



GRANT HIGH SCHOOL

RESPECT | TRUST | COMMITMENT



2022

YEAR 7 - 12
CURRICULUM HANDBOOK



Dear Students

Welcome to the 2022 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. Mrs Albanese, 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 Rebecca Scanlon 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

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Key School Personnel

Principal	Mrs Fleur Roachock
Kurra Community Leader	Mr David Thompson
Kurra Community Manager	Mrs Amy Holmes
Marma Community Leader	Ms Caroline Davey
Kabir Community Leader	Mrs Donna Wild
Kabir Community Manager	Mr Liam Goodfellow
Kurang Community Leader	Mr Scott McCulloch
Kurang Community Manager	Ms Natalie Radlmair
Triyn Community Leader	Mr Cambell Baker
Triyn Community Manager	Ms Bec Famularo
Coordinator The Arts/ Assessment & Reporting	Mrs Abbey Marston-Kleemann
Coordinator Cross Disciplinary Subjects/ Curriculum Pathways	Mrs Maddie Whaites
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	Ms Brianna Lush
Coordinator Special Options/ Differentiated Learning	Ms Laura Mancuso
Coordinator Vocational Pathways/ Career Education	Ms Kelly Albanese
Coordinator Wellbeing	Ms Meagan Jones

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Subject Selections 2022

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 7 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, Health & Positive Minds, Performing/Visual Arts, and Tech Studies.

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

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.

NB: Any students wanting to do Science in Year 11 must complete both Stage 1 Scientific Studies and Foundations of Senior Science

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 7 Subject Summary

Year 7 students must study:

- 2 semesters of Kunga Course
- 2 semesters each of Mathematics, Science and English
- 1 semester of HASS
- 1 semester of HPE
- 1 semester of Health and Positive Minds
- 1 semester of Cultural Studies
- 1 semester of Digital Technologies
- 1 semester of Art (combination of performing and visual)

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

Year 7 Subject Descriptions

Faculty:	Kunga Course	Year 7
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:	N/A	

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 7 Kunga Course is based around the Australian Curriculum General Capabilities and focuses on students building skills and knowledge to enhance their learning while at school, and their lives outside of school. Through completion of this course students will be equipped with an improved understanding of themselves, exposure to pathway planning and strategies to assist them in solving everyday challenges. These skills will assist them in completing the year 8-10 Kunga course.

The Year 7 Kunga Course is broken into four main units:

- Connecting with Others
- Finding Opportunity
- Learning by Doing
- Making it Happen

The task design promotes teamwork, problem solving, and collaboration and the course will be assessed on participation and involvement.

Faculty:	The Arts	Year 7
Subject:	Performing Art and Visual Art	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 8 Performing Arts & Year 8 Visual Arts	

Visual Arts:

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.

Performing Arts:

This course aims to provide students with an introduction to the practical nature of two of the major performing arts disciplines Drama and Music. Students will prepare, act out, and move to mimes, and plays. The components of playing, reading, writing and composing music are also covered. In conjunction with the term 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.

Faculty:	Design and Technology	Year 7
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: Computer Literacy. Digital Technologies will have a strong emphasis on computer literacy. Student will have the opportunity to upskill themselves on Digital Citizenship, Questioning Information and Sourcing/ Critical Thinking, Cyber Bullying, Laws, Saving and Backing up, One Drive, Google Classroom, DayMap, Accessing Printers, Setting Passwords, Screen Time Management, Explicit Material, Digital Footprints, Basic Troubleshooting and Maintenance, Creating Videos and Presentations and also creating Audio. 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. 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 units of work. 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.		
Faculty:	English	Year 7
Subject:	English	
Length of Course:	Whole year	
Pre-Requisites:	N/A	
Course Leads to:	Year 8 English	
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. Key assessment types include: <ul style="list-style-type: none">Imaginative texts – includes the study of and response to texts including novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.Informative texts - includes the study of and response to texts including explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.Persuasive texts – includes the study of and response to texts including opinionative and persuasive writing found in modern communication, both print and digital environments.		

Faculty:	Health and Physical Education	YEAR 7
Subject:	Physical Education	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 7 Physical Education	

Focus of Study:

The aim of the Physical Education program is to provide experiences that generate lifelong physical activity behaviours. This is achieved by providing a varied curriculum that provides students with the knowledge, skills and experiences to assist them in making choices that improve their health, well-being and lifestyle.

Students will be involved in:

- 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 the development and implementation 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 7
Subject:	Humanities and Social Sciences (HASS)	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 8 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.

Topics in Year 7 HASS will include:

- **History:** Studying the Ancient Past- Ancient Egypt, Rome or Greece
- **Geography:** Place and livability- Use of resources
- **Civics and Citizenship:** Australian Government and law
- **Economics and Business Skills:** Consumers, producers, businesses and entrepreneurs

Students will complete a variety of assessments including multimodal presentations, design/ creative task, written responses and source analysis.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 7
Subject:	Cultural Studies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any year 8 HASS subject, Italian Language Studies, Japanese Language Studies.	
Focus of Study: This is a semester course that concentrates on developing student’s intercultural understanding of global cultures, including Indigenous cultures. Throughout the course, students will explore: <ul style="list-style-type: none">• Global Citizenship, Cultural Understanding and Global Connections• Communication + Language• Storytelling, Myths Legends and the Arts• People, Experiences & Stereotypes• Celebrations & Festivals• Cultural Awareness when travelling Students will complete a variety of assessments including multimodal presentations, design/ creative tasks, written responses and online language learning activities.		
Faculty:	Mathematics	Year 7
Subject:	Mathematics	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 8 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. The achievement standards reflect the content and encompass the proficiencies. At this year level: <ul style="list-style-type: none">• understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions• fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms• problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments• reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays. Further Information: A scientific calculator is required.		

Faculty:	Science	Year 7
Subject:	Science	
Length of Course:	2 Semesters	
Pre-Requisites:	N/A	
Course Leads to:	Year 8 Science	
Focus of Study: Students complete a full year of Science at Year 7. One semester will focus on the Chemical and Physical Sciences and working in a laboratory environment. Students will be introduced to laboratory safety, apparatus and experimental techniques, and study techniques for separating mixtures, balanced and unbalanced forces, using magnets and creating simple machines. The second semester will focus on the Biological and Earth and Space Sciences, and will also include elements of the Year 7 Geography Curriculum as an integrated unit. Students will study classifications, local ecosystems, seasons and the management of resources, with a strong focus on Indigenous perspectives and the local context of the Limestone Coast. This semester will also include a variety of field trips to local sites to engage in hands-on learning. Costs for these field trips will be minimal.		

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
Performing Arts – Drama and Music	Cultural Studies
Visual Arts – Art, Craft and Design	Mathematics
	Mathematics – 2 Semesters
Design and Technology	Science
Design and Technology & Digital Technologies	Science – 2 Semesters
English	
English - 2 Semesters	
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:

- Inquiry 1: Who am I and how do I positively contribute to my school and wider community?
- Inquiry 2: How do I want to contribute to the world?
- Inquiry 3: What does it take to be a life-long learner?
- Inquiry 4: How do I look after myself (and others) and why is this important?

Through these inquiries 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:	Performing Arts – Drama and Music	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Drama; Year 9 Music; Year 9 Media Arts	

<p>Focus of Study:</p> <p>This course aims to provide students with an introduction to the practical nature of two of the major performing arts disciplines Drama and Music. Students will prepare, act out, and move to mimes, and plays. The components of playing, reading, writing and composing music are also covered. Students are also introduced to basic skills within Media Arts. In conjunction with the semester of Performing Arts, specialist instrumental teachers visit the school to work with small groups or individual students.</p> <p>Opportunities also exist for extra-curricular activities in all areas of the Performing Arts.</p> <p>Students will be expected to participate in all performance and theory requirements of this course.</p> <p>Further Information: Year 8 students complete one semester of Visual Arts and one semester of Performing Arts.</p>		
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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 Arts or Media Arts	
Focus of Study: This course gives students an introduction to the skills of drawing and painting as well as some studio crafts, such as printmaking and sculpture. In both written and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins and contemporary practices. In this way students develop individual attitudes to the importance of visual arts in Australian and other cultures. The design process is introduced and students gain an understanding of the nature of graphic, environmental and product design. Emphasis is placed on the original creative ideas that each student can contribute and communicate to others through the various media of the visual arts.		
Further Information: 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 Metalwork/ Woodwork Focus	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Design and Technology & Year 9 Digital Technologies	
Focus of Study: Students will have an introduction into the wood and metalwork workshops. A strong emphasis will be on the design process. Students will be creating their own design brief and working through the process to create a quality end product that they then can evaluate. Building on the students' skills and knowledge in CAD will give them an alternative designing method to hand sketching with the ability to be able to 3D print prototypes. Workshop safety will be at the forefront of any skills task the students undertake, introduction into using a Scroll Saw, disc sander and drill press will be provided as well as using hand tools in a safe and productive manner.		
Further Information – Students will be required to complete both theory and practical components of the coursework.		
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.		
Key assessment types include: <ul style="list-style-type: none">Expository Writing – one sided argumentative textsShort answer critical reading responsesIntroduction to single text essays		

Faculty:	Health and Physical Education	YEAR 8
Subject:	Health and Physical Education	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Physical Education, 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 information will be covered to promote personal health enhancing practices.

