

GRANT HIGH SCHOOL RESPECT | TRUST | COMMITMENT



BUILDING FUTURE READY CITIZENS



Government of South Australia Department for Education

Dear Students

Welcome to the 2020 Course Counselling process. This is always a very exciting time of the year as you and your family consider all the future possibilities that might be available over the coming year. The new Homegroup structure is going to be vital in ensuring you make good decisions based on the best information, so we encourage you to make the best use of the expertise of your Homegroup teacher, as well as other people and resources, to prepare well for Course Counselling Confirmation meetings in Term 3.

Obviously, a thorough knowledge of all the relevant information in the Course Booklet is going be a huge advantage in your decision-making, so make sure you read this carefully and ask your Homegroup teacher any questions you might have. Ms. Beck, the VET Coordinator, Area of Learning Coordinators and Community Leaders and Managers are also excellent sources of information, should you require any further clarification about different subjects and/or your ability to undertake them.

We encourage you to continue thinking outside your chronological year level for the courses most suited to you, but always check with your subject teachers to see if you are a good candidate for acceleration in English, Mathematics or the Sciences, as these subjects underpin many of the choices available to you in later years.

It is also very helpful to have an idea about where you are aiming to be in your years beyond school, and planning backwards from there. I know many of you have been considering the employment and study options available to you in your Homegroup sessions, so make sure you use this information in your decision-making.

Of course, choosing the most appropriate subjects is only part of how you achieve your best at school. Other important contributors are: committing to do your best; developing and maintaining a positive attitude; having high levels of organisation and resilience, as well as good skills in communication and teamwork. In fact, these are all excellent contributors to a successful life!

Thank you to Ms. Whaites for taking charge of this booklet this year and making sure all information is as up-to-date as it can be at the time of printing. Please be aware that you may not get all of the choices you hope for, as classes need to reach a critical number before they can run. Please also be aware that it is important to think carefully about what you want to do because changing classes may not be possible if the ones you want to go into are full.

Good luck in your deliberations, and I look forward to seeing some of you in Course Confirmation meetings.

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Fleur Roachock Principal

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Key School Personnel

Principal	Mrs Fleur Roachock
Kurra Community Leader	Mr Scott Cram
Kurra Community Manager	Mrs Abbey Marston Kleeman
Marma Community Leader	Ms Caroline Davey
Marma Community Manager	Ms Bekkie Jackson
Kabir Community Leader	Mrs Donna Wild
Kabir Community Manager	Mr Cambell Baker
Kurang Community Leader	Mr Scott McCulloch
Kurang Community Manager	Ms Maddie Whaites
Coordinator The Arts/ Assessment & Reporting	Mrs Ruth Stephenson
Coordinator Cross Disciplinary Subjects/ Curriculum Pathways	Mrs Taiggan Height
Coordinator Design & Technology/ Digital Learning	Mr Troy Esdale
Coordinator English	Ms Jackie Poumako
Coordinator Flexible Learning Centre	Mrs Kath Greene
Coordinator HASS/ Powerful Learning/ LOTE	Mrs Kirsty Gilham
Coordinator HPE Wellbeing Across the Curriculum	Mr Craig Donaldson
Coordinator Maths/ Numeracy	Mr Jason Yates
Coordinator Science/ STEM Promotion	Mr David Thompson
Coordinator Special Options/ Differentiated Learning	Ms Laura Mancuso
Coordinator Vocational Pathways/ Career Education	Ms Meg Beck
Coordinator Wellbeing/ SRC	Mrs Jade Lock
Coordinator Wellbeing/ Exchange Programs	Mr Matthew Kurzman

 TELEPHONE (08) 8726 3100

 FAX (08) 8725 0173

 EMAIL
 dl.0928.info@schools.sa.edu.au

 WEBSITE
 www.granths.sa.edu.au

Subject Selections 2020

Students are encouraged to work with parents/caregivers and Community Leaders/Managers to plan carefully for their chosen pathway and to consider studying subjects at a higher level where appropriate. Commencing SACE subjects at Year 10 is highly recommended.

It is extremely important that lines of communication remain open between students, families and Community staff. Please contact Community Leaders/Managers with any questions or concerns.

Year 8 students must study:

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 1 semester of HASS, Cultural Studies, HPE, Performing Arts, Visual Arts and Tech Studies.

Year 9 students must study:

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 1 semester of HASS
- 1 semester of either HPE OR Recreation OR Health Studies

The remaining 4 semesters can come from any subject area.

Year 10 students must study:

- 2 semesters of Mathematics
- 2 semesters of English
- 1 semester of Science
- 1 semester of either HPE OR Recreation OR Health Studies

The remaining 5 semesters can come from any subject area.

NB: Students, who are planning to do the higher level of Mathematics in Year 11 in 2020, should choose an extra semester of Mathematics in Semester 2 of 2019.

Year 11 students must complete:

- 2 semesters of English
- 1 semester of Mathematics

Year 12 students must complete:

 Research Project (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

Year 8 Subject Summary

Year 8 students must study:

- 2 semesters each of Mathematics, Science and English
- 1 semester of HASS
- 1 semester of HPE

The remaining 4 semesters will automatically be allocated to ensure students experience a variety from all subject areas.

The Arts	Humanities and Social Sciences (HASS)
Visual Arts – Art, Craft and Design	HASS – 1 Semester
Performing Arts – Drama and Music	Humanities and Social Sciences (HASS)/ LOTE
Specialist Music	Cultural Studies: European Or Asian Focus
English	Mathematics
English – 2 Semesters	Mathematics – 2 Semesters
Health & Physical Education	Science
Physical Education	Science – 2 Semesters
Design and Technology	
Design and Technology & Digital Technologies	

Year 8 Subject Descriptions

Faculty:	The Arts	Year 8
Subject:	Visual Arts – Art, Craft, Design	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Visual Arts	

Focus of Study:

This course gives students an introduction to the skills of drawing and painting as well as some studio crafts, such as printmaking and sculpture. In both written and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins and contemporary practices. In this way students develop individual attitudes to the importance of visual arts in Australian and other cultures. The design process is introduced and students gain an understanding of the nature of graphic, environmental and product design. Emphasis is placed on the original creative ideas that each student can contribute and communicate to others through the various media of the visual arts.

Further Information: Year 8 students complete half a year of Visual Arts and half a year of Performing Arts.

Subject:	Performing Arts – Drama and Music
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 9 Drama or Elite Performing Arts

Focus of Study:

This course aims to provide students with an introduction to the physical nature of two of the major performing arts disciplines as well as develop the skills associated with music. Students will prepare, act out, and move to mimes, plays and current dance styles. The components of playing, reading, writing and composing music are also covered. In conjunction with the semester of Performing Arts specialist instrumental teachers visit the school to work with small groups or individual students.

Opportunities also exist for extra-curricular activities in all areas of the Performing Arts.

Participation in all performance options is compulsory.

Further Information: Year 8 students complete half a year of Visual Arts and half a year of Performing Arts.

Subject:	Specialist Music
Length of Course:	1 Semester
Pre-Requisites:	See Further Information
Course Leads to:	Year 9 Advanced Music

Focus of Study:

This course is designed as a specialist course for those students who have been learning an instrument in Primary School and wish to develop their knowledge and maintain studying music throughout High School. Specialist Music allows the students to engage in learning opportunities including ensemble and solo performance, music theory, music technology and composition.

Further Information: This course requires an application form to be completed.

Faculty:	Design and Technology	Year 8
Subject:	Design and Technology & Digital Technologies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Design and Technology- Digital Technologies	

CAD Designing and 3D Printing – Students will be exposed to the Solid Edge CAD software and will be able to design a number of different 3D objects. They will then be able to print their designs on the school's 3D printers. This unit will require a number of different problem solving and design skills.

Woodwork and Metalwork – Students will be able to develop new skills in working with metal and wood to create a number of different projects. They use sheet metal and a wide range of tools in Metalwork and will be able to negotiate their projects after developing skills in Woodwork.

Engineering – Students will work in teams to construct a bridge that meets specific requirements. Students develop an understanding of force and the various properties of the materials they work with.

Learning and Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping. Students engage with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Examples of activities students will work on include: programming robotics, developing computer games, and re-representing text image and audio data. Students plan and manage digital projects to create interactive information. They design user experiences and test modify and implement digital solutions for the 21st century society.

Further Information: A term of Design and Technology will include topics such as CAD Designing, 3D Printing and Prototyping, Woodwork, Metalwork, Engineering, STEM and Design Skills.

Faculty:	English	Year 8
Subject:	English	
Length of Course: Pre-Requisites:	Whole year N/A	
Course Leads to:	Year 9 English or 10 English/English Literary Studies	

Focus of Study:

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students develop oral skills through participation in various classroom presentations. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

Faculty:	Health and Physical Education	YEAR 8
Subject:	Physical Education	
Length of Course:	1 Semester	
Pre-Requisites:	None	
Course Leads to:	Year 9 Physical Education, Elite Sport, Recreation.	

Focus of Study:

This is a broad curriculum area, which encompasses all aspects of developing skills for a healthy lifestyle. Physical Education and Health Education activities and information will be covered to promote personal health enhancing practices.

The aim of the Physical Education program is to provide involvement in physical activity in a way that promotes benefits for the participants. Physical Education aims to provide students with the opportunity to develop knowledge, skills and experiences to assist them to prepare for participation in physical activity: improve their health and lifestyle: engage in self-reflection activities and gain opportunities for personal development.

Students will be involved in:

A selection of minor games

- Team orientated sports to focus on team play, tactics, cooperation and leadership such as korfball, soccer, etc.
- Individual activities that focus on individual performance such as athletics, tennis, etc.
- Self-reflection on their abilities and development of strategies to improve their participation.
- Kitchen safety, food preparation and healthy eating practices.

Further Information: Students are required to have a change of clothes for all practical sessions. Theory tasks will be associated with all practical topics.

Faculty:	Humanities and Social Sciences (HASS)/LOTE	Year 8
Subject:	Humanities and Social Sciences (HASS)	
Length of Course:	ngth of Course: 1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 HASS	

Focus of Study:

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens. Students will develop a range of subject specific skills, including skills in Literacy, Numeracy and ICT.

Topics in Year 8 HASS will be selected from each of the following curriculum areas:

- History: Focus time period 'The Ancient to the Modern World' (c.650AD 1750AD), with possible topics including: the Ottoman Empire; Renaissance Italy; The Vikings; Medieval Europe; Angkor/Khmer Empire; Japan Under the Shoguns; The Polynesian expansion Across the Pacific; Mongol Expansion; the Black Death in Asia, Europe and Africa; The Spanish Conquest of the Americas.
- Geography: Landforms Landscapes; Changing Nations.
- Civics and Citizenship: Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.
- Economics and Business Skills: Role of the Government; Rights and Responsibilities; Effects of Business Decisions; Influences on the Work Environment.

Cultural Studies: European or Asian Focus
1 Semester
N/A
Any year 9 HASS subject

Focus of Study:

This is a semester course that concentrates on developing the student's intercultural understanding of European or Asian cultures. Throughout the course, students will explore traditions, celebrations, food and forms of communication used in other cultures, and make comparisons and connections with their own world.

Faculty:	Mathematics	Year 8
Subject:	Mathematics	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Mathematics	

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content across the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this Year level:

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations, their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three-dimensional objects.

Problem solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations. **Further Information:** A scientific calculator is required.

Faculty:	Science	Year 8
Subject:	Science	
Length of Course: Pre-Requisites: Course Leads to:	2 Semesters N/A Year 9 Science	

Focus of Study:

This course is an introduction to the living and physical sciences. Topics studied include: Geology of the South East, The Living World, Cells, Chemical Reactions, Forces and Laboratory Safety. Emphasis is placed on the development of observational skills, accurate recording and careful interpretation of experimental work. In doing this, students are introduced to a variety of laboratory apparatus and experimental techniques. A field trip may be organised during the course. Costs will be minimal.

Year 9 Subject Summary

Year 9 students must study:

- 2 semesters each of Mathematics, Science and English
- 1 semester each of HASS
- 1 semester of HPE OR Recreation OR Health Studies

The remaining 4 semesters can be selected from any subject area.

The Arts	Health & Physical Education
Art and Craft	Elite Sports Development (Individual Sports Focus) 1
Design	Health Studies
Drama	Health and Physical Education
Drawing and Painting	Recreation
Media Arts	Humanities and Social Sciences (HASS)
Elite Performing Arts	HASS
Music A and B	
Music Performance	
English	Mathematics
English – 2 Semester course	Mathematics – 2 Semester course
Design and Technology	Science
9/10 Design and Technology - Advanced Technologies	Agriculture Practical
Design and Technology - Textiles	Science – 2 Semester course
Design and Technology - Woodwork Focus	
Design and Technology - Metalwork Focus	
Digital Technologies	
Food and Hospitality	
Photography	

Year 9 Subject Descriptions

Faculty:	The Arts	Year 9
Subject:	Art and Craft	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any Year 10 Visual Or Media Arts Course	

Focus of Study:

In this course students learn in, through and about visual art and craft practices, with an emphasis on 3D practices. Students will experience and explore the concepts of artists as craftspeople, art and craft works, the world of crafts and the audience for such work. Students develop practical skills and critical thinking which inform their work as artists / craftspeople and as a consumer audience. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.

Subject:	Design
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Any Year 10 Visual or Media Arts Course

Focus of Study:

Students will be introduced into the world of design through basic critical and creative problem solving. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of a design work and takes into account logical, critical and aesthetic considerations. Practical projects will encompass aspects of the three major areas of design - graphic, product and the built environment. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.

Subject:	Drama
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Drama

Focus of Study:

This course is designed to expand and further students' understanding of dramatic skills through the following aspects:

- Working on an individual and ensemble basis
- Improvisation and exploration of theatre sports
- Exploration of modern drama through theatre, television and film
- Studying the history of theatre, including naturalistic/non naturalistic theatre and comedy
- Students will also delve into mime, the art of tableaux and build their skills in journal, script and review writing.
- Students aim to present a class production at the end of the semester.

It is compulsory for all students to participate in all performance and theory aspects of the course.

Subject:	Drawing and Painting
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Any Year 10 Visual Or Media Arts Course

(Drawing & Painting continued...)

Focus of Study:

Students will experience and explore the concepts of artists, artworks, world and audience in the major 2D art forms. Students develop practical skills and critical thinking which inform their work as artists and audience, including creating and making practical tasks to develop sketching and painting skills through a variety of media. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.

Faculty:	The Arts (continued)	Year 9
Subject:	Media Arts	
Length of Course: Pre-Requisites: Course Leads to:	1 Semester N/A Any Year 10 Visual Or Media Arts Course	

Focus of Study:

Media Arts is the use of communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media to create representations of the world and tell stories. Media Arts connects audiences, purposes and ideas exploring concepts and viewpoints through the creative use of materials and technologies.

Students will learn to plan, create and evaluate Media Arts works in a range of forms and contexts and for a range of purposes. They select and apply codes, conventions and techniques to create representations in order to position, manipulate or influence audiences using Media Arts terminology. They compare and challenge representations in a range of Media Arts works. Students will describe ways Media Arts works express individual and community identity and fulfil range of purposes.

Further Information:

A3 visual diary, 2B pencil and an eraser are required for this course.

Subject:	Elite Performing Arts
Length of Course:	Whole Year
Pre-Requisites:	N/A
SACE Board of SA Code:	1ILN10
Course Leads to:	Stage 1 Music, Stage 1 Drama, Stage 1 Creative Arts, Stage 2 Music Explorations, Solo Performance, Ensemble Performance, Stage Drama, Stage 2 Creative Arts

Focus of Study:

Elite Performing Arts nurtures and prepares students for real-world performance scenarios. Students work in small and large ensembles to create and/or recreate performance works incorporating drama, film, music, media products and dance. Students can focus on one area of study, or choose to incorporate all three disciplines into their learning.

This subject can be taken to complement other music and drama subject options.

Subject:	Music A and B
Length of Course:	Whole Year
Pre-Requisites:	Students must attend weekly instrumental lessons either through the school or privately.
Course Leads to:	Year 10 Music A and B

(Music A and B continued...)

Focus of Study:

This course furthers the student's ability to read, write, play and appreciate music. Emphasis is placed on:

- Solo Performance (developing confidence in playing for an audience)
- Class and small ensembles (developing skills in working, rehearsing and performing as a member of both a small and large group)
- Music in context (researching the development of music throughout history)
- Music Theory (basic theory concepts including listening skills)
- Music Technology (introduction to music software)
- Composition (used throughout the semester as a learning tool)
- Students aim to present a class concert at the end of the semester.

Further Information:

Students enrolled in this subject must either hire (\$50 - \$100 per semester) or own their own instrument. Students must also purchase a Manuscript pad or book.

If intending to study Music in Year 10, students must choose Music A and B.

Faculty:	The Arts (continued)	Year 9
Subject:	Music Performance	
Length of Course: Pre-Requisites: Course Leads to:	1 Semester Students must be proficient at an instrument. Students must be prepared to perform in various situations to audiences. Year 10 Music Performance or Advanced Music.	

Focus of Study:

This course is designed to focus on developing the performance aspects of music, Students learn to play, rehearse and perform with their instrument; in ensemble and solo situations. Music performance allows students to experience the following opportunities:

- Ensemble performance (playing as part of large and small groups)
- Solo Performance (playing as an individual)
- Music reading (students will be required to follow set pieces)
- Public Performance (students will be required to perform in various situations to audiences).

Faculty:	English	Year 9
Subject:	English	
Length of Course: Pre-Requisites: Course Leads to:	Whole year N/A Year 10 English/English Literary Studies	

Focus of Study:

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students develop oral skills through participation in the Year 9 Debating Competition and classroom presentations. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

Faculty:	Design and Technology	Year 9
SUBJECT:	9/10 Advanced Technologies	
Length of Course: Pre-Requisites: Course Leads to:	1 Semester N/A Year 10 Design and Technology- Metalwork Focus or Woodwork Focus.	

(Advanced Technologies continued...)

Focus of Study:

In this course students will be exposed to a number of current technologies highly desirable in society. It will cover topics such as CAD, 3D printing, electronics, prototyping, engineering and innovation.

It will encourage students to explore the different technologies and to combine them to create individual projects. A strong emphasis will be placed on group work and problem solving.

Faculty:	Design and Technology (continued)	Year 9
Subject:	Textiles	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Jewellery and Textiles	

Focus of Study:

The aim of Textiles Technology is to introduce the investigating, generating, producing, evaluating, collaborating and managing method of product construction. Students will be exposed to basic pattern drafting and garment construction processes. Students will use a variety of manual and computerised technologies to create their products. Environmental perspectives in textile production will also be explored during the semester.

