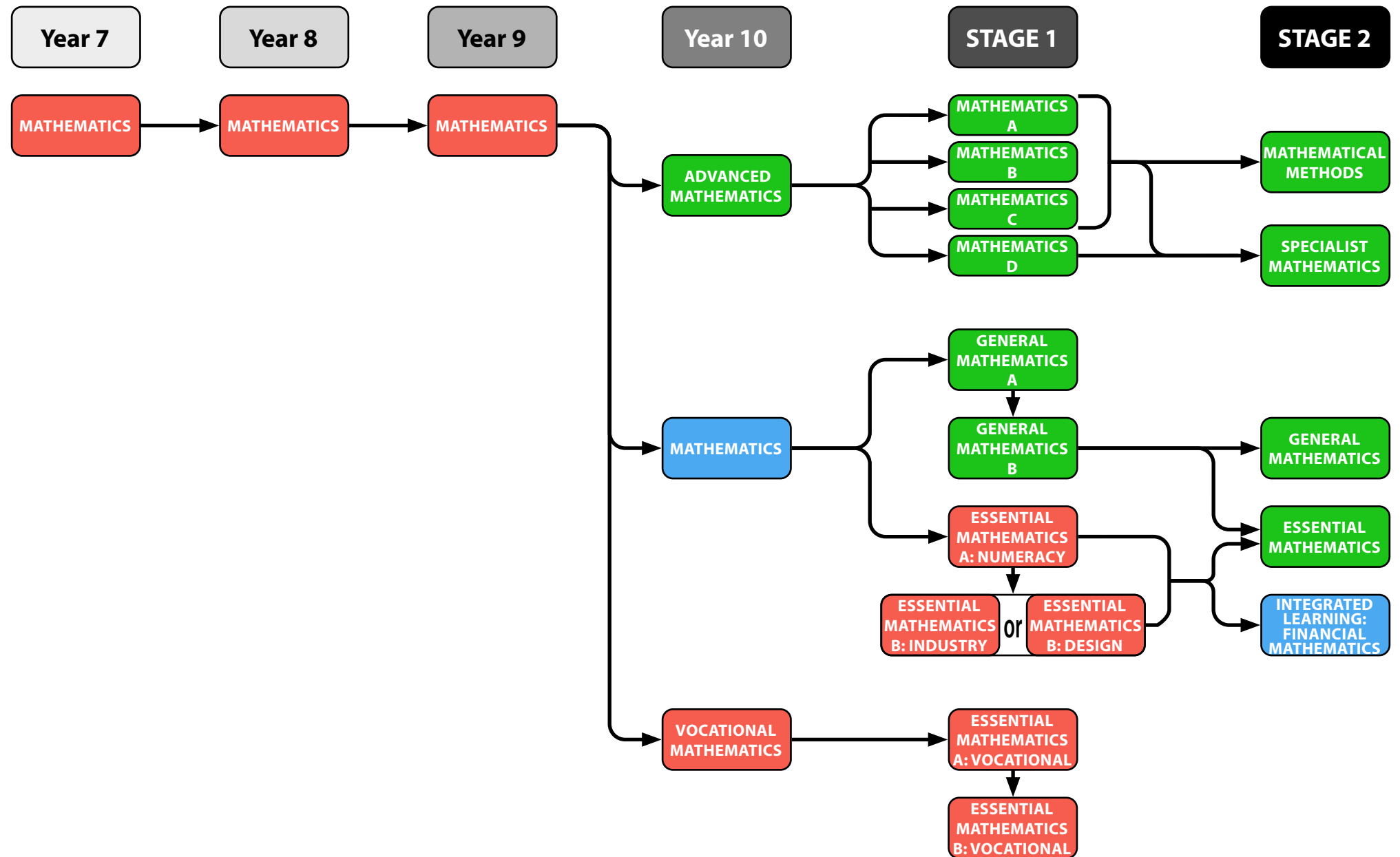
**Assessment Components**

- 50% Folio
- 20% In-depth Study
- 30% Examination



## MATHEMATICS

Year 10 in 2023



➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

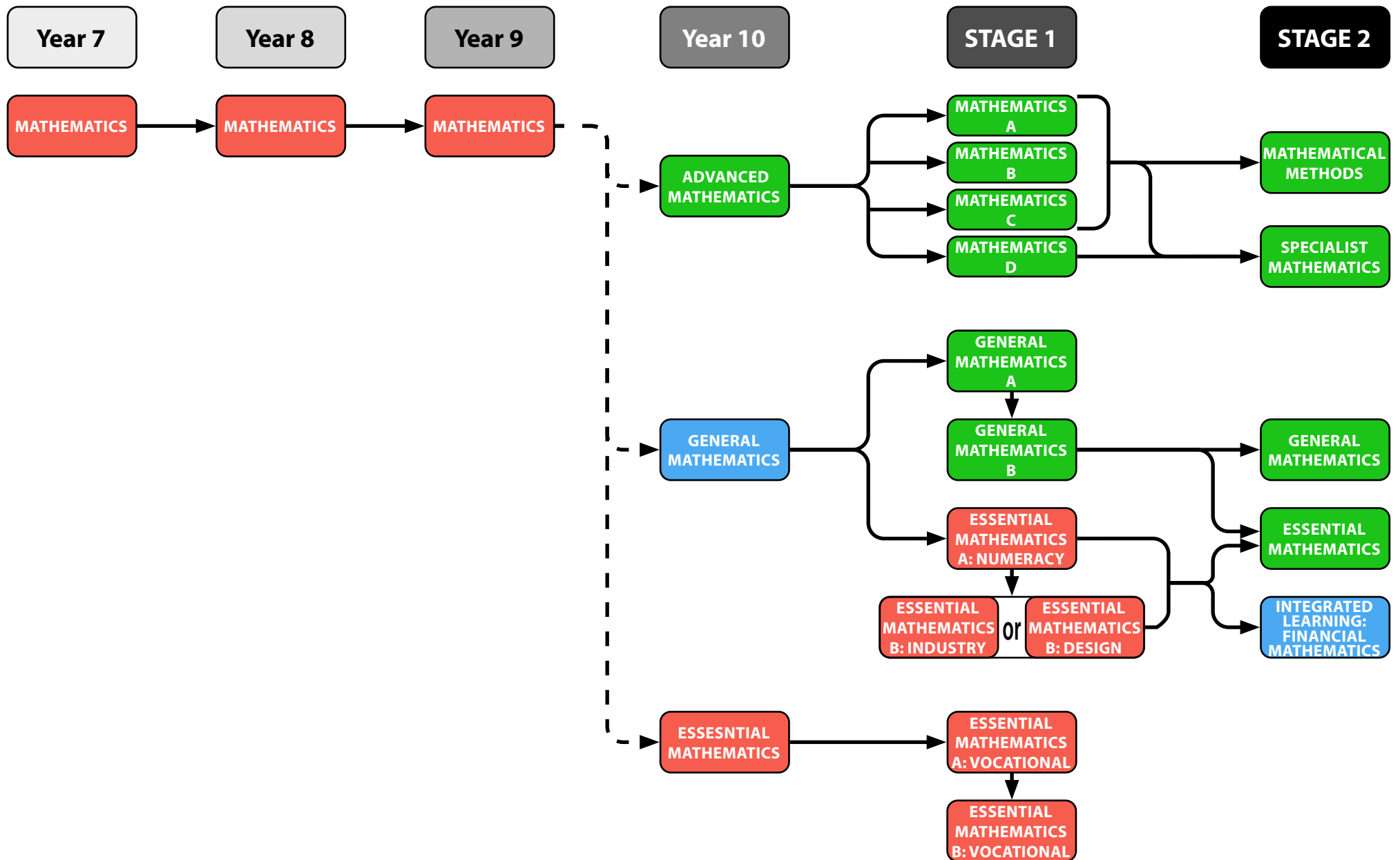
■ NIL ■ C ■ A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

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## MATHEMATICS

Year 10 in 2024



➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

▬ ➔ Dependant on Numeracy Capabilities

NIL C A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

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Mathematics Full Year Course Year 7

**Course Description**

This course enhances students' mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. A variety of approaches, including group work, individual research and skills development exercises are used, to enable students to investigate mathematical concepts and deepen their understanding of them. An emphasis is placed on the effective communication of mathematical ideas. Where applicable, students are introduced to mathematical concepts through STEM-based hands-on activities and projects. Students engage through use of ICT tools and graphic packages to develop mathematical conceptual understanding, critical thinking and higher order thinking skills.

**Content**

- Representing and interpreting data
- Positive and negative integers
- Fractions
- Geometry
- Decimals
- Percentages/money
- Algebra
- Statistics and probability
- Co-ordinates and the Cartesian Plane

**Assessment Components**

- Tests
- Investigations and folio tasks (individual or collaborative), with or without the use of ICT

**Additional Information**

Students are invited to participate in a number of Maths competitions at a cost of approximately \$8 each. Students are expected to own a scientific calculator.

Mathematics Full Year Course Year 8

**Course Description**

This course enhances students' mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. A variety of approaches including group work, individual research and skills development exercises are used, to enable students to investigate mathematical concepts and deepen their understanding of them. An emphasis is placed on the effective communication of mathematical ideas. Where applicable, students are introduced to mathematical concepts through STEM-based hands-on activities and projects.

**Content**

- Numbers and algebra
- Measurement and geometry
- Probability and statistics

**Assessment Components**

- Tests
- Investigations and folio tasks (individual or collaborative), with or without the use of ICT

**Additional Information**

Students are invited to participate in a number of Maths competitions at a cost of approximately \$8 each. Students are expected to own a scientific calculator. Students will be allocated their class according to their numeracy capabilities, as determined by Year 7 student achievement data as well as teacher recommendation. Each class offers the same curriculum aligned to Year 8 achievement standards, however the learning program may be structured differently in each class to best support all students.

Mathematics Full Year Course Year 9

**Course Description**

Students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. An emphasis is placed on the effective communication of mathematical ideas. Where applicable, students are introduced to the mathematical concepts through STEM-based hands-on activities and projects. Students engage through the use of ICT tools and graphic packages, to develop mathematical conceptual understanding, critical thinking and higher order thinking skills.

**Content**

- Numbers and algebra
- Measurement and geometry
- Probability and statistics

**Assessment Components**

- Tests
- Investigations
- Folio tasks (individual or collaborative), with or without the use of ICT

**Additional Information**

Students are expected to own a scientific calculator. Students are invited to participate in a number of Maths competitions, at a cost of approximately \$8 each. Students will be allocated their class according to their numeracy capabilities, as determined by Year 8 student achievement data as well as teacher recommendation. Each class offers the same curriculum aligned to Year 9 achievement standards, however the learning program may be structured differently in each class to best support all students.