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

Students will be involved in:

- A selection of minor games and 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.
- Self-analysis of health-related topics to provide information on healthy lifestyle choices.

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 and optional special focus 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 8 HASS will be selected from each of the following curriculum areas:

- **History:** The Ancient to the Modern World
- **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

Students will complete a variety of assessments including multimodal presentations, design/ creative task, written responses and source analysis.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 8
Subject:	Cultural Studies	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any year 8 HASS subject, Italian Language Studies, Japanese Language Studies.	

Focus of Study:

This is a semester course that concentrates on developing the student's intercultural understanding of global cultures, including Indigenous cultures.

Throughout the course, students will explore:

- Global Citizenship, Cultural Understanding and Global Connections
- Communication + Language
- Storytelling, Myths Legends and the Arts
- People, Experiences & Stereotypes
- Celebrations & Festivals
- Cultural Awareness when travelling

Students will complete a variety of assessments including multimodal presentations, design/ creative task, written responses and online language learning tasks.

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: Students complete a full year of Science at Year 8. The course begins with a focus on working in the laboratory environment and introduces students to laboratory safety, apparatus and experimental techniques. Throughout the course, students study a range of topics including the geology of the South East region, cells and their structure, organ systems, chemical reactions and energy. Emphasis is placed on the development of observational skills, recording of data and interpretation of experimental work. Some field trips are included in the course to provide students with an opportunity to observe geology in the local region. Costs for these field trips 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
Musical	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 - 1 semester compulsory
Media Arts	Foundation to Legal Studies
Music 1 & 2	Foundation to Geography
Cross Disciplinary	
Youth Support Pathways	
Design and Technology	Foundation to Modern History
Design and Technology – 9/10 Advanced Technologies	Foundation to Business Innovations
Design and Technology – Girls Only Technology	Foundation to Ancient Studies
Design and Technology - Textiles	
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 Semesters
Photography	
English	
English – 2 Semester course	

Year 9 Subject Descriptions

Faculty:	Kunga Course	Year 9
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; 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:

- Inquiry 1: Who am I and how do I positively contribute to my school and wider community?
- Inquiry 2: How do I want to contribute to the world?
- Inquiry 3: What does it take to be a life-long learner?
- Inquiry 4: How do I look after myself (and others) and why is this important?

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.

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:	Music 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 9 Music 2, Year 10 Music 1 and/or 2.	

Focus of Study:

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

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

Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course.

Further Information:

- Students enrolled in this subject ideally 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.

Faculty:	The Arts (continued)	Year 9
Subject:	Music 2	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Music 1 and/or 2.	
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. Music 2 focuses on similar skills and concepts as Music 1; however, course content will differ to cater for students who wish to study music all year. Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course. Further Information: <ul style="list-style-type: none">• Students enrolled in this subject ideally 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.		
Subject:	Musical	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:		
Focus of Study: NOTE: This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical must enrol in this course. Students must actively participate in an ON-STAGE role. Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through, drama (acting & singing), music (playing an instrument &/or singing), and dance. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks. Further Information: Students will be required in Week 10, Term 2 for production week, performed at the Sir Robert Helpmann Theatre. There may be some after school or weekend rehearsals, but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.		

Faculty:	The Arts (continued)	Year 9
Subject:	Art and Craft	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any Year 10 Visual or Media Arts Course	
Focus of Study: In this course students learn in, through and about visual art and craft practices, with an emphasis on 3D practices. Students will experience and explore the concepts of artists as craftspeople, art and craft works, the world of crafts and the audience for such work. Students develop practical skills and critical thinking which inform their work as artists / craftspeople and as a consumer audience. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.		
Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.		
Subject:	Design	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any Year 10 Visual or Media Arts Course	
Focus of Study: Students will be introduced 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.		
Further Information: A3 visual diary, 2B pencil and an eraser are required for this course.		
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.	
Focus of Study: Drama 1 is designed to develop student’s dramatic skills and understanding, including: <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.		
Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course.		
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:	Drama 2	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Year 10 Drama 1 and/or 2	
Focus of Study: Drama 2 will continue to build on student’s understanding of dramatic skills, by: <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. Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course. 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:	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.		

Faculty:	The Arts (continued)	Year 9
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.

Faculty:	Cross-Disciplinary	Year 9
Subject:	Youth Support Pathways	Year 9
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:

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	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.	
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.		
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.		

Faculty:	Design and Technology (continued)	Year 9
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 or Essential English: Communication in the Workplace	
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 are encouraged to become confident readers, writers, speakers, listeners and viewers. Students develop oral skills through participation in the Year 9 Debating Competition and classroom presentations. Key assessment types include: <ul style="list-style-type: none">• Expository Writing – one and two-sided argumentative texts• Single text essays• Introduction to Transformative texts and Writer’s Statements		
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.		

Faculty:	Health and Physical Education (continued)	Year 9
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 Overview Students ARE required to complete: Assessment Type 1: Personal fitness profile 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. Evaluation and strategy adjustments 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)	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 focussed on development of identified foci. 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:	Optional Year 9/ 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:** The Industrial Revolution, 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:** How Businesses become Competitive in the Market; Effects of Changes in the Work Environment.

Students will complete a variety of assessments including Source analysis, 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.

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 9
Subject:	Foundations to Legal Studies- (formerly Great Australian Trials)	
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: <i>(assessed using year 10 Civics & Citizenship achievement standards)</i> <ul style="list-style-type: none">• Folio tasks• Source Analysis task• Inquiry Report• Multimodal Presentation		
Subject:	Foundations to Geography (formerly 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: <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 9
Subject:	Foundation to Ancient Studies (formerly 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- specifically Ancient Studies	
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; (assessed as Stage 1 Integrated Learning) <ul style="list-style-type: none">Practical ExplorationConnection's taskPersonal Venture		
Subject:	Foundation to Business Innovation- (formerly 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 running 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 <ul style="list-style-type: none">Business decision makingEconomic reasoning and applicationManaging business issuesBranding & marketingImproving sales & productivity Assessment Type; (assessed as Stage 1 Integrated learning OR year 10 Economics & Business) <ul style="list-style-type: none">Practical ExplorationConnection's taskPersonal Venture		

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 9
Subject:	Foundations to Modern History - (formerly 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 Holocaust. The course will focus on the following topics: <ul style="list-style-type: none">• The Treaty of Versailles and its effects• 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• 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:

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

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

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

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

Further Information: A scientific calculator is required.

Faculty:	Science	Year 9
Subject:	Agriculture Practical	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 Agriculture, Primary Industries Flexible Industry Pathway (FIPPI)	

Focus of Study:

Year 9 Agriculture Practical is a one semester course only. Students may only complete the course once over the course of the year.

This is a practical based subject. During the semester, students will gain general familiarisation of the Grant High School Agriculture Farm, including paddock layout, stock type and numbers, learn about 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 Foundations of Senior Science, Stage 1 Scientific Studies.	
Focus of Study: Students complete a full year of Science at Year 9. Throughout the course, students study a range of topics that include investigating chemical reactions, acids and bases, plate tectonics, volcanoes and earthquakes, light and sound, and ecosystems. Students further develop their scientific inquiry skills through learning activities where there is focus on observation, recording and interpretation of data. Some field trips may be included as a part of the course to provide students with the opportunity to observe ecology in local ecosystems. Costs for these field trips 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

The remaining 7 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	Design and Technology (continued)
The Arts	Food and Hospitality
Musical	Negotiated Computer Learning
Art and Craft	Photography
Design	English
Drama 1 and 2	Creative Writing 1 and 2
Drawing and Painting	English – 2 Semester course
Media Arts	Essential English: Communication in the Workplace - 2 Semester Course
Music 1 and 2	Literary Studies – 2 Semester course
Cross Disciplinary	
Youth Support Pathways	
Design and Technology	Health & Physical Education
Before Doorways 2 Construction	Health Studies
Design and Technology—9/10 Advanced Technologies	Outdoor Education 1 and 2
Design and Technology – Girls Only Technology	Personal Sports Development 1 and 2
Design and Technology—Jewellery and Textiles	Physical Education 1 and 2
Design and Technology—Metalwork focus	Recreation
Design and Technology—Woodwork focus	Sports Coaching
Digital Technologies	
Field to Fork 1 and Field to Fork 2	(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 (Scientific Studies)

The remaining 7 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 2022.