SUBJECT:	Woodwork Focus
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Technologies

Focus of Study:

This course will add to the basic Woodwork skills gained in Year 8 Technology. It will expand on issues of jointing, construction and problem solving. A strong emphasis will be placed on The Design Process and improving student's ability to work independently and safely around machinery. Students will complete all projects using skills of investigating, generating, producing, evaluating, collaborating and managing.

Metalwork Focus
1 Semester
N/A
Year 10 Technologies

Focus of Study:

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include: oxy/acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation. Students will also be exposed to new technologies through the use of CAD and use of the CNC Plasma.

Subject:	Digital Technologies
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Digital Technologies At Year 10 and Negotiated Computer Learning.

Focus of Study:

The subject will be a mix of new and emerging technologies as well as a focus on traditional computer science concepts. Students can elect to work with a number of tools including App Inventor, Scratch and a number of other online resources. The binary number system is explored within the context of computer systems.

Upon completion of this subject, students will be able to explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They will be able to explain simple data compression and why content data and

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separated from presentation. Students will also be able to code in the Python programming language and will use it to develop a number of real-world solutions.

Faculty:	Design and Technology (continued)	Year 9
Subject:	Food and Hospitality	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Food and Nutrition, Year 10 Home Economics Composite.	

Focus of Study:

With a focus on developing skills to meet busy lifestyle demands and ensure a healthy body, students will be involved in applying nutrition knowledge to a range of situations. This includes practical activities dealing with the selection of food and food preparation skills. Students will learn how to make healthy food choices and apply this knowledge to make healthy snacks and meals. Students will also be exposed to real-world hospitality situations and they will have to investigate, budget and create food for a specific audience. Students will get the opportunity to sell and market their products through the school.

Subject:	Photography
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Photography

Focus of Study:

This course is an introduction to the skills associated with designing, capturing, editing and evaluating images. Students focus on camera use and composition, together with basic post-production enhancement techniques using Adobe Photoshop software. Design tasks that include investigating, planning, producing and evaluating are completed based on a theme. Topics include: Camera Skills, Photographic Manipulation Techniques, Critiquing Skills, Designing and Production of a CD/Games Cover.

Further Information: USB required.

Faculty:	Health and Physical Education	Year 9 / Stage 1
Subject:	Elite Sports Development (Individual Sports Focus) 1	
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade (C or higher) in year 8 Physical Education	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Year 10 Physical Education, Recreation and Elite Sport Development	
Focus of Study:		
This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: self- analysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sports psychology.		
Further Information:		
This is a stage 1 subject, and students are expected to have high levels of initiative and well developed self-governing practice.		
Appropriate sports uniform and footwear required.		

Subject:	Health Studies
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 Food and Nutrition, Stage 1 Child Studies.

In this course, students will explore the interrelated dimensions of health and their effects on a person's wellbeing.

Students will undertake self-assessment and devise strategies that will promote good decision making in the areas of physical, mental, emotional and social health. Students will explore their personal relationship with physical activity: use different strategies to develop recommended activity levels; evaluate historical & current health campaigns; create their own campaign to improve the health and wellbeing of themselves and others. This choice is an <u>alternative</u> to the normal physical education semester.

Subject:	Health and Physical Education
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Physical Education, Recreation and Elite Sport Development.

Focus of Study:

This course aims to build on students' experiences in Year 8. It will further develop their knowledge and skills and encourage a positive attitude towards an active, healthy lifestyle.

Students will participate in a variety of activities to develop skill knowledge as well as engage in self-reflection to ascertain their level of development. They will also investigate and implement strategies to further improve their skill level, game knowledge or social interactions.

Theory topics will cover game theory as well as certain health-based topics to provide students with information to make informed lifestyle choices.

Further Information: Students are expected to bring a change of clothing to each lesson. Theory tasks will be associated with all practical explorations.

Subject:	Recreation
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Recreation, Year 11 Community Studies/Sport and Recreation.

Focus of Study:

This course is designed to help students be actively engaged in the community. The course will involve in and out of school units focusing on physical activity that is not sport or competition focused.

The class will spend time in the community accessing activities such as lawn bowls, archery, ten pin bowling and croquet etc.

This choice is an <u>alternative</u> to the normal physical education semester.

Further Information: Students may be required to change for some activities, so will need leisure-based clothing. There will be term-by-term costs for the use of the school bus and community facilities.

Faculty:	Humanities and Social Sciences (HASS)	Year 9
Subject:	Humanities and Social Sciences	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Hass Subjects	

Focus of Study:

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens. Students will develop a range of subject specific skills, including skills in Literacy, Numeracy and ICT.

Topics in Year 9 HASS will be selected from each of the following curriculum areas:

- History: Focus Time Period 'Making of the Modern World' (1750 1918), with possible topics including: The Industrial Revolution; Progressive Ideas and Movements; Movements of Peoples; Asia and the World; Making a Nation; World War I.
- Geography: Biomes and Food Security; Geographies of Interconnections.
- Civics and Citizenship: Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.

Economics and Business: Standards of Living; Managing Consumer and Financial Risks; How Businesses become Competitive in the Market; Effects of Changes in the Work Environment.

Faculty:	Mathematics	Year 9
Subject:	Mathematics	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 General Mathematics Or Year 10 Advanced Mathematics	

Focus of Study:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Further Information: A scientific calculator is required.

Faculty:	Science	Year 9
Subject:	Agriculture Practical	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2	
Focus of Study:		
This is a one semester over the course of the	course but is repeated in both semesters (this Year 9 Agriculture Practical can only be year).	e done by a Year 9 student for one semester
This is a practical base	d subject involving the following content:	
	of the Grant High School Agriculture Farm, including paddock layout, stock type and day to day maintenance of the Grant High School Agriculture Farm.	numbers, general animal husbandry
Subject:	Science	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 - Advanced Science, General Science and/or Agriculture.	

This course increases students' skills in observation, recording and interpreting data. Through a range of topics, students learn the place of science and use of the scientific method for problem solving in society. Topics include Investigating Reactions, Acids and Bases, Volcanoes and Earthquakes, Ecosystems, Light and Sound.

Further Information: Field trips may be organised during the course of the year. Costs will be minimal.

Year 10 Subject Summary

Year 10 students must study:

- 2 semesters each of Mathematics and English
- 1 semester of Science
- 1 semester of HPE OR Recreation OR Health Studies

The remaining 6 semesters can be selected from any subject area. NB: Students, who are planning to do the higher level of Mathematics in Year 11 in 2021, should choose an extra semester of Mathematics in Semester 2 of 2020.

The Arts	English
Art and Craft	English – 2 Semester course
Design	Literary Studies – 2 Semester course
Drama	Health & Physical Education
Drawing and Painting	Elite Sports Development 1 (Individual Sports Focus)
Media Arts	E.S.D. 2 (Individual Sports Focus: Skill development)
Music Performance	Health Studies
Specialist Music A & B	Physical Education 1
Elite Performing Arts	Physical Education 2
Design and Technology	Recreation
Before Doorways 2 Construction	SACE Stage 1 Outdoor Education 1
Design and Technology—Advanced Technologies	SACE Stage 1 Outdoor Education 2
Design and Technology—Jewellery and Textiles	
Design and Technology—Metalwork focus	
Design and Technology—Woodwork focus	
Digital Technologies	
Food and Hospitality	
Negotiated Computer Learning	
Photography	(Continued next page)

Year 10 Subject Summary (continued)

Year 10 students must study:

- 2 semesters each of Mathematics and English
- 1 semester of Science
- 1 semester of HPE OR Recreation OR Health Studies

The remaining 6 semesters can be selected from any subject area.

NB: Students, who are planning to do the higher level of Mathematics in Year 11 in 2021, should choose an extra semester of Mathematics in Semester 2 of 2020.

Humanities and Social Sciences (HASS)/LOTE	Science
A Birds Eye View	Advanced Science –Semester 1
Environmental Studies	Stage 1 Scientific Studies Advanced – Semester 2
Gods and Empires (Year 10/11 combined)	Stage 1 Scientific Studies General – 1 Semester course
Myths and Legends (Year 10/11 combined)	Vocational Education and Training
World at War	Agricultural Pathways
Italian – 2 Semester course	
Japanese – 2 Semester course	
Mathematics	
General Mathematics	
Mathematics Advanced	
Mathematics Methods A – Semester 2	

Year 10 Subject Descriptions

Faculty:	The Arts	Year 10
Subject:	Art and Craft	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any SACE Stage 1 Visual Arts Course.	

Focus of Study:

Students will develop the skills, techniques and processes to manipulate materials in a variety of art forms focusing on craft skills. Students will develop critical and creative thinking skills through the evaluation, analysis and criticism of the artistic intentions present in craftworks they both make and view. Students will be encouraged to make connections and identify influences between visual conventions, practices and viewpoints that represent their own and others' ideas in the craftworks they make and view. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser are required for this course. Some costs for materials may apply.

Subject:	Design
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Any SACE Stage 1 Visual Arts Course.

Focus of Study:

Students develop the ability to recognise and define a problem, as well as use the design process to implement the best solution. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of a work and takes into account logical, critical and aesthetic considerations. Briefs for practical projects come from the three basic disciplines of design: the Built Environment, Product and Graphic design. These may cover topics such as interior design, fashion, concept vehicle design and visual communication. Studies in analysis and criticism, art in past and present contexts and critical review writing develops the skills and language needed to talk and write about Design. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser are required for this course. Some costs for materials may apply.

Subject:	Drama
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 Drama 1 Or 2

Focus of Study:

This course offers students the opportunity to develop skills in performance, technical theatre and backstage work, through ensemble plays. Improvisations, scripted sketches, plays and an additional project will be used as vehicles to explore Drama in past and present contexts, issues and stage crafts. Review writing involving critical analysis of live or filmed drama and maintenance of a journal of activities is an important part of the assessment.

Further Information: At least one live performance will be seen where possible. It is compulsory for all students to participate in all performance and theory aspects of the course. Lined book required.

Subject:	Drawing and Painting	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any SACE Stage 1 Visual Arts Course.	

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Students will develop the skills, techniques and processes to manipulate materials in a variety of 2D art forms, focusing on drawing and painting skills. Students will develop critical and creative thinking skills through the evaluation, analysis and criticism of the artistic intentions present in artworks they both make and view. Students will be encouraged to make connections and identify influences between visual

conventions, practices and viewpoints that represent their own and others' ideas in the artworks they make and view. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

Further Information: A3 visual diary, 2B pencil and an eraser. Some canvas or board required for major projects \$2 - \$5 (varies with individual student needs). Visits to local Art Exhibitions. Some costs for materials may apply.

Faculty:	The Arts (continued)	Year 10
Subject:	Media Arts	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any SACE Stage 1 Visual Arts Course.	
Focus of Study:		
create representation	e of communication technologies such as television, film, video, newspapers, radio, vid ons of the world and tell stories. Media Arts connects audiences, purposes and ideas ex erials and technologies.	
	to plan and create Media Arts works in a range of forms and contexts and for a range of chiques to create representations in order to position, manipulate or influence audien	
	Nedia Arts works and analyse the use of codes and conventions, using Media Arts termi range of Media Arts works. Students will describe ways Media Arts works express indi	• • • •
Subject:	Music Performance	
Length of Course:	1 Semester	
Pre-Requisites:	Students must be proficient at an Instrument. Students will be required to perform In	various situations to audiences.
Course Leads to:	Stage 1 Music Experience	
Focus of Study:		
This course is design	ned to focus on developing the performance aspects of music, Students learn to play, residuations. Music performance allows students to experience the following opportuniti	
• Ense	mble performance (playing as part of large and small groups)	
	Performance (playing as an individual)	
	c reading (students will be required to follow set pieces) c Performance (students will be required to perform in various situations to audiences)	
Subject:	Specialist Music A and B	
ength of Course:	Whole Year	
Pre-Requisites:	Satisfactory Pass in Year 9 Music B.	
	Students Must Attend Weekly Instrumental Lessons Either Through The School Or Privately.	
Course Leads to:	SACE Stage 1 Music A	
Focus of Study:		
This course furthers	the student's ability to read, write, play and appreciate music. Emphasis is placed on:	
Solo Perfo	ormance (improving confidence in playing for an audience)	
Class and	small ensembles (improving skills in working, rehearsing and performing as a member of	of both a small and large group)
	ontext (researching the development of music throughout history)	
	eory (builds on theory concepts covered in Year 9, including aural, listening and analysis	SKIIIS)

- Music Technology (developing skills in using music software in composing tasks)
- Composition (used throughout the semester as a learning tool)

Students aim to present a class concert at the end of the semester.

Further Information: Need to be either hiring (\$50.00 - \$100.00 per term) or own their own instrument. Students are expected to participate in some form of extra-curricular music. Lined book, manuscript pad or book.

Faculty:	The Arts (continued)	Year 10
Subject:	Elite Performing Arts	
Length of Course:	Whole Year	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Music, Stage 1 Drama, Stage 1 Creative Arts, Stage 2 Music Explorations, Solo Performance, Ensemble Performance, Stage Drama, Stage 2 Creative Arts	

Focus of Study:

Elite Performing Arts nurtures and prepares students for real-world performance scenarios. Students work in small and large ensembles to create and/or recreate performance works incorporating drama, film, music, media products and dance. Students can focus on one area of study, or choose to incorporate all three disciplines into their learning.

This subject can be taken to complement other music and drama subject options and applicants are encouraged to do so.

Faculty:	Design and Technology	Year 10
Subject:	B4d2c—Before Doorways 2 Construction	
Length of Course:	1 Semester	
Pre-Requisites:	Nil, apart from an interest In practically based activities.	
Course Leads to:	Vet Doorways 2 Construction	

Focus of Study:

This course is designed to teach the basic construction skills required in the Building Industry. Through practically based projects within the school, students will source a variety of materials used in the construction industry and develop skills associated with the construction trades. Students work independently and develop a positive work attitude, while contributing to the school community and the facilities supplied to fellow students at Grant High School.

Subject:	9/10 Advanced Technologies
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	SACE Stage 1 Design and SACE Stage 1 Materials Technology Subjects.

Focus of Study:

In this course students will be exposed to a number of current technologies highly desirable in society. It will cover topics such as CAD, 3D printing, electronics, prototyping, engineering and innovation. It will encourage students to explore the different technologies and to combine them to create individual projects. A strong emphasis will be placed on group work and problem solving.

Further Information: Where student designs exceed the allocated budget, students will be asked to consider the following options: Redesign so that the product is smaller and/or uses cheaper materials **OR** Provide money to meet the cost difference.

SUBJECT:	Metalwork Focus	
Length of Course:	emester	
Pre-Requisites:	Nil, apart from an interest in practically based activities.	
Course Leads to:	VET Engineering and SACE Stage 1 Technologies	

Focus of Study:

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include: oxy/acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation.

Further Information: There will be an associated cost of \$25 to students completing this subject however, as a result of this they will create and keep a

fire pit made throughout the duration of the course.		
Faculty:	Design and Technology (continued) Year 10	
Subject:	Jewellery and Textiles	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	SACE Stage 1 Design and SACE Stage 1 Materials Technology Subjects.	

The focus of this semester course is to develop practical skills, as well as a career direction. Students will gain skills in using computerised sewing machines, casting equipment and the investigating, generating, producing, evaluating, collaborating and managing process. Students will learn skills in garment construction, jewellery design and production. There will be room to negotiate final products. The significance of new technology in textile making will also be included. Students' evaluation of their own work will play an important part in the course.

Further Information: Students will be required to provide some fabrics and materials for projects.

Subject:	Woodwork Focus	
Length of Course:	Semester	
Pre-Requisites:	ites: Nil, Apart From An Interest In Practically Based Activities.	
Course Leads to:	Course Leads to: SACE Stage 1 Technologies	

Focus of Study:

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of timber. They learn and develop new skills whilst planning and constructing their own woodwork product. Some examples of the skills gained could include: timber laminating, production and use of housing joints, timber finishing techniques, modern furniture making processes and safe use of a variety of static machines and power tools.

Further Information: Students will be required to provide some fabrics and materials for projects.

Subject:	Digital Technologies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	SACE Stage 1 Negotiated Computer Learning, Stage 1 Information Processing and Publishing, Stage 1 Digital Technologies	

Focus of Study:

The focus of this course is on computer science concepts. Students will be exposed to programming concepts initially through Scratch and App Inventor then will be exposed to the Python programming language. Students will learn how the binary system is used in the context of computer systems, as well as the individual components of a computer system itself. The theory of computer networks is explored through a simulation.

Throughout this subject, students will plan and manage digital projects using an iterative approach. They will define and decompose complex problems in terms of functional and non-functional requirements. Students will design and evaluate user experiences and algorithms. They will design and implement modular programs, including an object-oriented program using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They will take account of privacy and security requirements when selecting and validating data.

Students will test and predict results and implement digital solutions. They will evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They will share and collaborate online, and establish protocols for the use, transmission and maintenance of data projects.

Further Information: If completed at Year 9 level it is recommended that you pick Stage 1 Digital Technologies.

Subject:	Food and Hospitality		
Length of Course:	1 Semester		
Pre-Requisites:	N/A		
Course Leads to:	SACE Stage 1 Nutrition, Child Studies, Food and Hospitality 1 and 2 and VET Hospitality.		
Focus of Study:			

Students investigate food selection, storage, and preservation methods, meal planning, technology, convenience foods, food advertising, budgeting, and cultural impacts on our eating habits. Food preparation skills are developed with a particular emphasis on nutrition. A strong focus will be on hospitality and catering skills with students being encouraged to look at pricing of food, processes to create large quantities of product, marketing, customer service and sales. **Further Information**: Students will be required to supply some food items and a container to take food home.

Faculty:	Des	sign and Technology (continued)	Year 10
Subject: Negotiated Computer Learning			
Length of Course: 1 Semester			
Pre-Requisites: Nil, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.		ies is a definite advantage.	
SACE Board of SA Co	ode:	1ILN10	
Course Leads to:		Stage 1 Negotiated Computer Learning, Stage 1 Information Processing, Stage 1 Digital Technologies.	

Focus of Study:

The purpose of this course is to provide students with a place for learning about some aspect of Digital Technology that is of particular interest to the student. The learning is usually self-directed and we make use of online tutorials to support the learning. The course involves preparing a Community Studies contract of learning.

Some potential topics include:

- Programming
- Database Construction
- Document Creation
- Animation
- Website Construction
- Photoshop
- Arduino Programming

Further Information: This is a Stage 1 Integrated Learning Course.

Subject:	Photography
Length of Course:	1 Semester
Pre-Requisites:	N/A But year 9 preferred
Course Leads to:	SACE Stage 1 Communications Products (Digital Photography).

Focus of Study:

This course introduces advanced editing techniques using Adobe Photoshop software. Students focus on camera use and composition to portray ideas and issues, together with Design tasks that include investigating, planning, producing and evaluating are completed based on a theme. Topics include: Camera Skills, Photographic Manipulation Techniques, Critiquing Skills, Designing and Production of a Magazine cover.