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**Advanced Mathematics**  
Full Year Course Year 10

**Assumed Knowledge**  
Completion of Year 9 Mathematics in the B grade band or higher.

**Course Description**  
This course is designed to suit students who have demonstrated advanced mathematical ability. Students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. An emphasis is placed on the effective communication of mathematical ideas. Where applicable, students are introduced to the use of spreadsheets, graphing packages, graphics calculators and programs, to develop mathematical conceptual understanding, critical thinking and higher order thinking.

**Content**

- Measurement
- Co-ordinate geometry
- Financial mathematics
- Pythagoras and trigonometry
- Univariate data
- Deductive geometry
- Linear algebra
- Algebraic fractions
- Indices and surds
- Quadratic expression and equations
- Probability and statistics

**Assessment Components**

- Tests
- Investigations
- Folio tasks (individual or collaborative), with or without the use of ICT
- Exam

**Additional Information**  
Students are expected to own a scientific calculator. Students will participate in the AMC Mathematics Competition, at no cost.

**General Mathematics**  
Full Year Course Year 10

**Assumed Knowledge**  
Completion of Year 9 Mathematics.

**Course Description**  
Students enhance their mathematical ability in the four major proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. An emphasis is placed on the effective communication of mathematical ideas. Where applicable, students are introduced to the use of spreadsheets, graphing packages, graphics calculators and programs, to develop mathematical conceptual understanding, critical thinking and higher order thinking.

**Content**

- Measurement
- Co-ordinate geometry
- Financial mathematics
- Pythagoras and trigonometry
- Univariate data
- Solving simultaneous equations
- Indices and surds
- Business mathematics
- Probability
- Linear algebra

**Assessment Components**

- Tests
- Investigations
- Folio tasks (individual or collaborative), with or without the use of ICT
- Exam

**Additional Information**  
Students are expected to own a scientific calculator. Students are invited to participate in a number of Maths competitions, at a cost of approximately \$8 each.

**Essential Mathematics**  
Full Year Course Year 10

**Course Description**  
Essential Mathematics is designed for students who have demonstrated a need for extra support, who are grouped together to work on modified material. This course places greater emphasis on the mathematics required for everyday life. Where applicable, students are introduced to the mathematical concepts through hands-on activities and projects. Students engage through the use of ICT tools and graphic packages to develop mathematical conceptual understanding.

**Content**

- Measurement
- Financial mathematics
- Pythagoras and trigonometry
- Probability and statistics
- Algebra
- Numbers

**Assessment Components**

- Tests
- Investigations
- Folio tasks (individual or collaborative), with or without the use of ICT

**Additional Information**  
All students are expected to own a scientific calculator.





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**Essential Mathematics A: Vocational Semester Course**      Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Vocational Mathematics.

**Course Description**  
In this course students focus on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, community and personal settings.

- Content**
- Calculations, time and ratio
  - Earning and spending
  - Measurement

- Assessment Components**
- 60% Skills and applications tasks
  - 40% Mathematical investigation

**Additional Information**  
Students are expected to own a scientific calculator. Entry to this course is strictly through Inclusive Education Leader recommendation only.

**Essential Mathematics B: Vocational Semester Course**      Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Vocational Mathematics.

**Course Description**  
In this course students focus on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, community and personal settings.

- Content**
- Investing
  - Data in context
  - Probability

- Assessment Components**
- 60% Skills and applications tasks
  - 40% Mathematical investigation

**Additional Information**  
Students are expected to own a scientific calculator. Entry to this course is strictly through Inclusive Education Leader only.

**General Mathematics A Semester Course**      Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Mathematics in the B grade band or higher or completion of Year 10 Advanced Math in the C grade band or higher.

**Course Description**  
Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills, and expanding their ability to reason and analyse mathematically.

- Content**
- Statistical investigation
  - Trigonometry applications
  - Share investments

- Assessment Components**
- 75% Skills and applications tasks
  - 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.



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General Mathematics B Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Mathematics in the B grade band or higher or completion of Year 10 Advanced Math in the C grade band or higher.

**Course Description**  
Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills, and expanding their ability to reason and analyse mathematically.

**Content**

- Investing and borrowing
- Linear functions and their graphs
- Matrices and networks

**Assessment Components**

- 75% Skills and applications tasks
- 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.

Mathematics A Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Advanced Mathematics in the B grade band or higher.

**Course Description**  
This course is part of a three semester pre Stage 2 Mathematical Methods pathway. Stage 1 Mathematics A must be studied in conjunction with Stage 1 Mathematics B and Stage 1 Mathematics C.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem solving. This course focuses on the use of calculus and statistical analysis. The study of calculus provides an understanding of the physical world and rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes.

**Content**

- Functions and graphs
- Polynomials
- Trigonometry

**Assessment Components**

- 75% Skills and applications tasks
- 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.

Mathematics B Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Advanced Mathematics in the B grade band or higher.

**Course Description**  
This course is part of a three semester pre Stage 2 Mathematical Methods pathway. Stage 1 Mathematics B must be studied in conjunction with Stage 1 Mathematics A and Stage 1 Mathematics C.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem solving. This course focuses on the use of calculus and statistical analysis. The study of calculus provides an understanding of the physical world and rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes.

**Content**

- Counting and statistics
- Growth and decay
- Introduction to differential calculus

**Assessment Components**

- 75% Skills and applications tasks
- 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.





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**Mathematics C Semester Course** **Stage 1**  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Advanced Mathematics in the B grade band or higher.

**Course Description**  
This course is part of a three semester pre Stage 2 Mathematical Methods or Stage 2 Specialist Mathematics pathway. Stage 1 Mathematics C must be studied in conjunction with Stage 1 Mathematics A and Stage 1 Mathematics B.

This course provides opportunities to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively. This course extends students' knowledge and understanding of probability and statistics, and introduces the topics of vectors, complex numbers, matrices and recursive methods.

- Content**
- Arithmetic and geometric sequence
  - Trigonometry
  - Matrices

- Assessment Components**
- 75% Skills and applications tasks
  - 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.

**Mathematics D Semester Course** **Stage 1**  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Advanced Mathematics in the B grade band or higher.

**Course Description**  
This course is part of a four semester pre Stage 2 Specialist Mathematics pathway. Stage 1 Mathematics D must be studied in conjunction with Stage 1 Mathematics A, Stage 1 Mathematics B and Stage 1 Mathematics C.

This course provides opportunities to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively. This course extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

- Content**
- Vectors
  - Geometry
  - Complex numbers

- Assessment Components**
- 75% Skills and applications tasks
  - 25% Mathematical investigation

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU or a Casio fx9860G AU PLUS.

**Essential Mathematics Full Year Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Essential Mathematics A and B in the B grade band or higher, or completion of Stage 1 General Mathematics in the C grade band or higher.

**Course Description**  
This course offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace context. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

- Content**
- Scales, plans and models
  - Measurement
  - Business applications
  - Statistics
  - Investments and loans

- Assessment Components**
- 40% Skills and application tasks
  - 30% Folio
  - 30% Exam

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU, or a Casio fx9860G AU PLUS. Revision guide, approximately \$26.



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General Mathematics Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 General Mathematics at a B grade or higher, or Stage 1 Mathematics A, B or C at a C grade or higher.

**Course Description**  
This course offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving. A problem based approach is integral to the development of mathematical models and the associated key concepts in topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

- Content**
- Modelling with linear relationships
  - Modelling with matrices
  - Statistical models
  - Financial models
  - Discrete models

- Assessment Components**
- 40% Skills and application tasks
  - 30% Folio
  - 30% Exam

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU, or a Casio fx9860G AU PLUS. Revision guide, approximately \$26.

Integrated Learning: Financial Mathematics Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Successful completion of Stage 1 Mathematics and Stage 1 English in the C grade band or higher.

**Course Description**  
This course is intended for students interested in learning about real-world application of Mathematics (buying a car, investing in shares, buying a house, getting a loan, renting a house). A key component of the course is to give students the opportunity to improve their basic numeracy skills, to perform common mathematical calculations accurately, to research, analyse and interpret information and to communicate clearly and effectively in writing.

- Content**
- Buying a car
  - Buying shares
  - Buying a house
  - Renting a house
  - Loan Applications

- Assessment Components**
- 40% AT1 Two practical inquiry (research) topics
  - 30% AT2 Two connections (group) tasks
  - 30% AT3 Personal endeavour task

**Additional Information**  
Scientific calculator is required.

Mathematical Methods Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Mathematics A, B & C in the B grade band or higher.

**Course Description**  
This course develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

- Content**
- Discrete random variables
  - Integral calculus
  - Logarithmic functions
  - Continuous random variables and the normal distribution
  - Sampling and confidence intervals

- Assessment Components**
- 50% Skills and application tasks
  - 20% Folio
  - 30% Exam

**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU, or a Casio fx9860G AU PLUS. Revision guide, approximately \$26.



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Specialist Mathematics Full Year Course      Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Mathematics A, B, C & D in the B grade band or higher.