NB: Any students wanting to do Science in Year 11 must complete both Stage 1 Scientific Studies and Foundations of Senior Science

Humanities and Social Sciences (HASS)	Mathematics
Foundation to Legal Studies	Advanced Mathematics
Foundation to Geography	General Mathematics
Foundation to Modern History	Mathematics Methods A – Semester 2
Foundation to Business Innovations	Science
Foundation to Ancient Studies	Foundations of Senior Science – 1 Semester
	Stage 1 Scientific Studies – 1 Semester
LOTE	
Italian Beginners	
Japanese Beginners	

FLEXIBLE INDUSTRY PATHWAY

“Get a head start on your career”

Flexible Industry Pathways (FIP) are a new way of approaching the delivery of Vocational Education and Training (VET) in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Flexible Industry Pathway programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

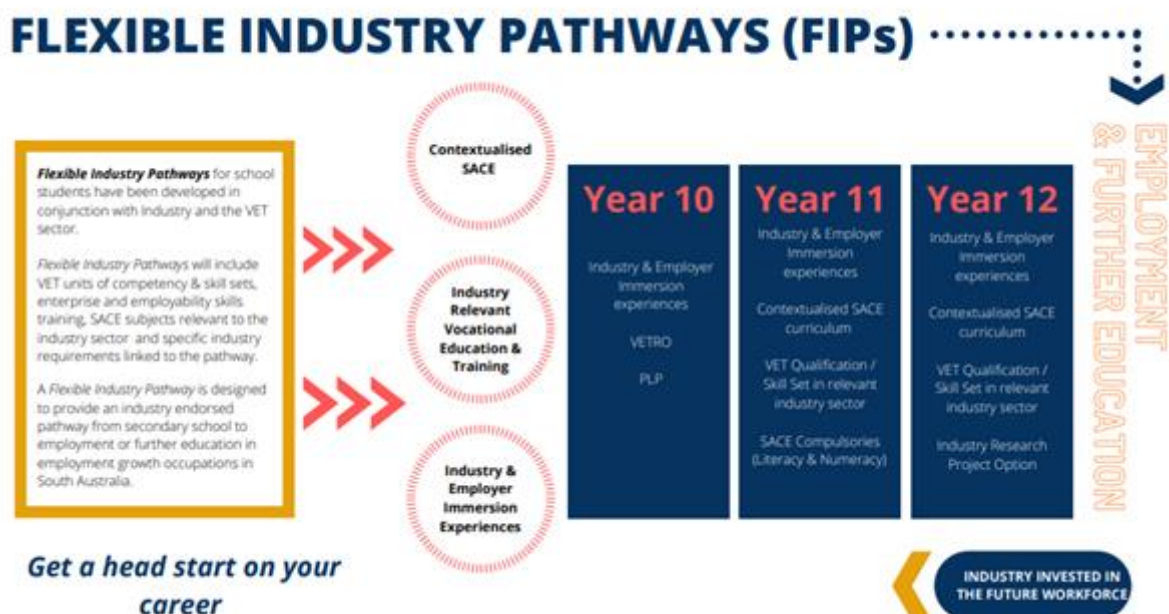
Depending on the needs of employers, FIPs include VET qualifications at Certificate I, II and III level's that industry considers suitable for school students. They also include employability skills training delivered through SACE curriculum, and any specific industry requirements linked to the pathway.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well as contextualised SACE curriculum. Students may choose to complete their Research project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and industry & employer immersion opportunities.

Flexible Industry Pathways will be developed and introduced in the following areas:

- Primary Industries & Agriculture
- Forestry
- Health & Community Services
- Tourism, Event Management & Hospitality
- Automotive
- Building & Construction
- Engineering & Civil
- Education, Early Childhood and Child Care



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. **Such courses are now embedded in Flexible Industry Pathways.** 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.

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.

How to apply for a Flexible Industry Pathway course?

To apply for a FIP:

- ✓ Visit the student links page on Daymap
- ✓ Click Career Pathway Information
- ✓ Select Course Counselling for 2021 tab
- ✓ Complete the Flexible Industry Pathway Student Expression of Interest Form online.

Applications will be received from students at all high schools across the region for each FIP, and places in each are limited. This makes applications competitive, so take some time completing the form, and be sure you have included as much detail as possible.

For more information about Flexible Industry Pathways please speak to the VET/Careers Coordinator, Mrs. Albanese.

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: How do I want to contribute to the world?• Inquiry 3: What does it take to be a life-long learner?• 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:	Music 1	
Length of Course:	Semester	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement in Year 9 Music• 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 Music 2, SACE Stage 1 Advanced Music 1 & 2, Stage 1 Music Experience 1 & 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 MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course.</p> <p>Further Information:</p> <ul style="list-style-type: none">• Students enrolled in this subject ideally 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.		

Faculty:	The Arts (continued)	Year 10
Subject:	Music 2	
Length of Course:	1 Semester	
Pre-Requisites:	<ul style="list-style-type: none">Competent achievement in Year 9 MusicStudents 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 Advanced Music 1 & 2, Stage 1 Music Experience 1 and 2.	
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 (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) Music 2 focuses on similar skills and concepts as Music 1; however, course content will differ to cater for students who wish to study music all year. Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course. Further Information: <ul style="list-style-type: none">Students enrolled in this subject ideally 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.		
Subject:	Musical	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	11LN10	
Course Leads to:	Stage 1 Drama 1 &/or 2	
Focus of Study: NOTE: This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical MUST enrol in this course. Students must actively participate in an ON-STAGE role. Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through drama (acting & singing), music (playing an instrument &/or singing), and dance. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks. Further Information: Students will be required in Week 10, Term 2 for production week, performed at the Sir Robert Helpmann Theatre. There may be some after school or weekend rehearsals, but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.		

Faculty:	The Arts (continued)	Year 10
Subject:	Art and Craft	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any SACE Stage 1 Visual Arts Course.	
Focus of Study: Students will develop the skills, techniques and processes to manipulate materials in a variety of art forms focusing on craft skills. Students will develop critical and creative thinking skills through the evaluation, analysis and criticism of the artistic intentions present in craftworks they both make and view. Students will be encouraged to make connections and identify influences between visual conventions, practices and viewpoints that represent their own and others’ ideas in the craftworks they make and view. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.		
Further Information: A3 visual diary, 2B pencil and an eraser are required for this course. Some costs for materials may apply.		
Subject:	Design	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Any SACE Stage 1 Visual Arts Course.	
Focus of Study: Students develop the ability to recognise and define a problem, as well as use the design process to implement the best solution. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of a work and takes into account logical, critical and aesthetic considerations. Briefs for practical projects come from the three basic disciplines of design: the Built Environment, Product and Graphic design. These may cover topics such as interior design, fashion, concept vehicle design and visual communication. Studies in analysis and criticism, art in past and present contexts and critical review writing develops the skills and language needed to talk and write about Design. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.		
Further Information: A3 visual diary, 2B pencil and an eraser are required for this course. Some costs for materials may apply.		
Subject:	Drama 1	
Length of Course:	1 Semester	
Pre-Requisites:	N/A but Year 9 completion preferred	
Course Leads to:	Year 10 Drama 2, Stage 1 Drama 1 and/or 2	
Focus of Study: Drama 1 offers students the opportunity to develop skills in performance, and some technical theatre, 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.		
Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course.		
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:	Drama 2	
Length of Course:	1 Semester	
Pre-Requisites:	N/A but Year 9 completion preferred	
Course Leads to:	Stage 1 Drama 1 and/or 2	
Focus of Study: Drama 2 offers students the opportunity to further develop skills in performance, and some technical theatre, 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. Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course. 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:	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.		

Faculty:	Cross-Disciplinary	Year 10
Subject:	Youth Support Pathways	Year 10
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ILN10	

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:

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	Year 10
Subject:	Design and Technology - Construction Focus	
Length of Course:	1 Semester	
Pre-Requisites:	Nil, apart from an interest in practically based activities.	
Course Leads to:	Flexible Industry Pathways in Building and 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.

Faculty:	Design and Technology (continued)	Year 10
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.		
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:	Flexible Industry Pathways in Engineering and Civil and SACE Stage 1 Technologies	
Focus of Study: In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include: oxy/acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation. Further Information: There will be an associated cost of \$25 to students completing this subject however, as a result of this they will create and keep a fire pit made throughout the duration of the course.		

Faculty:	Design and Technology (continued)	Year 10
Subject:	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.		

Faculty:	Design and Technology (continued)	Year 10
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.

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.