Further Information: USB required.

Faculty:	English	Year 10
Subject:	English	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	SACE Stage 1 English, Stage 1 Essential English Or Stage 1 Literary Studies.	

Focus of Study:

This course provides students with the opportunity to learn about the function and power of language in society. Using a variety of texts students explore the ways language is used for different purposes and audiences. Students compose their own written, spoken and multimedia texts, using the texts they read, view and listen to as resources.

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Faculty:	English (continued)	Year 10
Subject:	Literary Studies	
Length of Course: Pre-Requisites:	2 Semesters A high pass (A or B grade) in Year 9 English.	
Course Leads to:	SACE Stage 1 Literary Studies Or Stage 1 English.	

Students in this course will learn to comprehend and compose literature, media and everyday texts with increasingly complex meanings. They will learn about the power of language in society and develop skills in critical thinking, text analysis and communication, using the modes of speaking, listening, reading, viewing and writing. **Students selecting this course should have a strong interest in reading and writing.**

Faculty:	Health and Physical Education	Year 10 / Stage 1
Subject:	Elite Sports Development 1 (Individual Sports Focus)	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	 Semester A passing grade (C or higher) in previous year physical education. 1ILN10 SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Elite Sports Development 2. 	
 Focus of Study: This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: self-analysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sports psychology. Further Information: This is a stage 1 subject, and students are expected to demonstrate high levels of initiative and well-developed self-governing practice. Appropriate sports uniform and footwear are required. 		
Subject:	Elite Sports Development 2 (Individual Sports Focus: Skill Development)	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	 Semester A passing grade (C or higher) in previous year physical education. 1ILN10 SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Elite Sports Development 2. 	
Focus of Study: Students will undertake self-analysis of individual skills and tactical play. They will use technical analysis (biomechanics) involving video analysis, technique critique and comparison with elite performers. They will research statistics on performance in their fields including data analysis, skill tests, and skill focused drills, and use these to assess the current level of performance and areas to focus on to generate elite performance. An introduction to sports psychology involving the use of mental rehearsal and establishing routines will also be included.		
Elite Sports Development Subject Overview: Students ARE required to	2 (Individual Sports Focus: Skill Development) (Continued) complete:	

Assessment Type 1: Video recording and manipulation, Assessment Type 2: Training program design and Assessment Type 3: Analysis of elite performers with comparisons of individual performance.

Subject:	Health Studies

Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 Food and Nutrition, Stage 1 Child Studies.

In this course, students will explore the interrelated dimensions of health and their effects on a person's wellbeing.

Students will undertake self-assessment and devise strategies that will promote good decision making in the areas of physical, mental, emotional and social health. Students will explore their personal relationship with physical activity: use different strategies to develop recommended activity levels; evaluate historical & current health campaigns; create their own campaign to improve the health and wellbeing of themselves and others. This choice is an <u>alternative</u> to the normal physical education semester.

Faculty:	Health and Physical Education (continued)	Year 10 / Stage 1
Subject:	Physical Education 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	SACE Stage 1 and 2 Physical Education and Outdoor Education	

Focus of Study:

This course is designed to meet the needs of motivated students with a high level of interest in all types of physical activity. Emphasis will be given to individual and team development in regards to skill acquisition and the application of skills and theoretical concepts.

High levels of self-reflection and analysis will be developed as part of the course. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities. It is highly recommended that students who intend studying Physical Education as part of their SACE select this course.

Further Information:

Appropriate sports uniform and footwear required.

Subject:	Physical Education 2
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	SACE Stage 1 and 2 Physical Education and Outdoor Education

Focus of Study:

This course is designed to meet the needs of motivated students with a high level of interest in all types of physical activity. Emphasis will be given to individual and team development in regards to skill acquisition and the application of skills and theoretical concepts.

High levels of self-reflection and analysis will be developed as part of the course. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities. It is highly recommended that students who intend studying Physical Education as part of their SACE select this course.

Further Information: Appropriate sports uniform and footwear required.

Subject:	Recreation
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	SACE Stage 1 and 2 Physical Education and Outdoor Education

Recreation (continued...)

Focus of Study:

This course is designed to meet the needs of students with an interest in a wide range of physical and recreational activities. Students will learn about the importance of physical activity in leading a healthy lifestyle and the difference between sport and recreation. The course will also have a strong health focus, in particular looking at the role of nutrition in our lives.

Special emphasis will be given to establish links with community recreation facilities to promote future participation e.g. ten-pin bowling, snooker etc.

Further Information: Appropriate sports uniform and footwear required. Some costs will be incurred with out of school activities (approximately \$20.00 per semester).

Faculty:	Health and Physical Education (continued)	Year 10 / Stage 1
Subject:	Outdoor Education 1	
Length of Course:	1 Semester – First Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	10UE10	
Course Leads to:	SACE Stage 2 Physical Education and Outdoor Education	

Focus of Study:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components of this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Surfing and Bushwalking.

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (bushwalking) and 2 (surfing) 50% (25% each): Students will be assessed on their three day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%: Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Outdoor Study 15%: Students review current methods, and evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: First Aid Study 10%: Students assess and evaluate first aid situations that occur within outdoor situations.

Further Information:

The cost of each expedition is approximately \$70.00 plus food. Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

Subject:	Outdoor Education 2
Length of Course:	1 Semester – Second Semester
Pre-Requisites:	N/A
SACE Board of SA Code:	10UE10
Course Leads to:	SACE Stage 2 Physical Education and Outdoor Education

Focus of Study:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components covered in this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Canoeing and Rock-climbing.

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(Outdoor Education 2 continued...)

Students will be required to complete:

Assessment Type 1: Outdoor Journey 1 (rock-climbing) and 2 (canoeing) 50% (25% each): Students will be assessed on their 3 day journey and their practical skills relating to the activity, camp craft, group work and leadership.

Assessment Type 2: Expedition Report 25%: Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.

Assessment Type 3: Ecosystem Investigation 15%: Students evaluate the impact of outdoor activities on ecosystems.

Assessment Type 4: Leadership Task 10%: Students assess and evaluate leadership in group situations.

Further Information: The cost of each expedition is approximately \$100.00 plus food. Students studying this course will miss approximately six days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

Faculty:	Humanities and Social Sciences (HASS)	Year 10
Subject:	A Birds Eye View	
Length of Course:	1 Semester	
Pre-Requisites: Course Leads to:	N/A Stage 1 and 2 Hass Subjects	

Focus of Study:

Using spatial technology and aerial photography to problem solve local, national and regional issues.

Every day the world around us changes, bringing with it a variety of problems and issues. Using spatial technology software you will examine Geographical issues such as population growth, urbanisation, environmental damage and change, changes to land use and interconnections through trade. These issues will be explored:

- On a local level- using case studies such as the expansion of Conroe and patterns within the local forestry industry,
- On a national level studying urban sprawl along Australia's coastline and mining town boom and decline and internationally through studies
 of China and the developing world.

By examining these issues using mapping software you will learn to understand the cause and effects of these issues, in order to plan for the future. The skills developed in the course will link with Stage 1 and 2 subjects such as Geography, tourism and Society and Culture and provide invaluable skills for future employment. Possible industry applications include, forestry, mining, urban/ town planning, social work and other industries requiring knowledge of ethical, economic and environmental considerations for the future

Subject:	Environmental Studies
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 and 2 Hass Subjects

Focus of Study:

Why are separate areas of earth so different from each other? How have different environments changes over time? Why have these changes occurred? How can humans manage these changes in a sustainable way? How do different views influence decisions on how to manage environmental and social change?

In this subject you can find out the answers to these questions and more. This subject will explore different biomes, how people live in them, and how these spaces can be maintained into the future.

In studying this subject, you will explore various aspects of Geography (environmental change and management); History (The environmental movement 1960's - present).

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
Subject:	Gods and Empires (History)	
Length of Course:	One Semester (1 or 2) or for a full year. Course Content For Each Semester Will Differ. This Subject May Also Be Studied In Year 11 As Course Content Will Differ Every Two Years.	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 and 2 Hass Subjects	

This subject explores the development of Western Civilisation, and in particular the relationships between religion and power in that development. We will look at four distinct periods of history, in which we will explore the political, social, military and religious aspects of each society and the interplay between those aspects. These four periods are:

The River Gods: Egypt in the New Kingdom (1550-1070 BC). Students will examine the pinnacle of Ancient Egyptian power, in which the Pharaohs of Egypt dominated every aspect of daily life, and recognise the ways that this power was constructed, legitimised and deployed.

Caesar and Christ: The Late Roman Empire (AD 193-476). The decline of Roman power is explored against the growth of the Christian church, as Christianity went from being a persecuted minority to being the religion of the Empire. In the ensuing barbarian invasions of the Empire we will examine why the church survived while the Empire did not.

The Kingdom of Heaven: The Crusades and the Kingdom of Jerusalem (AD 1096-1291). Why did the nobles of Catholic Europe launch massive invasions of the Levant in the Middle Ages? We will examine the motivations, methods and continuing effects of the Crusades. How are we still feeling the influence of these wars today?

A Crisis of Parliaments: The English Civil War and the Glorious Revolution (AD 1642-1688). By what authority did the Parliament of England make war on its king? We will examine the roles of religion, learning and politics in the establishment of parliament as the supreme organ of government - a situation that still exists today.

Further Information: This subject will operate as a 10/11 combined class (The course can be repeated at Year 11, as it will have a different focus).

Subject:	Myths and Legends
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 and 2 HASS Subjects

Focus of Study:

In this subject students will explore various myths and legends from a variety of cultures (past and present) and develop an understanding of the cultures and histories surrounding the myths and legends. They will respond to these stories in various different ways, including consideration of structure, common/different features and potentially how these were formed by the societies from which they came. Students will discuss the role of stories in society through consideration of different myths and legends. Students will also have the opportunity to create their own 'myths and legends' using the form identified through their studies.

Subject:	World at War
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Stage 1 and 2 HASS Subjects

Focus of Study:

This course aims to develop the skills identified in the Australian Curriculum by studying the period from 1919 – 1945, particularly concentrating on the effects of the Treaty of Versailles, the Great Depression and the rise of fascism, the causes of World War II and the conduct and effects of the war. The course will focus on the following topics:

- The Treaty of Versailles and its effects
- The Russian Civil War and the establishment of the Soviet Union
- The "Roaring Twenties"
- The Collapse of Wall Street and the Great Depression
- Competing Ideologies: Communism and Fascism
- Rise of Fascism in Europe
- Hitler, Nazi Ideology and the Establishment of the Third Reich
- Japan and the Path to conflict in Asia

- Militarism and Appeasement
- The conduct of World War II
- Major Battles and Strategies of World War II
- The "Big Three" Rise of the Postwar superpowers and the decline of Britain
- The Holocaust
- The Atomic Bomb and the end of the war
- The Iron Curtain

Assessment will be by a variety of means, including historical essays, presentations, and other written and multimedia tasks. Source analysis will also provide a component of the course. A major emphasis will be placed on addressing historical controversies based on primary source evidence.

Faculty:	Humanities and Social Sciences (HASS) (continued)/LOTE	Year 10
Subject:	Italian	
Length of Course: Pre-Requisites: Course Leads to:	Whole Year Successful Completion of Year 9 Italian or an equivalent background in the language Is preferred. SACE Stage 1 Italian Continuers.	

Focus of Study:

Italian in Year 10 continues to develop the skills of listening, speaking, reading and writing from Year 9. Students will: participate in role-plays; write dialogues/letters; read cartoons; watch relevant videos; listen and respond to taped conversations/songs; translate from Italian to English and English to Italian; and read and write poems. Students will also continue to learn more about Italy and Italians through the study of literature and film.

Further Information: Students who select Italian A are encouraged to continue to Italian B, on the understanding that performance is satisfactory.

Japanese	
Whole Year	
Successful Completion of Year 9 Japanese or an equivalent background in the language Is preferred.	
SACE Stage 1 Japanese	

Focus of Study:

Communication-cent red and activity based, Japanese will try to integrate language and culture in a way that makes learning interesting and useful. The course will prepare students to read and write Japanese script, with fluency and understanding. Students will be given the opportunity to converse with native Japanese speakers e.g. exchange students / visitors from Japan. Activities include: cooking, film study, calligraphy and excursions. Students will be expected to borrow textbooks from the school.

Further Information: Students who select Japanese A are expected to continue to Japanese B, on the understanding that performance is satisfactory.

Faculty:	Mathematics	Year 10
Subject:	General Mathematics	
Length of Course:	Whole Year	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 General Mathematics Or Essential Mathematics.	

Focus of Study:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

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Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

(Source: http://www.australiancurriculum.edu.au/mathematics/Curriculum/F-10#level10)

Further Information: Students must have their own scientific calculator.

Faculty:	Mathematics (continued)	Year 10
Subject:	Advanced Mathematics	Year 10
Length of Course:	Whole Year	
Pre-Requisites:	A high-level pass (A or B Grade) in Mathematics at Year 9	
Course Leads to:	Stage 1 Mathematical Methods and Specialist Mathematics.	

Focus of Study:

Students will be offered this course after consideration of their performance in Year 9.

Refer to the course description for General Mathematics above for the foundations of the Advanced Mathematics course. In addition, the following topics will be covered:

- Surds and Indices
- Quadratic Equations
- Functions and Relations
- Circle Geometry
- Advanced Trigonometry
- Interpreting Data

Further Information: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Note: Students who wish to study Mathematical Methods and/or Specialist Mathematics in SACE Stage 1 will study a full year of Advanced Mathematics.

Subject:	Mathematics Methods A
Length of Course:	1 Semester
Pre-Requisites:	A high level pass (A or B Grade) in Mathematics at Year 9
Course Leads to:	Stage 1 Mathematical Methods B, C and Specialist Mathematics.

Focus of Study:

See Stage 1 Mathematical Methods A, B and C.

Further Information:

Mathematics Methods A must be completed in Semester 2 of Year 10 if students wish to study Mathematics Methods B, C or Specialist Mathematics in Year 11.

Faculty:	Science	Year 10
Subject:	Advanced Science	
Length of Course:	1 Semester	
Pre-Requisites:	A high pass (A or B grade) in year 9 Science.	
Course Leads to:	Stage 1 Scientific Studies	

This is an advanced course which aims to increase students' skills in analysing and interpreting data, to be aware of our place in a changing world and to make judgements about the impact of science on society. A variety of topics from Biology, Earth Science, Chemistry and Physics are covered in this subject.

Further Information: Students wishing to do Stage 1 Biology, Chemistry and/or Physics must do Advanced Science and Stage 1 Scientific Studies.

Faculty:	Science	Year 10/Stage 1
Subject:	Stage 1 Scientific Studies Advanced	
Length of Course:	1 Semester	
Pre-Requisites:	Yr 10 Advanced Science	
SACE Code:	1STU	
Course Leads to:	Stage 1 Biology, Chemistry and/or Physics.	

Focus of Study:

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. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

Further Information: Students wishing to do Stage 1 Biology, Chemistry and/or Physics in must do Advanced Science and Stage 1 Scientific Studies.

Subject:	Stage 1 Scientific Studies General
Length of Course:	1 Semester
Pre-Requisites:	N/A
SACE Code:	1STU
Course Leads to:	

Focus of Study:

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. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

Faculty:	Vocational Education and Training	Year 10
Subject:	Agricultural Pathways	
Length of Course: Pre-Requisites: Course Leads to:	1 Semester N/A Agricultural Pathways at Stage 1.	

Focus of Study:

This is a one-semester course repeated in both semesters (Year 10 students can only choose Year 10 Agricultural Pathways in Semester 1 or 2, but not both).

This course is based on the delivery and assessment of Certificate II TAFE competencies in Rural Operation including:

- Participate in Work, Health and Safety Procedures
- Handle Livestock using Basic Techniques

- Carry out Regular Livestock Observations
- Work Effectively in the Industry

The course content will contain more than seventy nominal hours ensuring students obtain accreditation for ten SACE Credits if they successfully complete the competencies embedded within the course.

Further Information: Students wishing to enrol in this course at a Year 10 level will need to complete a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019. These forms are available from the VET Pathways/Career Education Coordinator and must be attached to the course selection form.

SACE Requirements

THE SACE

The South Australian Certificate of Education (SACE) has been designed to meet the needs and interests of today's young people, as well as to make it relevant for employers who are increasingly looking to employ highly skilled workers.

Students need to achieve the compulsory literacy and numeracy requirements of the SACE. To do this they need to achieve a C grade or better in a range of English and Mathematics subjects.

For Stage 1 subjects the grades A to E are used to assess and report students' achievements.

For Stage 2 subjects the grade levels A+ to E- are used to assess and report students' achievements.

All students are expected to gain knowledge, skills, and attributes in the areas of literacy, numeracy, information and communications technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

Students need to earn 200 credits to successfully complete the SACE.

Ten credits equate to one semester or six months of study in one subject.

LITERACY AND THE SACE

Study at SACE level involves a range of reading, writing, speaking and listening tasks.

To undertake SACE courses, students require literacy skills that enable them to engage with the learning and achieve success.

As a guide, if you have achieved a C grade or higher in a Stage 1 English class you should have the necessary literacy skills to study most Stage 2 subjects. There are some subjects however which require higher levels of literacy.

Teachers and counsellors discuss this with you during the recommendation and enrolment process.

For some SACE Stage 2 subjects, it is recommended that students have completed study at Stage 1 level.

This means that the learning in Stage 2 is based on learning in Stage 1.

COMPULSORY SUBJECTS

- Personal Learning Plan 10 credits (Stage 1)
- Literacy at least 20 credits from a range of English subjects or courses
- Numeracy at least 10 credits from a range of Mathematics subjects or courses
- Research Project an in-depth major project (10 credits at Stage 2)

Students also need other Stage 2 subjects totaling at least 60 credits.

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

Subjects

SACE subjects are grouped into the following curriculum areas:

- Arts
- Business, Enterprise and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences

ASSESSMENT

All Stage 1 subjects are school assessed. Some may be externally moderated.

All Stage 2 subjects have a school assessed and an external assessment component. The school-assessed component is externally moderated. Students can use a vocational context in completing these subjects.

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VOCATIONAL EDUCATION AND TRAINING (VET) IN SACE

As part of their SACE, students can complete vocational education and training (VET). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, which suits many students, but it also leads to excellent jobs in a huge array of fields.

Studying VET as part of the SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

How to apply for a VET course?

To apply for a VET course, you will need to:

- 1. Read the South East Secondary Schools Industry Pathway Programs **Booklet** to find out the name of the course and where it is held. This booklet can be accessed on the GHS website.
- 2. Fill out a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019 and attach it to your Course Selection form.

For more information:

For more information about VET refer to the SACE website: https://www.sace.sa.edu.au/web/vet/vet-in-sace/vet-in-sace

or see the VET Pathways/Career Education Coordinator.

Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team or being the primary carer of a family member. Students will need to provide evidence of their learning for assessment through an interview.

For more information on community learning, visit: https://www.sace.sa.edu.au/learning/community-learning

University and TAFE Entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Selection into competitive TAFE SA Courses is through a TAFE SA Selection Score.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 tertiary admission subjects (TAS). The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements are in the Tertiary Entrance Booklet, 2019, 2019 and 2020 and can be downloaded at http://www.satac.edu.au/satac-publications.

For more information go to the SATAC website www.satac.edu.au

The SACE planner

Personal Learning Plan = 10 credits		Credits	
		10	
Literacy = 20 credits Choose from a range of Er	nglish subjects or courses	Subtotal	10
Numeracy = 10 credits Choose from a range op	f mathematics subjects or courses		
Stage 2 subjects or courses = 60 credits Choose from a range of Stage 2 subjects and		Subtotal	30
Research Project = 10 credits			
-		10	
		Subtotal	70
Additional choices = 90 credits Choose from a range of Stage 1 and Stage 2	subjects and courses	Justotal	
		Subtotal	90
	tudents must achieve a C grade or higher for	L.,	200
	tage 1 requirements and a C- or higher for tage 2 requirements to complete the SACE.		
Compulsory Stage 2			

Stage 1 Subject Summary

Stage 1 students must study:

- 2 semesters of English
- 1 semester of Mathematics

The Arts	Design and Technology	
Creative Arts - Media Studies	Design and Technology – Communication Products (Digital Photography)	
Drama	Design and Technology - Materials Products (Jewellery and Textiles Technology)	
Music Advanced A and B	Design and Technology – Materials Products (Woodwork Or Metalwork Focus) Semester 1 and Semester 2	
Music Experience A and B	Information Processing and Publishing	
Elite Performing Arts	Digital Technologies Semester 1 and Semester 2	
Visual Arts – Art: Art and Craft	Negotiated Computer Learning	
Visual Arts – Art: Drawing and Painting	Food and Hospitality 1 and Food and Hospitality 2	
Visual Arts – Design	English	
Cross Disciplinary	English	
Community Studies	English (Literary Studies)	
Personal Learning Plan	Essential English	
Research Practices	Health and Physical Education	
Workplace Practices	Child Studies	
	Elite Sports Development (Individual Sports Focus) 1	
	Elite Sports Development (Individual Sports Focus) 2	
	Outdoor Education 1 and Outdoor Education 2	
	Physical Education 1 and Physical Education 2	
	Health Promotion	
	Sports Coaching	

Stage 1 Subject Summary (continued)

Stage 1 students must study:

- 2 semesters of English
- 1 semester of Mathematics

Sciences
Agriculture (offered In 2021)
Biology
Chemistry A and Chemistry B
Nutrition
Physics A and B
Physics (Pre-Trade)
Psychology
Vocational Education and Training
Agricultural Pathways
Doorways 2 Construction
Certificate I In Hospitality (Kitchen Operations)

Stage 1 Subject Descriptions

Faculty:	The Arts	Stage 1
Subject:	Creative Arts - Media Studies	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1CVA10	
Course Leads to:	Stage 2 Creative Arts	

Focus of Study:

The creative arts process comprises four interrelated elements common to all creative arts programs:

- Investigation
- Development
- Production reflection

In this course the focus area will be within the scope of Media Studies.

Subject Overview:

Students to demonstrate their learning through:

- Assessment Type 1: Product
- Assessment Type 2: Folio

Students:

- Develop and present one creative arts product
- Undertake one investigation and one skills assessment for the folio

Further Information: Some costs for materials may apply.

Subject:	Drama
Length of Course:	1 Semester (10 Credits)
Pre-Requisites:	Competent Achievement In Year 10 Drama
SACE Board of SA Code:	1DRM10
Course Leads to:	Stage 2 Drama

Focus of Study:

In Drama students participate in the planning, rehearsal, and performance of dramatic work. 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.

Subject Overview:

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

- Performance 30%
- Folio 40%
- Investigation and Presentation 30%

Subject:	Advanced Music A and B	
Length of Course:	Full year, two semesters (10 credits each)	
Pre-Requisites:	Competent achievement in Year 10 Music	
SACE Board of SA Code:	1MUV10	
Course Leads to:	Stage 2 Composing and Arranging, Solo Performance, Ensemble Performance and Music Individual Study.	

Through the study of Music students develop their practical and creative potential spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects.

Subject Overview:

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
 - Performing
 - Music Technology
- Developing Theory and Aural Skills

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

- Creative Works
- Musical Literacy

Faculty:	The Arts (continued)	Stage 1
Subject:	Music Experience A and B	
Length of Course:	Full year, two semesters (10 credits each)	
Pre-Requisites:	Competent achievement in Year 10 Music	
SACE Board of SA Code:	1MUE10	
Course Leads to:	Stage 2 Solo Performance, Ensemble Performance, Music Explorations.	

Focus of Study:

Through the study of Music students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students whose experience in, or knowledge of, some aspects of music may be limited and provides pathways to selected Stage 2 subjects.

Subject Overview:

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
 - Performing
 - Music Technology

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

- Creative Works
- Musical Literacy

Subject:	Elite Performing Arts
Length of Course:	Full year
Pre-Requisites:	Audition and/or interview may be required.
SACE Board of SA Code:	1ILN20
Course Leads to:	Stage 2 Solo Performance, Ensemble Performance, Music Explorations.

Focus of Study:

Elite Performing Arts nurtures and prepares students for real-world performance scenarios. Students work in small and large ensembles to create and/or recreate performance works incorporating drama, film, music, media products and dance. Students can focus on one area of study, or choose to incorporate all three disciplines into their learning.

Subject Overview:

This is a Years 8-12 course. Each year level will follow SACE and Australian Curriculum guidelines.

Years 8, 9 and 10 will cover the Music, Drama and Dance components of the Australian Curriculum.

Stage 1 Subjects – Music Experience/Advanced, Drama, Dance, Creative Arts.

Faculty:	The Arts (continued)	Stage 1
Subject:	Visual Arts - Art: Art and Craft	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Visual Arts subject or demonstrated appropriate visual arts skills, and, critical and creative thinking ability	
SACE Board of SA Code:	1VAA10	
Course Leads to:	Stage 2 Visual Arts – Art, or Stage 2 Visual Arts- Design.	

In this subject, students are expected to focus on the following three areas of study.

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Students express ideas through practical work using drawings, sketches, diagrams, models, and a variety of craft activities leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art and craft works in their cultural and historical contexts.

The course will allow students to achieve success in both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Subject Overview:

In Art and Craft students express ideas through practical work using a wide variety of Craft techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Students will be required to complete:

Assessment Type 1: Folio

Assessment Type 2: Practical Study

Assessment Type 3: Visual Study

Further Information: Some costs for materials may apply.

Subject:	Visual Arts - Art: Drawing and Painting	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in achievement in any Year 10 Visual Arts subject or demonstrated appropriate visual arts skills, and, critical and creative thinking ability.	
SACE Board of SA Code:	1VAA10	
Course Leads to:	Stage 2 Visual Arts – Art or Stage 2 Visual Arts – Design.	

Focus of Study:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation and media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Subject Overview:

In Visual Arts students express ideas through practical work using drawings, sketches, and a wide variety of painting techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Students will be required to complete:

Assessment Type 1: Folio 50%

Assessment Type 2: Practical Study 30%

Assessment Type 3: Visual Study 20%

Further Information: Some costs for materials may apply.

Faculty:	The Arts (continued)	Stage 1
SUBJECT:	Design	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Ability to / potential to succeed at Stage 1 level. Previous Arts based subject experience recommended.	
SACE Board of SA Code:	1VAD10	
Course Leads to:	Stage 2 Art or Design; Stage 2 Creative Arts; possibility of pathways into industry through drafting or building or graphic design.	

To provide students with a continued and continuing pathway of design learning. To provide students with the opportunity to learn about the world around them from a design-based focus. To develop student capabilities particularly: Critical and Creative Thinking; Ethical Understanding; Intercultural Understanding and their Personal and Social capability. To use sustainability as a focus. to explore the possibility of cross-curriculum projects or wider community design projects

Subject Overview:

- Folio: Design process applied to student relevant design problems / tasks to facilitate skill development.
- Visual Study: negotiated visual inquiry question (at least 20%)
- Practical: Major and minor works developing from Folio with a written / oral practitioner's statement.

Faculty:	Cross-Disciplinary	Stage 1	
Subject:	Community Studies	ommunity Studies	
Length of Course:	ength of Course: Semester (10 Credits)		
Pre-Requisites:	Requisites: N/A		
SACE Board of SA Code:	f SA Code: 1COM10		
Course Leads to:	Stage 2 Community Studies		
Focus of Study:			
This subject is designed so	that students:		
 Negotiate, plan and make decisions about a community activity, and develop challenging and achievable goals for the contract of work Identify and apply existing knowledge and skills Work individually and with others Locate, select, organise, and use ideas, resources, and information Earn in a range of settings, including the school and the wider community 			

- Take practical action in the community
- Seek feedback from the community, and reflect on their learning.

Subject Overview:

In developing an individual program of learning, each student prepares 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 and Work and the Community.

Evidence of Learning

Assessment Type 1: Contract of work- Development of contract, Folio, Community Activity.

Assessment Type 2: Reflection

Subject:	Research Practices
Length of Course:	Semester (10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1RPP10
Course Leads to:	Stage 2 Research Project

This subject aims to equip students with the knowledge and skills to undertake investigations, inquiries and/or research in all of their SACE studies. Students explore research practices and develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Folio Students undertake at least two tasks. At least one task will focus on Exploring Research Approaches and at least one will focus on Exploring Research Skills.
- Assessment Type 2: Sources Analysis Students undertake at least two sources analysis assessments. They consider the appropriateness, uses
 and limitations of sources.

Faculty:	Cross-Disciplinary (continued)	Stage 1
Subject:	Workplace Practices	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1WPS10	
Course Leads to:	Stage 2 Workplace Practices	

Focus of Study:

In Workplace Practices, the emphasis is on developing the students' capability for work.

The course aims to develop students' ability to:

- Demonstrate knowledge and understanding of industry and work and develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry and the workplace
- Work independently and with others
- Review, and reflect and report on, their experiences, abilities, interests and aspirations in relation to planning for work and future pathways

Subject Overview:

There are three areas of study in this subject:

1. Industry and Work Knowledge - topics include: Future Trends in the World of Work; the Value of Unpaid Work to Society; Workers' Rights and Responsibilities; Career Planning; Negotiated topics

2. Vocational Learning

3. VET

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

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection

Faculty:	Design and Technology	Stage 1
Subject:	Communication Products (Digital Photography)	
Length of Course:	Semester (10 Credits)	
Pre-Requisites: SACE Board of SA Code:	N/A but Year 9 and Year 10 Photography preferredde: 1CCP10	
Course Leads to:	Stage 2 Design and Technology- Communication Products (Digital Photograp	hy).

Focus of Study:

The major focus of this course is to design and develop a Photo book based upon a theme. The product (Photo book) along with a Folio of backup and a Product Record is to be submitted. Workshops will be undertaken at the start of the course to learn how to capture images using the manual mode of a digital SLR camera (off Automatic). Two skills tasks demonstrating manual camera and compositional skills and Photoshop techniques will be undertaken along with a Material Application study on different file formatting types (800 words).

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Skills and Applications Task 20%
 Camera skills Part 1 and 2
 - $_{\odot}$ Materials Applications (800 words)
- Assessment Type 2: Folio 30%
- Assessment Type 3: Product 50%

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Materials Products (Jewellery and Textiles Technology)	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A but Year 9 and 10 Textiles Technology or Jewellery and Textiles Technology preferred.	
SACE Board of SA Code:	1MMP10	
Course Leads to:	Completion of SACE using casual/part-time work.	
	Design and Technology - Materials Products (Jewellery and Textiles Technology).	

Focus of Study:

This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Skills and Applications Task 30%
 - Product from a working drawing (15%)
 - Materials investigation (15%)
- Assessment Type 2: Folio 40%
 - Design product to be made in Assessment Type 3
- Assessment Type 3: Product 30%
 - Produce product designed in Assessment Type 2: Folio

Further Information: Students will need to provide some materials for their projects.

SUBJECT:	Design and Technology – Materials Products (Woodwork or Metalwork Focus) 1	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A But Year 9 and 10 Materials Technology Preferred	
SACE Board of SA Code:	1MMP10	
Course Leads to:	Stage 2 Materials Products	

Focus of Study:

This subject is designed so that students are able to:

- · Investigate and critically analyse existing products
- · Create, test, and modify design ideas
- · Recognise, analyse, and use equipment to create products safely
- · Use the design process to develop and implement solutions and ideas for products
- · Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- · Evaluate product development and outcome, and reflect on technological ideas and procedures used
- · Analyse the impact of technological practices, products on individuals, society, and/or the environment.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%
 - Assessment Type 2: Folio 40% Design Task

Assessment Type 3: Design Task Product 30%		
Faculty:	Design and Technology (continued)	Stage 1
Subject:	Materials Products 2 (Woodwork or Metalwork Focus) 2	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A but Year 9 and 10 Materials Technology preferred	
SACE Board of SA Code:	1MMP10	
Course Leads to:	Stage 2 Materials Products	
Focus of Study:		

This subject is designed so that students are able to:

- · Investigate and critically analyse existing products
- · Create, test, and modify design ideas
- · Recognise, analyse, and use equipment to create products safely
- · Use the design process to develop and implement solutions and ideas for products
- · Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- · Evaluate product development and outcome, and reflect on technological ideas and procedures used
- · Analyse the impact of technological practices, products on individuals, society, and/or the environment.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%
- Assessment Type 2: Folio 40%
- Assessment Type 3: Design Task Product 30%

Subject:	Information Processing and Publishing
Length of Course:	Semester (10 Credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1IPR10
Course Leads to:	Stage 2 Information Processing and Publishing

Focus of Study:

Information processing and Publishing focuses on the use of technology to design and implement information processing solutions. Students create both hard copy and electronic text-based publications and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage and communicate information.

Stage 1 Information Processing and Publishing may consist of the following five topics:

Business Publishing: Integral aspects of this topic are publication design and the production of paper-based publications such as letters, business reports, agendas, and minutes of meetings, invitations, menus, advertisements, itineraries, business forms and brochures.

Digital Presentations: Digital Presentations incorporate the use of information-processing and publishing equipment as well as image projectors, monitors, or televisions to display presentations that are either interactive or self-running. Digital presentations may be suitable for interactive information kiosks or unattended product displays, as well as for an audience.

Digital Publishing: Although text and image publications are emphasises, static and dynamic graphic, audio, video and animation software may also be included. Examples of materials in digital format include web-based pages or sites, CD-ROM and other non-linear or interactive forms of publications.

Personal Publishing: Students follow the design process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.

Data Input: Data Input involves the use of equipment to input data that can be used in information processing and publishing. Students who undertake this topic develop skills in the use and application of data input and manipulation of equipment. Students should also develop an awareness of the diversity of methods and forms of data input.

Subject Overview:

Students will be required to complete:

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

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Further Information: Some printing costs may occur throughout the course, but will be advised.

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Digital Technologies 1	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	Semester (10 Credits) N/A (Although The Computer Literacy Component of Digital Technologies Is An Advantage) 1DT10 Stage 2 Digital Technology	

Focus of Study:

- In this subject, students are expected to:
- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

Subject Overview:

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

Subject:	Digital Technologies 2	
Length of Course:	emester (10 credits)	
Pre-Requisites:	N/A (although the Computer Literacy component of Digital Technologies is an advantage)	
SACE Board of SA Code:	1DT10	
Course Leads to:	Stage 2 Digital Technology	

Focus of Study:

The purpose of this course is to provide students with a place for learning about some aspect of Digital Technology that is of particular interest to the student. The learning is usually self-directed and we make use of online tutorials to support the learning. The course involves preparing a Community Studies contract of learning.

Subject Overview:

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

Negotiated Computer Learning	
Semester (10 credits)	
Nil, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.	
1ILN10	
Stage 2 Negotiated Computer Learning	

Focus of Study:

In this subject, students are expected to:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies

• Work individually and collaboratively.

Subject Overview:

Some potential topics include:

- Programming
- Database Construction
- Document Creation
- Animation
- Website Construction
- Photoshop
- Arduino Programming

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Food and Hospitality 1	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE Board of SA Code:	1FOH10	
Course Leads to:	Stage 2 Food and Hospitality.	

Focus of Study:

This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site. Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation.

Further Information: Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.

Subject:	Food and Hospitality 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE Board of SA Code:	1FOH10	
Course Leads to:	Stage 2 Food and Hospitality.	

Focus of Study:

This program has been written to meet the needs of students who are interested in further pathways into the dynamic and versatile nature of the food and hospitality industry. There is a focus on investigations into current, contemporary food trends that influence changing natures of local industries in the local region. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site.

Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation.

Further Information:

Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.

Faculty:	English	Stage 1
Subject:	English	
Length of Course:	Full year, two semesters (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 10 English or Literary Studies	
SACE Board of SA Code:	1ESH10	
Course Leads to:	Stage 2 English.	

This subject is designed so that students will:

- Improve their communications skills
- Refine and extend their skills of expression and comprehension
- Look closely at examples of written, visual and multimedia communication
- Explore the way language has been used to create texts
- Read, view and create literature, media and everyday texts
- Demonstrate knowledge and understanding using written, spoken and multimedia texts.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Responding to texts 40% Study and respond to novels, poetry, film and plays.
- Assessment Type 2: Creating Texts 40% Creation of texts, including written, oral and multimedia.
- Assessment Type 3: Intertextuality Study 20% One each semester: connect two or more texts or consider texts in relation to other texts.

Faculty:	English (continued)	Stage 1
Subject:	English (Literary Studies)	
Length of Course:	Full year, two semesters (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 10 Literary Studies	
SACE Board of SA Code:	1ESH10	
Course Leads to:	Stage 2 Literary Studies or Stage 2 English	

Focus of Study:

This subject is designed so that students will:

- Interpret and evaluate texts
- Extend their experiences of a broad range of literary texts
- Write extensively about literature in a variety of forms, including essay writing
- Show significant and mature involvement in reading
- Demonstrate knowledge and understanding using written, spoken and multimedia texts
- Read and respond to texts

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Responding to texts 40%; Study and respond to novels, poetry, film and plays.
- Assessment Type 2: Creating texts 40%; Creation of texts, including written, oral and multimedia.
- Assessment Type 3: Intertextuality study 20%; One each semester: connect two or more texts or consider texts in relation to other texts.