**Course Description**  
This course draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for them to develop their skills in using rigorous mathematical arguments and proofs, and mathematical models. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

- Content**
- Mathematical induction
  - Complex numbers
  - Functions and sketching graphs
  - Vectors in three dimensions
  - Integration techniques and applications
  - Rates of change and differential equations

- Assessment Components**
- 50% Skills and application tasks
  - 20% Folio
  - 30% Exam

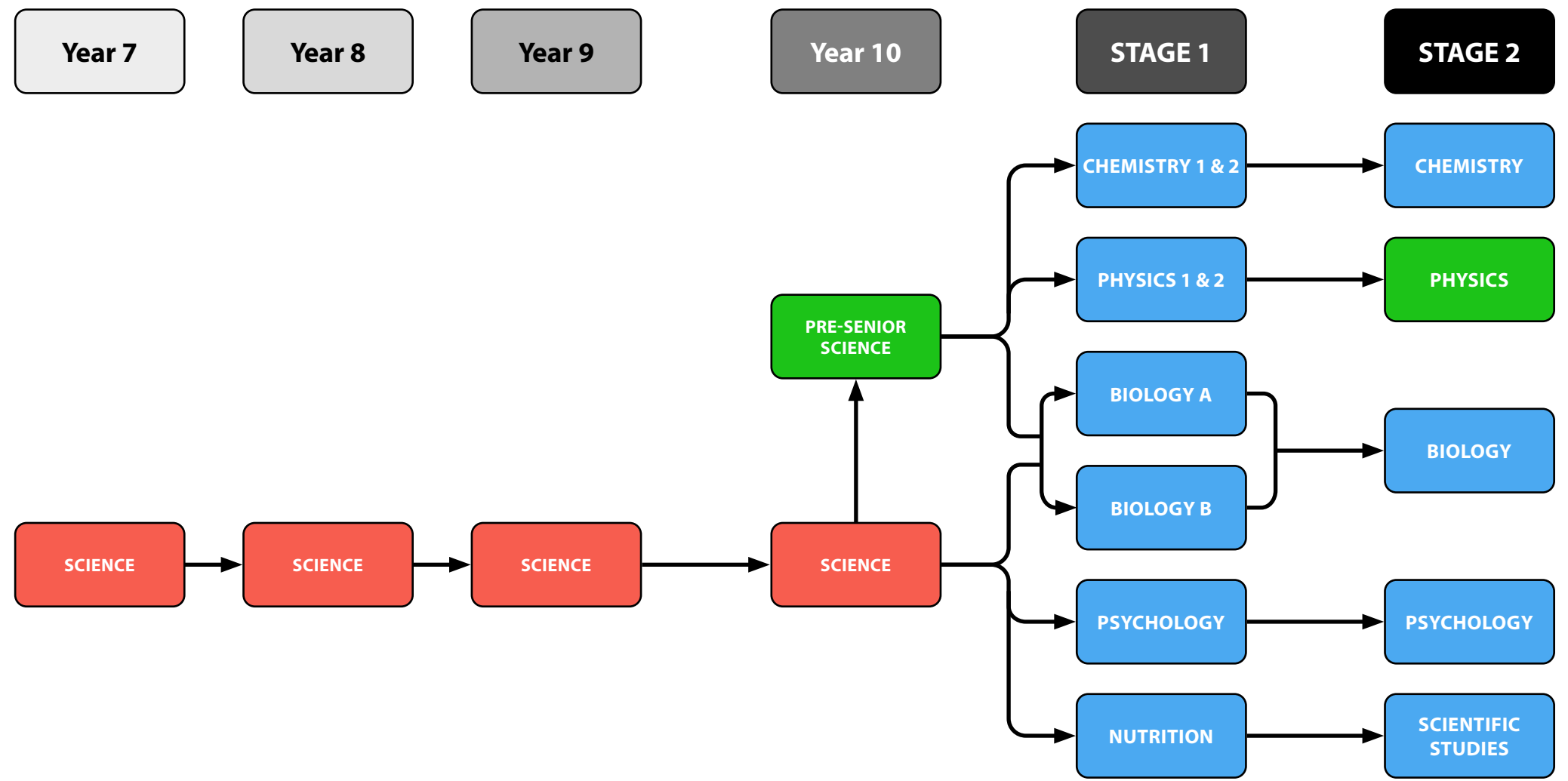
**Additional Information**  
Students are expected to own a graphics calculator, approximately \$200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU, or a Casio fx9860G AU PLUS. Revision guide, approximately \$26.



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➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

**NIL** **C** **A/B** COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

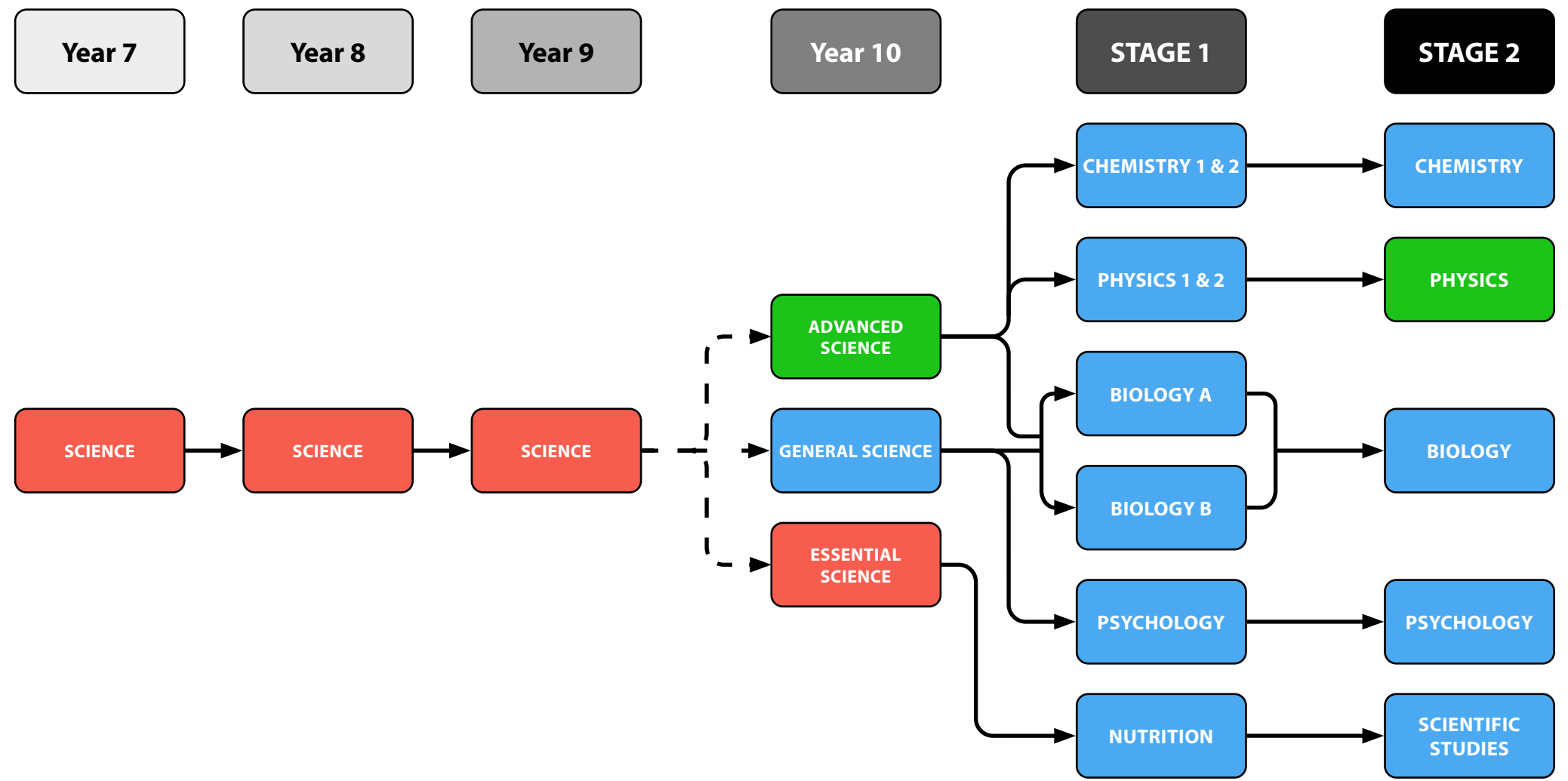




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Please see assumed knowledge for eligibility requirements

**■ ➔ Dependant on Literacy Capabilities**

**NIL** **C** **A/B** COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR



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Science Full Year Course Year 7

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the development of manipulative skills necessary for the study of science at higher levels. Students also undertake two scientific literacy assessment tasks over the course of the year.

- Content**
- Biological sciences - Classification and interactions
  - Chemical sciences - Mixing and separating
  - Physical sciences - Forces and machines
  - Earth and space science - Solar and lunar phenomena
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments

Science Full Year Course Year 8

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the development of manipulative skills necessary for the study of science at higher levels. Students also undertake two scientific literacy assessment tasks over the course of the year.

- Content**
- Biological sciences - Cells and body systems
  - Chemical sciences - Matter and molecules
  - Physical sciences - Energy transformations
  - Earth and space science - Rocks and minerals, and plate tectonics
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments

**Additional Information**  
Students will be allocated their class according to their literacy or numeracy capabilities, as determined by Year 7 student achievement data as well as teacher recommendation. Each class offers the same curriculum aligned to Year 8 achievement standards, however the learning program may be structured differently in each class to best support all students.

Science Full Year Course Year 9

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the development of manipulative skills necessary for the study of science at higher levels. Students also undertake two scientific literacy assessment tasks over the course of the year.

- Content**
- Biological sciences - Coordination & control, ecosystems
  - Chemical sciences - Atomic theory, investigating reactions
  - Physical sciences - Modelling energy changes
  - Earth and space science - Global systems
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments

**Additional Information**  
Students will be allocated their class according to their literacy or numeracy capabilities, as determined by Year 8 student achievement data as well as teacher recommendation. Each class offers the same curriculum aligned to Year 9 achievement standards, however the learning program may be structured differently in each class to best support all students.



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Advanced Science Semester Course Year 10

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the scientific method and writing, manipulative skills and content required for successful integration into senior sciences.

- Content**
- Biological sciences – Genetics, natural selection
  - Chemical sciences - The Periodic Table, controlling reactions
  - Physical sciences - Laws of motion, energy and conservation
  - Earth and space science - The universe, global systems
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments
  - Written assignments

**Additional Information**  
Students will be allocated their class according to their literacy or numeracy capabilities, as determined by year 9 student achievement data as well as teacher recommendation. The curriculum is aligned to Year 10 achievement standards, however the learning program will be structured differently to best support all students.

General Science Full Year Course Year 10

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the development of manipulative skills necessary for the study of science at higher levels. Students also undertake two scientific literacy assessment tasks over the course of the year.

- Content**
- Biological sciences – Genetics, natural selection
  - Chemical sciences - The Periodic Table, controlling reactions
  - Physical sciences - Laws of motion, energy and conservation
  - Earth and space science - The universe, global systems
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments

**Additional Information**  
Students will be allocated their class according to their literacy or numeracy capabilities, as determined by year 9 student achievement data as well as teacher recommendation. The curriculum is aligned to Year 10 achievement standards, however the learning program will be structured differently to best support all students.

Essential Science Full Year Course Year 10

**Course Description**  
This course is designed to expose students to a wide range of scientific areas, with emphasis on the development of manipulative skills necessary for the study of science at higher levels. Students also undertake two scientific literacy assessment tasks over the course of the year.

- Content**
- Biological sciences – Genetics, natural selection
  - Chemical sciences - The Periodic Table, controlling reactions
  - Physical sciences - Laws of motion, energy and conservation
  - Earth and space science - The universe, global systems
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- Topic tests
  - Practical investigations
  - Research assignments
  - Class projects

**Additional Information**  
Students will be allocated their class according to their literacy or numeracy capabilities, as determined by year 9 student achievement data as well as teacher recommendation. The curriculum is aligned to Year 10 achievement standards, however the learning program will be structured differently to best support all students.



