



GRANT HIGH SCHOOL
RESPECT | TRUST | COMMITMENT



YEAR 8 - 12 **2021**
CURRICULUM HANDBOOK



BUILDING FUTURE READY CITIZENS



Government of South Australia
Department for Education

Dear Students

Welcome to the 2021 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 Kunga Course structure is 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 Kunga Course 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 to be a huge advantage in your decision-making, so make sure you read this carefully and ask your Kunga Course 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 Kunga 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.

Fleur Roachock

Principal

Contents

Key School Personnel	1	English	32
Subject Selections 2021	2	English (continued)	33
Year 8 Subject Summary	3	English	33
Year 8 Subject Descriptions	4	Health and Physical Education	34
Kunga Course	4	Health and Physical Education (continued)	34
The Arts	4	Health and Physical Education (continued)	35
The Arts (continued)	5	Humanities and Social Sciences (HASS)	37
Design and Technology	5	Ancient Studies 1 (formerly Gods and Empires)	37
English	6	Ancient Studies 2	38
Health and Physical Education	6	Humanities and Social Sciences (HASS) (continued)	38
Humanities and Social Sciences (HASS)	6	Humanities and Social Sciences (HASS) (continued)	39
Mathematics	7	Humanities and Social Sciences (HASS) (continued)	40
Science	8	Humanities and Social Sciences (HASS) (continued)	41
Year 9 Subject Summary	9	Mathematics	42
Year 9 Subject Descriptions	10	Mathematics (continued)	43
Kunga Course	10	Science	43
The Arts	10	Science (continued)	43
Design and Technology	13	Community Learning	45
English	15	University and TAFE Entry	45
Health and Physical Education	16	The SACE planner	46
Personal Sports Development 1 (Sport Science and Exercise Physiology)	16	Stage 1 Subject Summary	47
Health and Physical Education (continued)	17	Stage 1 Subject Summary (continued)	48
Humanities and Social Sciences (HASS)	17	Stage 1 Subject Descriptions	49
Humanities and Social Sciences (HASS) (continued)	18	Kunga Course	49
Humanities and Social Sciences (HASS) (continued)	19	The Arts	49
Mathematics	20	The Arts (continued)	50
Science	21	The Arts (continued)	51
Science (continued)	21	The Arts (continued)	52
Year 10 Subject Summary	22	Cross-Disciplinary	54
Year 10 Subject Summary (continued)	23	Youth Support Pathways	55
VOCATIONAL EDUCATION AND TRAINING (VET)	25	Design and Technology	56
Year 10 Subject Descriptions	26	English	61
Kunga Course	26	English (continued)	61
The Arts	26	English (continued)	62
The Arts (continued)	27	Health and Physical Education	63
The Arts (continued)	28	Mathematics	72
Design and Technology	29	Mathematics (continued)	73
		Mathematics (continued)	74

Sciences	75
Stage 2 Subject Summary	79
Stage 2 Subject Summary (continued)	80
Stage 2 Subject Descriptions.....	81
Kunga Course	81
The Arts	81
Cross-Disciplinary	84
Design and Technology	86
English	88
Health and Physical Education	90
Humanities and Social Sciences	91
Mathematics.....	94
Science.....	98

Key School Personnel

Principal	Mrs Fleur Roachock
Kurra Community Leader	Mr Scott Cram
Kurra Community Manager	Mrs Amy Holmes
Marma Community Leader	Ms Caroline Davey
Marma Community Manager	Mr Tom O'Connor
Kabir Community Leader	Mrs Donna Wild
Kabir Community Manager	Mr Liam Goodfellow
Kurang Community Leader	Mr Scott McCulloch
Kurang Community Manager	Ms Maddie Whaites
Triyn Community Leader	Mr Cambell Baker
Triyn Community Manager	Ms Bec Famularo
Coordinator The Arts/ Assessment & Reporting	Ms Sabrina Pattenden
Coordinator Cross Disciplinary Subjects/ Curriculum Pathways	Mrs Taiggan Height
Coordinator Design & Technology/ Digital Learning	Mr Matthew Kurzman
Coordinator English	Ms Jackie Poumako
Coordinator HASS/ Powerful Learning/ LOTE	Mrs Bekkie Houston
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	Ms Meagan Jones
Coordinator Wellbeing/ Exchange Programs	TBA

TELEPHONE (08) 8726 3100 **FAX** (08) 8725 0173
EMAIL dl.0928.info@schools.sa.edu.au **WEBSITE** www.granths.sa.edu.au

Subject Selections 2021

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.

Subjects labelled with a 1 (for example Outdoor Education 1) run in semester 1, subjects labeled with a 2 run in semester 2 – students may choose either or both of these subjects.

Year 8 students must study:

- 2 semesters of Kunga Course
- 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 Kunga Course
- 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 Kunga Course
- 2 semesters of Mathematics
- 2 semesters of English
- 1 semester of Stage 1 Scientific Studies
- 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 2022, should choose an extra semester of Mathematics in Semester 2 of 2021.

Year 11 students must complete:

- 2 semesters of Kunga Course
- 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 of Kunga Course
- 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.

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

Year 8 Subject Descriptions

Faculty:	Kunga Course	Year 8
Subject:	Kunga Kanapinan Yerkalalpatawia - 'Building Children to Lead the Way'	
Length of Course:	Full Year (delivered one lesson a week over the course of the year)	
Pre-Requisites:	N/A	
SACE Code:	1PLP10	
The Kunga Course is designed to support the development of ‘Future Ready Citizens’ who are: self-aware and responsible for themselves; committed to life-long learning and improvement; meaningful contributors to their communities		
The Year 8 Kunga Course is built around four inquiries, with one being the key focus each term:		
<ul style="list-style-type: none">• Inquiry 1: Who am I and how do I positively contribute to my school and wider community?• Inquiry 2: What does it take to be a life-long learner?• Inquiry 3: How do I want to contribute to the world?• Inquiry 4: How do I look after myself (and others) and why is this important?		
Through these inquires students explore various concepts and develop key skills, including: understanding themselves and their learning; reflection; capability development; skills and mindsets for success; goal setting; career development and pathways; risk-management and self-care.		
Students complete various tasks as part of Kunga Course and grades and progress are reported through progress checks and end of semester graded reports.		
Work completed in the Year 8 Kunga Course contributes to evidence required for the SACE Personal Learning Plan (a compulsory subject).		
Faculty:	The Arts	Year 8
Subject:	Advanced Music	
Length of Course:	1 Semester	
Pre-Requisites:	Students must complete an application form for this course (it is strongly recommended that they attend weekly instrumental lessons either through the school or privately – see ‘additional information’).	
Course Leads to:	Year 9 Advanced Music A and B; Year 9 Music Performance.	
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 continue studying music throughout high school. Advanced Music allows 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. Application forms will be available in transition packs and/or from Grant High School.		
<ul style="list-style-type: none">• Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).• Students should choose this subject if intending to study Advanced Music A and B in Year 9.		
Subject:	Performing Arts – Drama and Music	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Drama; Year 9 Music Performance; <i>Elite Performing Arts (Note: this course will not be offered in 2021, but may be available again in 2022)</i>	

Focus of Study:

This course aims to provide students with an introduction to the physical nature of two of the major performing arts disciplines (Drama and Dance) 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.

Students will be expected to participate in all performance and theory requirements of this course.

Further Information: Year 8 students complete one semester of Visual Arts and one semester of Performing Arts.

Faculty:	The Arts (continued)	Year 8
Subject:	Visual Arts – Art, Craft and Design	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any Year 9 Visual or Media Arts Course.	

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: In Year 8, students complete one semester of Visual Arts and one semester of Performing Arts.

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	

Focus of Study:

CAD Designing and 3D Printing – Students will be exposed to the Fusion 360 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:	Whole year	
Pre-Requisites:	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:	N/A	
Course Leads to:	Year 9 Physical Education, Elite Sport, Recreation or Personal Sports Development.	
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: <ul style="list-style-type: none">• A selection of minor games• Team orientated sports to focus on team play, tactics, cooperation and leadership such as korfbal, 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. 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)	Year 8
Subject:	Humanities and Social Sciences (HASS)	
Length 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: <ul style="list-style-type: none">• History: ‘The Ancient to the Modern World’ (c.650AD - 1750AD), with possible topics including; The Vikings; Medieval Europe & Japan Under the Shoguns; Mongol Expansion; the Black Death in Asia, Europe and Africa.• 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.		

Assessment Types:

- Multimodal Presentation
- Informative text
- Inquiry Report
- Design/ creative task
- Source Analysis

Subject:**Cultural Studies: European or Asian Focus****Length of Course:**

1 Semester

Pre-Requisites:

N/A

Course Leads to:

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 and customs
- Celebrations and Festivals
- Food and local delicacies.
- Variety of forms of communication used in other cultures
- Make comparisons and connections with their own world.

Assessment Types:

- Multimodal Presentation
- Informative Text
- Inquiry Report
- Design/ Creative task

Faculty:**Mathematics****Year 8****Subject:****Mathematics****Length of Course:**

2 Semesters

Pre-Requisites:

N/A

Course Leads to:

Year 9 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 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:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	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 of Kunga Course
- 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.

Kunga Course	Health & Physical Education
The Arts	Health and Physical Education
Advanced Music	Health Studies
Art and Craft	Personal Sports Development 1 and 2
Design	Recreation
Drama 1 and 2	Humanities and Social Sciences (HASS)
Drawing and Painting	HASS
Media Arts	Great Australian Trials
Music Performance 1 and 2	Human & Global Development
Design and Technology	Myths and Legends
Design and Technology – 9/10 Advanced Technologies	Philosophy and the Media
Design and Technology – Girls Only Technology	Small Business 101
Design and Technology - Textiles	World at War
Design and Technology - Metalwork Focus	Mathematics
Design and Technology - Woodwork Focus	Mathematics – 2 Semester course
Digital Technologies	Science
Field to Fork 1 and Field to Fork 2	Agriculture Practical
Food and Hospitality	Science – 2 Semester course
Photography	
English	
English – 2 Semester course	

Year 9 Subject Descriptions

Faculty:	Kunga Course	Year 9
Subject:	Kunga Kanapinan Yerkalapatawia - 'Building Children to Lead the Way'	
Length of Course:	Full Year (delivered one lesson a week over the course of the year)	
Pre-Requisites:	N/A	
SACE Code:	1PLP10	
The Kunga Course is designed to support the development of ‘Future Ready Citizens’ who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities		
The Year 9 Kunga Course is built around the ongoing exploration of four inquiries, with one being the key focus each term:		
<ul style="list-style-type: none">• Inquiry 1: Who am I and how do I positively contribute to my school and wider community?• Inquiry 2: What does it take to be a life-long learner?• Inquiry 3: How do I want to contribute to the world?• Inquiry 4: How do I look after myself (and others) and why is this important?		
Through these inquires students explore various concepts and develop key skills in relation to these, including: understanding themselves and their learning; reflection; capability development; skills and mindsets for success; goal setting; career development and pathways; risk-management and self-care.		
Students complete various tasks as part of Kunga Course and grades and progress are reported through progress checks and end of semester graded reports.		
Work completed in Year 9 Kunga Course contributes to evidence required for the SACE Personal Learning Plan (a compulsory subject).		
Faculty:	The Arts	Year 9
Subject:	Advanced Music	
Length of Course	Whole Year	
Pre-Requisites:	<ul style="list-style-type: none">• Completion of Year 8 Advanced Music, or by negotiation with Advanced Music teacher and/or Arts Coordinator (clear potential to succeed in this pathway must be demonstrated for approval to occur).• Students need to be proficient at an instrument and it is strongly recommended that they attend weekly instrumental lessons either through the school or privately (see ‘Additional Information’).	
Course Leads to:	Year 10 Advanced Music, Year 10 Music Performance.	
Focus of Study:		
This course furthers the student’s ability to read, write, play and appreciate music. Emphasis is placed on:		
<ul style="list-style-type: none">• 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:		
<ul style="list-style-type: none">• Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.• This subject may be studied in combination with other Performing Arts subjects, including Music Performance.• If intending to study Advanced Music in Year 10, students must choose both Music A and B.		

Subject:	Art and Craft
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Any Year 10 Visual or Media Arts Course
<p>Focus of Study:</p> <p>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.</p> <p>Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.</p>	
Subject:	Design
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Any Year 10 Visual or Media Arts Course
<p>Focus of Study:</p> <p>Students will be introduced to 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.</p> <p>Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.</p>	
Subject:	Drama 1
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 9 Drama 2, Year 10 Drama 1 and/or 2; <i>Elite Performing Arts (Note: this course will not be offered in 2021, but may be available again in 2022).</i>
<p>Focus of Study:</p> <p>Drama 1 is designed to develop student's dramatic skills and understanding, including:</p> <ul style="list-style-type: none"> • Working and performing individually and in ensembles • 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 • Delving into mime, the art of tableaux and building their skills in journal, script and review writing. • Performing to an audience. <p>Participation in all performance and theory requirements of this course is compulsory.</p> <p>Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.</p>	
Subject:	Drama 2
Length of Course:	1 Semester
Pre-Requisites:	N/A
Course Leads to:	Year 10 Drama 1 and/or 2; <i>Elite Performing Arts (Note: this course will not be offered in 2021, but may be available again in 2022).</i>
<p>Focus of Study:</p> <p>Drama 2 will continue to build on student's understanding of dramatic skills, by:</p> <ul style="list-style-type: none"> • Exploring improvisation and theatre sports • Exploring modern drama through theatre, television and film • Delving into the history of theatre • Developing Performance Skills • Developing journal, script and review writing skills • Working and performing individually and in ensembles 	

- Performing to an audience.

Drama 2 focuses on similar skills and concepts as Drama 1; however, course content will differ to cater for students who wish to study drama all year.

Participation in all performance and theory requirements of this course is compulsory.

Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

Faculty:	The Arts (continued)	Year 9
Subject:	Drawing and Painting	
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 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.

Subject:	Media Arts	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	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:	Music Performance 1	
Length of Course:	1 Semester	
Pre-Requisites:	<ul style="list-style-type: none"> • Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See 'additional information.' • Students must be prepared to perform in various situations to audiences. 	
Course Leads to:	Year 9 Music Performance 2, Year 10 Music Performance 1 and/or 2.	