Subject:	Essential English
Length of Course:	Full year, two semesters (10 credits each semester)
Pre-Requisites:	N/A
SACE Board of SA Code:	1ETE10
Course Leads to:	Stage 2 Essential English

Focus of Study:

This subject is designed so that students will:

- Improve their communications skills
- Refine and extend their skills of expression and comprehension
- Look closely at examples of written, visual and multimedia communication
- Explore the way language has been used to create texts
- Read, view and create media and everyday texts
- Demonstrate knowledge and understanding using written, spoken and multimedia texts.

Subject Overview:

Assessment Type 1: Responding to texts

Could include:

- An oral presentation with visual images
- A review of a film or print text
- An evaluation of a section of a workplace text

Assessment Type 2: Creating texts

Could include:

- A letter of application
- A visual essay on a topic of interest
- A multimedia display to educate a target group about a community issue.

Faculty:	Health and Physical Education	Stage 1
Subject:	Child Studies	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1CSD10	
Course Leads to:	Stage 2 Child Studies.	

Focus of Study:

This subject has a focus on developing students' understanding of a range of issues related to the growth, health, and well-being of children, and in particular, on developing students' ability to apply knowledge and problem-solving skills, and to collaborate with others to support the health and well-being of children. Students have opportunities to develop their knowledge, understanding, and skills through a range of activities inside and outside of class such as excursions, interacting with guest speakers, and working with young children.

A variety of tasks have been provided to meet the needs and interests of the students and provide opportunities for success. Tasks provide opportunities for individual and group learning. The mode for providing evidence of learning may be negotiated.

Subject Overview:

Students will be required to complete:

Assessment Type 1: Collaborative group task 30%

Students will be required to display competence in teamwork, collaborative management and organisation through researching, planning and implementing a party for young children

Assessment Type 2: Investigation 30%

Students investigate childcare options outside of the home.

Assessment Type 3: Practical Activity 40%

Students discuss issues related to the growing problem of obesity in young children, to focus on and encourage healthy eating and lifestyle, in the family setting.

Students also investigate contemporary issues relating to the safety, health and well-being of children. An ICT learning or teaching aid designed to raise awareness of safety issues is required.

Subject:	Elite Sports Development (Individual Sports Focus) 1
Length of Course:	Semester (10 credits)
Pre-Requisites:	C grade attained in previous year of study
SACE Board of SA Code:	ILN10
Course Leads to:	Elite Sports Development (Individual Sports Focus) 2

Focus of Study:

This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered include: selfanalysis; training methods; sports nutrition; goal setting; sports injuries; individual training programs and sport psychology.

Subject Overview:

Students ARE required to complete:

Assessment Type 1:

Practical 50% - Complete personal training plans focused on improving areas of weakness from the self-analysis review.

Assessment Type 2:

Investigations 50% - Students complete self-analysis on each topic focusing in developing their knowledge and areas of weakness.

Faculty:	Health and Physical Education (continued)	Stage 1
Subject:	Elite Sports Development (Individual Sports Focus) 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	C grade attained in previous year of study	
SACE Board of SA Code:	ILN10	
Course Leads to:	Stage 2 Physical Education	

Focus of Study:

Students will undertake self-analysis of individual skills and tactical play. They will use technical analysis (biomechanics) involving video analysis, technique critique and comparison with elite performers.

They will research statistics on performance in their fields including data analysis, skill tests, and skill focused drills, and use these to assess the current level of performance and areas to focus on to generate elite performance.

An introduction to sports psychology involving the use of mental rehearsal and establishing routines will also be included.

Subject Overview:

Students ARE required to complete:

- Assessment Type 1: Video recording and manipulation including analysis of elite performers with comparisons of individual performance
- Assessment Type 2: Training program design.
- Assessment Type 3: Analysis of data to assess the effectiveness of the training program.

Subject:	Sports Coaching
Length of Course:	1 Semester (10 Credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1ILN10
Course Leads to:	Stage 2 Physical Education and/or Stage 2 Community Studies

Focus of Study:

To provide students with an opportunity to learn the practices involved in coaching a sports team. The course will be a combination of both theory and practical lessons, aimed at developing the knowledge and understanding of what it takes to become an effective coach. Students will also have opportunities to engage with coaches and other members of sports teams in the local community. Engaging in this course will allow students to develop their interpersonal and leadership skills. As a part of their assessment, students will be required to run a coaching session of their own. The topics covered include coaching philosophies, coaching styles, coaching pathways, training principles and methods, skill analysis, the use of technology as a coaching tool, and effective feedback.

Subject Overview:

SACE Performance Standards underpin the assessment, which can be demonstrated in a range of written, verbal and multimodal formats. Emphasis is placed on students engaging with a range of sources and discussing multiple perspectives. Students will complete the following assessments:

- Practical Exploration
- Connections
- Personal Venture

Further Information: A small cost for bus transport may be required to fund possible excursions.

Subject:	Outdoor Education 1
Length of Course:	1 Semester – First Semester
Pre-Requisites:	N/A
SACE Board of SA Code:	10UE10
Course Leads to:	SACE Stage 2 Physical Education and Outdoor Education

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components of this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Surfing and Bushwalking.

Students will be required to complete:

- Assessment Type 1: Outdoor Journey 1 (bushwalking) and 2 (surfing) 50% (25% each): Students will be assessed on their three day journey and their practical skills relating to the activity, camp craft, group work and leadership.
- Assessment Type 2: Expedition Report 25%: Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.
- Assessment Type 3: Outdoor Study 15%: Students review current methods, & evaluate the impact of outdoor activities on ecosystems.
- Assessment Type 4: First Aid Study 10%: Students assess and evaluate first aid situations that occur within outdoor situations.

Further Information:

The cost of each expedition is approximately \$70.00 plus food. Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

Faculty:	Health and Physical Education (continued)	Stage 1
Subject:	Outdoor Education 2	
Length of Course:	1 Semester – Second Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	10UE10	
Course Leads to:	SACE Stage 2 Physical Education and Outdoor Education	

Focus of Study:

This subject combines learning about, and developing an appreciation for the natural environment. Students will develop skills for living and travelling in the outdoors.

Theoretical components covered in this semester include topics under the banner of: Equipment Use, Planning and Management and Environment and Conservation. The specific tasks are listed below in the Subject Overview. There are also two compulsory outdoor journeys to assess the students' knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. The two Outdoor Journeys for this semester are: Canoeing and Rock-climbing.

Students will be required to complete:

- Assessment Type 1: Outdoor Journey 1 (rock-climbing) and 2 (canoeing) 50% (25% each): Students will be assessed on their 3 day journey and their practical skills relating to the activity, camp craft, group work and leadership.
- Assessment Type 2: Expedition Report 25%: Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.
- Assessment Type 3: Ecosystem Investigation 15%: Students evaluate the impact of outdoor activities on ecosystems.
- Assessment Type 4: Leadership Task 10%: Students assess and evaluate leadership in group situations.

Further Information:

The cost of each expedition is approximately \$100.00 plus food. Students studying this course will miss approximately six days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

Subject:	Physical Education 1	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in this area of study.	
SACE Board of SA Code:	1PHE10	
Course Leads to:	Stage 2 Physical Education	

Students can choose to study Physical Education for either 1 or 2 semesters. Each will focus on different activities.

Assessment Type 1: Performance Improvement

For a 10-credit subject, students undertake at least one performance improvement task.

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to consider ways to improve performance. The physical activities may include sports, theme-based games, fitness, and/or recreational activities

Assessment Type 2: Physical Activity Investigation

For a 10-credit subject, students undertake at least one physical activity investigation.

Students participate in one or more physical activities to investigate how personal, social, and cultural factors affect, or are influenced by, participation. Factors investigated may include barriers and enablers to participation from one or more of the focus areas.

Students individually or collaboratively collect data from the activities undertaken (e.g. manually recording data, using apps, video analysis, and/or selfassessment and peer assessment feedback).

Further Information: Students are expected to have high levels of initiative and well-developed self-governing practice with a focus on self-improvement.

Faculty:	Health and Physical Education (continued)	Stage 1
Subject:	Physical Education 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in this area of study.	
SACE Board of SA Code:	1PHE10	
Course Leads to:	Stage 2 Physical Education	

Focus of Study:

Students can choose to study Physical Education for either 1 or 2 semesters. Each will focus on different activities.

Assessment Type 1: Performance Improvement

For a 10-credit subject, students undertake at least one performance improvement task.

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to consider ways to improve performance. The physical activities may include sports, theme-based games, fitness, and/or recreational activities

Assessment Type 2: Physical Activity Investigation

For a 10-credit subject, students undertake at least one physical activity investigation.

Students participate in one or more physical activities to investigate how personal, social, and cultural factors affect, or are influenced by, participation. Factors investigated may include barriers and enablers to participation from one or more of the focus areas.

Students individually or collaboratively collect data from the activities undertaken (e.g. manually recording data, using apps, video analysis, and/or selfassessment and peer assessment feedback).

Further Information:

Students are expected to have high levels of initiative and well developed self-governing practice with a focus on self-improvement.

Subject:	Health Promotion	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A *The rigour and theory aspects of the course make a satisfactory achievement in English and/or HASS desirable but not essential.	
SACE Board of SA Code:		
Course Leads to:		

Focus of Study:

The Health Promotion course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Excursions to various Community based health services to develop context, understandings and insight into career pathways. (cost of bus transport)

Subject Overview:

Students will be required to complete:

Inquiry – students plan, conduct and communicate the findings of a health inquiry (20%)

Project – students explore ideas and manage the components of the task i.e. campaigns, merchandise, brochures, web pages – or any combination of these (30%)

Response – students apply skills and knowledge to analyse and respond to stimuli/prompts i.e. scenarios, media excerpts, photos, health promotion resources (20%)

Examination - combination of multiple choice, short answer and extended answer questions (30%)

Faculty:	Humanities and Social Sciences (HASS)	Stage 1
Subject:	Outdoor Studies	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	Semester (10 credits) N/A 1CXD10 Related TAFE or University courses	

Focus of Study:

Are you interested in the environment around you? Want to learn more about where we live?

This subject takes a hands-on look at our unique part of the world. You will have the opportunity to conduct fieldwork, gathering information firsthand about the natural forces found locally. You will explore local geological formations, collect data on local flora and fauna and study the methods being used to protect it. You will investigate ways that the local area can be utilized for different activities, recreation and industry.

In studying this subject you will explore various aspects of Geography (environmental change and management); Biology, Geology, Business and Enterprise, Environmental Studies.

Subject Overview:

Students will be assessed against the Australian Curriculum outcomes for Geography and Science and Stage 1 Performance Standards for Cross-Disciplinary, with a focus on skill development, general capabilities and cross-curriculum priorities.

SUBJECT:	Business and Enterprise 1
Length of Course:	Semester (10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1BUE10
Course Leads to:	Stage 2 Business and Enterprise and other Stage 2 SOSE subjects.

Focus of Study:

This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Folio 50% Undertake activities and investigations related to business and enterprise.
- Assessment Type 2: Practical 25% Undertake at least one practical activity that allows students to apply skills and knowledge applicable to a business environment
- Assessment Type 3: Issues Study 25% Identify and investigate an emerging trend, development, or issue in business and enterprise.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
SUBJECT:	Business and Enterprise 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1BUE10	
Course Leads to:	Stage 2 Business and Enterprise and other Stage 2 HASS subjects.	

This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Folio 50% Undertake activities and investigations related to business and enterprise.
- Assessment Type 2: Practical 25% Undertake at least one practical activity that allows students to apply skills and knowledge applicable to a business environment
- Assessment Type 3: Issues Study 25% Identify and investigate an emerging trend, development, or issue in business and enterprise.

Subject:	Geography
Length of Course:	Semester (10 credits) or Full Year (2 semesters of 10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1GHY10
Course Leads to:	Stage 2 Geography and other Stage 2 HASS subjects.

Focus of Study:

Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Subject Overview:

Students will be involved in theory and practical based activities such as Skills and Applications tasks and Fieldwork.

Possible topics include Contemporary Issues (Local), Urban Places, Megacities, Natural and Human Induced Hazards.

Subject:	History 1
Length of Course:	Semester (10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1ANT10
Course Leads to:	Stage 2 History (Ancient Studies)

Focus of Study:

This course studies a variety of ancient civilizations, looking into the history, religion, society and art of the various cultures. A strong emphasis is given to the exploration of primary documents and artefacts from these ancient societies, and students are familiarized both with these sources and the appropriate methods of approaching them. This knowledge is then used to derive conclusions about the cultures under consideration, as well as the lessons we can learn for our own society.

In each year the civilizations that are studied will vary, in order to ensure that students who have studied this course in the previous year will not have to repeat any material they have already covered.

Units will be offered from time to time from the following choices:

- Egyptian History in the New Kingdom
- Greek History from the Persian Wars
- The Campaigns of Alexander the Great
- History of the Late Roman Empire
- Egyptian Religion, Mythology and Burial Practices
- Athenian and Spartan Society in the 5th Century BC
- Greek and Roman Material Culture

Interested students may obtain the anticipated courses offered next year from the Course Counselling or HASS staff, although these subjects may on occasion need to be changed for operational reasons. This study will comprise a combined Year 10/11 class, where Year 10 students have the option of completing the course at Stage 1 standard, in order to receive 10 SACE Credits.

Subject Overview:

Study in History will be divided into three units. The first unit will be "Understanding Ancient History" and will consist of a study of a relevant ancient archaeological site or series of texts and/or artefacts. Issues such as the preservation and display of sites and artefacts, and the lessons that can be derived from them are explored in detail.

The two remaining units will be taken from the list provided above. These studies will involve an overview of the topic as well as the close study of ancient primary sources that allow us an insight into these ancient cultures.

Students will also complete an independent study into another ancient society of their own choice. They develop an inquiry question in consultation with their teacher, which allows them to pursue any relevant area of particular interest that they have.

Assessment in History will be as follows:

Assessment type 1: Skills and Applications. Students complete three skills and applications tasks in Gods and Empires. Students demonstrate their inquiry skills and research selected ideas, individuals, groups, institutions, social systems, events, and/or artefacts of the ancient world. They apply their skills and knowledge to convey understanding of the topics of study, and to recognise and reflect on the diversity of beliefs, attitudes, and values throughout the ancient world.

Assessment type 2: Inquiry. Students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course. This topic is developed in consultation with the teacher.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	History 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ANT10	
Course Leads to:	Stage 2 History (Ancient Studies)	

Focus of Study:

This course studies a variety of ancient civilizations, looking into the history, religion, society and art of the various cultures. A strong emphasis is given to the exploration of primary documents and artefacts from these ancient societies, and students are familiarized both with these sources and the appropriate methods of approaching them. This knowledge is then used to derive conclusions about the cultures under consideration, as well as the lessons we can learn for our own society.

In each year the civilizations that are studied will vary, in order to ensure that students who have studied this course in the previous year will not have to repeat any material they have already covered. Units will be offered from time to time from the following choices:

- Egyptian History in the New Kingdom
- Greek History from the Persian Wars
- The Campaigns of Alexander the Great
- History of the Late Roman Empire
- Egyptian Religion, Mythology and Burial Practices
- Athenian and Spartan Society in the 5th Century BC
- Greek and Roman Material Culture

Interested students may obtain the anticipated courses offered next year from the Course Counselling or HASS staff, although these subjects may on occasion need to be changed for operational reasons. This study will comprise a combined Year 10/11 class, where Year 10 students have the option of completing the course at Stage 1 standard, in order to receive 10 SACE Credits.

Subject Overview:

Study in History will be divided into three units. The first unit will be "Understanding Ancient History" and will consist of a study of a relevant ancient archaeological site or series of texts and/or artefacts. Issues such as the preservation and display of sites and artefacts, and the lessons that can be derived from them are explored in detail.

The two remaining units will be taken from the list provided above. These studies will involve an overview of the topic as well as the close study of ancient primary sources that allow us an insight into these ancient cultures.

Students will also complete an independent study into another ancient society of their own choice. They develop an inquiry question in consultation with their teacher, which allows them to pursue any relevant area of particular interest that they have.

Assessment in History will be as follows:

Assessment type 1: Skills and Applications. Students complete three skills and applications tasks in Gods and Empires. Students demonstrate their inquiry skills and research selected ideas, individuals, groups, institutions, social systems, events, and/or artefacts of the ancient world. They apply their skills and knowledge to convey understanding of the topics of study, and to recognise and reflect on the diversity of beliefs, attitudes, and values throughout the ancient world.

Assessment type 2: Inquiry. Students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course. This topic is developed in consultation with the teacher.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	Legal Studies 1	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1LEG10	
Course Leads to:	Legal Studies 1 gives students opportunities to develop skills that are relevant to other Stage 2 subjects in Society and Environment especially Legal Studies.	

Focus of Study:

Stage 1 Legal Studies can be studied alone as a 10-credit subject or combined with Stage 1 Legal Studies B for 20 credits.

Students will participate in an excursion to the Magistrates and Supreme Courts in Adelaide where they will witness some very captivating live cases being heard. Students will also tour the Parliament during Question time, Debates and Grievances. An Education officer will brief students with notes on what they will see and advise them about all protocols after the visit. This excursion will give students a valuable insight into the structure and functions of these legal institutions and will put into place what they will cover in the classroom.

The class will take part in a Mock Trial at the local Mount Gambier Law Courts, where they will learn a great deal about how the courts function. The hypothetical case will be an excellent opportunity for the students to display their legal skills in an actual court setting.

Students will also engaged in a Parliamentary Debate Program. This student activity consists of an hour-long role play in which students take on the roles of Speaker, Clerk, Premier and other Members of the South Australian Parliament. They debated a simple parliamentary bill and learn about parliamentary procedures.

Legal Studies provides insight into law-making (Parliament) and the processes of dispute resolution and the administration of justice (Courts). Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Subject Overview:

Students will complete the following evidence of learning:

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation

Evidence of learning will be developed through a number of topics, which may include:

- Law and Society
- People, Structures, and Processes
- Law-making
- Justice and Society
- Young People and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law
- Alternative topics can also be developed

Subject:

Legal Studies 2

Length of Course:	Semester (10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1LEG10
Course Leads to:	Legal Studies B gives students opportunities to develop skills that are relevant to other Stage 2 subjects in Society and Environment especially Legal Studies.

This second semester of Legal Studies follows on from Legal Studies A and gives students opportunity to study further specific aspects of the Law.

Students undertake a detailed study of parliamentary structure and processes, court hierarchy, the role of tribunals, the process of criminal and civil law. Students also study one area of law in depth. This is currently Family Law. It covers aspects of law that are of direct concern to all Australians. Students examine case studies and media articles, and conduct research, demonstrating the application of legal principles. This subject is highly recommended for students seeking to continue on to Legal Studies at Year 12.

Subject Overview:

Students will complete the following evidence of learning:

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	Tourism and Event Management 1	
Length of Course:	Semester (10 credits) or full year course (two semesters of 10 credits each)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1TOS10	
Course Leads to:	Stage 2 Tourism	

Focus of Study:

This subject offers two pathways: Tourism and Event Management.