Faculty:	Design and Technology (continued)	Year 10
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 Flexible Industry Pathways in Tourism, Event Management & 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.		
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 1	
Length of Course:	1 Semester –Semester 1	
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. The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester. Possible topics 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)	Year 10/Stage 1
Subject:	Creative Writing 2	
Length of Course:	1 Semester – Semester 2	
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. The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester. Possible topics 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.		
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. Key assessment types include: <ul style="list-style-type: none">• Transformative texts and Writer’s Statements• Single text essays• Comparative paragraphs and essays		

Faculty:	English (continued)	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: <ul style="list-style-type: none">• Improve their communications skills• Refine and extend their skills of expression and comprehension• Look closely at examples of written, visual and multimedia communication in the workplace• Explore the way language is 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: <ul style="list-style-type: none">• A mock interview• A comparison of workplace texts• A review of a TEDTalk or YouTube video Assessment Type 2: Creating Texts could include: <ul style="list-style-type: none">• 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 and/or recommendation by class teacher or AOL Coordinator	
Course Leads to:	SACE Stage 1 Literary Studies, Stage 1 English or Stage Essential 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. Subject Overview: In this subject, emphasis is placed on responding to texts. Learning and assessment will develop formal academic writing in a range of styles and will promote self and peer editorship. Students are expected to engage deeply with a range of texts, including but not limited to: <ul style="list-style-type: none">• Prose texts – novels, short stories• Film – feature length and shorts• Poetry• Drama texts• Media texts Key assessment types include: <ul style="list-style-type: none">• Transformative texts and Writer’s Statements• Single text and comparative essays• Introduction to Critical Perspective essays		

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, childcare, counselling etc.		
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. Note: You will need to complete an application process to formally enroll in the course.		

Faculty:	Health and Physical Education (continued)	Year 10 / Stage 1
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. Note: You will need to complete an application process to formally enroll in the course.		

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: Personal fitness profile 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. Evaluation and strategy adjustments		
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 focussed on development of identified foci. 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.		
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: <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)	Year 10
Subject:	Foundation to Legal Studies (formerly Great Australian Trials)	
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 programmers 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 10
Subject:	Foundations to Geography (Formerly 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		
Subject:	Foundation to Ancient Studies (formerly Myths and Legends)	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Stage 1 and 2Ancient Studies	
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; (assessed as Stage 1 Integrated Learning) <ul style="list-style-type: none">• Practical Exploration• Connection's task• Personal Venture		

Faculty:	Humanities and Social Sciences (HASS) (continued)	Year 10
Subject:	Foundation to Business Innovation- (formerly 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 running 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 <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• Practical Exploration• Connection's task• Personal Venture		
Subject:	Foundations to Modern History - (formerly World at War)	
Length of Course:	1 Semester	
Pre-Requisites:	N/A	
Course Leads to:	Stage 1 and 2 Modern History	
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: (assessed using Year 10 AC History 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 10
Subject:	Italian Beginners 1 and 2	
Length of Course:	Whole Year (10 credits each semester) - Must select 1 and 2	
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: <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 Types: <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 1 + 2	
Length of Course:	Whole Year (10 credits each semester)	
Pre-Requisites:	No/ 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 will either complete Stage 1 Japanese Beginners or Stage 1 Integrated learning (with Japanese Language focus). This will be decided in consultation with Ms Mitchell, LOTE coordinator and parents at the commencement of the semester. 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.		

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:	Foundations of Senior Science	
Length of Course:	1 Semester	
Pre-Requisites:	Competent achievement in Year 9 Science.	
Course Leads to:	Stage 1 Scientific Studies, all Stage 1 Sciences.	
Focus of Study:		
Year 10 Foundations of Senior Science is a one semester course only. Students focus on the Chemical, Biochemical and Physical Sciences, and study topics that include atomic structure, the Periodic Table, chemical reactions, motion and road science. Students further develop their scientific inquiry skills in analysing and interpreting data, identifying variables and designing scientific investigations, and also develop their awareness of our place in a changing world and the impact of science in society.		
Further Information:		
This course is designed to prepare students for all Stage 1 Science subjects – Agriculture, Biology, Chemistry, Nutrition, Physics and Psychology. Students who wish to study any of these subjects at Year 11 must have successfully completed Year 10 Foundations of Senior Science and Stage 1 Scientific Studies (compulsory).		
Subject:	Stage 1 Scientific Studies	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Code:	1STU10	
Course Leads to:	Year 10 Foundations of Senior Science and then all Stage 1 Sciences.	
Focus of Study:		
All Year 10 Students must complete one semester of Stage 1 Scientific Studies. This course has a Biological Science focus, where students study topics that include genetics and natural selection. In this course, students apply inquiry-based approaches to design, plan, and undertake investigations on both short- and long-term scales, responding to local or global situations. They employ a scientific approach to collecting, representing, and analysing data, both collaboratively and individually, 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. Students also explore Science as a Human Endeavour and the impact that science knowledge and understanding has on society.		
Students will be required to complete -		
<ul style="list-style-type: none">Assessment Type 1: Inquiry Folio - includes two tasks with a focus on science inquiry skills and one investigation with a focus on Science as a Human Endeavour.Assessment Type 2: Collaborative Inquiry.		
Further Information: Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Nutrition, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to 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

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 1 and 2	Digital Technologies 1 and 2
Drama 1 and 2	Field to Fork 1 and Field to Fork 2
Music Experience 1 and 2	Food and Hospitality 1 and Food and Hospitality 2
Musical	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 1 and 2
Workplace Practices	Media Studies
Youth Support Pathways	English
	Essential English
	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	Chemistry
Business Innovation	Nutrition
Geography	Physics
Legal Studies	Physics (Pre-Trade)
Philosophy	Psychology
Tourism	
Modern History	
Italian Beginners	
Japanese	

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">• Goal setting• 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• 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 goal setting process.</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 throughout the year.</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 1	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent achievement in Year 10 MusicStudents should be proficient at an instrument, and it is strongly recommended that they attend weekly instrumental lessons either through the school or privately.	
SACE Board of SA	1MVD 10	
Code: Course Leads to:	Stage 1 Advanced Music 2; Stage 1 Music Experience 2; Stage 2 Solo; Stage 2 Ensemble Performance; Stage 2 Music Explorations.	
Focus of Study: <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> Subject Overview: Students have the opportunity to engage in some of the following activities:		
<ul style="list-style-type: none">Composing, Arranging, Transcribing, ImprovisingPerformingMusic TechnologyDeveloping Theory and Aural Skills <p>Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none">Creative WorksMusical Literacy 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.		

Faculty:	The Arts (continued)	Stage 1
Subject:	Advanced Music 2	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent achievement in Year 10 MusicStudents should be proficient at an instrument, and it is strongly recommended that they attend weekly instrumental lessons either through the school or privately.	
SACE Board of SA Code:	1MVD 10	
Course Leads to:	Stage 2 Solo; Stage 2 Ensemble Performance; Stage 2 Music Explorations.	
Focus of Study: Through the study of Music students develop their practical and creative potential spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects. Subject Overview: Students have the opportunity to engage in some of the following activities: <ul style="list-style-type: none">Composing, Arranging, Transcribing, ImprovisingPerformingMusic TechnologyDeveloping Theory and Aural Skills Students demonstrate evidence of their learning through the following assessment types: <ul style="list-style-type: none">Creative WorksMusical Literacy Advanced Music 2 focuses on similar skills and concepts to Advanced Music 1; however, course content will differ to cater for students who wish to study music all year. 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.		
Subject:	Musical	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	N/A however, please see note below	
SACE Board of SA Code:	1ILN10	
Course Leads to:	Stage 1 Drama 2, Stage 2 Drama.	
Focus of Study: NOTE: This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical MUST enrol in this course. Students must actively participate in an ON-STAGE role. Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through drama (acting & singing), music (playing an instrument &/or singing), and dance. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks. Further Information: Students will be required in Week 10, Term 2 for production week, performed at the Sir Robert Helpmann Theatre. There may be some after school or weekend rehearsals, but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.		

Faculty:	The Arts (continued)	Stage 1
Subject:	Drama 1	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent Achievement in Year 10 Drama 1 or 2 is preferredStudents must be prepared to perform to a live audience.	
SACE Board of SA Code:	1DMA10	
Course Leads to:	Stage 1 Drama 2, Stage 2 Drama.	
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">Assessment Type 1: PerformanceAssessment Type 2: Responding to DramaAssessment Type 3: Creative Synthesis		
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 (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent Achievement in Year 10 Drama 1 or 2 is preferred.Students must be prepared to perform in various situations to audiences.	
SACE Board of SA Code:	1DMA 10	
Course Leads to:	Stage 2 Drama	
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">Assessment Type 1: PerformanceAssessment Type 2: Responding to DramaAssessment Type 3: Creative Synthesis		
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.		