Focus of Study:

Music Performance 1 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).

Additional Information:

- Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).
- This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.

Subject:	Music Performance 2	
Length of Course:	1 Semester	
Pre-Requisites:	<ul style="list-style-type: none">Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See ‘additional information.’Students must be prepared to perform in various situations to audiences.	
Course Leads to:	Year 10 Music Performance 1 and/or 2.	
Focus of Study: Music Performance 2 continues to develop student skills in 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: <ul style="list-style-type: none">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). Music Performance 2 focuses on similar skills and concepts as Music Performance 1; however, content and performances will differ to cater for students who wish to study this subject for a full year. Additional Information: <ul style="list-style-type: none">Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.		
Faculty:	Design and Technology	Year 9
SUBJECT:	Design and Technology - 9/10 Advanced Technologies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	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.		
Subject:	Design and Technology - Girls Only Technology	
Length of Course:	1 Semester	
Pre-Requisites:	N/A, apart from an interest in practically based learning	
Course Leads to:	Year 10 Design and Technology Subjects	
Focus of Study: This course is designed to focus in on teaching the basic hand tool skills and also an introduction into the most common power tools. All of the skills learnt in this course will give each student the confidence to be able to complete basic renovations in the future. The design process will be followed throughout the course as the students will be working towards producing an end product that meets the design brief. Student’s imagination will be the only limitation as the course won’t be specific just to one of the technologies, the student’s will have the opportunity to use Woodwork, Metalwork, CAD Programing, CNC Plasma Cutting, Plastics, 3D Printing or Jewelry Making. If you haven’t completed Technology since year 8 there is no need to stress, training and 1 on 1 support will be provided.		
Subject:	Design and Technology - 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.		
Faculty:	Design and Technology (continued)	Year 9
Subject:	Design and Technology - Metalwork Focus	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	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:	Design and Technology - 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.		
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 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.		
Subject:	Field to Fork 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)	
Course Leads to:	Food and Hospitality at Year 9, 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2	
Subject Overview: This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the Summer and Autumn growing season . Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.		

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

Faculty:	Design and Technology (continued)	Year 9
Subject:	Field to Fork 2	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)	
Course Leads to:	Food and Hospitality at Year 9, 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2	

Subject Overview:

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing.

Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Winter and Spring growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

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:	English	Year 9
Subject:	English	
Length of Course:	Whole year	
Pre-Requisites:	N/A	
Course Leads to:	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:	Health and Physical Education	Year 9
Subject:	Health and Physical Education	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Physical Education, Recreation and Personal 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 investigate and implement strategies to further improve their skill level, game knowledge, tactics and/or social interactions. Students will cover various health-based topics to provide students with information to make informed decisions involving lifestyle choices. Further Information: Students are expected to bring a change of clothes to each lesson. Theory tasks will be directly linked to all practical explorations.		
Subject:	Health Studies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Food and Nutrition, Stage 1 Child Studies.	
Focus of Study: 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 using different strategies to achieve recommended activity levels. They will investigate specific risk factors affecting teenage health and students will evaluate and analysis historical and current health campaigns		
Subject:	Personal Sports Development 1 (Sport Science and Exercise Physiology)	Year 9 / Stage 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 Personal Sports Development 2 (Sport Science and Skill Learning)	
Focus of Study: This course is aimed at students who wish to develop their personal sports performance towards the elite level. The topics covered may 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:	Personal Sports Development 2 (Sport Science and Skill Learning/Biomechanics)	Year 9 / Stage 1
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade (C or higher) in previous year 8 physical education.	
SACE Board of SA Code:	1ILN10	
Course Leads to:	SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Personal 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 then 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,

Assessment Type 2: Training program design and

Assessment Type 3: Analysis of elite performers with comparisons of individual performance.

Faculty:	Health and Physical Education (continued)	Year 9
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 alternative to the normal physical education semester.

Further Information: Students may be required to change for some activities, so will need leisure-based clothing. This course will incur 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:	This subject is compulsory for all year 9 students	
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.

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.

Assessment types:

- Source analysis task
- Essay
- Inquiry Report
- Multimodal Presentation
- Design/ Creative task

Students are strongly encouraged to ALSO study a HASS subject within a particular area of interest as detailed below.

Subject:	Great Australian Trials- An Introduction to Legal Studies	
Length of Course:	1 Semester	
Pre-Requisites:	Keen interest in law, law enforcement, the justice system.	
Course Leads to:	Stage 1 & 2 Legal Studies. Careers in Law, Policing, journalism etc.	
Focus of Study: This course is an introduction to Legal Studies. Those students interested in the law and in television programmes such as Law and Order and CSI to provide an insight into the inner workings of the courtroom and the role of lawyers, the judge and the jury. Students will be introduced to the basic principles of Legal Studies such as the role of court personnel, and an insight into the workings of the court-room by studying famous Australian cases including Ned Kelly, Rupert Max Stuart, Lindy Chamberlain, Ronald Ryan and Rebel Wilson. Students will gain an understanding of the following legal processes and principles: <ul style="list-style-type: none">• The ‘Adversary System’ and the elements of a fair trial, including independent judges, opposing parties and rules of evidence• The use of juries in the criminal justice system• Different types of criminal sentences, including the historical use of capital punishment• A number of important legal principles including: the presumption of innocence, double jeopardy, right to silence, etc.• Elements of wrongful convictions• Principles of civil law and the elements of negligence and defamation• The Australian Constitution and the role of the High Court in the Australian Legal System Assessment Type: (assessed using year 10 Civics & Citizenship achievement standards) <ul style="list-style-type: none">• Folio tasks• Source Analysis task• Inquiry Report• Multimodal Presentation		
Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 9
Subject:	Human & Global Development	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Tourism/ Stage 1 Geography/ other Stage 1 HASS topics	
Focus of Study: Want to learn more about the world, and the people living in it? How do people, culture, life experiences and opportunities differ around the world and why? What impact do we have on the world around us and how is this managed? Do you have a passion for human rights, social justice, eradicating poverty and helping those in need? In studying this subject you will explore various aspects of <ul style="list-style-type: none">• Geography- Geographies of Human Wellbeing- poverty, disadvantage and population• Civics and Citizenship- inquiry into issues in civics and citizenship issues, maintaining a cohesive society• Economics and Business – managing the economy to improve living standards• History- civil rights and freedoms and the sustainability movement.• Tourism- global connections through travel and tourism and the impact tourism can have on development Assessment types: (assessed against Year 10 HASS performance standards) <ul style="list-style-type: none">• Folio tasks• Source Analysis task• Inquiry Report• Multimodal Presentation		
Subject:	Myths and Legends	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Code:	1ILN10	
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 them.

Students 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.
- Discuss the role of stories in society through consideration of different myths and legends.
- Have the opportunity to create their own 'myths and legends' using the form identified through their studies.

Assessment Type; (assessed as Stage 1 Integrated Learning)

- Folio
- Issues Analysis
- Issue Study

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 9
Subject:	Philosophy and the Media	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 English or Literary Studies	
SACE Board Code:	1ILN10	
Course Leads to:	Stage 1 & 2 Philosophy + other Stage 1/2 HASS subjects	

Focus of Study:

This subject takes a deeper look into ethics, morality and other philosophical concepts using examples from various contemporary media to develop your understanding. 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?

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)
- *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.

Assessment Type; (assessed as Stage 1 Integrated Learning)

- Folio
- Issues Analysis
- Issue Study

Subject:	Small Business 101
Length of Course:	1 Semester
SACE Code:	1ILN10
Pre-Requisites:	Keen interest in starting, running or developing your own small business
Course Leads to:	Stage 1 & 2 Business Innovation, owning your own business, Entrepreneurial opportunities.

Focus of Study:

Did you enjoy Shark Tank or the Young Change Agents Program? Do you dream of running your own business? Are you already run your own business and want to take it to the next level?

This course will allow students to take their ideas formed in other entrepreneurial programs, or their own passion for entrepreneurship and begin to turn them into reality. Students will develop skills in

- Business decision making
- Economic reasoning and application
- Managing business issues
- Branding & marketing
- Improving sales & productivity

Assessment Type; (assessed as Stage 1 Integrated learning OR year 10 Economics & Business)

- Folio
- Issues Analysis
- Issue Study

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: <ul style="list-style-type: none">• 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 types: (<i>assessed using Year 10 AC History achievement standards</i>) <ul style="list-style-type: none">• Folio tasks• Source analysis task• Inquiry Report• Multimodal Presentation		
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: <i>Understanding</i> 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 <i>Fluency</i> 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 <i>Problem Solving</i> 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 <i>Reasoning</i> 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 course but is repeated in both semesters (this Year 9 Agriculture Practical can only be done by a Year 9 student for one semester over the course of the year). This is a practical based subject involving the following content: General familiarisation of the Grant High School Agriculture Farm, including paddock layout, stock type and numbers, general animal husbandry requirements and the day to day maintenance of the Grant High School Agriculture Farm.		
Faculty:	Science (continued)	Year 9
Subject:	Science	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 - Advanced Science, General Science and/or Agriculture.	
Focus of Study: 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 of Kunga Course
- 2 semesters each of Mathematics and English
- 1 semester of Stage 1 Scientific Studies
- 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.

Kunga Course	English
The Arts	Creative Writing
Advanced Music	English – 2 Semester course
Art and Craft	Essential English: Communication in the Workplace
Design	Literary Studies – 2 Semester course
Drama 1 and 2	Health & Physical Education
Drawing and Painting	Health Studies
Media Arts	Outdoor Education 1 and 2
Music Performance 1 and 2	Personal Sports Development 1 and 2
Design and Technology	Physical Education 1 and 2
Before Doorways 2 Construction	Recreation
Design and Technology—9/10 Advanced Technologies	Sports Coaching
Design and Technology – Girls Only Technology	
Design and Technology—Jewellery and Textiles	
Design and Technology—Metalwork focus	
Design and Technology—Woodwork focus	
Digital Technologies	
Field to Fork 1 and Field to Fork 2	
Food and Hospitality	
Negotiated Computer Learning	
Photography	(Continued next page)

Year 10 Subject Summary (continued)

Year 10 students must study:

- 2 semesters of Kunga Course
- 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)	Mathematics
Ancient Studies 1 and 2	Advanced Mathematics
Great Australian Trials	General Mathematics
Human and Global Development	Mathematics Methods A – Semester 2
Myths and Legends (Year 10/11 combined)	Science
Philosophy and the Media	Advanced Science –Semester 1
Small Business 101	Stage 1 Scientific Studies – 1 Semester course
World at War	
Italian Beginners	
Japanese Beginners	

FLEXIBLE INDUSTRY PATHWAY

PROGRAM OVERVIEW

Flexible Industry Pathways for school students will be developed and introduced in Primary Industries, Forestry, Health & Community Services, Tourism, Event Management & Hospitality, Automotive, Building & Construction and Engineering.

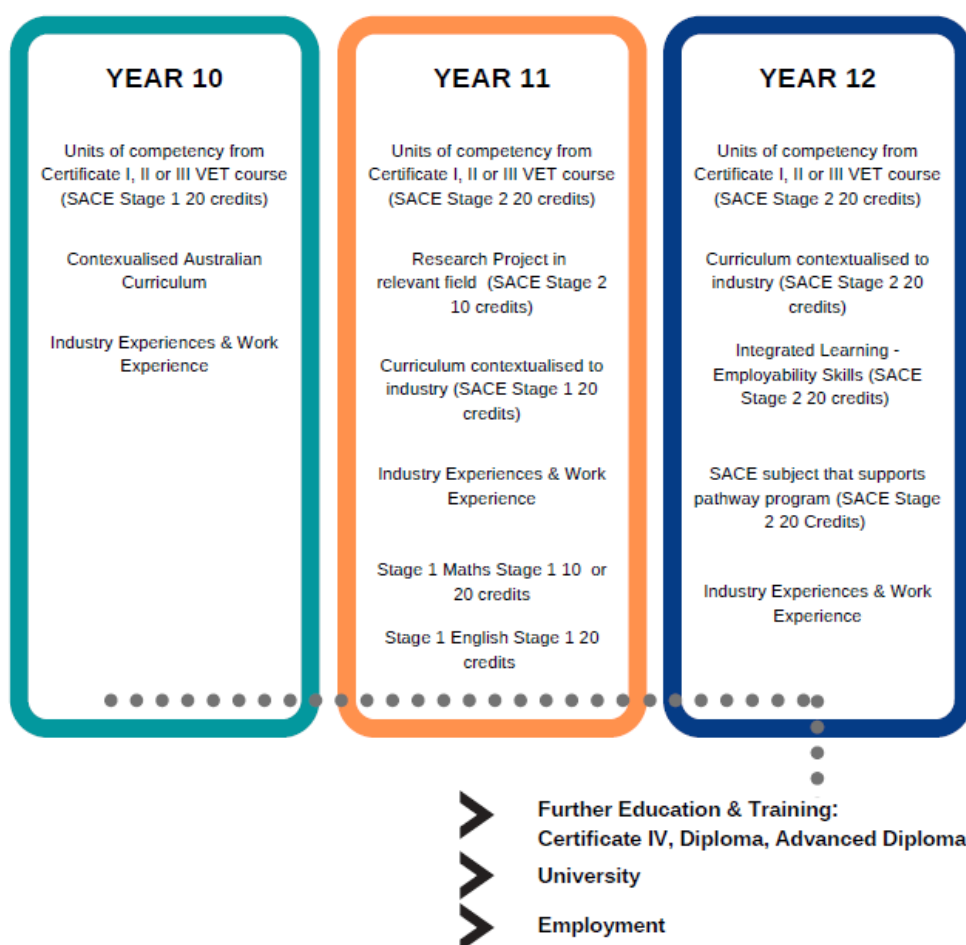
Primary Industries, Forestry and Health & Community Services will be available from 2021.

Depending on the needs of industry and employers, Flexible Industry Pathways will include Vocational Learning at Certificate I to III level that industry considers suitable for school students, enterprise and employability skills training and any specific industry requirements linked to the pathway.