Tourism and Event Management

Are you interested in a pathway in tourism and/or Event Management? In this subject you will gain an understanding of the tourism and event management industries and the various different sectors and jobs that make it up. You will consider important elements of successfully managing an event, such as marketing, accounting, regulations, organisation and programming. You will explore the importance and role of tourism in event management and Australia's economy, as well as learn about various aspects of the tourism industry in Australia and overseas. You will also gain practical experiences in both areas through planning, and/or contributing to the planning, of events and engaging in various practical tourism activities (guiding, marketing, holiday planning, running a business in the industry etc.).

tourism

Students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism and explore tourism as a business. Students gain an understanding of the sustainable management of tourism and the various impacts of tourism socially, culturally, economically and socially. Field trips, excursions and/or other practical tasks may be conducted in this subject.

Subject Overview: Students will be assessed against the Stage 1 tourism Course or Stage 1 Integrated/Cross-Curricular Studies depending on which pathway they choose.

Subject	Tourism and Event Management 2
Length of Course:	Semester (10 credits) or full year course (two semesters of 10 credits each)
Pre-Requisites:	N/A
SACE Board of SA Code:	1TOS10
Course Leads to:	Stage 2 Tourism

Focus of Study:

This subject offers two pathways: Tourism and Event Management.

Tourism and Event Management

Are you interested in a pathway in tourism and/or Event Management? In this subject you will gain an understanding of the tourism and event management industries and the various different sectors and jobs that make it up. You will consider important elements of successfully managing and

event, such as marketing, accounting, regulations, organisation and programming. You will explore the importance and role of tourism in event management and Australia's economy, as well as learn about various aspects of the tourism industry in Australia and overseas. You will also gain practical experiences in both areas through planning, and/or contributing to the planning, of events and engaging in various practical tourism activities (guiding, marketing, holiday planning, running a business in the industry etc.).

Tourism

Students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism and explore tourism as a business. Students gain an understanding of the sustainable management of tourism and the various impacts of tourism socially, culturally, economically and socially. Field trips, excursions and/or other practical tasks may be conducted in this subject.

Subject Overview: Students will be assessed against the Stage 1 tourism Course or Stage 1 Integrated/Cross-Curricular Studies depending on which pathway they choose.

Faculty:	Humanities and Social Sciences (HASS) (continued)/LOTE	Stage 1
Subject:	Society and Culture	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1SOR10	
Course Leads to:	Stage 2 Society and Culture or other HASS subjects	

Focus of Study:

To support student engagement in exploring social and cultural contexts in order to foster intercultural understanding. To support research skill development through source analyses and interaction with familiar and unfamiliar people. This subject leads to gaining a greater intercultural understanding and personal and social development through appreciation for self-awareness and the views of others.

Subject Overview:

SACE Performance Standards underpin the assessment, which can be demonstrated in a range of written, verbal and multimodal formats. Emphasis is placed on students engaging with a range of sources and discussing multiple perspectives. Students will complete the following assessments:

- Source Analyses
- Group Task
- Investigation

Further Information: Guest speakers- HPI rate for approx. 1 hour each session. The cost of this is expected to be around \$200.00

Subject:	Philosophy in the Media
Length of Course:	Semester (10 credits each semester)
Pre-Requisites:	Competent achievement in Year 10 English or Literary Studies
SACE Board of SA Code:	1ILN10
Course Leads to:	Stage 2 English or Literary Studies

Focus of Study:

What do you think is the best answer to the question: "Why should I be a good person?"

In films and video games and songs, why are the heroes actually heroes? If heroes have no choice in the matter, can they be blamed for their actions? Are the bad guys bad, but kind of right? And, is it okay to sacrifice party members to get the job done?

This subject takes a deeper look into ethics, morality and other philosophical concepts using examples from various contemporary media to develop your understanding. You will have the opportunity to explore these concepts as part of community of inquiry, debating concepts and challenging your own ideas.

You will locate philosophical examples from various media platforms and argue their relevance. In studying this subject, you will explore various aspects of Philosophy and Media Studies.

Subject Overview:

Assessment Types: Folio, Issues Analysis, and Issue Study

Topics will compare the following strands of philosophy with how they are represented in different media (news, films, video games, etc.):

Ethical (the study of morality; ideas of right and wrong), Metaphysical (the study of how we construct our reality); and, Epistemological (the study of how knowledge is gathered and justified, and the rationality of beliefs)

For example, viewing the sci-fi film *Gattaca* and discussing the possible ethical impacts of designer babies.

Faculty:	Humanities and Social Sciences (HASS) (continued)/LOTE	Stage 1
Subject:	Italian (Continuers) A and B	
Length of Course:	Full year, two semesters (10 credits each)	
Pre-Requisites:	Competent achievement in Year 10 Italian A and B	
SACE Board of SA Code:	1ITC10	
Course Leads to:	Stage 2 Italian Continuers	

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

- Interact with others to exchange information, ideas, opinions and experiences in Italian
- Create texts in Italian to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Interaction 20% Students interact with others to exchange information, ideas, opinions, and experiences in spoken Italian
- Assessment Type 2: Text Production 20% Students create text(s) in which they express ideas and/or information and/or opinions and/or feelings in Italian
- Assessment Type 3: Text Analysis 20% Students analyse and interpret a text(s) that are in Italian with a response(s) in Italian and or English
- Assessment Type 4: Investigation 40% An investigation demonstrating research and personal reflection on a cultural or social aspect associated with Italian-speaking Communities or The Changing World.

SUBJECT:	Italian Beginners A and B	
Length of Course:	Full year, two semesters (10 credits each)	
Pre-Requisites:	This subject is for students with little or no previous knowledge of the language. Application form needed.	
SACE Board of SA Code:	1ITB10	
Course Leads to:	Stage 2 Italian (Beginners).	

Focus of Study:

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others in Italian in interpersonal situations
- Create texts in Italian for specific audiences, purposes, and contexts
- Analysing texts that are in Italian to interpret meaning

Subject Overview:

Assessment Type 1:

Interacting in Spoken Italian

Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Italian.

Presenting in Spoken Italian

Students prepare and give a spoken presentation in Italian on a topic of personal interest.

Assessment Type 2:

Text Production

Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Italian. This may include writing a text in Italian and/or responding to a written text that is in Italian.

Assessment Type 3:

Analysing and Interpreting Written, Spoken, and/or Multimodal Texts

Students analyse and interpret a text in Italian by responding in English and/or Italian to questions in English and/or Italian.

Faculty:	Humanities and Social Sciences (HASS) (continued)/LOTE	Stage 1
Subject:	Japanese (Continuers) A and B	
Length of Course:	Whole Year (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 10 Japanese or the equivalent	
SACE Board of SA Code:	1JAC10	
Course Leads to:	Stage 2 Japanese, employment opportunities, travel.	

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

- Interact with others to exchange information, ideas, opinions and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas and opinions
- Analyse texts in Japanese to interpret meaning examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Interaction Students interact with others to exchange information, ideas, opinions, and experiences in spoken Japanese.
- Assessment Type 2: Text Production Students create text(s) in which they express ideas and/or information and/or feelings in written Japanese.
- Assessment Type 3: Text Analysis Students analyse and interpret a text(s) that are in Japanese with a response(s) in Japanese and/or English
- Assessment Type 4: Investigation An investigation demonstrating research and personal reflection on a cultural or social aspect or issue associated with Japanese-speaking Communities or The Changing World.
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SUBJECT:	Japanese Beginners A and B	
Length of Course:	Whole Year (10 credits each semester)	
Pre-Requisites:	This subject is for students with little or no previous knowledge of the language. Application form needed.	
SACE Board of SA Code:	1JAB10	
Course Leads to:	Stage 2 Japanese (Beginners).	

Focus of Study:

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others in Japanese in interpersonal situations
- Create texts in Japanese for specific audiences, purposes, and contexts
- Analysing texts that are in Japanese to interpret meaning

Subject Overview:

Assessment Type 1:

Interacting in Spoken Japanese

Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Japanese.

Presenting in Spoken Japanese

Students prepare and give a spoken presentation in Japanese on a topic of personal interest.

Assessment Type 2:

Text Production

Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese. This may include writing a text in Japanese and/or responding to a written text that is in Japanese.

Assessment Type 3:

Analysing and Interpreting Written, Spoken, and/or Multimodal Texts

Students analyse and interpret a text in Japanese by responding in English and/or Japanese to questions in English and/or Japanese.

Faculty:	Mathematics	Stage 1
Subject:	Essential Mathematics	
Length of Course:	One or two semesters (10 credits each semester)	
Pre-Requisites:	Completion of Year 10 General Mathematics	
SACE Board of SA Code:	1MEM10	
Course Leads to:	N/A	

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics, there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Subject Overview:

Essential Mathematics consists of the following list of six topics:

- Calculations, Time and Ratio (S1)
- Earning and Spending (S1)
- Geometry (S1)
- Data in Context (S2)
- Measurement (S2)
- Investing (S2)

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Further Information: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Subject:	General Mathematics
Length of Course:	1 or 2 Semesters (10 credits each semester)
Pre-Requisites:	A high-level pass in General Mathematics at Year 10
SACE Board of SA Code:	1MGM10
Course Leads to:	Stage 2 General Mathematics or Stage 2 Essential Mathematics

Focus of Study:

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 student's computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Subject Overview:

General Mathematics consists of the following list of six topics:

- Investing and borrowing (S1)
- Measurement (S1)
- Statistical Investigation (S1)
- Applications of Trigonometry (S2)
- Linear Functions and their Graphs (S2)
- Matrices and Networks (S2)

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Further Information: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Subject: Mathematical Methods A, B and C

Length of Course:	3 Semesters (10 credits each semester)
Pre-Requisites:	A high level pass (A or B Grade) in Advanced Mathematics at Year 10
SACE Board of SA Code:	1MAM10
Course Leads to:	Stage 2 Mathematical Methods or Stage 2 General Mathematics

Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematical Methods is organised into topics that broaden student's mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Subject Overview:

Stage 1 Mathematical Methods consists of the following list of nine topics:

- Arithmetic and Geometric Sequences and Series (MMA)
- Growth and Decay (MMA)
- Counting and Probability (MMA)
- Trigonometry (MMB)
- Functions and graphs (MMB)
- Statistics (MMB)
- Real and complex numbers (MMC)
- Matrices (MMC)
- Introduction to Differential Calculus (MMC)

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science and laser physics.

Further Information:

Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Faculty:	Mathematics (continued)	Stage 1
Subject:	Specialist Mathematics	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	A high level pass (A or B Grade) in Advanced Mathematics at Year 10	
SACE Board of SA Code:	1MAM10	
Course Leads to:	Stage 2 Mathematical Methods (requires Stage 1 Mathematical Methods), Sta 1 Mathematical Methods and Stage 1 Specialist Mathematics).	ge 2 Specialist Mathematics (requires Stage

Focus of Study:

At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.

Subject Overview:

Specialist Mathematics consists of the following list of three topics:

- Geometry
- Vectors in the Plane
- Trigonometry

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

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

Further Information: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Faculty:	Sciences	Stage 1
SUBJECT:	Agriculture (offered in 2021)	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in a Year 10 Science	
SACE Code:	1AGU10	
Course Leads to:	Stage 2 Agricultural Production	

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

Subject Overview:

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- Assessment Type 1: Agricultural Reports
- Assessment Type 2: Applications.

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical report
- one report with a focus on science as a human endeavour
- at least one applications task.
- A minimum of 8-10 hours of practical learning at the Ag Farm is to be included, along with field trip and classroom theory.

Subject:	Biology
Length of Course:	1 Semester (10 credits)
Pre-Requisites:	Competent achievement Year 10 Advanced Science and Stage 1 Scientific Studies
SACE Board of SA Code:	1BIG10
Course Leads to:	Stage 2 Biology if a high pass is achieved.

Focus of Study:

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Investigations Folio 60% Students will undertake two summative practicals (one which they design themselves) and a media studies/social issues assignment.
- Assessment Type 2: Skills and Application Task 40% Students will be assessed on an oral presentation and a written paper under test conditions.

Faculty:	Sciences (continued)	Stage 1
Subject:	Chemistry A and B	
Length of Course:	Full Year (10 credits per semester)	
Pre-Requisites:	Competent achievement Year 10 Advanced Science and Stage 1 Scientific Studi	ies
	and Year 10 Mathematics	
SACE Board of SA Code:	1CME10	
Course Leads to:	Stage 2 Chemistry	

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Subject Overview:

Topics include:

- Atoms, Structure and Bonding, The Periodic Table, Carbon Chemistry, Polymers and The Atmosphere.
- Acids and Bases, Oxidation and Reduction, Corrosion, Quantities in Chemistry, and Properties and Reactions of Water.

Students will be required to complete:

- Assessment Type 1: Investigations Folio 40%
- Assessment Type 2: Skills and Applications tasks 60%

Subject:	Nutrition
Length of Course:	Semester (10 credits)
Pre-Requisites:	Competent achievement in Year 10 Science and Year 10 Food and Nutrition preferred
SACE Board of SA Code:	1NUT10
Course Leads to:	Stage 2 Food and Hospitality.

Focus of Study:

This subject is designed so that students:

- Develop understanding within the Australian Dietary Guidelines
- Communicate nutritional requirements during the lifespan
- Identify varying processed food products
- Demonstrate knowledge and understanding of Nutrition and food models
- Understand influences upon food choices.

Subject Overview:

Students will be required to complete:

- Investigations Folio 60% Communicate knowledge and understanding of Nutrition terms and conventions of the language of Nutrition to suit
 particular purposes and context.
- Skills and Application Tasks 40% Participate in collaborative practical cooking lessons, classroom experiments and demonstrations.
- Complete written action plans and work reports in regards to individual practical tasks.

Further Information: Additional costs may occur to assist students with their practical tasks.

SUBJECT:	Physics A and B	
LENGTH OF COURSE:	Full year (10 credits per semester)	
PRE-REQUISITES:	Competent achievement Year 10 Advanced Science and Stage 1 Scientific Studies	
	and Year 10 Mathematics (preferably Advanced Maths)	
SACE BOARD OF SA CODE:	1PYS10	
COURSE LEADS TO:	Stage 2 Physics or other Stage 2 Science subjects.	

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Subject Overview:

Each semester students will be required to complete:

- Assessment Type 1: Investigations Folio Students will undertake at least one practical investigation and an investigation with a focus on science as a human endeavour.
- Assessment Type 2: Skills and Applications Tasks

Faculty:	Sciences (continued)	Stage 1
SUBJECT:	Physics (Pre-Trade)	
Length of Course:	One semester, 10 credits	
Pre-Requisites:	A pass in any year 10 Science subject	
SACE Board of SA Code:	1PYI10	
Course Leads to:	University/TAFE Study or work in the Industry	

Focus of Study:

This subject has been designed for students who are pursuing a trade pathway and focuses on the application of *Physics* in trade-based situations. It enables students to develop their knowledge of the principles and concepts that underpin these applications and hence prepare the students to move into school-based apprenticeships or traineeships. Learning is based on the following topics Motion, Force and Energy, Electrical Circuits and Heat, and is based on practical investigations that allow students to critically evaluate their procedures and results before drawing conclusions.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Investigations Folio. Students will undertake at least one practical investigation and an investigation with a focus on science as a human endeavour.
- Assessment Type 2: Skills and Applications Tasks

Subject:	Psychology
Length of Course:	Semester (10 credits)
Pre-Requisites:	Competent achievement in Year 10 Science
SACE Board of SA Code:	1PSC10
Course Leads to:	Stage 2 Psychology.

Focus of Study:

The focus of this course is investigating human behaviour with a scientific approach. Students will learn about the social relevance of Psychological principals.

Psychology is the study of thoughts, feelings and behaviour. In this course we look at how the brain controls and directs how we interact with our world and how we are all different. Topics include Brain and Behaviour, Social Influence and Social Interactions and Research Methods in Psychology.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Investigations Folio 40% Students will work collaboratively to produce a group investigation and independently on an issues investigation.
- Assessment Type 2: Skills and Application Task 60%

Students will be assessed on an oral presentation and a written paper under test conditions.

Faculty:	Vocational Education and Training	Stage 1
Subject:	Agricultural Pathways	
Length of Course: Pre-Requisites: Course Leads to:	Full year N/A Agricultural Pathways at Stage II or further TAFE study and/or employment in the ar	ea of Primary Industries.

This is a course of study that links students to the school's farm with many special activities being run throughout the year. Students can be involved with Led Steer Competitions and Agricultural Shows. Students will cover workplace practices, animal husbandry practices, pasture establishment and maintenance, farm maintenance practices, including conventional and electric fencing (establishment and maintenance), and environmentally sustainable work practices. The course offers work also links students to a variety of farms through the work placement process.

Further Information: Students wishing to enrol in this course need to complete a South East Secondary Schools Vocational Pathway Programs Student Application 2019 Form.

Subject:	Doorways 2 Construction	
Length of Course:	Full year, Stage 1 40 SACE credits	
Pre-Requisites:	Applicants at both Stage 1 and Stage 2 will need to undertake a Literacy and Numeracy Assessment.	
Course Leads to:	Employment in Building Trades (Apprenticeships) and Stage 2, Doorways 2 Construction Plus	

Focus of Study:

The focus of this program is domestic construction. Students will undertake a program of experiences in the building industry, learning about various trades and the use of the equipment and tools associated with those trades. There is a large emphasis on Work Health and Safety with each student completing an industry standard safety course to obtain their White Card. Successful applicants may gain employment as apprentices in the building construction and associated industries.

Focus is on general construction with competencies from Certificate II in Construction Pathways (must include workplace learning).

Further Information:

Students will need to wear suitable work clothes including steel-toed footwear. Students are supplied with a shirt, and safety glasses. Written application, and interview is required.

Students wishing to enrol in this course need to complete a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019 (see the VET Pathways/Career Education Coordinator).

Subject:	Certificate I in Hospitality (Kitchen Operations)
Length of Course:	15 credits - full year
Pre-Requisites:	N/A
Course Leads to:	

Focus of Study:

This course reflects the role of an entry level kitchen hand within a commercial kitchen. This qualification is the basic skills in Hospitality and provides an excellent entry point for the Certificate II Hospitality (Kitchen Operations).

Certificate I in Hospitality (Kitchen Operations) (continued...)

This subject is designed so that students can demonstrate:

- receiving and storing stock
- Preparing food items
- Making simple food items, such as sandwiches and salads
- Cleaning and tidying the kitchen and storage areas
- Assisting in the service of food through use of presentation skills
- Develop and understand the connections between the hospitality and tourism industry
- Work collaboratively with others
- Develop and apply understanding of different cultures
- Demonstrate self-awareness in reflecting on, and critically evaluating.