Faculty:	The Arts (continued)	Stage 1
Subject:	Music Experience 1	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">• Competent achievement Year 10 Music• 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 1 Music Experience 2, Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations.	
Focus of Study: In Music 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: <ul style="list-style-type: none">• Composing, Arranging, Transcribing, Improvising• Performing• Music Technology Students demonstrate evidence of their learning through the following assessment types: <ul style="list-style-type: none">• Creative Works• Musical 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.		

Faculty:	The Arts (continued)	Stage 1
Subject:	Music Experience 2	
Length of Course:	1 Semester (10 Credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent achievement in Year 10 Music.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.	
Focus of Study: <p>In Music 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.</p> <p>Music Experience 2 focuses on similar skills and concepts as Music Experience 1; however, content and performances will differ to cater for students who wish to study this subject for a full year.</p> Subject Overview: <p>Students have the opportunity to engage in some of the following activities:</p> <ul style="list-style-type: none">Composing, Arranging, Transcribing, ImprovisingPerformingMusic Technology <p>Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none">Creative WorksMusical Literacy <p>Music Experience 2 aims to focuses on similar skills and concepts Music Experience 1; however, course content will differ to cater for students who wish to study Music Experience all year.</p> 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.		

Faculty:	The Arts (continued)	Stage 1
Subject:	Visual Arts - Art: Art and Craft	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Visual Arts subject or 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. <ul style="list-style-type: none">• 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:	Semester (10 credits)	
Pre-Requisites:	Ability to / potential to succeed at Stage 1 level. Previous Arts based subject	
SACE Board of SA Code:	experience 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: <ul style="list-style-type: none">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 <u>Folio</u> (70%) consisting of: - a <u>contract</u> 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 <u>presentation</u> 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 <u>reflection</u> (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed.		
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: 1. Industry and Work Knowledge - topics include: Future Trends in the World of Work; the Value of Unpaid Work to Society; Workers’ Rights and Responsibilities; Career Planning; Negotiated topics 2. Vocational Learning (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 <i>This subject is highly recommended for students completing VET studied through Flexible Industry Pathways (FIPs), or school based apprenticeships and traineeships.</i>		

Faculty:	Cross-Disciplinary (continued)	Stage 1
Subject:	Youth Support Pathways	
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: 4. 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. 5. 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. 6. 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 solutions• Develop and apply programming skills in creating digital solutions• Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions• Develop and apply program design skills to create and evaluate digital solutions• Research and discuss ethical considerations in digital technologies• Work individually and collaboratively.		
Subject Overview: <ul style="list-style-type: none">• Focus Area 1: Programming• Focus Area 2: Advanced Programming• Focus Area 3: Data Analytics• Focus Area 4: Exploring Innovations		
Subject:	Digital Technologies 2	
Length of Course:	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: <p>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.</p>		
Subject Overview: <ul style="list-style-type: none">• 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.

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Food and Hospitality 1	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE Board of SA Code:	1FOH10	
Course Leads to:	Stage 2 Food and Hospitality.	
Focus of Study: This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site. Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation. Further Information: Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.		
Subject:	Food and Hospitality 2	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Prior Home Economics classes preferred. Competent achievement in this subject area in the previous year.	
SACE Board of SA Code:	1FOH10	
Course Leads to:	Stage 2 Food and Hospitality.	
Focus of Study: This program has been written to meet the needs of students who are interested in further pathways into the dynamic and versatile nature of the food and hospitality industry. There is a focus on investigations into current, contemporary food trends that influence changing natures of local industries in the local region. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site. Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation. Further Information: Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.		

Faculty:	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 Skills• Assessment Type 2: Product and Documentation• Assessment Type 1: Issues Analysis For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. Further Information: Some printing costs may occur throughout the course, but will be advised.		

Faculty:	Design and Technology (continued)	Stage 1
Subject:	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:

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

Subject Overview:

Students will be required to complete:

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

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

SUBJECT:	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:

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

Subject Overview:

Students will be required to complete:

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

Faculty:	Design and Technology (continued)	Stage 1
Subject:	Materials Products 2 (Woodwork or Metalwork Focus)	
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%		
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 1	
Length of Course:	1 Semester – Semester 1	
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. The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester. Possible topics 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:	Creative Writing 2	
Length of Course:	1 Semester – Semester 2	
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. The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester. Possible topics 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:	Media Studies	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	N/A	
SACE Board of SA Code:	1MES10	
Course Leads to:	Stage 2 Media Studies	
Focus of Study: <p>The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time.</p> <p>Media Studies involves reading, viewing, writing, listening, discussing, debating, and interacting. Stage 1 Media Studies also involves creating media products and analysing media. Students create and examine a range of media texts, thus developing their skills and knowledge, and their understanding of media as symbolic systems.</p> <p>Learning in Media Studies is achieved through a close study of topics selected from the following list:</p> <ul style="list-style-type: none">• Topic 1: Images of Youth in Media• Topic 2: Making of the News• Topic 3: Advertising• Topic 4: Careers in Media• Topic 5: Creating Multimedia Texts• Topic 6: Representations in Media• Topic 7: Media Audiences• Topic 8: Media and Leisure• Topic 9: Media and the Global Community. <p>The structure of Stage 1 Media Studies is flexible. In collaboration with students, teachers can develop topics other than those listed. Tasks provide opportunities for individual and group learning. The mode for providing evidence of learning may be negotiated.</p> Subject Overview: <p>The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:</p> <ul style="list-style-type: none">• Assessment Type 1: Folio (40%)• Assessment Type 2: Interaction Study (20%)• Assessment Type 3: Product (40%) <p>This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.</p>		

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: <ul style="list-style-type: none">• 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 is 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: <ul style="list-style-type: none">• Assessment Type 1: Responding to texts 40% - Study and respond to novels, poetry, film, plays and contemporary texts.• 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: <ul style="list-style-type: none">• 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 is 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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)	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 Essential English	
Focus of Study: This subject is designed so that students will: <ul style="list-style-type: none">• Improve their communications skills• Refine and extend their skills of expression and comprehension• Look closely at examples of written, visual and multimedia communication used in the workplace• Explore the way language is 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: <ul style="list-style-type: none">• A mock interview• A comparison of workplace texts• A review of a TEDTalk or YouTube video Assessment Type 2: Creating Texts Could include: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Interpret and evaluate texts• Extend their experiences of a broad range of literary texts• Write extensively about literature in a variety of forms, prioritising formal academic 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: <ul style="list-style-type: none">• 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. Students will also develop the 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 of study in this subject area	
SACE Board of SA Code:	1HHS10	
Course Leads to:	Stage 2 Health	
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: <ul style="list-style-type: none">• 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: <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.</p> <p>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.</p> <p>Students will be required to complete:</p> <ul style="list-style-type: none">• Assessment Type 1: Outdoor Journey 1 (bushwalking) and 2 (surfing) 50% (25% each): Students will be assessed on their three-day journey and their practical skills relating to the activity, camp craft, group work and leadership.• Assessment Type 2: Expedition Report 25%: Students record, reflect on and evaluate experiences of one of their Outdoor Journeys. Outcomes of the journey, conservation issues and indigenous perspectives are presented.• Assessment Type 3: Outdoor Study 15%: Students review current methods & evaluate the impact of outdoor activities on ecosystems.• Assessment Type 4: First Aid Study 10%: Students assess and evaluate first aid situations that occur within outdoor situations. <p>Further Information:</p> <p>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.</p> <p>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.</p> <p>Note: You will need to complete an application process to formally enroll in the course.</p>		

Faculty:	Health and Physical Education (continued)	Stage 1
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: <ul style="list-style-type: none">• 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. Note: You will need to complete an application process to formally enroll in the course.		
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: Personal fitness profile 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. Evaluation and strategy adjustments 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)	Stage 1
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 Assessment Type 2: Training program design focussed on development of identified foci. 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.		
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	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Recommended (but not compulsory) to have completed either Myths & Legends or Gods and Empires in the year prior.	
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. Possible units of study: <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:	Recommended (but not compulsory) to have completed either Myths & Legends or Gods and Empires in the year prior.	
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. Possible units of study: <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:	Recommended (but not compulsory) to have completed Small Business 101 in year prior.	
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: <ul style="list-style-type: none">Consider the opportunities and challenges associated with start-up and existing businesses,Consider how digital and emerging technologies may present opportunities to enhance business modelsAnalyse the responsibilities and impact of proposed business models on global and local communities. Assessment Types: <ul style="list-style-type: none">Business Skills- Including a business model summaryBusiness Pitch		
Subject:	Geography	
Length of Course:	Semester (10 credits) or Full Year (2 semesters of 10 credits)	
Pre-Requisites:	Recommended (but not compulsory) to have completed Human and Global Development in the year prior.	
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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Skills and Applications tasksFieldwork- including excursions. Associated costs approx. \$50		