The Flexible Industry Pathways for both trade and non-trade occupations in key industry sectors will be mapped out. Information will include the options for combining Vocational Learning with SACE, the industry entry points and how students can achieve their career goal whether it be post-school employment, higher VET study or university within the industry field.

Flexible Industry Pathway programs will include SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete vocational learning and also their secondary schooling.

Example of pathway program curriculum:



VOCATIONAL EDUCATION AND TRAINING (VET)

What is VET?

Vocational education and training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs). Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

<https://youtu.be/QDJliU7JJVw>

Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, and it can lead to excellent jobs in many 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, while also developing independence and time-management skills.

As part of their SACE, students can complete vocational education and training (VET) that is within the AQF (Australian Qualifications Framework). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

VET can count towards tertiary entrance for university and TAFE.

The three South Australian universities, TAFE SA, and Charles Darwin University (Northern Territory) have determined that Recognised Studies may contribute to an ATAR (Australian Tertiary Admission Rank).

For completed VET qualifications to count as Recognised Studies, they must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- Recognised in the SACE at Stage 2 for at least 10 credits.

Recognised Studies, including VET, can only count to a maximum of 20 credits in an ATAR. Students also need to satisfy all other university entrance criteria.

VET courses commonly studied in the Limestone Coast:

FLEXIBLE INDUSTRY PATHWAYS:

- Primary Industries
- Forestry
- Health & Community Services

TRADITIONAL VET

- | | |
|------------------------------|---|
| • Automotive Servicing | • Fitness |
| • Beauty Services | • Hospitality |
| • Business Services | • Individual Support |
| • Dance | • Information, Digital Media and Technology |
| • Doorways to Construction | • Kitchen Operations |
| • Early Childhood Education | • Plumbing |
| • Education Support Services | • Retail |
| • Electrotechnology | • Salon Assistant |
| • Engineering | |

How to apply for a VET course?

To apply for a VET course, you will need to fill out the 2021 Student Expression of Interest Form and bring it with you to your course-counselling interview. The form can be obtained from your Kunga teacher or from the Grant High School Website.

For more information about VET refer to:

- The SACE Website: <https://www.sace.sa.edu.au/web/vet/vet-in-sace/vet-in-sace>
- Grant High School VET Coordinator.

Year 10 Subject Descriptions

Faculty:	Kunga Course	Year 10
Subject:	Kunga Kanapinan Yerkalalpatawia - 'Building Children to Lead the Way'	
Length of Course:	Full Year (delivered one lesson a week over the course of the year)	
Pre-Requisites:	N/A	
SACE Code:	1PLP10	
<p>The Kunga Course is designed to support the development of ‘Future Ready Citizens’ who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities</p> <p>The Year 10 Kunga Course is built around the ongoing exploration of four inquiries, with one being the key focus each term:</p> <ul style="list-style-type: none">• Inquiry 1: Who am I and how do I positively contribute to my school and wider community?• Inquiry 2: What does it take to be a life-long learner?• Inquiry 3: How do I want to contribute to the world?• Inquiry 4: How do I look after myself (and others) and why is this important? <p>Through these inquiries students explore various concepts and develop key skills in relation to these, including: understanding themselves and their learning; reflection; capability development; skills and mindsets for success; goal setting; career development and pathways; risk-management and self-care.</p> <p>Students complete various tasks as part of Kunga Course and grades and progress are reported through progress checks and end of semester graded reports.</p> <p>Work completed in the Year 10 Kunga Course finalises the evidence required for the compulsory SACE Personal Learning Plan (PLP) subject. PLP will be awarded to students at the end of this year who have successfully engaged in Kunga Course and completed the evidence required in Years 8-10.</p>		
Faculty:	The Arts	Year 10
Subject:	Advanced Music	
Length of Course:	Whole Year	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement in Year 9 Advanced Music B.• Students need to be proficient at an instrument and it is strongly recommended that they attend weekly instrumental lessons either through the school or privately (see ‘Additional Information’).	
Course Leads to:	SACE Stage 1 Music A and B; Stage 1 Music Performance (Explorations) 1 and 2.	
<p>Focus of Study:</p> <p>This course furthers the student’s ability to read, write, play and appreciate music. Emphasis is placed on:</p> <ul style="list-style-type: none">• Solo Performance (improving confidence in playing for an audience)• Class and small ensembles (improving 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 (builds on theory concepts covered in Year 9, including aural, listening and analysis skills)• Music Technology (developing skills in using music software in composing tasks)• Composition (used throughout the semester as a learning tool) <p>Students aim to present a class concert at the end of the semester.</p> <p>Further Information:</p> <ul style="list-style-type: none">• Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.• This subject may be studied in combination with other Performing Arts subjects, including Music Performance.• If intending to study Advanced Music at Stage 1, students must choose Year 10 Music A and B.		

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.		
Faculty:	The Arts (continued)	Year 10
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 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Drama 2, Stage 1 Drama 1 and/or 2; <i>Elite Performing Arts (Note: this course will not be offered in 2021, but may be available again in 2022).</i>	
Focus of Study: Drama 1 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. Participation in all performance and theory requirements of this course is compulsory.		
Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.		
Subject:	Drama 2	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Drama 1 and/or 2; <i>Elite Performing Arts (Note: this course will not be offered in 2021, but may be available again in 2022).</i>	
Focus of Study: Drama 2 offers students the opportunity to further develop skills in performance, technical theatre and backstage work, through ensemble plays and other activities. Various drama contexts, issues and stage crafts will be explored and journaling and reflection will form an important part of the assessment. Students will further develop skills in critical analysis through review writing and the examination of live or filmed performances. Drama 2 focuses on similar skills and concepts to Drama 1; however, course content will differ to cater for students who wish to study drama all year.		

Participation in all performance and theory requirements of this course is compulsory.

Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

Faculty:	The Arts (continued)	Year 10
Subject:	Drawing and Painting	
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 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 are required for this course. Some canvas or board may be required for major projects \$2 - \$5 (varies with individual student needs). Students may participate in visits to local Art Exhibitions. Some additional costs for materials may apply.

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:

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 and create 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.

Students evaluate Media Arts works and analyse the use of codes and conventions, 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.

Subject:	Music Performance 1	
Length of Course:	1 Semester	
Pre-Requisites:	<ul style="list-style-type: none"> Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See 'additional information.' Students must be prepared to perform in various situations to audiences. 	
Course Leads to:	Music Performance 2, Stage 1 Music Performance (Experience) 1 and/or 2.	

Focus of Study:

Music Performance 1 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)

Additional Information:

- Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).
- This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.

Subject:	Music Performance 2	
Length of Course:	1 Semester	
Pre-Requisites:	<ul style="list-style-type: none">Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See ‘additional information.’Students must be prepared to perform in various situations to audiences.	
Course Leads to:	Stage 1 Music Performance (Experience) 1 and/or 2.	
Focus of Study: Music Performance 2 continues to develop student skills in 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: <ul style="list-style-type: none">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) Music Performance 2 focuses on similar skills and concepts as Music Performance 1; however, content and performances will differ to cater for students who wish to study this subject for a full year. Additional Information: <ul style="list-style-type: none">Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.		
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:	Design and Technology - 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:	Design and Technology - Girls Only Technology	
Length of Course:	1 Semester	
Pre-Requisites:	N/A, apart from an interest in practically based activities	
Course Leads to:	Stage 1 & 2 Design, Technology and Engineering & Future Ready Citizens	
Focus of Study: This course is designed to focus in on teaching the basic hand tool skills and also an introduction into the most common power tools. All of the skills learnt in this course will give each student the confidence to be able to complete basic renovations in the future. The design process will be followed throughout the course as the students will be working towards producing an end product that meets the design brief. Student’s imagination will be the		

only limitation as the course won't be specific just to one of the technologies, the student's will have the opportunity to use Woodwork, Metalwork, CAD Programing, CNC Plasma Cutting, Plastics, 3D Printing or Jewelry Making.

If you haven't completed Technology since year 8 there is no need to stress, training and 1 on 1 support will be provided.

Subject:	Design and Technology - 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.

Focus of Study:

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.

Faculty:	Design and Technology (continued)	Year 10
-----------------	--	----------------

Subject:	Design and Technology - Metalwork Focus
Length of Course:	1 Semester
Pre-Requisites:	N/A, 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.

Subject:	Design and Technology - Woodwork Focus
Length of Course:	1 Semester
Pre-Requisites:	N/A, apart from an interest in practically based activities.
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:	Field to Fork 1
Length of Course:	1 Semester
Pre-Requisites:	N/A
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)
Course Leads to:	Food and Hospitality at Year 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2

Subject Overview:

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Summer and Autumn growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

Faculty:	Design and Technology (continued)	Year 10
-----------------	--	----------------

Subject:	Field to Fork 2
Length of Course:	1 Semester
Pre-Requisites:	N/A
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)
Course Leads to:	Food and Hospitality at Year 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2

Subject Overview:

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing.

Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Winter and Spring growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

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.

Subject:	Negotiated Computer Learning	
Length of Course:	1 Semester	
Pre-Requisites:	N/A, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.	
SACE Board of SA Code:	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: <ul style="list-style-type: none">• Programming• Database Construction• Document Creation• Animation• Website Construction• Photoshop• Arduino Programming Further Information: This is a Stage 1 Integrated Learning Course.		
Faculty:	Design and Technology (continued)	Year 10
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/Stage 1
Subject:	Creative Writing	
Length of Course:	Full year, two semesters (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 9/10 English or Literary Studies	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Stage 1 English or Literary Studies, Stage 2 English or Literary Studies	
Focus of Study: This subject is designed so that students will: <ul style="list-style-type: none">• Become more skilled and versatile writers• Create short stories, poetry, life-writing, fiction and creative non-fiction pieces• Study the techniques of a range of genres and forms• Develop and sustain reflective writing practices• Improve revision and editing proficiency Subject Overview: Assessment Type 1: Practical Exploration (investigation) Students consider and explore information, concepts, and/or skills connected to their program focus. Assessment Type 2: Connections		

Students undertake activities that encourage them to make connections between their program focus and their development of a capability.

Assessment Type 3: Personal Venture (folio)

The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them. Students complete a folio of evidence demonstrating a link between their area of personal interest and development of a capability.

Program Focus could include:

- Genre specific fiction writing; romance, crime, historical, horror etc.
- Screen writing
- Script writing
- Political writing
- Game writing
- Travel writing
- Poetry/Song writing

This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.

Faculty:	English (continued)	Year 10
Subject:	English	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	SACE Stage 1 English, Stage 1 Essential English	

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.

Faculty:	English	Year 10/Stage 1
Subject:	Essential English: Communication in the Workplace	
Length of Course:	Full year, two semesters (10 credits each semester)	
Pre-Requisites:	Recommendation by class teacher and/or VET Coordinator, written application	
SACE Board of SA Code:	1ETE10	
Course Leads to:	Stage 2 English or 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:

- A mock interview
- A comparison of workplace texts
- A review of a TEDTalk or YouTube video

Assessment Type 2: Creating Texts could include:

- A practical skill demonstration
- A workplace incident report
- A job application folio

Subject:	Literary Studies	
Length of Course:	2 Semesters	
Pre-Requisites:	A high pass (A or B grade) in Year 9 English.	
Course Leads to:	SACE Stage 1 Literary Studies Or Stage 1 English.	
Focus of Study: 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
Subject:	Health Studies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Food and Nutrition, Stage 1 Child Studies.	
Focus of Study: In this course, students will further explore the interrelated dimensions of health and their effects on a person’s wellbeing. They will delve into community responses to health based issues in society, and will explore career pathways relating to health and specialist care e.g. youth work, child care, counselling etc. This subject is an option for the H.P.E compulsory semester of study at year 10.		
Faculty:	Health and Physical Education (continued)	Year 10 / Stage 1
Subject:	Outdoor Education 1	
Length of Course:	1 Semester – First Semester	
Pre-Requisites:	A passing grade (C or higher) in previous year study in this subject area	
SACE Board of SA Code:	1OUT10	
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:	A passing grade (C or higher) in previous years study in this subject area	
SACE Board of SA Code:	1OUT10	
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.		
Faculty:	Health and Physical Education (continued)	Year 10 / Stage 1
Subject:	Personal Sports Development 1 (Sport Science and Exercise Physiology)	
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade (C or higher) in previous year’s Physical Education.	
SACE Board of SA Code:	1ILN10	
Course Leads to:	SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Personal 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. Subject Overview: Students ARE required to complete: Assessment Type 1: Self-analysis of the individuals fitness for sport Assessment Type 2: Application of Exercise Physiology training principles to develop a program for the physical preparation for sport. Assessment Type 3: Analysis of nutrition and the benefits to physical performance. Further Information: This is a Stage 1 subject, and students are expected to demonstrate high levels of initiative and well-developed self-governing practice.		
Subject:	Personal Sports Development 2 (Sport Science and Skill Learning/Biomechanics)	
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade (C or higher) in previous year’s Physical Education.	
SACE Board of SA Code:	1ILN10	
Course Leads to:	SACE Stage 1 and 2 Physical Education, Outdoor Education and Stage 1 Personal 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.

Subject Overview:

Students ARE required to 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.

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 required.

Faculty:	Health and Physical Education (continued)	Year 10
Subject:	Physical Education 1	
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade in this subject area in year 9	
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 and the application of Exercise Physiology principles.

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.

Faculty:	Health and Physical Education (continued)	Year 10
Subject:	Physical Education 2	
Length of Course:	1 Semester	
Pre-Requisites:	A passing grade in this subject area in year 9	
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.

This semester will focus on an introduction to skill learning and biomechanics and the use of group dynamics to apply this in practical applications. .

High levels of self-reflection and analysis will be developed as part of the course as well as the collection and analysis of data from varying mediums. 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.

Some self-reflection on how physical activity and lifestyle can be managed will form part of theory tasks.

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.

Faculty:	Health and Physical Education (continued)	Year 10/Stage 1
Subject:	Sports Coaching	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	A passing grade (C or higher) in previous years study in this subject area	
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.

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

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
- The Roman Civil Wars
- Daily Life in Imperial Rome
- From Greece to Rome: The Hellenistic Period

Assessment Type:

- *Skills and Applications*- students complete three skills and applications tasks in Gods and Empires.
- *Inquiry*- students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course.