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**Biology A Semester Course** **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Science in the C grade band or higher.

**Course Description**  
Students explore life at the cellular level, and examine cell structure and the processes required for their survival, including exchange of materials, energy transformations and cell reproduction. Students investigate the spread and impact of infectious diseases on individuals and the wider community, and learn about the function of the human immune system.

**Content**

- Cells and micro-organisms
- Infectious disease
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Optional Biology workbook which can be used for Stage 1 Biology A and Biology B, \$50.

**Biology B Semester Course** **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Science in the C grade band or higher.

**Course Description**  
Students explore life at the organism and ecosystem levels. They examine the functioning of multicellular organisms, focusing on exchange surfaces present in a variety of body systems. Students explore the diversity of life in ecosystems and investigate the interconnectedness of species and populations, evaluating the impact of human activity on the natural world.

**Content**

- Multicellular organisms
- Biodiversity and ecosystem dynamics
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Optional Biology workbook which can be used for Stage 1 Biology A and Biology B, \$50.

**Chemistry 1 Semester Course** **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Science in the C grade band or higher.

**Course Description**  
Chemistry includes an overview of the matter that makes up materials, their properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

**Content**

- Materials and their atoms
- Combining atoms
- Molecules
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Recommended Chemistry workbook which can be used for Stage 1 Chemistry 1 and Chemistry 2, \$50.





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Chemistry 2 Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Stage 1 Chemistry 1 in the C grade band or higher.

**Course Description**  
Chemistry includes an overview of the matter that makes up materials, their properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

**Content**

- Mixtures and solutions
- Acids and bases
- Redox reactions
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Recommended Chemistry workbook which can be used for Stage 1 Chemistry 1 and Chemistry 2, \$50.

Nutrition Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Science in the C grade band or higher.

**Course Description**  
Students develop their knowledge of nutrition and explore the relationship between diet and health-based diseases. Students learn about micro-nutrients and macro-nutrients and conduct energy and metabolic data calculations. Students consider the difference in food availability and product development.

**Content**

- Energy and metabolism
- Food packaging
- Sustainable food systems
- Dietary related diseases

**Assessment Components**

- 30% Skills and applications tasks
- 70% Investigations folio (Practical investigation, Science as a human endeavour task)

**Additional Information**  
This is a science subject, and is recommended to be studied with Food and Hospitality and Health and Wellbeing.

Physics 1 Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Science and Year 10 Mathematics in the C grade band or higher.

**Course Description**  
The study of Physics offers opportunities for students to understand and appreciate the natural world through the examination and interpretation of physical phenomena. Students develop and extend their understanding of the interaction between matter and energy, forces in linear motion, and heat transfer and the transformation of energy.

**Content**

- Linear motion and forces
- Energy and momentum
- Heat
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Optional purchase of Physics workbook, which can be used for Stage 1 Physics 1 and Physics 2, approximately \$50.



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Physics 2 Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Stage 1 Physics 1 in the C grade band or higher.

**Course Description**  
The study of Physics offers opportunities for students to understand and appreciate the natural world through the examination and interpretation of physical phenomena. They study wave motion to better understand how energy can be transferred through matter and space, investigate electric circuits, and examine spontaneous nuclear reactions and the resulting ionising radiation.

**Content**

- Waves
- Electric circuits
- Nuclear models and radioactivity
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 50% Skills and application tasks
- 50% Investigations folio

**Additional Information**  
Optional purchase of Physics workbook, which can be used for Stage 1 Physics 1 and Physics 2, approximately \$50.

Psychology Semester Course Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Science in the C grade band or higher.

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

**Content**

- Cognitive psychology
- Life span psychology
- Emotional psychology

**Assessment Components**

- 40% Skills and application tasks
- 60% Investigations folio

Biology Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of any Stage 1 Science subject in the C grade band or higher.

**Course Description**  
Students learn about the cellular and overall structures and functions of a range of living organisms. Through investigation, students develop an understanding of how biology impacts their lives, society, and the environment. Science inquiry skills and science as a human endeavour are integral to students' learning and are interwoven through the topics.

**Content**

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution
- Science inquiry skills
- Science as a human endeavour

**Assessment Components**

- 40% Skills and application tasks
- 30% Investigations folio
- 30% Exam

**Additional Information**  
Biology workbook, approximately \$50.



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Chemistry Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Chemistry 1 & 2 in the C grade band or higher.

**Course Description**  
The study of Chemistry includes an overview of the matter that makes up materials, their properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

- Content**
- Monitoring the environment
  - Managing chemical processes
  - Organic and biological chemistry
  - Managing resources
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- 40% Skills and application tasks
  - 30% Investigation folio
  - 30% Exam

**Additional Information**  
Chemistry workbook, approximately \$50.

Physics Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Physics 1 and 2 in the B grade band or higher. Completion of Stage 1 General Mathematics in the C grade band or higher is recommended.

**Course Description**  
Physics involves using models, laws, and theories to better understand matter, forces, energy, and the interactions between them. Students develop skills in logical thinking, problem solving, inquiry and communication. They explore how physicists develop new insights and produce innovative solutions to everyday problems and complex challenges. By exploring science as a human endeavour, students develop understanding of the ways science interacts with society.

- Content**
- Motion and relativity
  - Electricity and magnetism
  - Light and atoms
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- 40% Skills and application tasks
  - 30% Investigations folio
  - 30% Exam

**Additional Information**  
Physics workbook, approximately \$50.

Psychology Full Year Course Stage 2  
20 Credits

**Assumed Knowledge**  
Completion of any Stage 1 Science subject in the C grade band or higher.

**Course Description**  
Psychology aims to describe and explain the commonalities in the human experience, along with individual and cultural diversity, and offers ways of influencing the wellbeing of individuals, groups and societies. It is based on evidence gathered as a result of planned investigation, following scientific method principles. This course is an evidence-based subject in which ethical issues have a central place.

- Content**
- Psychology of the individual
  - Psychological health and wellbeing
  - Organisational psychology
  - Social influence
  - The psychology of learning
  - Science inquiry skills
  - Science as a human endeavour

- Assessment Components**
- 40% Skills and applications tasks
  - 30% Investigations folio
  - 30% Exam

**Additional Information**  
Psychology workbook, approximately \$50.



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|  |                       |
|--|-----------------------|
| Scientific Studies<br>Full Year Course | Stage 2<br>20 Credits |
|--|-----------------------|

**Assumed Knowledge**

Successful completion of any stage 1 Science subject.

**Course Description**

Scientific Studies provides a platform for students to develop their capabilities, in particular to think creatively, work collaboratively and be innovative. Students apply inquiry based approaches to design, plan and undertake investigations on a short term or more extended scale, responding to local or global situations. As students explore scientific phenomena and develop investigative questions, they understand the importance of science as a human endeavour and their understanding of the interaction between science and society.

**Content**

- Understanding of scientific concepts
- Science inquiry skills
- Science as a human endeavour

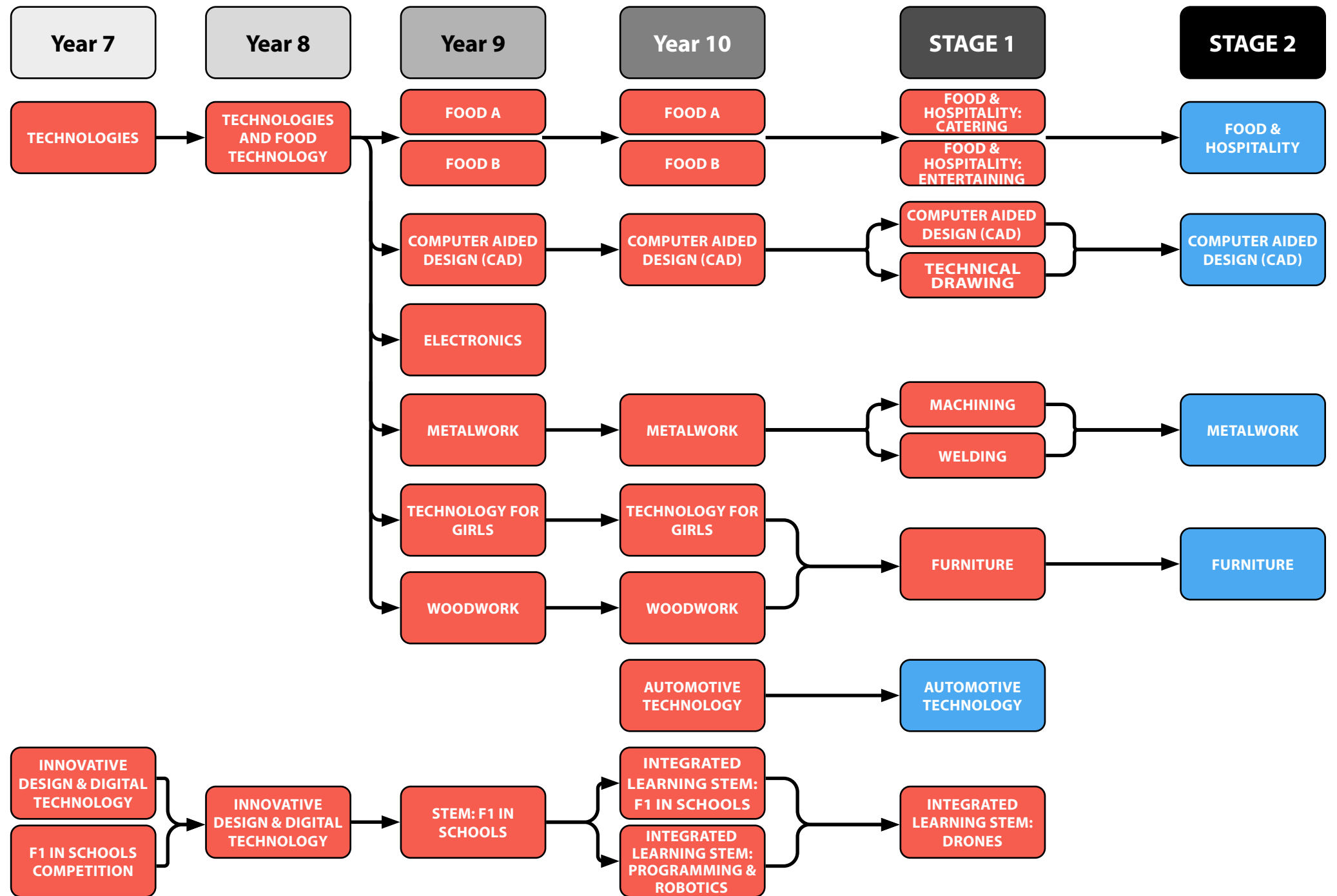
**Assessment Components**

- 50% Inquiry folio
- 20% Collaborative inquiry
- 30% Individual inquiry





## TECHNOLOGIES



➔ INDICATES RECOMMENDED PATHWAY ONLY,  
Please see assumed knowledge for eligibility requirements

NIL C A/B COLOURS DENOTE REQUIRED GRADE PREREQUISITE FOR FURTHER STUDY IN SUBSEQUENT YEAR

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Technologies Semester Course Year 7

**Course Description**  
Students explore a range of materials and workshop tools through the design and construction of simple projects in a workshop environment. Students learn fine motor skills through a tactile approach to the materials they use. All students evaluate their own work to reflect on their experiences. Tasks based on materials include working with timber, plastic and safety around electricity. Students use information technology, the internet and computer aided design programs to assist their learning and planning. Drawing and writing tasks are important components of the program.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical projects
- Drawings
- Product showcase & evaluation

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times.