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
Subject:	Legal Studies	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	Recommended (but not compulsory) to have completed Great Australian Trials in the year prior.	
SACE Board of SA Code:	1LEG10	
Course Leads to:	Stage 2 Legal studies	
<p>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:</p> <ul style="list-style-type: none">• 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 <p>Assessment Type:</p> <ul style="list-style-type: none">• Analytical Response• Inquiry• Presentation		
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	
<p>Focus of Study:</p> <p>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.</p> <p>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)</p> <p>Topics covered include:</p> <ul style="list-style-type: none">• 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. <p>Assessment Types:</p> <ul style="list-style-type: none">• 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 (HASS) (continued)	Stage 1
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 tourism• Consider 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 Study• Sources Analysis (Exam)• Practical Activity- including excursions• Investigation		
Subject:	Modern History	
Length of Course:	1 Semester (10 credits)	
Pre-Requisites:	Recommended (but not compulsory) to have completed World at War in the year prior.	
SACE Board of SA Code:	1MOD10	
Course Leads to:	Stage 2 Modern History/ Ancient Studies	
Focus of Study: In the study of Modern History students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people’s ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Topics may include: <ul style="list-style-type: none">• Imperialism• Decolonisation• Indigenous peoples• T Social movements• Revolution• Elective. Assessment Type <ul style="list-style-type: none">• <i>Historical Skills</i>• <i>Historical Study</i>		

Faculty:	Humanities and Social Sciences (HASS) (continued)	Stage 1
SUBJECT:	Italian Beginners 1 and 2	
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 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 1 + 2	
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: <ul style="list-style-type: none">• This subject is aimed at students with no or very limited exposure to the Japanese language previously.• Students will either complete Stage 1 Japanese Beginners or Stage 1 Integrated learning (with Japanese Language focus). This will be decided in consultation with Ms Mitchell, LOTE coordinator and parents at the commencement of the semester.• 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: <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.• .		

Faculty:	Mathematics	Stage 1
Subject:	Essential Mathematics 1 - (non-continuing 1 semester only)	
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: The Game of Real Life is a set of challenges to help prepare you for transition into adult life. Dive into job and house hunting, shopping and take some chance cards to see where life takes you... Your challenge is to participate in activities that are part of real life, growing up and becoming independent. This includes finding a job, creating a budget, moving out of home and buying an expensive item such as a car or T.V. In the game of life you will be required to face unexpected challenges that may occur at any time for any reason. How you cope with these challenges will determine your overall success in the game. At certain points throughout the 'Game of Real Life' your teacher will ask you to select 'Life Cards' out of the 'Chance', 'Bills', 'Needs' or 'Wants' card boxes. You may be asked to grab one or more cards at a time. Your budget will have to adjust in relation to this. These activities will result in you creating a final budget folio that demonstrates how your budget changes over the course of the Game of Real Life.		
<u>Assessment</u> Finding a job - Students complete a range of tasks to calculate income, taxes & superannuation or any other job related finances. They will identify the advantages and disadvantages of different types of employment for example, part time, full time, casual, commissions etc. Students will be required to complete a time sheet relating to their chosen job, carry out fraction to decimal conversions and calculate gross and net income earned. Moving out of Home - Students work their way through introductory activities focusing on all expenses related to moving out of home and living independently. They will identify and calculate these expenses and present them in a budget. Students will also investigate best buys for whitegoods and general living items. This will be represented through a range of calculations. Major Expenses - Students investigate different methods and strategies for buying a major purchase, for example car or travel. They will investigate strategies for saving and investment in relation to simple and compound interest. Students will identify this through being given a designated budget to work within. Budgeting - Students are required to complete a fortnightly budget for a range of living expenses needed to maintain their chosen standard of living. Students will use the raw data from the previous assessments to develop data, reflect and evaluate living choices made throughout different pathways given to them through a range of scenarios.		
This subject is intended for students planning to not study mathematics beyond the compulsory 10 credits required for SACE.		
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:	Essential Mathematics Full Year (A & B)	
Length of Course:	Two semesters (10 credits each semester)	
Pre-Requisites:	Successful completion of Year 10 General Mathematics	
SACE Board of SA Code:	1MEM10	
Course Leads to:	Stage 2 Essential Mathematics	
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: <ul style="list-style-type: none">• 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 study Stage 2 Essential 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 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; measurement and trigonometry and modelling using linear functions. 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 three topics: <ul style="list-style-type: none">• Measurement• Applications of Trigonometry• Linear Functions and their Graphs 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 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.		

Faculty:	Mathematics (continued)	Stage 1
Subject:	Specialist Mathematics	
Length of Course:	Semester (10 credits)	
Pre-Requisites:	A high level pass (A or B Grade) in Advanced Mathematics at Year 10	
SACE Board of SA Code:	1MAM10	
Course Leads to:	Stage 2 Mathematical Methods (requires Stage 1 Mathematical Methods), 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:	One semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Advanced Science and Stage 1 Scientific Studies.	
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, both 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 - <ul style="list-style-type: none">• Assessment Type 1: Agricultural Reports.• Assessment Type 2: Applications. Students provide evidence of their learning through four assessments. Students complete - <ul style="list-style-type: none">• One practical report.• One report with a focus on Science as a Human Endeavour.• Two application tasks.• A minimum of 8-10 hours of practical learning at the Grant High School Agriculture Farm is included, along with field trips and classroom theory.		
Subject:	Biology	
Length of Course:	One semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Advanced Science and Stage 1 Scientific Studies.	
SACE Board of SA Code:	1BGY10	
Course Leads to:	Stage 2 Biology	
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 enables 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: Stage 1 Biology covers the following topics – Cells and Microorganisms, and one of the following: Infectious Diseases, Multicellular Organisms or Biodiversity and Ecosystem Dynamics. 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 one investigation with a focus on Science as a Human Endeavour.• Assessment Type 2: Skills and Application Tasks		

Faculty:	Sciences (continued)	Stage 1
Subject:	Chemistry	
Length of Course:	Full Year (10 credits per semester)	
Pre-Requisites:	Competent achievement in Year 10 Advanced Science and Stage 1 Scientific Studies. Competent achievement in Year 10 Advanced Mathematics is also strongly advised.	
SACE Board of SA Code:	1CEM10	
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 of 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: Stage 1 Chemistry includes the following topics - Atoms, Structure and Bonding, the Periodic Table, Carbon Chemistry, Polymers, 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 – students undertake at least one practical investigation and one investigation with a focus on Science as a Human Endeavour.Assessment Type 2: Skills and Applications Tasks		
Subject:	Nutrition	
Length of Course:	One semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Advanced Science and Stage 1 Scientific Studies.	
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 of the Australian Dietary Guidelines.Develop understanding of Macronutrients and Micronutrients.Communicate nutritional requirements during the lifespan.Identify varying processed food products.Demonstrate knowledge and understanding of Nutrition and food models.Understand influences upon food choices.		
Subject Overview: Students will be required to complete - <ul style="list-style-type: none">Assessment Type 1: Investigations Folio - one practical investigation and one investigation with a focus on Science as a Human Endeavour.Assessment Type 2: Skills and Application Tasks - one skills and applications task that could be a case study.		
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 in Year 10 Advanced Science and Stage 1 Scientific Studies. Competent achievement in Year 10 Advanced Mathematics is also strongly advised.	
SACE BOARD OF SA CODE:	1PYI10	
COURSE LEADS TO:	Stage 2 Physics	
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: Stage 1 Physics includes the following topics – Linear Motion and Forces, Electric Circuits, Heat, Energy and Momentum, Waves, Nuclear Models and Radioactivity. 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:	Competent achievement in Stage 1 Scientific Studies.	
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 topics that include 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		

Faculty:	Science (continued)	Stage 1
Subject:	Psychology	
Length of Course:	One semester (10 credits)	
Pre-Requisites:	Competent achievement in Year 10 Advanced Science and Stage 1 Scientific Studies.	
SACE Board of SA Code:	1PSG10	
Course Leads to:	Stage 2 Psychology	
Focus of Study: This subject emphasises the construction of psychology as a scientific approach by gathering evidence through scientific inquiry. Psychology aims to describe and explain human experiences, individual and cultural diversity and ways in which behaviour can be changed. Possible topics include lifespan psychology, cognitive psychology, neuropsychology, cyberpsychology and criminal psychology.		
Subject Overview: Students will be required to complete - <ul style="list-style-type: none">Assessment Type 1: Investigations Folio – students will complete one deconstruction and design investigation, and an investigation with a focus on Science as a Human Endeavour.Assessment Type 2: Skills and Application Tasks.		