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

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

- Egyptian Religion, Mythology and Burial Practices
- Athenian and Spartan Society in the 5th Century BC
- Greek and Roman Material Culture
- Religion in the Late Roman Empire
- Power and Politics in the Age of Augustus
- Rome versus Persia in Late Antiquity
- The Jews in the Ancient World

Assessment Type:

- *Skills and Applications*- students complete three skills and applications tasks in Gods and Empires.
- *Inquiry*- students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
Subject:	Great Australian Trials- An introduction to Legal Studies	
Length of Course:	Semester	
Pre-Requisites:	Keen interest in law, law enforcement, the justice system.	
Course Leads to:	Stage 1 & 2 Legal Studies. Careers in Law, Policing, journalism etc.	

Focus of Study:

This course is an introduction to Legal Studies. Those students interested in the law and in television programmes such as Law and Order and CSI to provide an insight into the inner workings of the courtroom and the role of lawyers, the judge and the jury. Students will be introduced to the basic principles of Legal Studies such as the role of court personnel, and an insight into the workings of the court-room by studying famous Australian cases including Ned Kelly, Rupert Max Stuart, Lindy Chamberlain, Ronald Ryan and Rebel Wilson.

Students will gain an understanding of the following legal processes and principles:

- The 'Adversary System' and the elements of a fair trial, including independent judges, opposing parties and rules of evidence
- The use of juries in the criminal justice system
- Different types of criminal sentences, including the historical use of capital punishment
- A number of important legal principles including: the presumption of innocence, double jeopardy, right to silence, etc.
- Elements of wrongful convictions
- Principles of civil law and the elements of negligence and defamation
- The Australian Constitution and the role of the High Court in the Australian Legal System

Assessment Type; (assessed using year 10 Civics & Citizenship achievement standards)

- Folio tasks
- Source Analysis task
- Inquiry Report
- Multimodal Presentation

Subject:	Human & Global Development	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Tourism/ Stage 1 Geography	
Focus of Study: Want to learn more about the world, and the people living in it? How do people, culture, life experiences and opportunities differ around the world and why? What impact do we have on the world around us and how is this managed? Do you have a passion for human rights, social justice, eradicating poverty and helping those in need? In studying this subject you will explore various aspects of <ul style="list-style-type: none">• Geography- Geographies of Human Wellbeing- poverty, disadvantage and population• Civics and Citizenship- inquiry into issues in civics and citizenship issues, maintaining a cohesive society• Economics and Business – managing the economy to improve living standards• History- civil rights and freedoms and the sustainability movement.• Tourism- global connections through travel and tourism and the impact tourism can have on development Assessment types: <i>(assessed against Year 10 HASS performance standards)</i> <ul style="list-style-type: none">• Folio tasks• Source Analysis task• Inquiry Report• Multimodal Presentation		
Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
Subject:	Myths and Legends	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ILN10	
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 them. Students will: <ul style="list-style-type: none">• 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.• Discuss the role of stories in society through consideration of different myths and legends.• Have the opportunity to create their own ‘myths and legends’ using the form identified through their studies. Assessment Type; <i>(assessed as Stage 1 Integrated Learning)</i> <ul style="list-style-type: none">• Folio• Issues Analysis• Issue Study		
Subject:	Philosophy and the Media	
Length of Course:	Semester (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 10 English or Literary Studies	
SACE Board Code:	1ILN10	
Course Leads to:	Stage 1 & 2 Philosophy + other Stage 1/2 HASS subjects	

Focus of Study:

Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. This subject introduces students to philosophical concepts, such as ethics (morality) and existence, using examples from various news (print and online), social (Snapchat, Instagram, etc.) and entertainment (film, TV, and video games) media to develop their understanding.

Assessed as a Stage 1 Integrated Learning subject, students develop their literacy and critical and creative thinking skills across a variety of assessment types and class discussions.

The content of the subject is flexible to enable students to develop their skills while they follow their interests in the following types of philosophy:

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

Assessment Type; (assessed as Stage 1 Integrated Learning)

- Discussion – connect a philosophical concept with news, social, or entertainment media examples (Practical Exploration)
- Community of Inquiry – group discussion on big ideas and ethical dilemmas (Community Connections)
- Creative Explanation – explain a philosophical concept in a creative way (Personal Venture)

Subject:	Small Business 101
Length of Course:	Semester
SACE Code:	1ILN10
Pre-Requisites:	Keen interest in starting, running or developing your own small business
Course Leads to:	Stage 1 & 2 Business Innovation, owning your own business, Entrepreneurial opportunities.

Focus of Study:

Did you enjoy Shark Tank or the Young Change Agents Program? Do you dream of running your own business? Are you already run your own business and want to take it to the next level?

This course will allow students to take their ideas formed in other entrepreneurial programs, or their own passion for entrepreneurship and begin to turn them into reality. Students will develop skills in

- Business decision making
- Economic reasoning and application
- Managing business issues
- Branding & marketing
- Improving sales & productivity

Assessment Type; (assessed as Stage 1 Integrated learning OR year 10 Economics & Business)

- Folio
- Issues Analysis
- Issue Study

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
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 types: (*assessed using Year 10 AC History achievement standards*)

- Folio tasks
- Source analysis task
- Inquiry Report
- Multimodal Presentation

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
Subject:	Italian Beginners	
Length of Course:	Whole Year (10 credits each semester)	
Pre-Requisites:	No/ very limited Italian language exposure. Eligibility form to be completed and returned to Miss Mancuso	
SACE Code:	1ITB10	
Course Leads to:	Stage 2 Italian Beginners	

Focus of Study:

Learning another language is a gateway to a world of opportunities as a globally-minded citizen.

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

- Interacting with others in Italian in interpersonal situations using the spoken language
- Creating texts in Italian for specific audiences, purposes, and contexts
- Analysing texts that are in Italian to interpret meaning
- Participating in cultural activities, such as cooking, songs, games, and involvement in the local Italian community.

Assessment Types:

- *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.
- *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.
- *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.

Subject:	Japanese Beginners	
Length of Course:	Whole Year (10 credits each semester)	
Pre-Requisites:	No/ very limited Japanese language exposure. Eligibility form to be completed and returned to Miss Mitchell.	
SACE Code:	1JAB10	
Course Leads to:	Stage 2 Japanese Beginners	

Focus of Study:

This subject is aimed at students with no or very limited exposure to the Japanese language previously. Students must complete an eligibility form to assess they are a Japanese language beginner. 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

Assessment Type:

- *Interacting in Spoken Japanese*- Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in **spoken Japanese**.
- *Text Production*- Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese.
- *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	Year 10
Subject:	Advanced Mathematics	Year 10
Length of Course:	Whole Year	
Pre-Requisites:	A high-level pass (A or B Grade) in Mathematics in previous year.	
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: Year 10 Students who wish to study Mathematical Methods and/or Specialist Mathematics in year 11 will study a full year of Advanced Mathematics, as well as Mathematics Methods A in Semester 2.

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.

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:	Mathematics Methods A	
Length of Course:	1 Semester	
Pre-Requisites:	A high level pass (A or B Grade) in Mathematics in previous year.	
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:		
Year 10 Students who wish to study Mathematical Methods and/or Specialist Mathematics in year 11 will study a full year of Advanced Mathematics, as well as Mathematics Methods A in Semester 2		
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, all Stage 1 Sciences	
Focus of Study:		
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 have successfully completed Advanced Science and Stage 1 Scientific Studies.		
Faculty:	Science (continued)	Year 10/Stage 1
Subject:	Stage 1 Scientific Studies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Code:	1STU	
Course Leads to:	Year 10 Advance Science and then all Stage 1 Sciences	
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 have successfully completed Advanced Science and Stage 1 Scientific Studies.		

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.

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 English subjects or courses*

Subtotal10

Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*

Subtotal30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

10

Subtotal70

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal90

Total200

Compulsory Stage 1

Compulsory Stage 1 and Stage 2

Compulsory Stage 2

Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.

Stage 1 Subject Summary

Stage 1 students must study:

- 2 semesters of Kunga Course
- 2 semesters of English
- 1 semester of Mathematics

Kunga Course	Design and Technology
The Arts	Digital Communication Solutions (Photography)
Advanced Music	Digital Technologies 1 and 2
Creative Arts - Media Studies 1 and 2	Field to Fork 1 and Field to Fork 2
Drama 1 and 2	Food and Hospitality 1 and Food and Hospitality 2
Music Performance (Experience) 1 and 2	Information Processing and Publishing
Visual Arts – Art: Art and Craft	Materials Products - Jewellery and Textiles Technology
Visual Arts – Art: Drawing and Painting	Materials Products - Woodwork Or Metalwork Focus 1 and 2
Visual Arts – Design	Negotiated Computer Learning
Cross Disciplinary	English
Community Studies	Creative Writing
Research Practices	English
Workplace Practices	Essential English
Youth Support Pathways	Essential English: Communication in the Workplace
	Literary Studies
	(Continued next page)

Stage 1 Subject Summary (continued)

Stage 1 students must study:

- 2 semesters of Kunga Course
- 2 semesters of English
- 1 semester of Mathematics

Health and Physical Education	Mathematics
Child Studies	Essential Mathematics
Health	General Mathematics
Outdoor Education 1 and Outdoor Education 2	Mathematical Methods A, B and C
Personal Sports Development 1 and 2	Specialist Mathematics
Physical Education 1 and Physical Education 2	Sciences
Sports Coaching	Agriculture
Humanities and Social Sciences (HASS)	Biology
Ancient Studies 1 and 2	Chemistry
Business Innovation	Nutrition
Geography	Physics
Legal Studies	Physics (Pre-Trade)
Philosophy	Psychology
Tourism	
Italian Beginners	
Japanese Beginners	
Japanese Continuers	

Stage 1 Subject Descriptions

Faculty:	Kunga Course	Stage 1
Subject:	Kunga Kanapinan Yerkalalpatawia - 'Building Children to Lead the Way'	
Length of Course:	Full Year (delivered one lesson a week over the course of the year)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1IL10	
<p>The Kunga Course is designed to support the development of ‘Future Ready Citizens’ who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities</p> <p>The Year 11 Kunga Course combines a pastoral care approach with the integrated exploration of the four inquiries considered in Years 8-10. Students will be mentored by Kunga teachers to further explore concepts and develop key skills in:</p> <ul style="list-style-type: none">• Understanding themselves and their learning• Taking responsibility for themselves, their learning and behaviours• Reflection• Capability understanding, development, application and evaluation• Inquiry skills• Skills and mindsets for success• Goal setting• Career development and pathways• Risk-management and self-care. <p>As part of their work in the Year 11 Kunga Course, students will engage in a self-directed community contribution project.</p> <p>Work completed in the Year 11 Kunga Course contributes to a possible additional 10 SACE Credits (Stage 1 Integrated Learning). These 10 credits will be awarded to students at the end of this year who have satisfactorily engaged in Kunga Course in Years 8-11.</p> <p>While the integration of the four inquiries form the foundation of the course in Year 11, the focus may lessen in Semester 2 as students move into completing Stage 2 Research Project.</p>		
Faculty:	The Arts	Stage 1
Subject:	Advanced Music	
Length of Course:	Full year, two semesters (10 credits each)	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement in Year 10 Music Advanced Music B.• Students should be proficient at an instrument and it is strongly recommended that they attend weekly instrumental lessons either through the school or privately (see ‘Additional Information’).	
SACE Board of SA Code:	1MVD10	
Course Leads to:	Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations.	
<p>Focus of Study:</p> <p>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.</p> <p>Subject Overview: Students have the opportunity to engage in some of the following activities:</p> <ul style="list-style-type: none">• Composing, Arranging, Transcribing, Improvising• Performing• Music Technology• Developing Theory and Aural Skills <p>Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none">• Creative Works• Musical Literacy		

Further Information:

- Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.
- This subject may be studied in combination with other Performing Arts subjects, including Stage 1 Music Performance (Explorations).

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

Focus of Study:

Creative Arts – Media Studies 1 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:	Creative Arts - Media Studies 2	
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:

Creative Arts – Media Studies 2 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

Creative Arts – Media Studies 2 focuses on similar skills and concepts as Creative Arts – Media Studies 1; however, content and experiences will differ to cater for students who wish to study this subject for a full year. **Further Information:** Some costs for materials may apply.

Faculty:	The Arts (continued)	Stage 1
Subject:	Drama 1	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	Competent Achievement in Year 10 Drama 1 or 2, or by negotiation with Drama teachers and/or Arts Coordinator (clear potential to succeed at this level must be demonstrated for approval to occur).	
SACE Board of SA Code:	1DRM10	
Course Leads to:	Stage 1 Drama 2, Stage 2 Drama; Stage 2 Creative Arts.	
Focus of Study: In Drama 1 students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving and generate, analyse, and evaluate ideas. They develop personal interpretations of texts and 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: <ul style="list-style-type: none">• Performance 30%• Folio 40%• Investigation and Presentation 30%		
Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.		
Subject:	Drama 2	
Length of Course:	1 Semester	
Pre-Requisites:	Competent Achievement in Year 10 Drama 1 or 2, or by negotiation with Drama teachers and/or Arts Coordinator (clear potential to succeed at this level must be demonstrated for approval to occur).	
SACE Board of SA Code:	1DRM10	
Course Leads to:	Stage 2 Drama; Stage 2 Creative Arts.	
Focus of Study: In Drama 2 students develop skills in problem-solving, analysis, evaluation, creative and critical thinking through the study of dramatic works. They also build curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence through the planning, rehearsal and performance of dramatic works to an audience.		
Subject Overview: Students demonstrate evidence of their learning through the following assessment types: <ul style="list-style-type: none">• Performance 30%• Folio 40%• Investigation and Presentation 30%		
Drama 2 aims to focuses on similar skills and concepts Drama 1; however, course content will differ to cater for students who wish to study drama all year.		
Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.		
Subject:	Music Performance (Experience) 1	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement in at least one semester of Year 10 Music Advanced Music or Year 10 Music Performance.• Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See ‘additional information.’• Students must be prepared to perform in various situations to audiences.	
SACE Board of SA Code:	1MXE10	
Course Leads to:	Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations; Stage 2 Creative Arts.	