Innovative Design & Digital Technology (IDDT) Semester Course Year 7

**Course Description**  
This subject aims to develop creative and innovative problem solving. Students analyse problems, design creative solutions and evaluate their outcomes. Students engage in contemporary and emerging technologies throughout the use of the design cycle.

**Content**

- Programming EV3 LEGO Mindstorm robots
- Producing design solutions using a variety of material options and mechanical systems
- Working independently and collaboratively to develop innovative solutions to challenges, using robotics, programming and electronic systems

**Assessment Components**

- Practical projects
- EV3 LEGO Mindstorm robot class competition
- Digital literacy
- Design cycle

F1 in Schools Competition Full Year Course Year 7

**Course Description**  
The F1 in Schools Competition class allows students to work collaboratively in groups to complete the project requirements for the competition. The students design, test and manufacture miniature F1 cars that race against the best teams from around South Australia. Other roles in the team require students to manage social media accounts, design/construct a team booth, gain sponsorships, collaborate with industry, and write detailed portfolios to highlight their learning.

**Content**

- Aerodynamics
- CAD engineering
- Manufacturing
- Graphic design
- Industry collaboration

**Assessment Components**

- Portfolios
- Pit display
- Cars (engineering/manufacturing)
- Sponsorship industry collaboration

**Additional Information**  
The class is required to compete at the State Finals (Royal Adelaide Show), with the potential to compete at the National Finals in Melbourne.



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Technologies and Food Technology Semester Course Year 8

**Course Description**

This course incorporates Design and Technology and Food Technology. Students explore a range of materials and workshop tools through the design and construction of simple projects in a workshop environment. Students learn fine motor skills through a tactile approach to the materials they use. All students evaluate their own work to reflect on their experiences. Tasks based on materials include working with timber and computer aided design. Students use information technology, the internet and computer aided design programs to assist their learning and planning. Drawing and writing tasks are important components of the program. In Food Technology, students undertake an introductory home economics course which includes kitchen safety and hygiene, recipe interpretation, food design briefs, collaborative teamwork and food preparation skills.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations
- Safety and hygiene in the kitchen
- Food practicals
- Basic nutrition
- Healthy recipe planning and presentation
- Food design brief

**Assessment Components**

- Practical projects
- Drawings
- Product showcase & evaluation
- Weekly practicals
- Practical related reflections

**Additional Information**

It is a requirement that fully enclosed leather footwear is worn at all times.

Innovative Design & Digital Technology (IDDT) Semester Course Year 8

**Course Description**

This subject aims to develop creative and innovative problem solving. Students analyse problems, design creative solutions and evaluate their outcomes. Students engage in contemporary and emerging technologies, through the use of the design cycle.

**Content**

- Laws associated with drone flying
- Drone flying
- Drone components that enable it to function successfully
- Programming HTML/Python

**Assessment Components**

- Drone flying practical
- Drone theory
- Web development
- Python code project

Electronics Semester Course Year 9

**Course Description**

Electronics enables students to learn in a practical way about electrical and electronic systems. Students make a range of projects as they learn about electrical and electronic components and basic circuit design.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical activities
- Homework and tests
- Designing and drawing
- Use of CAD software (Autodesk Inventor)

**Additional Information**

It is a requirement that fully enclosed leather footwear is worn at all times.



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Woodwork Semester Course Year 9

**Course Description**  
Students learn about timber as they work through a range of design based tasks. Using both computer aided design software and hand drawing techniques, students produce a number of individual projects as they learn to work with materials and use tools and equipment safely and accurately.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical activities
- Designing and drawing either by hand or with the use of CAD software
- Product showcase and evaluation

**Additional Information**  
Students can choose either Year 9 Technology for Girls or Year 9 Woodwork, but not both subjects. It is a requirement that fully enclosed leather footwear is worn at all times.

Metalwork Semester Course Year 9

**Course Description**  
Metalwork enables students to learn about metals and how to work with them. Students solve problems, develop hand and machine skills, and create products by shaping and joining metals. Students develop skills in oxyacetylene welding, MIG welding and machine operations on a lathe. Sheet metal fabrication, computer aided design and plasma cutting may be used to design and manufacture parts. Safe operation of machines and personal safety equipment are a major focus.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Skills tasks
- Design folio
- Product

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times.

Computer Aided Design (CAD) Semester Course Year 9

**Course Description**  
Computer Aided Design (CAD) uses computers to solve problems. Students learn about the features of CAD and use 3D solid modelling software. They learn how CAD may be used to create realistic designs and present them in different ways. Projects may be created through the use of 3D printers.

**Content**

- Skills development
- Product design and evaluation
- Product creation using Autodesk software
- Drawings

**Assessment Components**

- Practical activities
- Tests
- Designs and drawings using Autodesk Inventor
- CAD software
- Showcase and evaluation





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Technology for Girls Semester Course Year 9

**Course Description**  
This course enables female students to be involved in a range of design and technology activities in a single sex setting. Students learn to critique existing products, design utility items and make products to their specifications. They work with manufactured timber products, plastics, metals and electronic components. Planning and drawing involves the use of computer aided design (CAD) programs and manual drawing techniques. Projects facilitate the development of skills and knowledge, confidence and lifelong talents, in using a wide range of tools and equipment.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical activities
- Designing and drawing
- Product showcase and evaluation

**Additional Information**  
Students can choose either Year 9 Technology for Girls or Woodwork, but not both subjects. It is a requirement that fully enclosed leather footwear is worn at all times.

STEM: F1 in Schools Semester Course Year 9

**Course Description**  
In this integrated unit, students work in teams to design and engineer their own miniature F1 car using Autodesk Inventor. They learn about aerodynamic principles which they incorporate into their design. Students test the aerodynamic ability of their design using Autodesk Flow Design and evaluate improvements made to each prototype. Students use a CNC router to manufacture their car and hand tools to complete the car. Their design must fit within class competition regulations and cars will be raced at the end of the course.

**Content**

- Autodesk Inventor
- Autodesk Flow Design
- Aerodynamics
- Engineering
- Manufacturing processes - CNC router

**Assessment Components**

- Use of Autodesk software
- Car design and modifications
- Car engineering
- Reflection and report

Food A Semester Course Year 9

**Course Description**  
This course aims to develop skills and knowledge in food preparation, presentation and collaborative teamwork. Practicals are based on Australian Dietary Guidelines. Investigative research topics encourage healthy food and lifestyle choices.

**Content**

- Food practicals, including various food technology processes
- Nutrition and healthy lifestyle choices
- Australian Guidelines to Healthy Eating: Practical planning, design and presentation
- Muffin and wrap creations

**Assessment Components**

- Food practicals
- Practical related reflections and research tasks
- Food design assignments



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**Food B Semester Course** Year 9

**Course Description**  
This food course includes a more comprehensive study of food, recipe interpretation, collaborative teamwork and food preparation skills, and a detailed study of nutrition and healthy recipe planning.

**Content**

- Research tasks
- Action plans and evaluations
- Food practicals
- Design briefs
- Healthy recipe planning and presentation
- Food design brief - pasta
- Gourmet burger

**Assessment Components**

- Food practicals
- Practical related reflections and research tasks
- Food design assignments

**Woodwork Semester Course** Year 10

**Course Description**  
Woodwork covers concepts of working with wood and students learn to work accurately using a range of hand tools. Machine use is introduced, with a focus on quality outcomes and safe working techniques. Students make a range of projects addressing the basic furniture production techniques of framing and carcass construction, joining and finishing. Planning and drawing involves the use of computer aided design (CAD) programs and/or manual drawing techniques.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical activities
- Product showcase and evaluation
- Designs and drawings
- Use of CAD software - AutoDesk Inventor

**Additional Information**  
Project materials cost, \$10. It is a requirement that fully enclosed leather footwear is worn at all times.

**Metalwork Semester Course** Year 10

**Assumed Knowledge**  
Completion of Year 9 Metalwork in the C grade band or higher.

**Course Description**  
Metalwork enables students to work with and learn about a range of metal materials. Students problem solve and create products by shaping and joining metals. Students develop skills in oxyacetylene welding, MIG welding and machine operations on a lathe. Sheet metal fabrication, computer aided design and the plasma cutter may be used to design and manufacture parts. Safe operation of machines and personal safety equipment are a major focus in this course.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Skills tasks
- Product showcase and evaluation

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times.



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**Computer Aided Design (CAD) Semester Course** Year 10

**Course Description**  
Computer Aided Design (CAD) enables students to develop CAD skills as they work through a number of drawing tasks. 3D solid modelling, 2D drawings, 3D drawings and orthogonal projections are investigated. Students use Autodesk Inventor software to develop solutions to design briefs, and 3D printers to produce prototypes.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Class work
- Printed drawings
- CNC or 3D printer product
- Product showcase and evaluation

**Additional Information**  
Students are required to provide an A4 display folio to maintain a record of their work and drawings.

**Automotive Technology Semester Course** Year 10

**Course Description**  
This course provides students with an understanding of the concepts of 2 stroke and 4 stroke engines and the principles of mechanical transmission. Using appropriate hand and measuring tools, students work through practical exercises developing an awareness of compression, types of bearings, gaskets and lubrication systems. Students complete online tasks using appropriate software. Issues of personal safety, potential hazards with liquids, and energy types and sources are discussed.

**Content**

- Skills development
- Skills and application task
- Safe operations

**Assessment Components**

- Practical activities
- Homework
- Tests

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times.

**Technology for Girls Semester Course** Year 10

**Course Description**  
Technology for Girls enables female students to be involved in a range of design and technology activities in a single sex setting. Students learn to critique existing products, design utility items and make products to their specifications. They work with manufactured timber products, plastics, metals and electronic components. Planning and drawing involves the use of computer aided design programs and manual drawing techniques. Projects facilitate the development of skills and knowledge, confidence and lifelong talents, in using a wide range of tools and equipment.