Further Information: Students will need to wear suitable enclosed footwear. Students are supplied with small and large kitchen equipment and

industry aprons. Some costs may occur throughout the course, but will be advised.

Students wishing to enrol in this course need to complete a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019 (see the VET Pathways/Career Education Coordinator).

Stage 2 Subject Summary

Stage 2 students must complete:

• Research Project (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

Arts	English
Creative Arts	English Literary Studies
Drama	English
Music Explorations	Essential English
Music - Ensemble Performance	Health and Physical Education
Elite Performing Arts	Child Studies
Solo Performance	Outdoor Education
Visual Arts – Art	Physical Education
Visual Arts - Design	Humanities and Social Sciences (HASS)/LOTE
Cross-Disciplinary Studies	Business and Enterprise
Community Studies	History
Research Project	Geography
Workplace Practices	Legal Studies
Design and Technology	Tourism
Design and Technology – Communication Products (Digital Photography)	Italian (Continuers)
Design and Technology – Material Products (Furniture Construction)	Japanese (Continuers)
Design and Technology - Materials Products (Jewellery and Textiles Technology)	
Stage 2 Digital Technologies	
Food and Hospitality	(Continued next page)

Stage 2 Subject Summary (continued)

Stage 2 students must complete:

• Research Project (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

Mathematics	Vocational Education and Training
Essential Mathematics	Agricultural Pathways
General Mathematics	Doorways 2 Construction Plus
Mathematical Methods	
Specialist Mathematics	
Sciences	
Agricultural Production (offered In 2020)	
Biology	
Chemistry	
Physics	
Psychology	

Stage 2 Subject Descriptions

Faculty:	The Arts	Stage 2
Subject:	Creative Arts	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	2CVA2	
Course Leads to:	University Study or work in chosen field.	

Focus of Study:

Stage 2 Creative Arts is an opportunity to tailor a program to meet interests in a way than cannot be met solely through any other subject in the Arts Learning Area.

For example, Creative Arts can combine student interests in Drama, Dance and Media Studies.

The following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

Subject Overview:

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

School-Based Assessment 70%

- Assessment Type 1: Product 50%
- Assessment Type 2: Investigation 20%

External Assessment 30%

Assessment Type 3: Practical Skills 30%

Students:

- Develop and present two creative arts products
- Undertake two investigations
- Undertake one practical skills assessment

Subject:	Drama
Length of Course:	Full Year (20 credits)
Pre-Requisites:	Successful completion of Stage 1 Drama or negotiation.
SACE Board of SA Code:	2DRM20
Course Leads to:	University study or work in chosen field

Focus of Study:

In Drama students participate in the planning, rehearsal, and performance of dramatic work. 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.

Subject Overview:

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

The learning program is based on the following four areas of study:

School-Based Assessment 70%

- Group Analysis and Creative Interpretation 20%
- Review and Reflection 30%
- Interpretative Study 20%
- External Assessment 30%
- Presentation of Dramatic Works 30%

Faculty:	The Arts (continued)	Stage 2
Subject:	Music Explorations	
Length of Course:	One Semester (10 points) resulted at end of year	
Pre-Requisites:	Competent achievement Stage 1 Music	
SACE Board of SA Code:	2MEX20	
Course Leads to:	University study or work in chosen field	

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Subject Overview:

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

- School assessment (70%) Assessment Type 1: Musical Literacy (30%), Assessment Type 2: Explorations (40%)
- External assessment (30%) Assessment Type 3: Creative Connections (30%)
- Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:
- Three musical literacy tasks, -One portfolio of explorations, -One creative connections task.

Subject:	Music - Ensemble Performance
Length of Course:	Semester (10 credits) resulted at end of year
Pre-Requisites:	Competent achievement in Stage 1 Music
SACE Board of SA Code:	2MBL10
Course Leads to:	University Study

Focus of Study:

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Subject Overview:

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

- School Based Assessment 70%
 - · First Performance 30%
 - · Second Performance 40%
- External Assessment 30%
 - · Final Performance 30%

Students prepare and present three public performances, comprising two initial performances and one final performance.

Faculty:	The Arts (continued)	Stage 2
Subject:	Elite Performing Arts	
Length of Course:	Full year	
Pre-Requisites:	Audition and/or Interview may be required.	
SACE Board of SA Code:	1ILN20	
Course Leads to:	University Study or work in chosen field.	

Elite Performing Arts nurtures and prepares students for real-world performance scenarios. Students work in small and large ensembles to create and/or recreate performance works incorporating drama, film, music, media products and dance. Students can focus on one area of study, or choose to incorporate all

Subject Overview:

This is a Years 8-12 course. Each year level will follow SACE and Australian Curriculum guidelines.

Years 8, 9 and 10 will cover the Music, Drama and Dance components of the Australian Curriculum.

Stage 1 Subjects – Music Experience/Advanced, Drama, Dance, Creative Arts

Subject:	Solo Performance
Length of Course:	Semester (10 credits) resulted at end of year
Pre-Requisites:	Competent achievement in Stage 1 Music
SACE Board of SA Code:	2MFC10
Course Leads to:	University study or work in chosen field

Focus of Study:

This 10-credit subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance.

Subject Overview:

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

- School-based Assessment 70%; First Performance 30% and second Performance 40%
- External Assessment 30%; Final Performance 30%

Subject:	Visual Arts - Art	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Competent achievement in one or more Visual Arts courses at Stage 1	
SACE Board of SA Code:	2VAA	
Course Leads to:	A variety of university and TAFE courses as well as opportunities in a wide range of arts related occupations.	

Focus of Study:

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Subject Overview:

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

School-based Assessment 70%; Folio 40% and, Practical 30%

External Assessment 30%; A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Faculty:	The Arts (continued)	Stage 2
Subject:	Visual Arts - Design	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	The competent completion of one or more Visual Arts courses at Stage 1	
SACE Board of SA Code:	2VAD20	
Course Leads to:	A variety of university and TAFE courses as well as opportunities in occupations such as drafting, sign writing, etc.	

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Subject Overview:

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

School-based Assessment 70%; Folio 40% and, Practical 30%

External Assessment 30%; A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Faculty:	Cross-Disciplinary	Stage 2
Subject:	Community Studies	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	Semester (10 credits) or Full Year (20 credits) N/A Various Various depending on area of study	

Focus of Study:

In this subject, students are expected to:

- Negotiate, plan and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- Identify and apply existing knowledge and skills
- Work individually and with others
- Locate, select, organise, and use ideas, resources, and information
- Take practical action in the community
- Seek feedback form the community
- Present the activity to the community
- Evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

In developing an individual program of learning, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:

Arts and the Community; Communication and the Community, Design, Foods and the Community; Health, Recreation, and the Community; Science, Technology and the Community and Work and the Community.

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

School-based Assessment 70%; Assessment Type 1: Contract of work

- Development of Contract
- Folio
- Presentation

External Assessment 30%

Assessment Type 2: Reflection

Further Information: This subject does not contribute to an ATAR.

Faculty:	Cross-Disciplinary (continued)	Stage 2
Subject:	Research Project	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A but Stage 1 Research Practices preferred	
SACE Board of SA Code:	2RPA10 or 2RPB10	
Course Leads to:	University study or work in chosen field	

Stage 2 Research Project is a compulsory 10 credit subject.

Students must achieve a C grade or better to complete this subject successfully and gain their SACE.

The content of the Research Project consists of:

- Developing the capabilities
- Applying the research framework.

Students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research. They use the research framework as a guide to developing their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research.

For Research Project A they review the knowledge and skills they have developed, and reflect on the quality of their research outcome.

For Research Project B they evaluate the research processes used, the decisions made and the quality of the research outcome.

Subject Overview:

Students follow the research framework as a guide in completing the work.

- Initiating and planning the research
- Developing the research
- Producing and substantiating the research outcome
- Evaluating the research.

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

Research Project A:

- Assessment Type 1: Folio 30%
- Assessment Type 2: Research Outcome 40% (1500 words or 10 minutes oral)
- Assessment Type 3: Evaluation 30% (1500 words or 10 minutes oral)

Research Project B:

- Assessment Type 1: Folio 30%
- Assessment Type 2: Research Outcome 40% (2000 words or 12 minutes oral)
- Assessment Type 3: Evaluation 30% (1500 words)

Further Information: Research Project A and B do contribute to an ATAR.

Subject:	Workplace Practices
Length of Course:	A single semester (10 credits) or whole year (20 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	2WPA10/2WPB10 or 2WPC20
Course Leads to:	Completion of SACE using casual/part time work.

Focus of Study:

In Workplace Practices the emphasis is on developing the students' capability for work.

The course aims to develop students' ability to:

- Understand and explain concepts of industry and work
- Apply work skills in the workplace or a work related context
- Critically analyse the relationship between work related issues and practices in the workplace.

Subject Overview:

Industry and work knowledge – consists of five topics; Work in Australian Society, The Changing Nature of Work, Industrial Relations, Finding

Employment and a Negotiated topic

- Vocational Learning
- VET

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

School-based Assessment 70%

- Assessment Type 1: Folio 25%
- Assessment Type 2: Performance 25%
- Assessment Type 3: Reflection 20%
- External Assessment 30%

Faculty:	Design and Technology	Stage 2
Subject:	Design and Technology – Communication Products (Digital Photography)	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	N/A but Year 10 and Stage 1 Photography preferred.	
SACE Board of SA Code:	2CCA20	
Course Leads to:	University and TAFE Photography/Graphic Design/Media courses and employme	ent in many fields.

Focus of Study:

The major focus for the year is to design and develop two products of their own choice. The products and a folio of backup is submitted. A written Issues Tasks (400 words) based upon an aspect of the Photography Industry is included in the backup folio.

Two skills tasks demonstrating camera skills and Photoshop techniques will be conducted along with a Materials Study (800 words) on two paper, lens or file types they will consider for their products.

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

School-based Assessment 70%

- Assessment Type 1 20% Two Skills Task and a Materials Study (800 words)
- Assessment Type 2 50% Product Major and Project Minor

External Assessment 30%

Assessment Type 3 - Folio (Calendar) and Issues Tasks (400 words)

Subject:	Design and Technology – Material Products (Furniture Construction)	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	N/A but Year 10 and Stage 1 Materials Technology preferred.	
SACE Board of SA Code:	2MMA20	
Course Leads to:	University and TAFE Photography/Graphic Design/Media courses and employment in many fields.	

Focus of Study:

This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Investigate, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

Subject Overview:

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

School-based Assessment 70%

Assessment Type 1:
 Skills Task 10%

• Materials Study (500 words) 10%

- Assessment Type 2:
 - Design Product (Student Desk) 40%
 - Minor project 10%
- Assessment Type 3: External Assessment 30%
 - Design Task Folio (Student Desk backup) 20%
 - Written Issues Tasks 10%

Faculty:Design and Technology (continued)Stage 2Subject:Design and Technology - Materials Products (Jewellery and Textiles Technology)Length of Course:Full year (20 credits)Pre-Requisites:N/A but Stage 1 Jewellery and Fashion Design preferredSACE Board of SA Code:2MMP20Course Leads to:University study or work in chosen field

Focus of Study:

In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development and communication of ideas for product or systems design, production and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles and production techniques in problem-solving contexts.

Subject Overview:

Students will be required to complete:

- Assessment Type 1: Skills and Applications Task 20% x 3
 - Construct a simple Garment
 - \circ \quad Selection of seams, finishing techniques and fastenings
 - o Materials Application: Material Properties of synthetic and natural fibres
- Assessment Type 2 50% x 2
 - Minor: construct a simple garment with appropriate fastening
 - Major: construct a garment or accessory using multiple materials made from different fibres.
- Assessment Type 3: External component 30% x 2
 - Folio: Product Design
 - Folio: Product Evaluation

Further Information: Students will need to provide some materials for their projects.

Subject:	Stage 2 Digital Technologies
Length of Course:	Full Year (20 Credits)
Pre-Requisites:	Competent achievement in Stage 1 Digital Technologies (at least one semester)
SACE Board of SA Code:	2DGT20
Course Leads to:	University study or work in chosen field

Focus of Study:

In this subject, students are expected to:

- Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest
- Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions
- Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest
- Apply design and programming skills to create and document digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively to create and explain digital solutions.

Subject Overview:

Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:

Computational thinking, Design and programming, Data analytics, Iterative project development.

Faculty:	Design and Technology (continued)	Stage 2
Subject:	Food and Hospitality	
Length of Course:	Full year (20 units)	
Pre-Requisites:	Competent achievement in one semester of Hospitality or Nutrition at Stage 1.	
SACE Board of SA Code:	2FOH20	
Course Leads to:	Industry work, TAFE and University studies.	

Students focus on the Food and Hospitality Industry and its current, contemporary trends with changing natures in Australian society. Students develop relevant knowledge and skills as consumers and/or workers and investigate how Contemporary Future issues influence industry, Economic and Environmental influences, Political and Legal influences, Sociocultural and Technological Influences and issues at a local, national and international level. Independent and small group practical and written activities designed around meeting the criteria of: Investigation and critical analysis, Problem-Solving, Practical Application, Collaboration and evaluation.

Subject Overview:

School Assessment 70%

- Practical Activity Individual Assessment 50% Four practical activities will enable students to apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analysing their processes with explicit, written evaluations and photographic evidence.
- Group Activity 20% Completion of 2 group activities that should provide evidence of active involvement in collaborative works. Students will apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analysing their processes with explicit, written evaluations and photographic evidence.

External Assessment 30%

A self-directed investigation and analysis of a current, contemporary issue related to the local Food and Hospitality industry (Maximum 2000 words). This includes active communication with businesses in the local Food and Hospitality industry.

Further Information: Some practical food preparation accompanies topics covered. Some food items specifically chosen by the student will need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks. Presentation of Food and group catering enterprises via large scale events run through the school, off site.

Faculty:	English	Stage 2
Subject:	English Literary Studies	
Length of Course:	Full Year (20 credits)	
Pre-Requisites: SACE Board of SA Code:	Stage 1 English (Literary Studies) or Stage 1 English 2ELS20	
Course Leads to:	Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.	

Focus of Study:

- Students develop 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.
- Students learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.
- Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Subject Overview:

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%) Assessment Type 1: Responding to Texts (50%), Assessment Type 2: Creating Texts (20%).

External Assessment (30%) Assessment Type 3: Text Study: Part A: Comparative Text Study (15%), Part B: Critical Reading (15%).

(The critical reading is a 90-minute examination developed by the SACE Board.)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:

Up to five responses to texts, two created texts and two tasks for the text study (one comparative text study and one critical reading).

Faculty:	English (continued)	Stage 2
Subject:	English	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Stage 1 English (Literary Studies) or Stage 1 English	
SACE Board of SA Code:	1ESH20	
Course Leads to:	Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.	

- Students analyse the relationship between purpose, context, and audience in a range of texts
- They evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others' texts shape responses and interpretations
- Students create and evaluate oral, written, and multimodal texts in a range of modes and styles
- They analyse the similarities and differences in texts
- They learn to apply clear and accurate communication skills.

Subject Overview:

The following assessment types enable students to demonstrate their learning in Stage 2 English:

School Assessment (70%)

·Assessment Type 1: Responding to Texts (30%)

·Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

•Assessment Type 3: Comparative Analysis (30%).

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete: Three responses to texts, four created texts (one of which is a writer's statement) and one comparative analysis.

Subject:	Essential English	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Stage 1 English (Literary Studies), Stage 1 English or Stage 1 Essential English	
SACE Board of SA Code:		
Course Leads to:	Further study at TAFE and assists those students who are planning to pursue a career in a range of trades and vocational pathways.	

Focus of Study:

- Students develop skills in responding to and creating 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.
- Students connect with other people in many ways, using a variety of forms for different purposes.
- Students connect with other people in many ways, using a variety of forms for different purposes.

Subject Overview:

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

School Based Assessment (70%)

- 1. Assessment Type 1: Responding to Texts (30%) Students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.
- 2. Assessment Type 2: Creating Texts (40%) Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to context.

External Assessment (30%)

• Assessment Type 3: Language Study (30%) - Students focus on the use of language by people in a context outside of the classroom.

Faculty:	Health and Physical Education	Stage 2
Subject:	Child Studies	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Competent achievement in this subject area in the previous year. In addition to this, students must have achieved a competent achievement for theory in the previous year.	
SACE Board of SA Code:	2CSD20	
Course Leads to:	University or TAFE Study, work in the Child Care or similar industry.	

Child Studies focuses on children's growth and development from conception to 8 years. Students examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationship with others; their intellectual, emotional, social and physical growth; culture, familial, and socio-economic circumstances; geographic location and educational opportunities.

Subject Overview:

The five areas of study are as follows: Contemporary and Future issues, Economic and Environmental issues, Political and Legal issues, Socio-cultural influences, Technological influences.

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

- School-based Assessment 70%: At least four independent practical activities and at least one group activity.
- External Assessment 30%: An investigation with a maximum word count of 2000.

Subject:	Outdoor Education
Length of Course:	Full Year (20 credits)
Pre-Requisites:	Competent achievement in this subject area in the previous year. In addition to this, students must have achieved a competent achievement for theory in the previous year.
SACE Board of SA Code:	20UE20
Course Leads to:	Further Environmental study and employment in Outdoor Education facilities

Focus of Study:

This subject combines learning about, and developing an appreciation for, the natural environment. Students will develop skills for living and travelling in the outdoors. Students are encouraged to develop responsibility and leadership through practical and field experiences, classroom activities and research assignments.

Students are required to complete two outdoor journeys and a self-reliant expedition. The outdoor journeys are negotiated with the students at the start of the year and may be chosen from Surfing, Bushwalking, Rock Climbing, Mountain Biking, snorkeling and Canoeing. There is a cost involved in all outdoor journeys. Students are required to make up any work that is missed whilst on camp.

Subject Overview:

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

School-based Assessment 70%

- • Assessment Type 1: Folio 20% Practical assessment of personal and group skills / proficiencies related to 2 expeditions. The nature of these expeditions will be decided by the student group.
- • Assessment Type 2: Outdoor Journeys 30% Practical assessment of personal and group skills/proficiencies related to 2 expeditions.
- Assessment Type 3: Self Reliant Journey 20% Practical assessment of a 3-day lightweight travelling expedition with indirect supervision.

Students' planning, including food preparation, is assessed. Personal reflection and evaluation relating to environmental issues are presented in written, oral, or multi-media format.

External assessment 30%

• Assessment Type 4: Investigation 30% - Students complete a written report, related to an environmental issue, using observations from the self-reliant expedition and/or an outdoor journey.