Focus of Study:

In Music Performance (Experience) 1 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

Additional Information:

- Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).
- This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.

Faculty:	The Arts (continued)	Stage 1
Subject:	Music Performance (Experience) 2	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent achievement in at least one semester of Year 10 Music Advanced Music or Year 10 Music Performance.Students should be proficient at an instrument and/or demonstrate a keen desire to learn and commitment to developing proficiency. See ‘additional information.’	
SACE Board of SA Code:	<ul style="list-style-type: none">Students must be prepared to perform in various situations to audiences.	
Course Leads to:	1MXE10 Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations; Stage 2 Creative Arts.	
Focus of Study: In Music Performance (Experience) 2, students continue to 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. Music Performance 2 focuses on similar skills and concepts as Music Performance 1; however, content and performances will differ to cater for students who wish to study this subject for a full year.		
Subject Overview: Students have the opportunity to engage in some of the following activities: <ul style="list-style-type: none">Composing, Arranging, Transcribing, ImprovisingPerformingMusic Technology Students demonstrate evidence of their learning through the following assessment types: <ul style="list-style-type: none">Creative WorksMusical Literacy		
Additional Information: <ul style="list-style-type: none">Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).This subject may be studied in combination with other Performing Arts subjects, including Advanced Music.		
Subject:	Visual Arts - Art: Art and Craft	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Visual Arts subject or by negotiation (appropriate visual arts skills and critical and creative thinking ability must be demonstrated for approval to occur).	
SACE Board of SA Code:	1VAA10	
Course Leads to:	Stage 2 Visual Arts – Art, or Stage 2 Visual Arts- Design.	

Focus of Study:

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.

Faculty:	The Arts (continued)	Stage 1
Subject:	Visual Arts - Art: Drawing and Painting	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in any Year 10 Visual Arts subject or by negotiation (appropriate visual arts skills and critical and creative thinking ability must be demonstrated for approval to occur).	
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.

SUBJECT:	Visual Arts - Design
Length of Course: Pre-Requisites:	Semester (10 credits) Ability to / potential to succeed at Stage 1 level. Previous Arts based subject experience
SACE Board of SA Code:	recommended. 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.

Focus of Study:

Design provides students with a continued and continuing pathway of design learning and the opportunity to learn about the world around them from a design-based focus. The subject aims to develop student capabilities particularly: Critical and Creative Thinking; Ethical Understanding; Intercultural Understanding and their Personal and Social capability. The subject will 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	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1COM10	
Course Leads to:	Stage 2 Community Studies	

Focus of Study:

This subject is project-based and focuses on students identifying, planning, researching and presenting an activity that directly involves them with the local or wider community.

At GHS we hold an annual Community Expo, where students present information about a chosen healthy activity in order to promote the activity to the Year 8 students. If students have a separate project they would prefer to conduct- this can be done by negotiation.

Subject Overview:

1. A Folio (70%) consisting of:
 - a contract where students identify their existing and intended learning, capabilities and a community contact who will support them in their research.
 - 70 hours of evidence of learning documented through, but not limited to annotated photographs, sketches diagrams, video footage, notes, interview transcripts, and source analysis.
2. A presentation consisting of either an in person talk to small groups (3-4) of Year 8 students, with handouts and visual display OR a visual display consisting of key information presented in an engaging way OR a digital presentation consisting of a website or similar. ALL presentations must include a feedback form to gather feedback from the audience.
3. A reflection (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed.

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

Focus of Study:

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.

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: <ul style="list-style-type: none">• 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: <ol style="list-style-type: none">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 topics2. Vocational Learning (Work Experience)3. VET Students demonstrate evidence of their learning through the following assessment types: <ul style="list-style-type: none">• Assessment Type 1: Folio• Assessment Type 2: Performance• Assessment Type 3: Reflection This subject is highly recommended for students completing VET courses, or school based apprenticeships and traineeships.		
Faculty:	Cross-Disciplinary (continued)	Stage 1
Subject:	Youth Support Pathways	Stage 1
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ILN10	
Course Leads to:		
Focus of Study: This course is aimed at students who are considering an Education, Education Support or Youth Work/Social Work pathway. Students will gain an insight into classroom teaching and learning practices by participating in peer coaching activities within year 8 classrooms. Students will engage in a range of individual and group activities to develop their understanding of how the brain works, learning styles and strategies, and the impacts of wellbeing. Upon successful completion of initial training (2 weeks), students will participate in 1x 80 min lesson a week of ongoing training and discussion, and 2x 80 min lessons a week of peer coaching with year 8 students.		
Subject Overview: <ol style="list-style-type: none">1. Practical Explorations (50%) – students explore and develop the qualities they need to become effective learning support coaches within year 8 classrooms. They will be assessed on their participation in training activities, as well as on their ability to employ a range of strategies to assist students within the classroom.2. Connections (25%) – Students form teams to plan and deliver a key learning concept to year 8 students. After pitching their ideas to the class, students discuss their teaching and learning goals and submit a plan for approval. Students will need to show evidence of collaborative decision making, investigation of ideas/strategies and thoughtful planning that meets the needs of their identified student cohort. Students will deliver the learning activity and participate in group and individual feedback processes.3. Personal Venture (25%) – At the conclusion of the Youth Support Pathways program, students undertake a review of their personal development and discuss how their participation has assisted them to develop their Personal and Social Skills while assisting others to do the same. Students review their experience and write a reflection suitable for publication in a school magazine, as a speech (or video) to an audience, or as an application for future leadership or employment positions.		

Faculty:	Design and Technology	Stage 1
Subject:	Digital Communication Solutions (Photography)	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A but Year 9 and Year 10 Photography preferred	
SACE Board of SA Code:	1DCS10	
Course Leads to:	Stage 2 Design and Technology- Communication Products (Digital Photography).	
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: <ul style="list-style-type: none">Assessment Type 1: Skills and Applications Task 20%<ul style="list-style-type: none">Camera skills - Part 1 and 2Materials Applications (800 words)Assessment Type 2: Folio 30%Assessment Type 3: Product 50%		
Faculty:	Design and Technology (continued)	Stage 1
Subject:	Digital Technologies 1	
Length of Course:	Semester (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: <ul style="list-style-type: none">In this subject, students are expected to:Apply computational thinking skills to explore problems and possible solutionsDevelop and apply programming skills in creating digital solutionsAnalyse patterns and relationships in data sets and/or algorithms, and draw conclusionsDevelop and apply program design skills to create and evaluate digital solutionsResearch and discuss ethical considerations in digital technologiesWork individually and collaboratively.		
Subject Overview: <ul style="list-style-type: none">Focus Area 1: ProgrammingFocus Area 2: Advanced ProgrammingFocus Area 3: Data AnalyticsFocus Area 4: Exploring Innovations		
Subject:	Digital Technologies 2	
Length of Course:	Semester (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

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Field to Fork 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)	
Course Leads to:	Food and Hospitality Stage 1 and Stage 2; Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2	

Subject Overview:

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Summer and Autumn growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

Subject:	Field to Fork 2
Length of Course:	1 Semester
Pre-Requisites:	N/A
SACE Board of SA Code:	1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions)
Course Leads to:	Food and Hospitality Stage 1 and Stage 2; Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2

Subject Overview:

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing.

Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Winter and Spring growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

Further Information: Students will have opportunities to visit and explore other food production and preparation areas in the wider community. Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

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:	Design and Technology (continued)	Stage 1
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 emphasised, 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: <ul style="list-style-type: none">Assessment Type 1: Practical SkillsAssessment Type 2: Product and DocumentationAssessment 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.		

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:	1MRS10	
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: <ul style="list-style-type: none">Investigate and critically analyse existing productsCreate, test, and modify design ideasRecognise, analyse, and use equipment to create products safelyUse the design process to develop and implement solutions and ideas for productsApply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activitiesEvaluate product development and outcome, and reflect on technological ideas and procedures usedAnalyse the impact of technological practices, products on individuals, society, and/or the environment.		
Subject Overview: Students will be required to complete: <ul style="list-style-type: none">Assessment Type 1: Skills and Applications Task 30%<ul style="list-style-type: none">Product from a working drawing (15%)Materials investigation (15%)Assessment Type 2: Folio 40%<ul style="list-style-type: none">Design product to be made in Assessment Type 3Assessment Type 3: Product 30%<ul style="list-style-type: none">Produce product designed in Assessment Type 2: Folio		
Further Information: Students will need to provide some materials for their projects.		
Faculty:	Design and Technology (continued)	Stage 1
SUBJECT:	Materials Products 1 (Woodwork or Metalwork Focus)	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A -Year 9 and 10 Materials Technology Preferred	
SACE Board of SA Code:	1MRS10	
Course Leads to:	Stage 2 Materials Products	
Focus of Study: This subject is designed so that students are able to: <ul style="list-style-type: none">Investigate and critically analyse existing productsCreate, test, and modify design ideasRecognise, analyse, and use equipment to create products safelyUse the design process to develop and implement solutions and ideas for productsApply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activitiesEvaluate product development and outcome, and reflect on technological ideas and procedures usedAnalyse the impact of technological practices, products on individuals, society, and/or the environment.		
Subject Overview: Students will be required to complete: <ul style="list-style-type: none">Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%Assessment Type 2: Folio 40% Design TaskAssessment Type 3: Design Task Product 30%		

Subject:	Materials Products 2 (Woodwork or Metalwork Focus)	
Length of Course:	Semester (10 Credits)	
Pre-Requisites:	N/A but Year 9 and 10 Materials Technology preferred	
SACE Board of SA Code:	1MRS10	
Course Leads to:	Stage 2 Materials Products	
Focus of Study: This subject is designed so that students are able to: <ul style="list-style-type: none">Investigate and critically analyse existing productsCreate, test, and modify design ideasRecognise, analyse, and use equipment to create products safelyUse the design process to develop and implement solutions and ideas for productsApply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activitiesEvaluate product development and outcome, and reflect on technological ideas and procedures usedAnalyse the impact of technological practices, products on individuals, society, and/or the environment.		
Subject Overview: Students will be required to complete: <ul style="list-style-type: none">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%		
Faculty:	Design and Technology (continued)	Stage 1
Subject:	Negotiated Computer Learning	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A, although the Computer Literacy component of the subject Digital Technologies is a definite advantage.	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Stage 2 Negotiated Computer Learning	
Focus of Study: In this subject, students are expected to: <ul style="list-style-type: none">Apply computational thinking skills to explore problems and possible solutionsDevelop and apply programming skills in creating digital solutionsAnalyse patterns and relationships in data sets and/or algorithms, and draw conclusionsDevelop and apply program design skills to create and evaluate digital solutionsResearch and discuss ethical considerations in digital technologiesWork individually and collaboratively.		
Subject Overview: Some potential topics include: <ul style="list-style-type: none">ProgrammingDatabase ConstructionDocument CreationAnimationWebsite ConstructionPhotoshopArduino Programming		

Faculty:	English	Stage 1
Subject:	Creative Writing	
Length of Course:	Full year, two semesters (10 credits each semester)	
Pre-Requisites:	Competent achievement in Year 9/10 English or Literary Studies	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Stage 2 English or Literary Studies, University Level Extension Studies	
Focus of Study: This subject is designed so that students will: <ul style="list-style-type: none">• Become more skilled and versatile writers• Create short stories, poetry, life-writing, fiction and creative non-fiction pieces• Study the techniques of a range of genres and forms• Develop and sustain reflective writing practices• Improve revision and editing proficiency Subject Overview: Assessment Type 1: Practical Exploration (investigation) Students consider and explore information, concepts, and/or skills connected to their program focus. Assessment Type 2: Connections Students undertake activities that encourage them to make connections between their program focus and their development of a capability. Assessment Type 3: Personal Venture (folio) The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them. Students complete a folio of evidence demonstrating a link between their area of personal interest and development of a capability. Program Focus could include: <ul style="list-style-type: none">• Genre specific fiction writing; romance, crime, historical, horror etc.• Screen writing• Script writing• Political writing• Game writing• Travel writing• Poetry/Song writing This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.		
Faculty:	English (continued)	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.	

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 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.

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:	English (continued)
-----------------	----------------------------

Subject:	Essential English: Communication in the Workplace
-----------------	--

Length of Course:	Full year, two semesters (10 credits each semester)
--------------------------	---

Pre-Requisites:	Recommendation by class teacher and/or VET Coordinator, written application
------------------------	---

SACE Board of SA Code:	1ETE10
-------------------------------	--------

Course Leads to:	Stage 2 English or 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:

- A mock interview
- A comparison of workplace texts
- A review of a TEDTalk or YouTube video

Assessment Type 2: Creating Texts

Could include:

- A practical skill demonstration
- A workplace incident report
- A job application folio

Subject:	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.

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:

Health

Length of Course:

Semester (10 credits)

Pre-Requisites:

A passing grade (C or higher) in previous year study in this subject area
1HHS10

SACE Board of SA Code:

Stage 2 Health

Course Leads to:**Focus of Study:**

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment

Students develop skills in health literacy by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

Subject Overview:

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

- Assessment Type 1: Issues Response
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Faculty:

Health and Physical Education (continued)

Stage 1

Subject:

Outdoor Education 1

Length of Course:

1 Semester – First Semester

Pre-Requisites:

A passing grade (C or higher) in previous years study in this subject area

SACE Board of SA Code:

1OUT10

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, & 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 outdoorsituations.

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:	A passing grade (C or higher) in previous years study in this subject area
SACE Board of SA Code:	1OUT10
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.

Faculty:	Health and Physical Education (continued)	Stage 1
Subject:	Personal Sport and Development 1 (Sports Science and Exercise Physiology)	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	A passing grade (C or higher) in previous year study in this subject area	
SACE Board of SA Code:	ILN10	
Course Leads to:	Personal 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.

Subject Overview:

Students ARE required to complete:

Assessment Type 1: Self-analysis of the individuals fitness for sport

Assessment Type 2: Application of Exercise Physiology training principles to develop a program for the physical preparation for sport.

Assessment Type 3: Analysis of nutrition and the benefits to physical performance.

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 required.