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	English
	Media Studies
Arts	English
Drama	Essential English
Music - Ensemble Performance and Music – Solo Performance	Literary Studies
Music Explorations	Health and Physical Education
Visual Arts – Art	Child Studies
Visual Arts - Design	Outdoor Education
	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 the end of Term 1.</p>		
Faculty:	The Arts	Stage 2
Subject:	Drama	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	<ul style="list-style-type: none">Competent Achievement in Year 10 and Stage 1 Drama is preferred.Students are required to perform for at least 20 minutes on stage with a live audience.	
SACE Board of SA Code:	2DMA20	
Course Leads to:	University study or work in chosen field.	
<p>Focus of Study:</p> <p>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.</p> <p>Subject Overview:</p> <p>Students demonstrate evidence of their learning through the following</p> <p>assessment types: The learning program is based on the following areas of study:</p> <p>School-Based Assessment 70%</p> <ul style="list-style-type: none">Assessment Type 1: Group ProductionAssessment Type 2: Evaluation and Creativity <p>External Assessment 30%</p> <ul style="list-style-type: none">Assessment Type 3: Creative Presentation <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>		

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 Stage 1 Music• 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 Solo: 2MSO10	
Course Leads to:	University Study	
Focus of Study: <u>Music Ensemble Performance (10 Credit):</u> In general, students participate in one of the following throughout the subject: <ul style="list-style-type: none">• 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). <p>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.</p> <u>Subject Overview:</u> Students demonstrate evidence of their learning through the following assessment types: School Based Assessment 70% <ul style="list-style-type: none">• First Performance 30%• Second Performance 40% External Assessment 30% <ul style="list-style-type: none">• Final Performance 30% <u>Music - Solo Performance (10 Credit):</u> 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. <u>Subject Overview:</u> Students demonstrate evidence of their learning through the following assessment types: School-based Assessment 70% <ul style="list-style-type: none">• First Performance 30%• Second Performance 40% External Assessment 30% <ul style="list-style-type: none">• 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	2MEX20	
Code: Course Leads to:	University study or work in chosen field	
<p>Focus of Study:</p> <p>Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.</p> <p>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.</p> <p>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.</p> <p>Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.</p> <p>Subject Overview:</p> <p>Students demonstrate evidence of their learning through the following assessment types:</p> <p>School assessment (70%)</p> <ul style="list-style-type: none">Assessment Type 1: Musical Literacy (30%)Assessment Type 2: Explorations (40%) <p>External assessment (30%)</p> <ul style="list-style-type: none">Assessment Type 3: Creative Connections (30%) <p>Further Information:</p> <ul style="list-style-type: none">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.		

Faculty:	The Arts (continued)	Stage 2
Subject:	Visual Arts - Art	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Competent achievement in one or more Visual Arts courses	
SACE Board of SA	at Stage 1 2VAA20	
Code: 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%) <ul style="list-style-type: none">Folio 40%Practical 30% External Assessment: Visual Study (30%) <ul style="list-style-type: none">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.		
Subject:	Visual Arts - Design	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	The competent completion of one or more Visual Arts	
SACE Board of SA Code:	courses at Stage 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%) <ul style="list-style-type: none">Folio 40%Practical 30% External Assessment: Visual Study (30%) <ul style="list-style-type: none">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:	2AAY - Arts and the Community, 2CAY - Communication and the Community, 2FAY - Foods and the Community, 2HAY - Health, Recreation, and the Community, 2NAY - Science, Technology, and the Community, 2WAY - Work and the Community. Based on the number of credits required, 10 or 20 is added to the end of code e.g. 2HAY10 or 2HAY20 to indicate credits.	
Course Leads to:	Various depending on area of study.	
Focus of Study:		
<p>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.</p> <p>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.</p>		
Subject Overview:		
<p>4. A <u>Folio</u> (70%) consisting of:</p> <ul style="list-style-type: none">- a <u>contract</u> 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. <p>5. A <u>presentation</u> 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.</p> <p>6. A <u>reflection</u> (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed.</p>		
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)	
SACE Board of SA Code:	2RPA10 or 2RPB10	
Course Leads to:	University study or work in chosen field	
<p>Focus of Study:</p> <p>Stage 2 Research Project is a compulsory 10 credit subject.</p> <p>Students must achieve a C grade or better to complete this subject successfully and gain their SACE.</p> <p>The content of the Research Project consists of:</p> <ul style="list-style-type: none">• Developing the capabilities• Applying the research framework. <p>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.</p> <p>Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research.</p> <p>For Research Project A they review the knowledge and skills they have developed, and reflect on the quality of their research outcome.</p> <p>For Research Project B they evaluate the research processes used, the decisions made and the quality of the research outcome.</p> <p>Subject Overview:</p> <p><i>Students follow the research framework as a guide in completing the work.</i></p> <ul style="list-style-type: none">• Initiating and planning the research• Developing the research• Producing and substantiating the research outcome• Evaluating the research. <p>Students demonstrate evidence of their learning through the following assessment types:</p> <p><u>Research Project A:</u></p> <ul style="list-style-type: none">• 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) <p><u>Research Project B:</u></p> <ul style="list-style-type: none">• Assessment Type 1: Folio 30%• Assessment Type 2: Research Outcome 40% (2000 words or 12 minutes oral)• Assessment Type 3: Evaluation 30% (1500 words) <p>Further Information: Research Project A and B do contribute to an ATAR.</p>		

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 provide students with opportunities to develop design thinking to investigate solutions, develop a plan, realise the solution, and evaluate the outcome. <u>AT1</u> - Within this course, students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required for the realisation of their solution (AT2). Students evaluate and assess the development of their own skills and review how processes and techniques may influence their solution. <u>AT2</u> - Students produce one task in the design process and solution type that together provide evidence of the stages of the design and realisation process. The task must showcase and evaluate the solution or product. <u>AT3</u> - Students complete one resource study, which comprises two parts: Part 1 – Resource Investigation: Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their solution. Part 2 – Issue Exploration: Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution. Subject Overview: <i>Students demonstrate evidence of their learning through the following assessment types:</i> <u>School-based Assessment 70%</u> Assessment Type 1 20% - Two Skills Task (1000 words) Assessment Type 2 50% - Product – Project (2000 words) <u>External Assessment 30%</u> Assessment Type 3 – Resource Study (2000 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: <ul style="list-style-type: none">• 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% <ul style="list-style-type: none">• Practical Activity – Individual Assessment 50% - Four practical activities will enable students to apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analysing their processes with explicit, written evaluations and photographic evidence.• Group Activity 20% Completion of 2 group activities that should provide evidence of active involvement in collaborative works. Students will apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analysing their processes with explicit, written evaluations and photographic evidence. External Assessment 30% A self-directed investigation and analysis of a current, contemporary issue related to the local Food and Hospitality industry (Maximum 2000 words). This includes active communication with businesses in the local Food and Hospitality industry.		
Further Information: Some practical food preparation accompanies topics covered. Some food items specifically chosen by the student will need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks. Presentation of Food and group catering enterprises via large scale events run through the school, off site.		

Faculty:	Design and Technology (continued)	Stage 2
Subject:	Material Products (Furniture Construction)	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	A satisfactory completion of Stage 1 Materials Technology.	
SACE Board of SA Code:	2MRS20	
Course Leads to:	University and TAFE course relevant to the chosen pathway. Also an introduction into a possible trade.	
Focus of Study: This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.		
Subject Overview: Students demonstrate evidence of their learning through the following assessment types: School-based Assessment 70% <ul style="list-style-type: none">Assessment Type 1: 20% (500 words each)<ul style="list-style-type: none">One practical skills task and an evaluationComputer Aided Design of skills task 1 and an evaluationAssessment Type 2: 50% (2000 words)<ul style="list-style-type: none">Design and produce a product that meets all of the Evaluation CriteriaProduce a folio that demonstrates a strong understanding of the design process External Assessment 30% <ul style="list-style-type: none">Assessment Type 3: 30% (2000 words)<ul style="list-style-type: none">Students will Investigate and analyse the functional characteristics and properties of two or more materials of their choice. Students will create a series of tests to generate data on the functional characteristics of the materials. Students will also investigate the sustainability of the materials they test and explore ethical issues related to their designed solution in AT2.		
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: <ul style="list-style-type: none">Assessment Type 1: Skills and Applications Task 20% x 3<ul style="list-style-type: none">Construct a simple GarmentSelection of seams, finishing techniques and fasteningsMaterials Application: Material Properties of synthetic and natural fibresAssessment Type 2 50% x 2<ul style="list-style-type: none">Minor: construct a simple garment with appropriate fasteningMajor: construct a garment or accessory using multiple materials made from different fibres.Assessment Type 3: External component 30% x 2<ul style="list-style-type: none">Folio: Product DesignFolio: Product Evaluation		
Further Information: Students will need to provide some materials for their projects.		