**Content**

- Skills development
- Product design
- Project creation
- Safe operations

**Assessment Components**

- Practical activities
- Homework
- Designs and drawings
- Product showcase and evaluation

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times. Students can choose either Year 10 Technology for Girls or Year 10 Woodwork, but not both subjects.



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**Integrated Learning: STEM F1 in Schools Semester Course** Year 10  
10 Credits

**Course Description**  
Students work in teams to design and engineer their own miniature F1 car using Autodesk Inventor. They learn about aerodynamic principles which they can incorporate into their design. Students test the aerodynamic ability of their design using Autodesk Flow Design and evaluate improvements made to each prototype. Students have access to various technologies such as 3D printers and a CNC router to manufacture their car, and hand tools to complete the car. Their design must fit within class competition regulations and cars will be raced at the end of the course.

**Content**

- Autodesk Inventor
- Autodesk Flow Design
- Aerodynamics
- Engineering
- Manufacturing processes - 3D printing, CNC router

**Assessment Components**

- 40% Design process
- 40% Prototype testing
- 20% Presentation/evaluation

**Additional Information**  
This is a SACE Stage 1 subject, undertaken in Year 10, and attracts 10 SACE credits.

**Integrated Learning: STEM Programming & Robotics Semester Course** Year 10  
10 Credits

**Course Description**  
This course enables students to learn in a practical way about electrical and electronic systems. Students program LEGO Mindstorm EV3 robots using Javascript, to complete various missions. They learn about sensors and how they work to enable a robot to interact with its surrounding environment. Students learn how to do HTML coding to create their own website.

**Content**

- LEGO Mindstorm EV3 robots
- Sensors
- Programming
- HTML coding

**Assessment Components**

- 20% Sensors worksheet
- 20% Robot programming
- 20% Flowcharts
- 20% Evaluation
- 20% HTML coding

**Additional Information**  
This is a SACE Stage 1 subject, undertaken in Year 10, and attracts 10 SACE credits.

**Food A Semester Course** Year 10

**Assumed Knowledge**  
Completion of Year 9 Food A or Food B in the C grade band or higher is recommended.

**Course Description**  
This course provides opportunity for students to explore and develop practical skills such as cake making, simple decorating techniques, and cooking pastry, stirfries and family meals. Students design food projects to encourage deeper thinking and creativity.

**Content**

- Assorted practicals covering sweet and savoury foods
- Food safety and hygiene
- Food design brief

**Assessment Components**

- Food practicals using up-to-date kitchen facilities
- Practical related reflections and research tasks
- Food design assignment

**Additional Information**  
A passion for food is an advantage and a willingness to sample diverse foods is encouraged.





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**Food B Semester Course** Year 10

**Assumed Knowledge**  
Completion of Year 9 Food A or Food B in the C grade band or higher is recommended.

**Course Description**  
This course extends students' skills and knowledge in food preparation and presentation, exploring recipes from various countries and cultures. Investigative research focusses on world food issues, ethical eating and sustainability.

**Content**

- Food practicals exploring different cultural cuisines
- Development of increasingly complex food technology skills and knowledge
- Investigation of food futures and issues related to ethical eating and global food sustainability

**Assessment Components**

- Food practicals using up-to-date kitchen facilities
- Practical related reflections and research tasks investigating cultural diversity in food production
- World food issues investigation - Media presentation
- Ethical eating - Food sustainability, vegetarian challenge, design brief

**Additional Information**  
A passion for food is an advantage and a willingness to sample diverse foods is encouraged.

**Furniture Semester Course** Stage 1  
10 Credits

**Assumed Knowledge**  
Completion of Year 10 Woodwork in the C grade band or higher.

**Course Description**  
This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce furniture that demonstrates the knowledge and skills associated with timber materials.

**Content**

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

**Assessment Components**

- 50% Specialised skills and tasks
- 50% Design process and solution

**Additional Information**  
Material costs will depend on the projects constructed, approximately \$30 to \$40. It is a requirement that fully enclosed leather footwear is worn at all times.

**Welding Semester Course** Stage 1  
10 Credits

**Course Description**  
This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with metal materials.

**Content**

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

**Assessment Components**

- 50% Specialised skills tasks
- 50% Design process and solution

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times for this subject.



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**Machining Semester Course** **Stage 1**  
**10 Credits**

**Course Description**  
This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with metal materials.

**Content**

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

**Assessment Components**

- 50% Specialised skills tasks
- 50% Design process and solution

**Additional Information**  
It is a requirement that fully enclosed leather footwear is worn at all times for this subject.

**Computer Aided Design (CAD) Semester Course** **Stage 1**  
**10 Credits**

**Course Description**  
Computer Aided Design (CAD) enables students to develop skills using Autodesk Inventor software as they work through a number of drawing tasks. 3D solid modelling, 2D drawings, 3D drawings and orthogonal projections are investigated. Students develop solutions to design briefs and 3D printers may be used to produce prototypes.

**Content**

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

**Assessment Components**

- 50% Specialised skills tasks
- 50% Design process and solution

**Automotive Technology Semester Course** **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Automotive Technology in the C grade band or higher.

**Course Description**  
Automotive Technology provides students with an understanding of the concepts of 2 stroke and 4 stroke engines and the principles of mechanical transmission. Using appropriate hand and measuring tools, students work through practical exercises developing an awareness of compression, types of bearings, gaskets and lubrication systems. Students complete online tasks using appropriate software. Issues of personal safety, potential hazards regarding liquids, and energy types and sources are discussed.

**Content**

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

**Assessment Components**

- 50% Specialised skills tasks
- 50% Design process and solution

**Additional Information**  
It is a compulsory requirement that fully enclosed leather footwear is worn at all times for this subject.



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**Food & Hospitality: Catering Semester Course**      **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Food A or B in the C grade band or higher is recommended.

**Course Description**  
Students examine factors that influence people's food choices and health implications of these choices. They develop an understanding of the diverse purposes of the hospitality industry and in meeting the needs of local people and visitors. Students have the opportunity to use the commercial kitchen. Assignments are designed to explore contemporary issues and current food trends. Students will study topics within one or more of the content areas below.

- Content**
- Airline catering
  - Buddha bowls
  - Spice bazaars
  - Healthy meal challenge
  - Contemporary issue investigation

- Assessment Components**
- 50% Practical activities
  - 25% Group activities
  - 25% Investigation

**Additional Information**  
This course is suitable for students who are passionate about the food and hospitality industry. Students are encouraged to practice their cooking skills at home.

**Food & Hospitality: Entertaining Semester Course**      **Stage 1**  
**10 Credits**

**Assumed Knowledge**  
Completion of Year 10 Food A or B in the C grade band or higher is recommended.

**Course Description**  
Students examine factors that influence people's food choices and health implications of these choices. They develop an understanding of the diverse purposes of the hospitality industry in meeting the needs of local people and visitors. Students have the opportunity to use the commercial kitchen. Assignments are designed to explore contemporary issues and current food trends. Students study topics within one or more of the following:

- Local and global issues in food and hospitality
- Food safety and hygiene
- Food and hospitality careers

- Content**
- Celebration foods
  - Cocktail party food challenge
  - Gourmet pizzas
  - Contemporary issue investigation

- Assessment Components**
- 50% Practical activities
  - 25% Group activities
  - 25% Investigation

**Additional Information**  
This course is suitable for students who are passionate about the food and hospitality industry. Students are encouraged to practice their cooking skills at home.

**Integrated Learning STEM: Drones Semester Course**      **Stage 1**  
**10 Credits**

**Course Description**  
Students learn about the laws and limitations associated with flying drones and use this knowledge while learning the skills needed to fly in a safe manner. They learn about the electronic parts that are used to build a drone, to develop a greater understanding of the complexity of drone technology. The students use drone technology to survey a local cherry farm and use the data collected to write a report.

- Content**
- Laws and limitations
  - Drone flying
  - Drone deployment

- Assessment Components**
- 20% Laws and limitations test
  - 20% Drone flying test
  - 20% Learning journal
  - 40% Report



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**Technical Drawing Semester Course** **Stage 1**  
10 Credits

**Course Description**  
This course introduces isometric and orthogonal drawing techniques used to communicate design ideas. Australian drawing standards and interpreting dimensioned drawings are covered. Students investigate, devise and draw a product, and document this in a design portfolio. The skills covered and understanding of drafting concepts are vital components of many apprenticeship training programs. The drawing concepts are beneficial if considering Stage 2 Technologies subjects.

- Content**
- Investigation and analysis
  - Design development and planning
  - Production
  - Evaluation

- Assessment Components**
- 50% Specialised skills task
  - 50% Design process and solution

**Computer Aided Design (CAD) Full Year Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Computer Aided Design in the C grade band or higher.

**Course Description**  
Computer Aided Design (CAD) enables students to develop skills using Autodesk Inventor software as they work through a number of drawing tasks. 3D solid modelling, 2D drawings, 3D drawings and orthogonal projections are investigated. Students develop solutions to design briefs and 3D printers may be used to produce prototypes.

- Content**
- Investigation and analysis
  - Design development and planning
  - Production
  - Product showcase and evaluation

- Assessment Components**
- 20% Specialised skills tasks
  - 50% Design process and solution
  - 30% Resource study

**Food & Hospitality Full Year Course** **Stage 2**  
20 Credits

**Assumed Knowledge**  
Completion of Stage 1 Food and Hospitality Catering or Entertaining in the C grade band or higher.

**Course Description**  
Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

- Content**
- High teas
  - Food trails
  - Pop up cafés
  - Cottage businesses
  - Customer dietary requirements
  - Contemporary issue investigation

- Assessment Components**
- 50% Practical with written component
  - 20% Group activity with written component
  - 30% Investigation

**Additional Information**  
Students are encouraged to practice their cooking skills at home. A passion for food is an advantage and a willingness to sample diverse foods is encouraged.





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**Furniture Full Year Course** **Stage 2**  
**20 Credits**

**Assumed Knowledge**  
Completion of Stage 1 Furniture in the C grade band or higher.

**Course Description**  
This subject involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce furniture that demonstrates the knowledge and skills associated with timber materials.

- Content**
- Investigation and analysis
  - Design development and planning
  - Production
  - Product showcase and evaluation

- Assessment Components**
- 20% Specialised skills tasks
  - 50% Product - Design process and solution
  - 30% Resource study

**Additional Information**  
Material costs will depend on the projects constructed, approximately \$50-\$60. It is a requirement that fully enclosed leather footwear is worn at all times.