Subject:

Personal Sport Development 2 (Sports Science and Skill Learning/Biomechanics)

Length of Course:

Semester (10 credits)

Pre-Requisites:

A passing grade (C or higher) in previous year's physical education.

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:

Physical Education 1

Length of Course:

Semester (10 credits)

Pre-Requisites:

A passing grade (C or higher) in previous year study in this subject area

SACE Board of SA Code:

1PHD10

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

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

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 self-assessment 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:	A passing grade (C or higher) in previous year study in this subject area	
SACE Board of SA Code:	1PHD10	
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 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 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 self- assessment 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:	Sports Coaching	Stage 1
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: <ul style="list-style-type: none">• Practical Exploration• Connections• Personal Venture		
Further Information: A small cost for bus transport may be required to fund possible excursions.		

Faculty:	Humanities and Social Sciences (HASS)	Stage 1
Subject:	Ancient Studies 1 (formerly Gods and Empires)	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ANT10	
Course Leads to:	Stage 2 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. Units will be offered from time to time from the following choices: <ul style="list-style-type: none">• Egyptian History in the New Kingdom• Greek History from the Persian Wars• The Campaigns of Alexander the Great• History of the Late Roman Empire• The Roman Civil Wars• Daily Life in Imperial Rome• From Greece to Rome: The Hellenistic Period Assessment Type: <ul style="list-style-type: none">• <i>Skills and Applications</i>- students complete three skills and applications tasks in Gods and Empires.• <i>Inquiry</i>- students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course.		
Subject:	Ancient Studies 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ANT10	
Course Leads to:	Stage 2 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. Units will be offered from time to time from the following choices: <ul style="list-style-type: none">• Egyptian Religion, Mythology and Burial Practices• Athenian and Spartan Society in the 5th Century BC• Greek and Roman Material Culture• Religion in the Late Roman Empire• Power and Politics in the Age of Augustus• Rome versus Persia in Late Antiquity• The Jews in the Ancient World Assessment Type: <ul style="list-style-type: none">• <i>Skills and Applications</i>- students complete three skills and applications tasks in Gods and Empires.• <i>Inquiry</i>- students undertake an independent inquiry into an aspect of an ancient society other than those which have been studied in the course.		
Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	Business Innovation	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1BNV10	
Course Leads to:	Stage 2 Business Innovation and other Stage 2 HASS subjects.	

Focus of Study:

Business Innovation develops the knowledge, skills, and understandings to engage in business contexts in the modern world. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes. Students will be guided through structured processes to develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem, and solutions.

Students will:

- Consider the opportunities and challenges associated with start-up and existing businesses,
- Consider how digital and emerging technologies may present opportunities to enhance business models
- Analyse the responsibilities and impact of proposed business models on global and local communities.

Assessment Types:

- Business Skills- Including a business model summary
- Business Pitch

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 includes:

- Understanding importance of place in explanations of economic, social, and environmental phenomena and processes.
- Exploring the concepts of place, space, environment, interconnection, sustainability, scale, and change.
- Identifying patterns and trends, and explore and analyse geographical relationships and interdependencies.
- Use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.
- Topics include- local contemporary issues, Urban Places, Megacities, Natural and Human Induced Hazards.

Subject Overview:

- Skills and Applications tasks
- Fieldwork- including excursions. Associated costs approx. \$50

Subject:	Legal Studies
Length of Course:	Semester (10 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	1LEG10
Course Leads to:	Stage 2 Legal studies

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students will:

- Explore and develop their understanding of the concepts of rights, fairness and justice, power, and change.
- Examine law making, law enforcement and dispute resolution,
- Apply knowledge to a range of contemporary Australian issues.
- consider alternative perspectives such as international law, customary law and systems used in other jurisdictions
- have the opportunity to attend the Legal Studies Camp to Adelaide- associated costs approx. \$100

Assessment Type:

- Analytical Response
- Inquiry
- Presentation

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	Philosophy	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 HASS/ English	
SACE Board of SA Code:	1PPS10	
Course Leads to:	Stage 2 Philosophy	
Focus of Study: Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future. This subject takes a deep dive into the three main types of Philosophy: <i>Ethical</i> (the study of morality; ideas of right and wrong), <i>Metaphysical</i> (the study of how we construct our reality), and <i>Epistemological</i> (the study of how knowledge is gathered and justified) Topics covered include: <ul style="list-style-type: none">identifying philosophical issues and positionsthe general structure of a philosophical argumentreasons to support philosophical issues and positionsdifferentiate good and bad argumentsusing philosophical terminologyAnalysis of assumptions, positions, and arguments. Assessment Types: <ul style="list-style-type: none">Folio- at least 2 tasks that apply skills of reasoning to solve problemsIssues Analysis - guided ethical issues studyIssue Study- student-negotiated study of a philosophical issue		
Subject:	Tourism	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1TOS10	
Course Leads to:	Stage 2 Tourism	
Focus of Study: In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveler. Students will: <ul style="list-style-type: none">Investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon.Investigate the impact, directly and indirectly, on many aspects of people’s lives and on the environment.Develop understanding of the sustainable management of tourismConsider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments.Tourism as a business and its impact on the economy.Visit several local tourism sites – associated costs approximately \$60 Assessment Type: <ul style="list-style-type: none">Case StudySources Analysis (Exam)Practical Activity- including excursionsInvestigation		

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
SUBJECT:	Italian Beginners	
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. Eligibility form needed.	
SACE Board of SA Code:	1ITB10	
Course Leads to:	Stage 2 Italian Beginners	
Focus of Study: Learning another language is a gateway to a world of opportunities as a globally-minded citizen. In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by: <ul style="list-style-type: none">• Interacting with others in Italian in interpersonal situations using the spoken language• Creating texts in Italian for specific audiences, purposes, and contexts• Analysing texts that are in Italian to interpret meaning• Participating in cultural activities, such as cooking, songs, games, and involvement in the local Italian community. Assessment Type <ul style="list-style-type: none">• <i>Interacting in Spoken Italian:</i> Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Italian.• <i>Presenting in Spoken Italian:</i> Students prepare and give a spoken presentation in Italian on a topic of personal interest.• <i>Text Production:</i> 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.• <i>Analysing and Interpreting Written, Spoken, and/or Multimodal Texts:</i> Students analyse and interpret a text in Italian by responding in English and/or Italian to questions in English and/or Italian.		
Subject:	Japanese Beginners	
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. Eligibility 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: <ul style="list-style-type: none">• 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 Assessment Type: <ul style="list-style-type: none">• <i>Interacting in Spoken Japanese-</i> Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Japanese.• <i>Text Production-</i> Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese.• <i>Analysing and Interpreting Written, Spoken, and/or Multimodal Texts-</i> Students analyse and interpret a text in Japanese by responding in English and/or Japanese to questions in English and/or Japanese.		
Subject:	Japanese Continuers	
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.	
Focus of Study: This subject is aimed at students with no or very limited exposure to the Japanese language previously. Students must complete an eligibility form to asses they are a Japanese language beginner. In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to: <ul style="list-style-type: none">• 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.

Assessment Types:

- *Interaction* - Students interact with others to exchange information, ideas, opinions, and experiences in spoken Japanese.
- *Text Production* - Students create text(s) in which they express ideas and/or information and/or feelings in written Japanese.
- *Text Analysis* - Students analyse and interpret a text(s) that are in Japanese with a response(s) in Japanese and/or English
- *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.

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

Focus of Study:

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
- Earning and Spending
- Geometry

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:	Essential Mathematics Full Year
Length of Course:	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

Focus of Study:

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).

Faculty:	Mathematics (continued)	Stage 1
Subject:	General Mathematics Semester 1	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	A high-level pass in General Mathematics at Year 10	
SACE Board of SA Code:	1MGM10	
Course Leads to:	N/A	
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: <ul style="list-style-type: none">• Measurement• Applications of Trigonometry• Linear Functions and their Graphs 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:	General Mathematics Full Year	
Length of Course:	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: <ul style="list-style-type: none">• Investing and borrowing (S2)• Measurement (S1)• Statistical Investigation (S2)• Applications of Trigonometry (S1)• Linear Functions and their Graphs (S1)• 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).		

Faculty:	Mathematics (continued)	Stage 1
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 Year 10 Advanced Mathematics	
SACE Board of SA Code:	1MAM10	
Course Leads to:	Stage 1 Specialist Mathematics, Stage 2 Mathematical Methods or Stage 2 General Mathematics	
Focus of Study: 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 Advanced Mathematics. 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: <ul style="list-style-type: none">• 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). Students enrolled in Mathematical Methods A, in Semester 2 of Year 10, will be resulted the following year.		
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), Stage 2 Specialist Mathematics (requires Stage 1 Mathematical Methods)	
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: <ul style="list-style-type: none">• 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	
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	

Focus of Study:

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	
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	
SACE Board of SA Code:	1CME10	
Course Leads to:	Stage 2 Chemistry	
Focus of Study: 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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Assessment Type 1: Investigations Folio 40%Assessment Type 2: Skills and Applications tasks 60%		
Subject:	Nutrition	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	B grade of higher achievement in Scientific Studies, completion of Advanced Science encouraged	
SACE Board of SA Code:	1NUT10	
Course Leads to:	Stage 2 Nutrition	
Focus of Study: This subject is designed so that students: <ul style="list-style-type: none">Develop understanding within the Australian Dietary GuidelinesMacronutrients and MicronutrientsCommunicate nutritional requirements during the lifespanIdentify varying processed food productsDemonstrate knowledge and understanding of Nutrition and food modelsUnderstand influences upon food choices.		
Subject Overview: Students will be required to complete: <ul style="list-style-type: none">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.		

Faculty:	Sciences (continued)	Stage 1
SUBJECT:	Physics	
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.	
Focus of Study: 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: <ul style="list-style-type: none">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:	Physics (Pre-Trade)	
Length of Course:	One semester, 10 credits	
Pre-Requisites:	Advanced Science at Year 10	
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 <i>Physics</i> 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: <ul style="list-style-type: none">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:	Advanced Science at Year 10	
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.

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).

Kunga Course	English
Arts	English
Creative Arts	Essential English
Drama	Literary Studies
Music - Ensemble Performance and Music – Solo Performance	Health and Physical Education
Music Explorations	Child Studies
Visual Arts – Art	Outdoor Education
Visual Arts - Design	Physical Education
Cross-Disciplinary Studies	Humanities and Social Sciences (HASS)
Community Studies	Ancient Studies
Research Project	Business Innovation
Workplace Practices	Legal Studies
Design and Technology	Philosophy
Digital Communication Solutions (Digital Photography)	Tourism
Digital Technologies	Japanese Continuers
Food and Hospitality	
Material Products (Furniture Construction)	
Materials Products (Jewellery and Textiles Technology)	
	(Continued next page)

Stage 2 Subject Summary (continued)

Stage 2 students must complete:

- Kunga Course (refer to descriptor)
- Research Project (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

Mathematics	
Essential Mathematics	
General Mathematics	
Mathematical Methods	
Specialist Mathematics	
Sciences	
Agricultural Production	
Biology	
Chemistry	
Physics	
Psychology	

Stage 2 Subject Descriptions

Faculty:	Kunga Course	Stage 2
Subject:	Kunga Kanapinan Yerkalalpatawia - 'Building Children to Lead the Way'	
<p>The Kunga Course is designed to support the development of ‘Future Ready Citizens’ who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities.</p> <p>In Year 12, students are mentored by Kunga Course teachers, who will support them to be as successful as possible in Year 12.</p> <p>Students will have access to a variety of guest speakers and other experts, who will provide information and support as they transition to post-secondary pathways.</p> <p>No formal assessment/coursework is completed for Year 12 Kunga Course; however, students are encouraged to take advantage of this time to access the various support available to them.</p> <p>It is a requirement for year 12s to attend Kunga until a review of the first round of progress checks have been completed. Students who receive Red or Ambers for any subjects will be required to continue to attend Kunga.</p>		
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.	
<p>Focus of Study:</p> <p>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.</p> <p>For example, Creative Arts can combine student interests in Drama, Dance and Media Studies.</p> <p>The following areas of study are covered:</p> <ul style="list-style-type: none">• Creative Arts Process• Development and Production• Concepts in Creative Arts Disciplines• Creative Arts in Practice <p>Subject Overview:</p> <p>Students demonstrate evidence of their learning through the following assessment types:</p> <p>School-Based Assessment 70%</p> <ul style="list-style-type: none">• Assessment Type 1: Product 50%• Assessment Type 2: Investigation 20% <p>External Assessment 30%</p> <ul style="list-style-type: none">• Assessment Type 3: Practical Skills 30% <p>Additional Information: This subject may be studied in combination with other Performing/Visual Arts subjects.</p>		
Subject:	Drama	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Competent Achievement in Year 10 Drama 1 or 2, or by negotiation with Drama teachers and/or Arts Coordinator (clear potential to succeed at this level must be demonstrated for approval to occur).	
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 works. Students participate in creative problem solving and 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%

Further Information: Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

Faculty:	The Arts (continued)	Stage 2
Subject:	Music - Ensemble Performance Music – Solo Performance	
Length of Course:	Full Year (2 x 10 Credit Courses – both resulted at the end of the year)	
Pre-Requisites:	<ul style="list-style-type: none"> • Music Ensemble Performance and Music Solo Performance must be studied together at Stage 2 (unless one of these has already been successfully completed). • Competent achievement in at least one semester of Stage 1 Advanced Music and/or Stage 1 Music Performance. • Students should be proficient at an instrument and are encouraged to attend weekly music lessons privately or through the school. 	
SACE Board of SA Codes:	Ensemble: 2MEB10	
Course Leads to:	Solo: 2MSO10 University Study	

Focus of Study:**Music Ensemble Performance (10 Credit):**

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 (voice is considered an instrument) 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%

Music - Solo Performance (10 Credit):

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%
- Second Performance 40%

External Assessment 30%

- Final Performance 30%

Further Information: Music Ensemble Performance and Music Solo Performance may be studied in combination with other Stage 2 Performing Arts subjects, including Stage 2 Music Explorations.

Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.