Faculty:	Health and Physical Education (continued) Stage 2	
Subject:	Physical Education	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Competent achievement in Stage 1 Physical Education. In addition to this, students must have achieved a C grade minimum for theory in the previous year.	
SACE Board of SA Code:	2PQP20	
Course Leads to:	University and TAFE courses	

FOCUS OF STUDY:

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

Stage 2 Physical Education:

- School Assessment (70%)
 - Assessment Type 1: Diagnostics (30%) They participate in one or more physical activities (sports, theme-based games, fitness and recreation activities) to collect, analyse and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.
 - Assessment Type 2: Improvement Analysis (40%) Students undertake one improvement analysis task. The improvement analysis task has two interconnected parts:
 - Portfolio of evidence
 - Evaluation.

External Assessment (30%)

• Assessment Type 3: Group Dynamics (30%). - The purpose of this assessment type is to extend the focus of physical activity beyond the individual to investigate the impact team members, individually and collectively, have on the participation and performance of others. This is a collaborative task through which students provide individual evidence of achievement.

Faculty:	Humanities and Social Sciences	Stage 2
Subject:	Business and Enterprise	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	2BUE20	
Course Leads to:	University and TAFE Business Courses, and employment in Business related fields.	

Focus of Study:

Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.

Subject Overview:

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

School-based Assessment 70%

- Assessment Type 1: Folio 30% Various assessment tasks related to the Focus of Study.
- Assessment Type 2: Practical 20% Inquire, analyse, plan, and undertake the assessment on a focus of particular interest in their selected option topic(s).
- Assessment Type 3: Issues Study 20% Identify and investigate a theme, development, or current issue in business and enterprise

External Assessment (30%)

• Assessment Type 4: Report 30% - Either a situation analysis or an enterprise report.

Faculty:	Humanities and Social Sciences (continued)	Stage 2
Subject:	History	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	N/A. Stage 1 History would be an advantage, but is not essential.	
SACE Board of SA Code:	2MOH20 or 2ASY20	
Course Leads to:	University and TAFE Courses.	

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions. By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future. The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Subject Overview:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50%
- Assessment Type 2: Essay 20%

External Assessment (30%)

Assessment Type 3: Examination 30% - A three hour written examination set by the SACE Board.

Subject:	Geography
Length of Course:	Full Year (20 Credits)
Pre-Requisites:	N/A. Stage 1 Geography would be an advantage, but is not essential.
SACE Board of SA Code:	2GHY20
Course Leads to:	University and TAFE Courses.

Focus of Study:

The transforming world introduces students to the changes taking place across human and physical environments. Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. They become aware of the interconnectedness of the changes and links across each of the three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation, and global patterns of inequality.

Subject Overview:

Students will be involved in theory and practical based activities such as activities such as Skills and Applications tasks and Fieldwork.

There is an exam in this subject.

Possible topics include: Climate change, Ecosystems and Ecological Footprints, Globalisation and Transforming Global Inequality.

Subject:	Legal Studies
Length of Course:	Full Year (20 Credits)
Pre-Requisites:	N/A. Stage 1 Legal Studies would be an advantage, but is not essential.
SACE Board of SA Code:	2LEG20
Course Leads to:	University and TAFE Courses.

Focus of Study:

Legal studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including

indigenous Australians, influence and are influenced by the legal system.

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Legal Studies enables student to recognize the rights and responsibilities of individuals, groups, and institutions. Through the examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

Subject Overview:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50%
- Assessment Type 2: Inquiry 20%

External Assessment (30%)

• Assessment Type 3: Examination 30% - A 3 hour written examination set by the SACE Board.

Faculty:	Humanities and Social Sciences (continued)/LOTE	Stage 2
Subject:	Tourism	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	N/A. Stage 1 tourism would be an advantage, but is not essential.	
SACE Board of SA Code:	2TOS20	
Course Leads to:	University and TAFE courses; employment in tourism related fields.	

Focus of Study:

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism and explore tourism as a business. Students gain an understanding of the sustainable management of tourism and the various impacts of tourism socially, culturally, economically and socially. Field trips and excursions may be conducted in this subject. Costs will be communicated to students during the course.

Subject Overview:

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

School-based Assessment 70%

- Assessment Type 1: Folio 20%
- Assessment Type 2: Practical Activity 25%
- Assessment Type 3: Investigation 25%

External Assessment 30%

Assessment Type 4: Examination 30% - A 2 hour written examination set by the SACE board.

Subject:	Italian (Continuers)
Length of Course:	Full year (20 credits)
Pre-Requisites:	Successful completion of Stage I Italian A and B
SACE Board of SA Code:	2ITC20
Course Leads to:	University and opportunities to work in the Tourism and Hospitality industries.

Focus of Study:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- Interact with others to exchange information, ideas, opinions, and experiences in Italian
- Create texts in Italian to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Subject Overview:

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

School-based Assessment 70%

Assessment Type 1: Folio 50% - There are three assessments for the folio: interaction, text production and text analysis

• Assessment Type 2: In-depth Study 20% - There are three assessments for the in-depth study: an oral presentation in Italian, a written response to the topic in Italian and a reflective response in English.

External Assessment (30%)

• Assessment Type 3: Examination 30% - The examination consists of two assessments: an oral examination of 15 minutes and a 3-hour written examination with a focus on listening and responding, reading and responding and writing in Italian.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 2
Subject:	Japanese (Continuers)	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Satisfactory completion of Stage 1 Japanese or the equivalent	
SACE Board of SA Code:	2JAC20	
Course Leads to:	University study, employment opportunities and travel.	

Focus of Study:

Through their study of Japanese students are able to develop their understanding and skills to:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- create texts in Japanese to express information, feelings, ideas and opinions
- analyse texts in Japanese to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

There are three prescribed themes for Stage 2 Japanese:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Subject Overview:

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

School-based Assessment 70%

- Assessment Type 1: Folio 50% There are three to five assessment pieces for the folio including each of the following at least once: interaction, text production and text analysis.
- Assessment Type 2: In-depth Study 20% Including one oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English.

External Assessment 30%

• Assessment Type 3: Examination 30% - The examination consists of two assessments: an oral examination of 15 minutes and a 3-hour written examination with a focus on listening and responding, reading and responding and writing in Japanese.

Faculty:	Mathematics	Stage 2
Subject:	Essential Mathematics	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Stage 1 General Mathematics (passing grade in both semesters), Stage 1 Essential Mathematics (B grade or better in Semester 2 and a passing grade for the semester 2 examination)	
SACE Board of SA Code:	2MEM20	
Course Leads to:	University or TAFE Study	

Focus of Study:

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problemsolving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. In the considerations for developing teaching and learning strategies, the term 'trade' is used to suggest a context in a generic

sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problembased approach is integral to the development of mathematical skills and associated key ideas in this subject.

Subject Overview:

Stage 2 Essential Mathematics consists of the following six topics: Scales, Plans, and Models, Measurement, Business Applications, Statistics, Investments and Loans and Open topic.

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Topics 1 to 5 consist of a number of subtopics. These are presented in the subject outline in two columns as a series of key questions and key concepts side-by-side with considerations for developing teaching and learning strategies.

Assessment Type 1: Skills and Applications Tasks (30%)

- Students complete four skills and applications tasks, including at least one skills and application task from the two non-examined topics (one task per topic).
- Skills and applications tasks are completed under the direct supervision of the teacher.
- The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.
- In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of handwritten notes (on one side only) may be used at the discretion of the teacher.

Assessment Type 2: Folio (40%)

Students complete three folio tasks.

Students, either individually or in a group, undertake planning; apply their numeracy skills to gather, represent, analyse, and interpret data; and propose or develop a solution to a mathematical problem based in an everyday or workplace context. The subject of the mathematical problem may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

Assessment Type 3: Examination (30%)

- Students undertake a 2-hour external examination in which they answer questions on the following three topics:
- Measurement, Statistics and Investments and Loans.
- The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on
 analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and
 representation throughout the examination.
- Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.
- Students may use approved electronic technology during the external examination. However, students need to be discerning in their use of electronic technology to find solutions to questions/problems in examinations.
- This subject is intended for students planning to pursue a career in a range of trades or vocations.
- Students who complete this subject with a C or better will meet the numeracy requirement of the SACE.

Further Information: It is highly recommended that students purchase an Essential Mathematics Revision Guide (approximately \$28).

Faculty:	Mathematics (continued)	Stage 2
Subject:	General Mathematics	
Length of Course: Pre-Requisites:	Full Year (20 credits) B grade or higher in Stage 1 General Mathematics (with a passing grade in both examinations) or a pass in Stage 1 Mathematical Methods.	
SACE Board of SA Code: Course Leads to:	2MGM20 University or TAFE Study.	

Focus of Study:

General Mathematics extends students' 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 the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Stage 2 General Mathematics consists of the following six topics:

Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models, Discrete Models and Open topic.

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

Subject Overview:

Assessment Type 1: Skills and Applications Tasks (40%)

- Students undertake five skills and applications tasks, including at least one skills and applications task from the two non-examined topics (one task per topic).
- Skills and applications tasks are completed under the direct supervision of a teacher.
- The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.
- In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of paper of handwritten notes (on one side only) may be used at the discretion of the teacher.
- Students find solutions to mathematical questions that may be routine, analytical, and/or interpretative, be posed in a variety of familiar and new contexts and require discerning use of electronic technology.

Assessment Type 2: Mathematical Investigation (30%)

Students complete two investigations. Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. The subject of a mathematical investigation may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use mathematical and other software (e.g. statistical packages, spreadsheets, Computer Algebra Systems (CAS), accounting packages) to enhance their investigation. The generation of data and the exploration of patterns or the changing of parameters may provide an important focus, Notation, terminology, forms of representation of information gathered or produced, calculations and results are important considerations.

Assessment Type 3: Examination (30%)

- Students undertake a 2-hour external examination in which they answer questions on the following three topics:
- Statistical Models, Financial Models and Discrete Models.
- The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.
- Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.
- Students who complete this subject with a C or better will meet the numeracy requirement of the SACE.

Further Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a General Mathematics Revision Guide (approximately \$28).

Faculty:	Mathematics (continued)	Stage 2
Subject:	Mathematical Methods	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	B grade or higher in Stage 1 Mathematical Methods (with a passing grade in both examinations)	
SACE Board of SA Code:	2MHS20	
Course Leads to:	Tertiary study in such areas as Architecture, Economics, and the fields of Biological, Geological and Agricultural Sciences	

Focus of Study:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, 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.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

Subject Overview:

Stage 2 Mathematical Methods consists of the following six topics:

- topic 1: Further Differentiation and Applications
 - topic 2: Discrete Random Variables
 - topic 3: Integral Calculus
 - topic 4: Logarithmic Functions
 - topic 5: Continuous Random Variables and the Normal Distribution
 - topic 6: Sampling and Confidence Intervals.

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

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

- Students provide evidence of their learning through eight assessments, including the external assessment component.
- Students undertake:
- Six skills and applications tasks
- One mathematical investigation
- One examination

Students who complete this subject with a C - or better will meet the numeracy requirement of the SACE.

Further Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Mathematical Methods Revision Guide (approximately \$28).

Faculty:	Mathematics (continued)	Stage 2
Subject:	Specialist Mathematics	
Length of Course: Pre-Requisites: SACE Board of SA Code: Course Leads to:	Full Year (20 credits) B grade or higher in Stage 1 Mathematical Methods and Specialist Mathematic 2MSC20 Tertiary study in such areas as Mathematical Sciences, Computer Science, Eng	

Focus of Study:

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

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

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

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

- topic 1: Mathematical Induction
- topic 2: Complex Numbers
- topic 3: Functions and Sketching Graphs
- topic 4: Vectors in Three Dimensions
- topic 5: Integration Techniques and Applications
- topic 6: Rates of Change and Differential Equations.

Subject Overview:

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

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%) - Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one examination.

Students who complete this subject with a C - or better will meet the numeracy requirement of the SACE.

Further Information: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Specialist Mathematics Revision Guide (approximately \$28).

Faculty:	Science	Stage 2
Subject:	Agricultural Production	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	Stage 1 Agriculture	
SACE Board of SA Code:	2AGD20	
Course Leads to:	Further Study in Agriculture (TAFE or University)	

Focus of Study:

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

The topics in Stage 2 Agricultural Production provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science in the context of agricultural principles and practices.

The topics for Stage 2 Agricultural Production are:

- topic 1: Animal production
- topic 2: Plant production
- topic 3: Resource management
- topic 4: Agribusiness

School assessment (70%)

- Assessment Type 1: Agricultural Reports (30%)
- Assessment Type 2: Applications (40%)

External assessment (30%)

• Assessment Type 3: Production Investigation (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:

- Three agricultural reports:
 - Two with a practical focus, including one with individual student design
 - One with a focus on science as a human endeavour
- Three applications tasks
- One production investigation.

At least one agricultural report or applications task should involve collaborative work.

Faculty:	Sciences (continued)	Stage 2
Subject:	Biology	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Competent achievement in Stage 1 Chemistry A or a B grade in Stage 1 Biology	
SACE Board of SA Code:	2BYG20	
Course Leads to:	Tertiary studies in Biology, Nursing and a range of other fields.	

The study of Biology focuses on the acquisition, understanding, use and communication of biological knowledge, and the development of problem solving skills.

Through the study of Biology, students develop an understanding of the living world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use Biology to explore and explain their experiences of phenomena around them.

Students are encouraged to apply scientific methods to collect and evaluate data, to solve problems and to undertake experiments. They are also involved in investigating social issues of Biological significance.

Subject Overview:

Students develop an understanding of the biological world through the study of:

- DNA and Proteins,
- Cells as the basis for life
- Homeostasis
- Evolution.

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

School-based Assessment 70%

- Assessment Type 1: Investigations Folio 30%
- Assessment Type 2: Skills and Application Tasks 40%

External Assessment 30%

• Assessment Type 3: Examination 30% - A 2-hour written exam set by the SACE Board consisting of: multiple-choice questions, short-answer questions and extended-response questions.

Further Information: Students are required to purchase a Workbook (\$25) and encouraged to purchase a Study Guide/Revision Guide (approx. \$30).

Subject:	Chemistry
Length of Course:	Full Year (20 credits)
Pre-Requisites:	Competent achievement in Stage 1 Chemistry A and B.
SACE Board of SA Code:	2CME20
Course Leads to:	A wide range of university and TAFE courses

Focus of Study:

The course aims to develop students' ability to:

- Understand practical activities and design investigations
- Demonstrate knowledge and understanding of chemical concepts
- Use knowledge of chemistry to make informed personal, social and environmental decisions
- Communicate ideas and reasoning using chemical terms.

Subject Overview:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing resources

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

School-based Assessment 70%

- Assessment Type 1: Investigations Folio 30%
- Assessment Type 2: Skills and Application Tasks 40%

External Assessment 30%

 Assessment Type 3: Examination 30% - A 2-hour written exam set by the SACE Board in which students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills.

Further Information: Further Information: Students are required to purchase the subject Study guide, approximately \$30.

Faculty:	Sciences (continued)	Stage 2
Subject:	Physics	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Competent achievement in Stage 1 Physics A and B	
SACE Board of SA Code:	2PYI20	
Course Leads to:	A wide range of university and TAFE courses	

Focus of Study:

In this subject, students are expected to:

- Apply science inquiry skills to deconstruct a problem and design and conduct physics investigations, using appropriate
- procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of physics investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

Subject Overview:

The topics for Stage 2 Physics are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

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

School-based Assessment 70%

- 1. Assessment Type 1: Investigations folio 30%
- 2. Assessment type 2: Skills and Application Tasks 40%

External Assessment 30%

1. Assessment type 3: Examination 30% - A 2-hour written exam set by the SACE Board consisting of questions of different types and covering all topics, including science inquiry skills and science as a human endeavour, and some may require students to apply their science understanding from more than one topic.

Further Information: Students are required to purchase the SASTA Physics Study Guide for approximately \$30.

Subject:	Psychology
Length of Course:	Full Year (20 credits)
Pre-Requisites:	Competent achievement of a semester of Stage 1 Science
SACE Board of SA Code:	2PSC20
Course Leads to:	A wide range of university and TAFE courses

Focus of Study:

Psychology is an evidence-based subject in which ethics have a central place. The focus is on exploring and explaining human behaviour in scientific process across four levels: Biological, Basic Processes, Personal and Socio-cultural.

In addition to learning about the scientific research methods and ethical guidelines of Psychological research, students learn about a range of human

behavioural process such as social behaviour, personality, sleep and mental health.

Subject Overview:

The following six topics are offered in Stage 2 Psychology:

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

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

School-based Assessment 70%

- Assessment Type 1: Investigations Folio 30%
- Assessment Type 2: Skills and Application Tasks 40%

External Assessment (30%)

 Assessment Type 3: Examination 30% - A 2-hour written exam set by the SACE Board consisting of short-answer and extended-response questions.

Faculty:	Vocational Education and Training	Stage 2
Subject:	Agricultural Pathways	
Length of Course:	2 semesters	
Pre-Requisites:	Stage 1 Agricultural Pathways	
SACE Board of SA Code:	NA	
Course Leads to:	Further TAFE study and/or employment in the area of Primary Industries.	

FOCUS OF STUDY:

This is a course of study that links students to the school's farm with many special activities being run throughout the year. Students can be involved with Led Steer Competitions and Agricultural Shows. Students will cover Preparing and Applying Chemicals, Transporting, Handling and Storing Chemicals, Administering Medication to Livestock and Implementing Animal Health Control Programs. The course offers work also links students to a variety of farms through the work placement process.

Units form the Cert II at TAFE are studied.

- Prepare and Apply Chemicals
- Transport, Handle and Store Chemicals
- Administer Livestock Medications
- Implement an Animal Health Program
- Participate in Environmentally Sustainable Work Practices (Cert III level)

Subject Overview:

Students wishing to enrol in this course need to complete a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019 (see the VET Pathways/Career Education Coordinator).

Subject:	Doorways 2 Construction Plus
Length of Course:	Stage 2, 30 SACE Credits minimum
Pre-Requisites:	Complete Stage 1 Doorways 2 Construction including work placement requirements
SACE Board of SA Code:	NA
Course Leads to:	Employment in Building Trades (Apprenticeships)

Focus of Study:

The focus of this program is domestic construction. Students will undertake a program of experiences in the building industry, learning about various trades and the use of the equipment and tools associated with those trades. There is a large emphasis on Work Health and Safety. Successful applicants may gain employment as apprentices in the building construction and associated industries.

Stage 2

Focus on construction/ carpentry with competencies from Certificate III Carpentry and Plastering.

Subject Overview:

Students wishing to enrol in this course need to complete a South East Secondary Schools Vocational Pathway Programs Student Application Form 2019 (see the VET Pathways/Career Education Coordinator).

Further Information:

- Students will need to wear suitable work clothes including steel-toed footwear.
- Students are supplied with a shirt, and safety glasses.
- Written application and interview is required.
- Applicants at both Stage 1 and Stage 2 will need to undertake a Literacy and Numeracy Assessment.

For further information: Contact Mick Neu at Grant High School 0419 257 635 or 8726 3143.