**Metalwork Full Year Course** **Stage 2**  
**20 Credits**

**Assumed Knowledge**  
Completion of Stage 1 Machining or Welding in the C grade band or higher.

**Course Description**  
This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with metal materials.

- Content**
- Investigation and analysis
  - Design development and planning
  - Production
  - Product showcase and evaluation

- Assessment Components**
- 50% Specialised skills tasks
  - 20% Design process and solution
  - 30% Resource study

**Additional Information**  
Material costs will depend on the projects constructed. It is a requirement that fully enclosed leather footwear is worn at all times.



### Year 7 Curriculum

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| Year 7 Curriculum (Mainstream) |                      |                  |               |                    |                     |  |  |
|--------------------------------|----------------------|------------------|---------------|--------------------|---------------------|--|--|
| English Subjects               | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects   | Technologies Subjects                      | Health and Physical Education Subjects |
| English                        | Mathematics          | Science          | HASS          | Italian            | Dance & Visual Arts | Innovative Design and Digital Technologies | HPE                                    |
| EAL                            |                      |                  |               | Literacy Plus      |                     | Technologies                               |  |
|                                |                      |                  |               |                    |                     | STEM - F1's                                |  |

| Year 7 Curriculum (Performing Arts Academy - PAA) |                      |                  |               |                    |                   |  |  |
|---|----------------------|------------------|---------------|--------------------|-------------------|--|--|
| English Subjects                                  | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects | Technologies Subjects                      | Health and Physical Education Subjects |
| English   | Mathematics          | Science          | HASS          | Italian            | 7 Dance (PAA)     | Innovative Design and Digital Technologies | HPE                                    |
| EAL   |                      |                  |               | Literacy Plus      | 7 Drama (PAA)     |  |  |

| Year 7 Curriculum (Australian Rules Football Academy - ARFA) |                      |                  |               |                    |                     |                       |  |
|--|----------------------|------------------|---------------|--------------------|---------------------|-----------------------|--|
| English Subjects   | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects   | Technologies Subjects | Health and Physical Education Subjects |
| English  | Mathematics          | Science          | HASS          | Italian            | Dance & Visual Arts | Technologies          | ARFA                                   |
| EAL  |                      |                  |               | Literacy Plus      |                     |                       |  |

|            |                   |
|------------|-------------------|
| Compulsory | Choice            |
| Full Year  | Semester Subjects |



## Year 8 Curriculum

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| Year 8 Curriculum (Mainstream) |                      |                  |               |                    |                   |  |  |
|--------------------------------|----------------------|------------------|---------------|--------------------|-------------------|--|--|
| English Subjects               | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects | Technologies Subjects                      | Health and Physical Education Subjects |
| English                        | Mathematics          | Science          | HASS          | Italian            | Drama & Music     | Innovative Design and Digital Technologies | HPE                                    |
| EAL                            |                      |                  |               | Literacy Plus      |                   | Technologies and Food Technology           |  |

| Year 8 Curriculum (Performing Arts Academy - PAA) |                      |                  |               |                    |                               |                       |  |
|---|----------------------|------------------|---------------|--------------------|-------------------------------|-----------------------|--|
| English Subjects                                  | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects             | Technologies Subjects | Health and Physical Education Subjects |
| English   | Mathematics          | Science          | HASS          | Italian            | Dance                         |                       |  |
| EAL   |                      |                  |               | Literacy Plus      | Drama                         |                       |  |
|   |                      |                  |               |                    | Music                         |                       |  |
|   |                      |                  |               |                    | Performing Arts Academy (PAA) |                       |  |

| Year 8 Curriculum (Australian Rules Football Academy - ARFA) |                      |                  |               |                    |                   |                       |  |
|--|----------------------|------------------|---------------|--------------------|-------------------|-----------------------|--|
| English Subjects   | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects | Technologies Subjects | Health and Physical Education Subjects |
| English  | Mathematics          | Science          | HASS          | Italian            | Drama & Music     | Technologies          | ARFA                                   |
| EAL  |                      |                  |               | Literacy Plus      |                   |                       |  |

|            |                   |
|------------|-------------------|
| Compulsory | Choice            |
| Full Year  | Semester Subjects |



## Year 9 Curriculum

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| Year 9 Curriculum (Mainstream) |                      |                  |               |                    |                   |                        |  |
|--------------------------------|----------------------|------------------|---------------|--------------------|-------------------|------------------------|--|
| English Subjects               | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects | Technologies Subjects  | Health and Physical Education Subjects |
| English                        | Mathematics          | Science          | HASS          | Italian            | Dance A           | Electronics            | HPE A                                  |
| EAL                            |                      |                  |               |                    | Dance B           | Woodwork               | HPE B                                  |
|                                |                      |                  |               |                    | Drama A           | Metalwork              |  |
|                                |                      |                  |               |                    | Drama B           | Computer Aided Design  |  |
|                                |                      |                  |               |                    | Music             | Technology for Girls   |  |
|                                |                      |                  |               |                    | Media Arts        | STEM – F1's in Schools |  |
|                                |                      |                  |               |                    | Visual Arts A     | Food A                 |  |
|                                |                      |                  |               |                    | Visual Arts B     | Food B                 |  |

| Year 9 Curriculum (Performing Arts Academy - PAA) |                      |                  |               |                    |                               |                        |  |
|---|----------------------|------------------|---------------|--------------------|-------------------------------|------------------------|--|
| English Subjects                                  | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects             | Technologies Subjects  | Health and Physical Education Subjects |
| English   | Mathematics          | Science          | HASS          | Italian            | Dance A                       | Electronics            | HPE A                                  |
| EAL   |                      |                  |               |                    | Dance B                       | Woodwork               | HPE B                                  |
|   |                      |                  |               |                    | Drama A                       | Metalwork              |  |
|   |                      |                  |               |                    | Drama B                       | Computer Aided Design  |  |
|   |                      |                  |               |                    | Music                         | Technology for Girls   |  |
|   |                      |                  |               |                    | Media Arts                    | STEM – F1's in Schools |  |
|   |                      |                  |               |                    | Visual Arts A                 | Food A                 |  |
|   |                      |                  |               |                    | Visual Arts B                 | Food B                 |  |
|   |                      |                  |               |                    | Performing Arts Academy (PAA) |                        |  |

| Year 9 Curriculum (Australian Rules Football Academy - ARFA) |                      |                  |               |                    |                   |                        |  |
|--|----------------------|------------------|---------------|--------------------|-------------------|------------------------|--|
| English Subjects   | Mathematics Subjects | Science Subjects | HASS Subjects | Languages Subjects | The Arts Subjects | Technologies Subjects  | Health and Physical Education Subjects |
| English  | Mathematics          | Science          | HASS          | Italian            | Dance A           | Electronics            | ARFA                                   |
| EAL  |                      |                  |               |                    | Dance B           | Woodwork               |  |
|  |                      |                  |               |                    | Drama A           | Metalwork              |  |
|  |                      |                  |               |                    | Drama B           | Computer Aided Design  |  |
|  |                      |                  |               |                    | Music             | Technology for Girls   |  |
|  |                      |                  |               |                    | Media Arts        | STEM – F1's in Schools |  |
|  |                      |                  |               |                    | Visual Arts A     | Food A                 |  |
|  |                      |                  |               |                    | Visual Arts B     | Food B                 |  |

|            |        |  |  |  |  |           |                   |
|------------|--------|--|--|--|--|-----------|-------------------|
| Compulsory | Choice |  |  |  |  | Full Year | Semester Subjects |
|------------|--------|--|--|--|--|-----------|-------------------|





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| Year 10 Curriculum (Mainstream) |                       |                   |                |                    |                     |   |  |
|---------------------------------|-----------------------|-------------------|----------------|--------------------|---------------------|---|--|
| English Subjects                | Mathematics Subjects  | Science Subjects  | HASS Subjects  | Languages Subjects | The Arts Subjects   | Technologies Subjects                           | Health and Physical Education Subjects |
| Advanced English                | Advanced Mathematics  | Advanced Science  | Advanced HASS  | Italian            | Dance A             | Woodwork  | PE A                                   |
| General English                 | General Mathematics   | General Science   | General HASS   |                    | Dance B             | Metalwork                                       | PE B                                   |
| Essential English               | Essential Mathematics | Essential Science | Essential HASS |                    | Drama A             | Computer Aided Design                           | Outdoor Ed                             |
| EAL                             |                       |                   | EIF            |                    | Drama B             | Automotive Technology                           | Child Studies                          |
|                                 |                       |                   |                |                    | Music               | Technology for Girls                            | Health                                 |
|                                 |                       |                   |                |                    | Digital Design      | Integrated Learning: STEM F1's in Schools       |  |
|                                 |                       |                   |                |                    | Digital Photography | Integrated Learning: STEM Programing & Robotics |  |
|                                 |                       |                   |                |                    | Media Arts A        | Food A  |  |
|                                 |                       |                   |                |                    | Media Arts B        | Food B  |  |
|                                 |                       |                   |                |                    | Visual Arts A       |   |  |
|                                 |                       |                   |                |                    | Visual Arts B       |   |  |

|            |                   |
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| Compulsory | Choice            |
| Full Year  | Semester Subjects |



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| Year 10 Curriculum (Performing Arts Academy – (PAA)) |                       |                   |                |                    |                     |   |  |
|--|-----------------------|-------------------|----------------|--------------------|---------------------|---|--|
| English Subjects                                     | Mathematics Subjects  | Science Subjects  | HASS Subjects  | Languages Subjects | The Arts Subjects   | Technologies Subjects                           | Health and Physical Education Subjects |
| Advanced English                                     | Advanced Mathematics  | Advanced Science  | Advanced HASS  | Italian            | Dance A             | Woodwork  | PE A                                   |
| General English                                      | General Mathematics   | General Science   | General HASS   |                    | Dance B             | Metalwork                                       | PE B                                   |
| Essential English                                    | Essential Mathematics | Essential Science | Essential HASS |                    | Drama A             | Computer Aided Design                           | Outdoor Ed                             |
| EAL  |                       |                   | EIF            |                    | Drama B             | Automotive Technology                           | Child Studies                          |
|  |                       |                   |                |                    | Music               | Technology for Girls                            | Health                                 |
|  |                       |                   |                |                    | Digital Design      | Integrated Learning: STEM F1's in Schools       |  |
|  |                       |                   |                |                    | Digital Photography | Integrated Learning: STEM Programing & Robotics |  |
|  |                       |                   |                |                    | Media Arts A        | Food A  |  |
|  |                       |                   |                |                    | Media Arts B        | Food B  |  |
|  |                       |                   |                |                    | Visual Arts A       |   |  |
|  |                       |                   |                |                    | Visual Arts B       |   |  |

|            |                   |
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| Compulsory | Choice            |
| Full Year  | Semester Subjects |