Faculty:	The Arts (continued)	Stage 2
Subject:	Music Explorations	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement at least one semester of Stage 1 Music (Advanced or Performance).• Students should be proficient at an instrument and are encouraged to attend weekly music lessons (privately or through the school).	
SACE Board of SA Code:	2MEX20	
Course Leads to:	University study or work in chosen field	

Focus of Study:

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%)

Further Information:

- This subject may be studied in combination with other Stage 2 Performing Arts subjects, including Music Solo Performance and Music Ensemble Performance.
- Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.

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:	2VAA20	
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%
- Practical 30%

External Assessment: Visual Study (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).

Further Information: Stage 2 Visual Arts (Art) and Stage 2 Visual Arts (Design) are a precluded combination.

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	
SACE Board of SA Code:	1 2VAD20	
Course Leads to:	A variety of university and TAFE courses as well as opportunities in occupations such as drafting, sign writing, etc.	

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 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%
- Practical 30%

External Assessment: Visual Study (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).

Further Information: Stage 2 Visual Arts (Art) and Stage 2 Visual Arts (Design) are a precluded combination.

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

Focus of Study:

This subject is project-based and focuses on students identifying, planning, researching and presenting an activity that directly involves them with the local or wider community.

At GHS we hold an annual Community Expo, where students present information about a chosen healthy activity in order to promote the activity to the Year 8 students. If students have a separate project they would prefer to conduct- this can be done by negotiation.

Subject Overview:

4. A Folio (70%) consisting of:
 - a contract where students identify their existing and intended learning, capabilities and a community contact who will support them in their research.
 - 70-140 hours of evidence of learning documented through, but not limited to annotated photographs, sketches diagrams, video footage, notes, interview transcripts, and source analysis.
5. A presentation consisting of either an in person talk to small groups (3-4) of Year 8 students, with handouts and visual display OR a visual display consisting of key information presented in an engaging way OR a digital presentation consisting of a website or similar. ALL presentations must include a feedback form to gather feedback from the audience.
6. A reflection (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed. **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	

Focus of Study:

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: <ul style="list-style-type: none">Understand and explain concepts of industry and workApply work skills in the workplace or a work related contextCritically 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 <ul style="list-style-type: none">Vocational Learning (Work Experience)VET Students demonstrate evidence of their learning through the following assessment types: School-based Assessment 70% <ul style="list-style-type: none">Assessment Type 1: Folio 25%Assessment Type 2: Performance 25%Assessment Type 3: Reflection 20%External Assessment 30% This subject is highly recommended for students completing VET courses or school based apprenticeships or traineeships.		
Faculty:	Design and Technology	Stage 2
Subject:	Digital Communication Solutions (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:	2DCS20	
Course Leads to:	University and TAFE Photography/Graphic Design/Media courses and employment 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: <i>Students demonstrate evidence of their learning through the following assessment types:</i> <u>School-based Assessment 70%</u> <ul style="list-style-type: none">Assessment Type 1 20% - Two Skills Task and a Materials Study (800 words)Assessment Type 2 50% - Product - Major and Project - Minor <u>External Assessment 30%</u> <ul style="list-style-type: none">Assessment Type 3 - Folio (Calendar) and Issues Tasks (400 words)		
Subject:	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:	Satisfactory completion of one semester of Food and Hospitality at Stage 1.	
SACE Board of SA Code:	2FOH20	
Course Leads to:	Industry work, TAFE and University studies.	

Focus of Study:

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.

Subject:	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:	2MRS20
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%

Subject:	Materials Products (Jewellery and Textiles Technology)
-----------------	---

Length of Course:	Full year (20 credits)
Pre-Requisites:	N/A but Stage 1 Jewellery and Fashion Design preferred
SACE Board of SA Code:	2MRS20
Course 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
 - Selection of seams, finishing techniques and fastenings
 - 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.

Faculty:	English	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.

Focus of Study:

- 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.

Faculty:	English (continued)	Stage 2
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.

Subject:	Literary Studies
Length of Course:	Full Year (20 credits)
Pre-Requisites:	Stage 1 English (Literary Studies) or Stage 1 English
SACE Board of SA Code:	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%).

<ul style="list-style-type: none">• 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.) <p>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).</p>		
Faculty:	Health and Physical Education	Stage 2
Subject:	Child Studies	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Competent achievement in Stage 1 Child Studies or Food and Hospitality	
SACE Board of SA Code:	2CSD20	
Course Leads to:	University or TAFE Study, work in the Child Care or similar industry.	
Focus of Study: <p>Child Studies focuses on children’s growth and development from conception to 8 years. Students examine attitudes and values about parenting/care- giving 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.</p> <p>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.</p> Subject Overview: <p>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.</p> <p>Students demonstrate evidence of their learning through the following assessment types:</p> <p>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.</p>		
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:	2OUT20	
Course Leads to:	Further Environmental study and employment in Outdoor Education facilities	
Focus of Study: <p>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.</p> <p>Students are required to complete a minimum of two outdoor journeys, one of which being a self-reliant expedition. The outdoor journeys are decided upon by the students as part of the planning component of their course. Some of the possible options include; 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.</p> Subject Overview: <p>Students demonstrate evidence of their learning through the following assessment types:</p> <p>School-based Assessment 70% Assessment Type 1: Folio 20% - Investigation of ecosystems and exploration of human interactions with natural environments through direct observation, and/or collection and analysis of data and information.</p> <p>Assessment Type 2: Outdoor Journeys 50% - Practical assessment of personal and group skills/proficiencies related to two expeditions, one of which involving indirect supervision of students. This also involves a reflection/evaluation after the expedition has been completed.</p> <p>External assessment 30% Assessment Type 3: 30%- <u>Connections with Natural Environments</u>; Investigation of their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made.</p>		

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:	2PHD20	
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%)		
<ul style="list-style-type: none">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:<ul style="list-style-type: none">Portfolio of evidenceEvaluation.		
External Assessment (30%)		
<ul style="list-style-type: none">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:	Ancient Studies	
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:	2ASY20	
Course Leads to:	University and TAFE Courses.	
Focus of Study:		
In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.		
In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies. Students will have the opportunity to attend the Ancient Studies trip to Melbourne- associated costs approx. \$250		
Units will be offered from time to time from the following choices:		
<ul style="list-style-type: none">Egyptian History in the New KingdomGreek History from the Persian WarsThe Campaigns of Alexander the GreatHistory of the Late Roman EmpireEgyptian Religion, Mythology and Burial PracticesAthenian and Spartan Society in the 5th Century BCGreek and Roman Material Culture		
Assessment Types:		
<ul style="list-style-type: none">Skills and Applications tasksConnectionsInquiry – externally assessed by the SACE Board		
Subject:	Business Innovation	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	2BNV20	
Course Leads to:	University and TAFE Business Courses, and employment in Business related fields.	

Focus of study

Business Innovation will equip students with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

Students will

- Engage with complex, dynamic real world problems
- Identify and design, test, iterate, and communicate viable business solutions.
- Learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Assessment Type:

Business Skills

Business Model

Business Plan and Pitch– externally assessed by the SACE board.

Faculty:	Humanities and Social Sciences (continued)	Stage 2
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:

Law is intended to facilitate fairness, justice and harmony within communities. The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Students will:

- Explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes.
- Examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.
- Develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.
- Have the opportunity to attend the Legal Studies Camp to Adelaide- associated costs approx. \$100

Assessment Type

- Folio
- Inquiry
- Examination - 130 minute examination set and assessed by the SACE Board.

Subject:	Philosophy
Length of Course:	Full Year (20 credits)
Pre-Requisites:	N/A
SACE Board of SA Code:	2PPS20
Course Leads to:	University and TAFE Courses.

Focus of Study:

Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

This subject takes a deep dive into the three main types of Philosophy: *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)

Topics covered include:

- Identifying philosophical issues and positions
- The general structure of a philosophical argument
- Reasons to support philosophical issues and positions
- Differentiate good and bad arguments
- Using philosophical terminology
- Analysis of assumptions, positions, and arguments.

Assessment Types:

- Folio- at least 2 tasks that apply skills of reasoning to solve problems
- Issues Analysis - guided ethical issues study
- Issue Study- student-negotiated study of a philosophical issue

Faculty:	Humanities and Social Sciences (continued)	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 will be conducted in this subject.

Topics covered include:

The Economics of Tourism

- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organizations in Tourism
- Tourism Industry Skills

Assessment Type:

- Folio
Practical Activity – excursions and camps. Costs associated with these activities- approx. \$250
- Investigation
- Examination - A 130 minute online examination set and assessed by the SACE board.

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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• The Individual• The Japanese-speaking Communities• The Changing World Assessment Types: <ul style="list-style-type: none">• Folio• In-depth Study• Examination –set and assessed by the SACE board.		
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 problem-solving 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 problem-based 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%) <ul style="list-style-type: none">• 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:	Full Year (20 credits)	
Pre-Requisites:	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:	2MGM20	
Course Leads to:	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:	Full Year (20 credits)	
Pre-Requisites:	B grade or higher in Stage 1 Mathematical Methods and Specialist Mathematics (with a passing grade in all examinations)	
SACE Board of SA Code:	2MSC20	
Course Leads to:	Tertiary study in such areas as Mathematical Sciences, Computer Science, Engineering.	

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: <ul style="list-style-type: none">• topic 1: Animal production• topic 2: Plant production• topic 3: Resource management• topic 4: Agribusiness School assessment (70%) <ul style="list-style-type: none">• Assessment Type 1: Agricultural Reports (30%)• Assessment Type 2: Applications (40%) External assessment (30%) <ul style="list-style-type: none">• Assessment Type 3: Production Investigation (30%). Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete: <ul style="list-style-type: none">• Three agricultural reports:<ul style="list-style-type: none">- 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.	
Focus of Study: 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: <ul style="list-style-type: none">• 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).

Faculty:	Sciences (continued)	Stage 2
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.

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.

Faculty:	Sciences (continued)	Stage 2
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.

Learning Area Overview - Design and Technology

Year 8

Digital Technologies

Year 9

- Advanced Technologies
- Digital Technologies
- Girls Technology
- Field to Fork
- Food and Hospitality
- Metalwork
- Photography
- Textiles
- Woodwork

Year 10

- Advanced Technologies
- Before Doorways 2 Construction
- Digital Technologies
- Girls Technology
- Field to Fork
- Food and Hospitality
- Metalwork
- Negotiated Computer Learning
- Photography
- Textiles
- Woodwork

Stage 1

- Building Trades
- Digital Photography
- Digital Technologies 1 & 2
- Field to Fork
- Food & Hospitality
- Information Processing and Publishing
- Jewellery and Textiles
- Metalwork
- Negotiated Computer Learning
- Textiles
- Woodwork

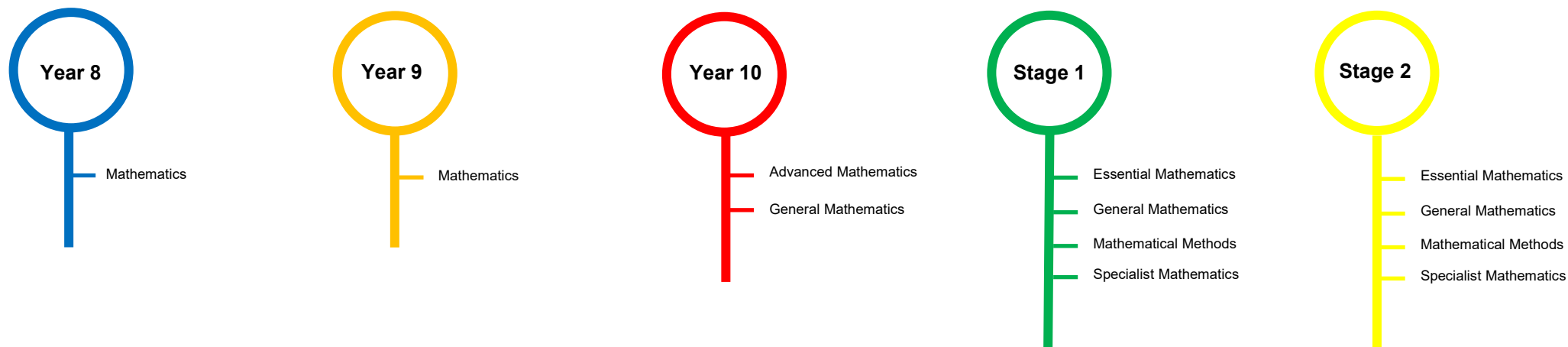
Stage 2

- Building Trades
- Digital Photography
- Digital Technologies
- Food and Hospitality
- Furniture Construction
- Jewellery and Textiles
- Textiles

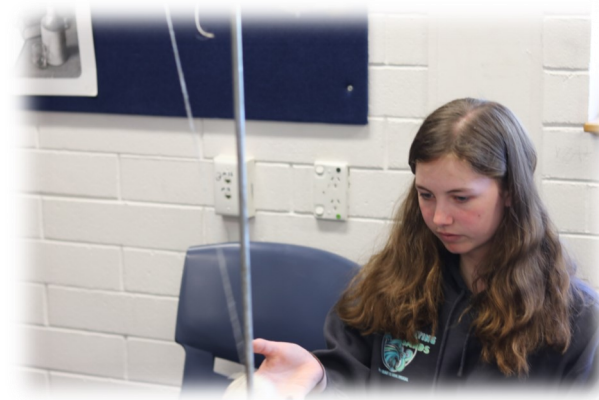
*Please be aware of subject pre-requisites and pathways that must be met in order to enroll in some Design and Technology subjects



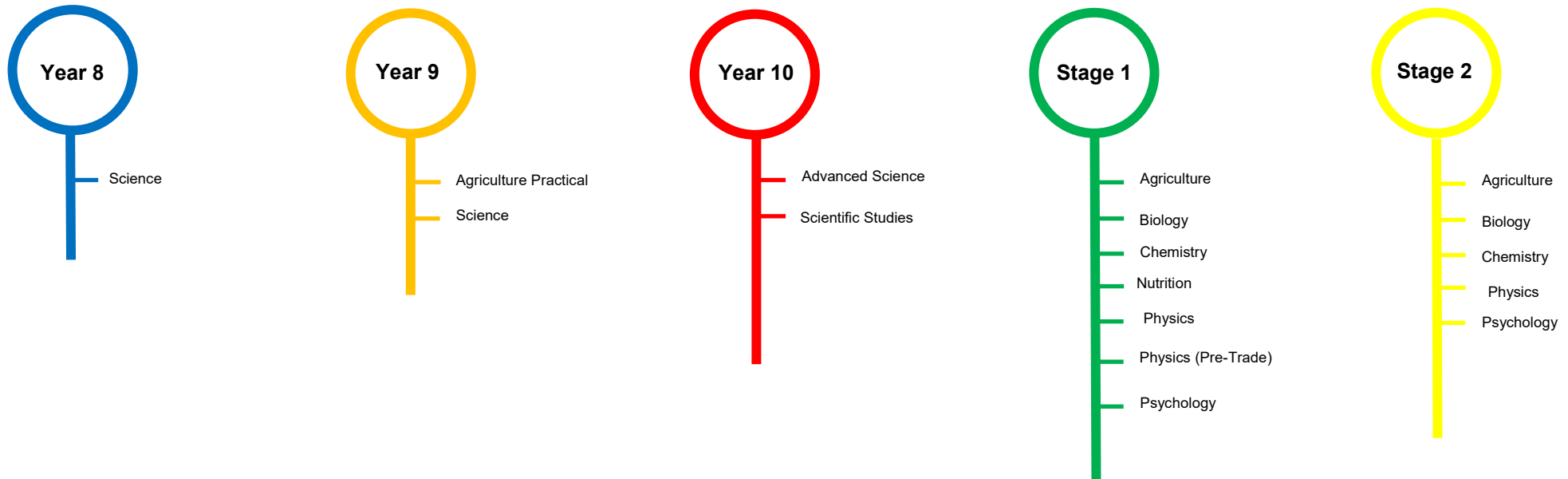
Learning Area Overview - Mathematics



*Please be aware of subject pre-requisites and pathways that must be met in order to enroll in some Mathematics subjects



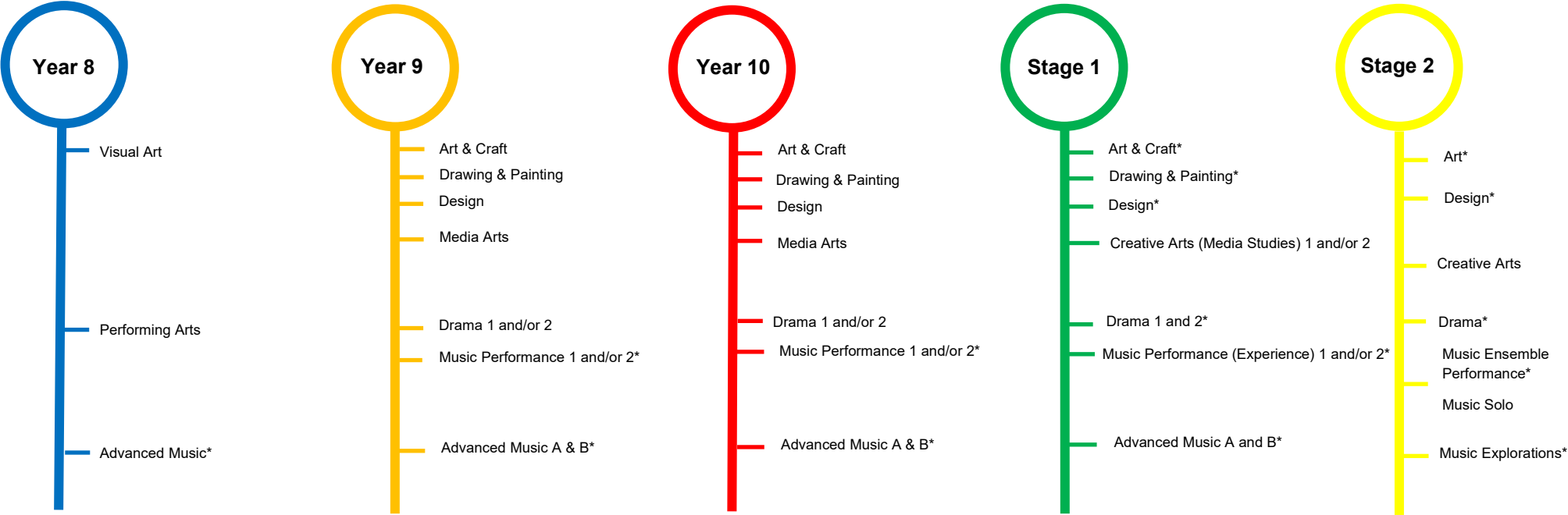
Learning Area Overview - Science



*Please be aware of subject pre-requisites and pathways that must be met in order to enroll in some Science subjects



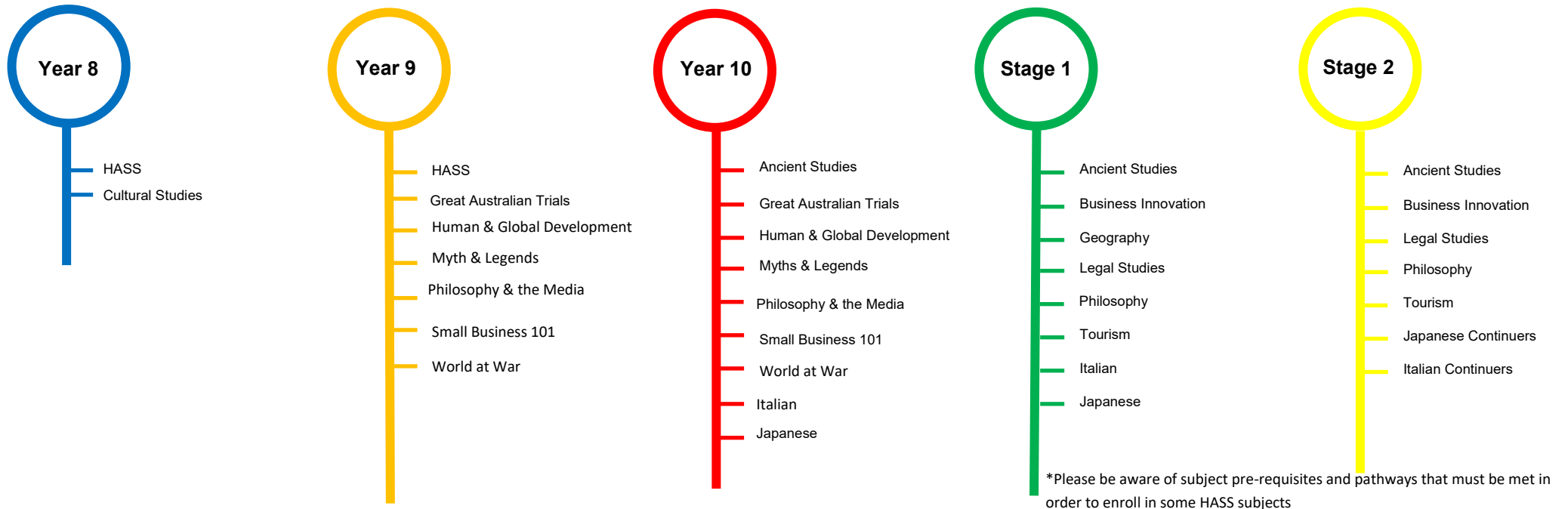
Learning Area Overview - The Arts



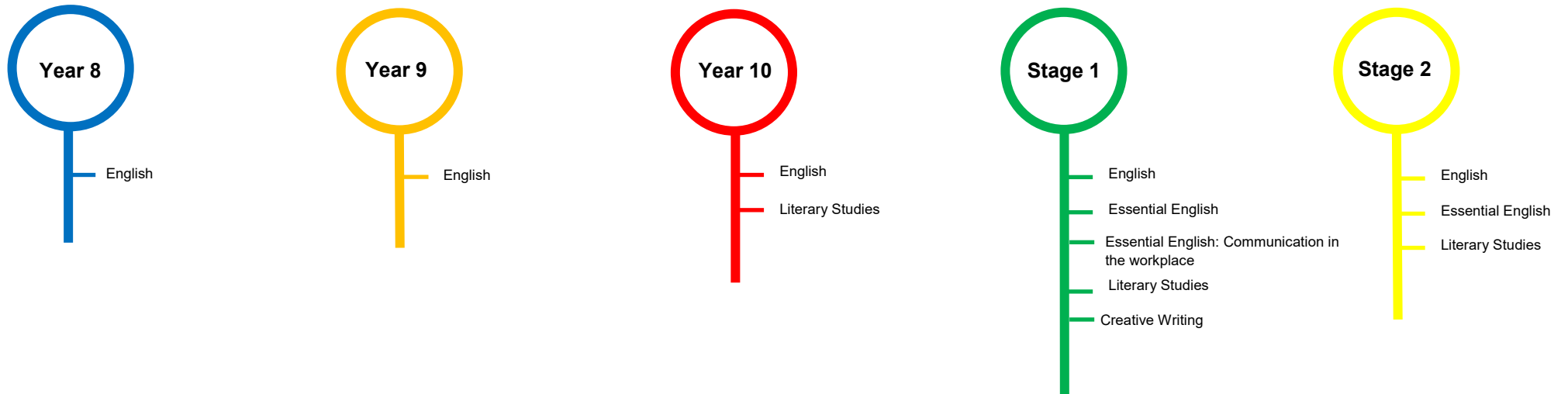
* These subjects have prerequisites that must be met in order to enroll in this subject.



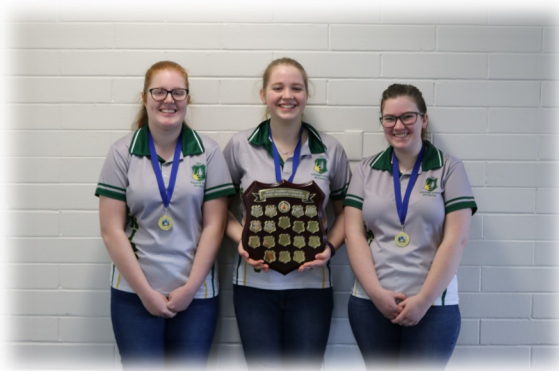
Learning Area Overview - Humanities and Social Sciences



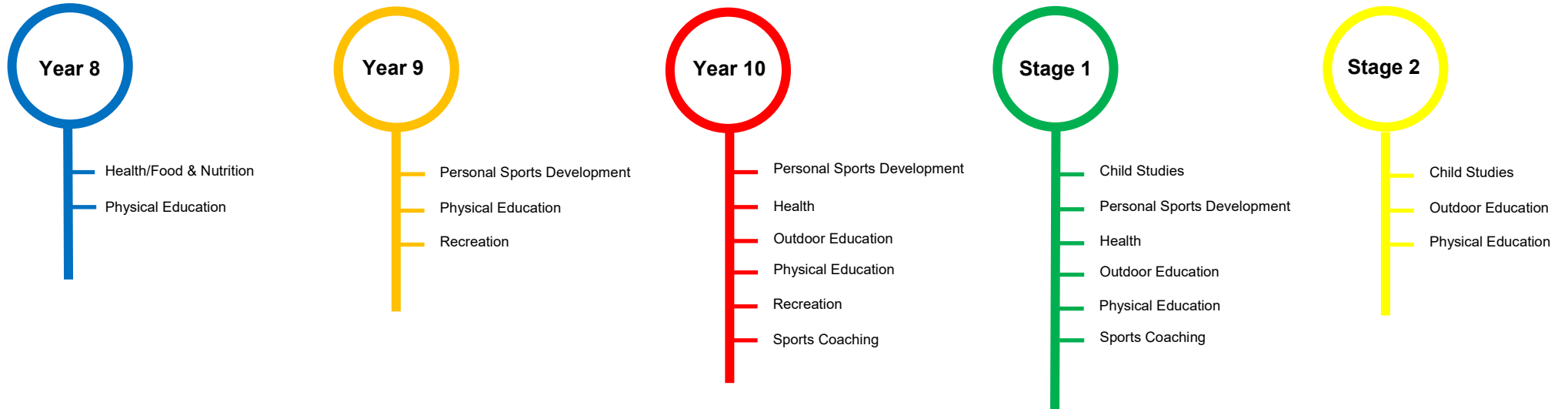
Learning Area Overview - English



*Please be aware of subject pre-requisites and pathways that must be met in order to enroll in some English subjects



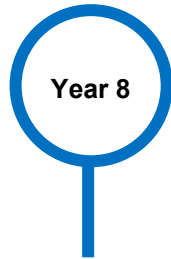
Learning Area Overview - Health and Physical Education



*Please be aware of subject pre-requisites and pathways that must be met in order to enroll in some HPE subjects



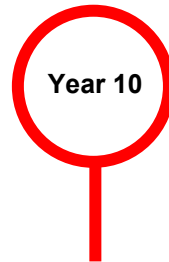
Learning Area Overview - Cross Disciplinary



Year 8



Year 9

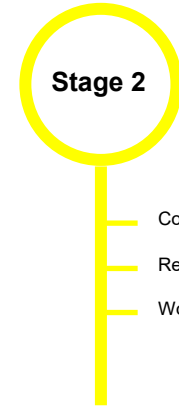


Year 10



Stage 1

- Community Studies
- Research Practices
- Workplace Practices
- Youth Support Pathways



Stage 2

- Community Studies
- Research Practices
- Workplace Practices



Homegroup Overview



Year 8

- Course Counselling
- Goal Setting
- Health
- House Meetings
- Personal Learning Plan
- Robe Camp Planning



Year 9

- Course Counselling
- Goal Setting
- Health
- House Meetings
- Personal Learning Plan
- Resume Writing & Interview Skills
- SACE & VET Information



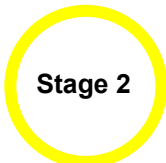
Year 10

- Course Counselling
- Goal Setting
- House Meetings
- Personal Learning Plan
- SACE & VET Information
- Work Experience Preparation



Stage 1

- ATAR Information
- Career Information
- Course Counselling
- Financial Literacy Sessions
- House Meetings
- IT Information
- Study Skills
- University and TAFE Information



Stage 2

- ATAR Information
- Career Information
- Financial Literacy
- House Meetings
- IT Information
- Supervised Study
- University and TAFE Information