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| Year 10 Curriculum (Australian Rules Football Academy - ARFA) |                       |                   |                |                    |                     |   |  |
|---|-----------------------|-------------------|----------------|--------------------|---------------------|---|--|
| English Subjects  | Mathematics Subjects  | Science Subjects  | HASS Subjects  | Languages Subjects | The Arts Subjects   | Technologies Subjects                           | Health and Physical Education Subjects |
| Advanced English  | Advanced Mathematics  | Advanced Science  | Advanced HASS  | Italian            | Dance A             | Woodwork  | ARFA                                   |
| General English   | General Mathematics   | General Science   | General HASS   |                    | Dance B             | Metalwork                                       |  |
| Essential English   | Essential Mathematics | Essential Science | Essential HASS |                    | Drama A             | Computer Aided Design                           |  |
| EAL   |                       |                   | EIF            |                    | Drama B             | Automotive Technology                           |  |
|   |                       |                   |                |                    | Music               | Technology for Girls                            |  |
|   |                       |                   |                |                    | Digital Design      | Integrated Learning: STEM F1's in Schools       |  |
|   |                       |                   |                |                    | Digital Photography | Integrated Learning: STEM Programing & Robotics |  |
|   |                       |                   |                |                    | Media Arts A        | Food A  |  |
|   |                       |                   |                |                    | Media Arts B        | Food B  |  |
|   |                       |                   |                |                    | Visual Arts A       |   |  |
|   |                       |                   |                |                    | Visual Arts B       |   |  |

|            |                   |
|------------|-------------------|
| Compulsory | Choice            |
| Full Year  | Semester Subjects |



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| Year 11 - Stage 1 - Curriculum      |                                     |                  |                     |                    |                     |                                    |  |
|-------------------------------------|-------------------------------------|------------------|---------------------|--------------------|---------------------|------------------------------------|--|
| English Subjects                    | Mathematics Subjects                | Science Subjects | HASS Subjects       | Languages Subjects | The Arts Subjects   | Technologies Subjects              | Health and Physical Education Subjects |
| English 1 & 2                       | Mathematics A                       | Biology A        | Ancient Studies     | Italian 1 & 2      | Creative Arts A     | Furniture                          | PE A                                   |
| EAL 1 & 2                           | Mathematics B                       | Biology B        | Business Innovation |                    | Creative Arts B     | Welding                            | PE B                                   |
| Essential English 1 & 2             | Mathematics C                       | Chemistry 1 & 2  | Legal Studies       |                    | Dance A             | Machining                          | Integrated Learning: Sports A          |
| Essential English: Vocational 1 & 2 | Mathematics D                       | Physics 1 & 2    | Modern History      |                    | Dance B             | Computer Aided Design              | Integrated Learning: Sports B          |
|                                     | General Mathematics A               | Psychology       | Community Studies   |                    | Drama A             | Automotive Technology              | Outdoor Education                      |
|                                     | General Mathematics B               |                  | Research Project    |                    | Drama B             | Technical Drawing                  | Child Studies                          |
|                                     | Essential Mathematics A: Numeracy   |                  | Study Support       |                    | Digital Design A    | Integrated Learning: STEM - Drones | Health & Wellbeing                     |
|                                     | Essential Mathematics B: Industry   |                  |                     |                    | Digital Design B    | Food & Hospitality: Catering       |  |
|                                     | Essential Mathematics B: Design     |                  |                     |                    | Digital Photography | Food & Hospitality: Entertaining   |  |
|                                     | Essential Mathematics A: Vocational |                  |                     |                    | Music               |                                    |  |
|                                     | Essential Mathematics B: Vocational |                  |                     |                    | Visual Arts A       |                                    |  |
|                                     |                                     |                  |                     |                    | Visual Arts B       |                                    |  |

|            |                   |
|------------|-------------------|
| Compulsory | Choice            |
| Full Year  | Semester Subjects |





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| Year 12 - Stage 2 - Curriculum |  |                    |                     |                    |                     |                       |  |
|--------------------------------|--|--------------------|---------------------|--------------------|---------------------|-----------------------|--|
| English Subjects               | Mathematics Subjects                       | Science Subjects   | HASS Subjects       | Languages Subjects | The Arts Subjects   | Technologies Subjects | Health and Physical Education Subjects |
| English                        | Specialist Mathematics                     | Biology            | Business Innovation | Italian            | Creative Arts       | Furniture             | PE                                     |
| English Literacy Studies       | Mathematical Methods                       | Chemistry          | Legal Studies       |                    | Dance               | Metalwork             | Integrated Learning: Sports Studies    |
| EAL                            | General Mathematics                        | Physics            | Modern History      |                    | Drama               | Computer Aided Design | Outdoor Education                      |
| Essential English              | Essential Mathematics                      | Psychology         | Community Studies   |                    | Digital Photography | Food & Hospitality    | Child Studies                          |
|                                | Integrated Learning: Financial Mathematics | Scientific Studies | Workplace Practices |                    | Music               |                       | Health & Wellbeing                     |
|                                |  |                    | Essential Studies   |                    | Visual Arts         |                       |  |

|            |                   |
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### Year 7 Subjects

Australian Rules Football Academy (ARFA)  
 Dance  
 Dance (PAA)  
 Drama (PAA)  
 English  
 English as an Additional Language (EAL)  
 English Literacy Plus  
 F1 in Schools Competition  
 Health and Physical Education (HPE)  
 Humanities and Social Sciences (HASS)  
 Innovative Design & Digital Technology  
 Italian  
 Mathematics  
 Science  
 Technologies  
 Visual Arts

### Year 8 Subjects

Australian Rules Football Academy (ARFA)  
 Dance (PAA)  
 Drama  
 Drama (PAA)  
 English  
 English as an Additional Language (EAL)  
 English Literacy Plus  
 Health and Physical Education (HPE)  
 Humanities and Social Sciences (HASS)  
 Innovative Design & Digital Technology  
 Italian  
 Mathematics  
 Music  
 Music (PAA)  
 Performing Arts Academy (PAA)  
 Science  
 Technologies and Food Technology

### Year 9 Subjects

Australian Rules Football Academy (ARFA)  
 Computer Aided Design (CAD)  
 Dance A  
 Dance B  
 Drama A  
 Drama B  
 Electronics  
 English  
 English as an Additional Language (EAL)  
 Food A  
 Food B  
 Health and Physical Education (HPE) A  
 Health and Physical Education (HPE) B  
 Humanities and Social Sciences (HASS)  
 Italian  
 Mathematics  
 Media Arts  
 Metalwork  
 Music  
 Performing Arts Academy (PAA)  
 Science  
 STEM: F1 in Schools  
 Technology for Girls  
 Visual Arts A  
 Visual Arts B  
 Woodwork

### Year 10 Subjects

Advanced English  
 Advanced Humanities and Social Sciences (HASS)  
 Advanced Mathematics  
 Advanced Science  
 Australian Rules Football Academy (ARFA)  
 Automotive Technology  
 Child Studies  
 Computer Aided Design (CAD)

### Year 10 Subjects

Dance A  
 Dance B  
 Digital Design  
 Digital Photography  
 Drama A  
 Drama B  
 English as an Additional Language (EAL)  
 Essential Studies  
 Food A  
 Food B  
 General English  
 General Humanities and Social Sciences (HASS)  
 General Mathematics  
 General Science  
 Health  
 Integrated Learning STEM: F1 in Schools  
 Integrated Learning STEM: Programming & Robotics  
 Italian  
 Media Arts A  
 Media Arts B  
 Metalwork  
 Music  
 Personal Learning Plan (PLP)  
 Physical Education (PE) A  
 Physical Education (PE) B  
 Pre-Senior Science  
 Outdoor Education  
 Technology for Girls  
 Visual Arts A  
 Visual Arts B  
 Essential English  
 Essential Humanities and Social Sciences (HASS)  
 Essential Mathematics  
 Essential Science  
 Woodwork



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## Year 11 Subjects

Ancient Studies  
 Automotive Technology  
 Business Innovation  
 Biology A  
 Biology B  
 Chemistry 1 & 2  
 Child Studies  
 Community Studies  
 Computer Aided Design (CAD)  
 Creative Arts A  
 Creative Arts B  
 Dance A  
 Dance B  
 Digital Design A  
 Digital Design B  
 Digital Photography  
 Drama A  
 Drama B  
 English 1 & 2  
 English as an Additional Language (EAL) 1 & 2  
 Essential English 1 & 2  
 Essential English (Vocational) 1 & 2  
 Essential Mathematics A: Numeracy  
 Essential Mathematics B: Industry  
 Essential Mathematics B: Design  
 Essential Mathematics A: Vocational  
 Essential Mathematics B: Vocational  
 Food & Hospitality: Catering  
 Food & Hospitality: Entertaining  
 Furniture  
 General Mathematics A  
 General Mathematics B  
 Health and Wellbeing  
 Integrated Learning: Community Sports A  
 Integrated Learning: Community Sports B  
 Integrated Learning STEM: Drones  
 Italian (Continuers) 1 & 2  
 Legal Studies  
 Machining

Mathematics A  
 Mathematics B  
 Mathematics C  
 Mathematics D  
 Modern History  
 Music  
 Nutrition  
 Outdoor Education  
 Psychology  
 Physical Education (PE) A  
 Physical Education (PE) B  
 Physics 1 & 2  
 Research Project (RP)  
 Study Support  
 Technical Drawing  
 Visual Arts A  
 Visual Arts B  
 Welding

## Year 12 Subjects

Biology  
 Business Innovation  
 Chemistry  
 Child Studies  
 Community Studies  
 Computer Aided Design (CAD)  
 Creative Arts  
 Dance  
 Digital Photography  
 Drama  
 English  
 English as an Additional Language (EAL)  
 English Literary Studies  
 Essential English  
 Essential Mathematics  
 Food & Hospitality  
 Furniture  
 General Mathematics  
 Health and Wellbeing  
 Integrated Learning: Financial Mathematics  
 Integrated Learning: Sport Studies

Italian (Continuers)  
 Legal Studies  
 Mathematical Methods  
 Metalwork  
 Modern History  
 Music: Music Explorations  
 Music: Ensemble Performance  
 Music: Solo Performance  
 Outdoor Education  
 Physical Education (PE)  
 Physics  
 Psychology  
 Scientific Studies  
 Specialist Mathematics  
 Study Support  
 Visual Arts  
 Workplace Practices