Faculty:	English	Stage 2
Subject	Media Studies	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	N/A but Stage 1 Media Studies and successful completion of any Stage 1 English course preferred	
SACE Board of SA Code:	2MES20	
Course Leads to:	Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.	
Focus of Study:		
<p>Media Studies is comprised of a framework of four media concepts - media representations, media conventions, media organisations, and media audiences — which underpin the study of aspects of media and are essential to students' critical reading of media texts and products.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none">1. communicate informed responses to local, national, and global media issues2. research and analyse media texts and contexts3. analyse the ways in which societies are represented by media4. analyse their own and others' interactions with media5. reflect on aspects of the dynamics of the media industry6. apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts. <p>The approaches taken to the study of the selected topics may be integrated; that is, students may use oral, written, and production forms that are appropriate to the topic being studied and to their own interests and background.</p> <p>Students, in negotiation with their teacher, choose three of the following fourteen topics for study:</p> <p>Topic 1: Photojournalism</p> <p>Topic 2: Documentaries</p> <p>Topic 3: Cult Television/Film</p> <p>Topic 4: Music and Media</p> <p>Topic 5: The Internet</p> <p>Topic 6: Television Genres</p> <p>Topic 7: Community Media</p> <p>Topic 8: Short Films</p> <p>Topic 9: Advertising and Audiences</p> <p>Topic 10: Globalisation and Media</p> <p>Topic 11: Youth and Media</p> <p>Topic 12: Children and Media</p> <p>Topic 13: Media Ethics and Regulation</p> <p>Topic 14: Cultural Diversity in Media.</p>		
Subject Overview:		
<p>Students will be required to complete:</p> <ul style="list-style-type: none">• School Assessment (70%)<ul style="list-style-type: none">- Assessment Type 1: Folio (30%) - Students undertake two or three media exploration assessments, and one media interaction study.- Assessment Type 2: Product (40%) - Students undertake two media products, each of which is supported by a producer's statement.• External Assessment (30%)<ul style="list-style-type: none">- Assessment Type 3: Investigation (30%) - Students undertake one independent investigation of a current media issue and present their findings.		

Faculty:	English (continued)	Stage 2
Subject:	English	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Stage 1 English (Literary Studies) or Stage 1 English	
SACE Board of SA Code:	2ESH20	
Course Leads to:	Further study at University and TAFE and meets the English pre-requisite for Interstate Universities.	
Focus of Study: <ul style="list-style-type: none">• 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: <p>The following assessment types enable students to demonstrate their learning in Stage 2 English:</p> <ul style="list-style-type: none">• School Assessment (70%)<ul style="list-style-type: none">- Assessment Type 1: Responding to Texts (30%) - Up to four responses to texts.- Assessment Type 2: Creating Texts (40%) - Three created texts, including a Writer’s Statement(s) with a maximum word limit of 1000 words.• External Assessment (30%)<ul style="list-style-type: none">- Assessment Type 3: Comparative Analysis (30%) - Students select two independent texts to compare. <p>For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.</p>		

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, Stage 1 Essential English or Stage 1 Essential English: Communication in the Workplace	
SACE Board of SA Code:	2ETE20	
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: <ul style="list-style-type: none">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: <p>The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:</p> <ul style="list-style-type: none">School Based Assessment (70%)<ul style="list-style-type: none">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.Assessment Type 2: Creating Texts (40%) - Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to context.External Assessment (30%)<ul style="list-style-type: none">Assessment Type 3: Language Study (30%) - Students focus on the use of language by people in a context beyond the classroom. <p>For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.</p>		

Faculty:	English (continued)	Stage 2
Subject:	Literary Studies	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Stage 1 English Literary Studies	
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: <ul style="list-style-type: none">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: <p>The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:</p> <ul style="list-style-type: none">School Assessment (70%)<ul style="list-style-type: none">Assessment Type 1: Responding to Texts (50%) - Up to five responses to texts, including a Critical Perspectives Response.Assessment Type 2: Creating Texts (20%) - Two created texts, one accompanied by a Writer’s Statement.External Assessment (30%)<ul style="list-style-type: none">Assessment Type 3: Text Study (30%)<ul style="list-style-type: none">Part A: Comparative Text Study (15%) - Students select one shared text and one independent text to compare.Part B: Critical Reading (15%) - The critical reading is a 90-minute examination developed by the SACE Board. <p>For a 20-credit subject, students provide evidence of their learning through up to nine assessments, including the external assessment component.</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.</p> <p>External Assessment 30%: An investigation with a maximum word count of 2000.</p>		

Faculty:	Health and Physical Education (continued)	Stage 2
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: This subject combines learning about, and developing an appreciation for, the natural environment. Students will develop skills for living and travelling in the outdoors. Students are encouraged to develop responsibility and leadership through practical and field experiences, classroom activities and research assignments. Students are required to complete 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.		
Subject Overview: Students demonstrate evidence of their learning through the following assessment types:		
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. 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.		
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.		
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 Kingdom• Greek History from the Persian Wars• The Campaigns of Alexander the Great• History of the Late Roman Empire• Egyptian Religion, Mythology and Burial Practices• Athenian and Spartan Society in the 5th Century BC• Greek and Roman Material Culture Assessment Types: <ul style="list-style-type: none">• Skills and Applications tasks• Connections• Inquiry – externally assessed by the SACE Board		
Subject:	Business Innovation	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Stage 1 Business Innovation would be an advantage but is not essential.	
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 <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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:	2LES20	
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: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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: <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 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 Beginners	
Length of Course:	Full year (20 credits)	
Pre-Requisites:	Satisfactory completion of Stage 1 Japanese or the equivalent- Eligibility forms to be submitted to Ms Mitchell. Not suitable for those with extensive Japanese experience.	
SACE Board of SA Code:	2JAB20	
Course Leads to:	University study, employment opportunities and travel.	
Focus of Study: Through the perspective ‘The Personal World’, students use Japanese to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective ‘The Japanese -speaking Communities’, students enquire about and express ideas in Japanese. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Japanese is spoken. There are three interconnected prescribed themes: <ul style="list-style-type: none">• Relationships• Lifestyles• Experiences.		
Assessment Types: <ul style="list-style-type: none">• Assessment Type 1: Interaction (30%)• Assessment Type 2: Text Production (20%)• Assessment Type 3: Text Analysis (20%)• Assessment Type 4: Examination (30%).		

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%) <ul style="list-style-type: none">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:		
<p>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.</p> <p>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.</p> <p>Stage 2 General Mathematics consists of the following six topics:</p> <p>Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models, Discrete Models and Open topic.</p> <p>Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.</p>		
Subject Overview:		
Assessment Type 1: Skills and Applications Tasks (40%)		
<ul style="list-style-type: none">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%)		
<p>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.</p> <p>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.</p>		
Assessment Type 3: Examination (30%)		
<ul style="list-style-type: none">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:		
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
Subject Overview:		
<p>Stage 2 Mathematical Methods consists of the following six topics:</p> <ul style="list-style-type: none">• 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. <p>The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.</p>		
School Assessment (70%)		
<ul style="list-style-type: none">• Assessment Type 1: Skills and Applications Tasks (50%)• Assessment Type 2: Mathematical Investigation (20%)		
External Assessment (30%)		
<p>Assessment Type 3: Examination (30%)</p> <ul style="list-style-type: none">• 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		
<p>Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.</p>		
<p>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).</p>		

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: <p>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.</p> <p>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.</p> <p>Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.</p> <p>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.</p> <p>Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.</p> <p>Stage 2 Specialist Mathematics consists of the following six topics:</p> <ul style="list-style-type: none">• 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. <p>Subject Overview:</p> <p>The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.</p> <p>School Assessment (70%)</p> <ul style="list-style-type: none">• Assessment Type 1: Skills and Applications Tasks (50%)• Assessment Type 2: Mathematical Investigation (20%) <p>External Assessment (30%)</p> <p>Assessment Type 3: Examination (30%) - Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:</p> <ul style="list-style-type: none">• six skills and applications tasks• one mathematical investigation• One examination. <p>Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.</p> <p>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).</p>		

Faculty:	Science	Stage 2
Subject:	Agricultural Production	
Length of Course:	Full Year (20 Credits)	
Pre-Requisites:	Competent achievement in 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 will 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 Stage 1 Biology.	
SACE Board of SA Code:	2BGY20	
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%) <ul style="list-style-type: none">• Assessment Type 1: Investigations Folio (30%)• Assessment Type 2: Skills and Application Tasks (40%)		
External Assessment (30%) <ul style="list-style-type: none">• 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 the SASTA Biology Study 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:	2CEM20	
Course Leads to:	A wide range of university and TAFE courses	
Focus of Study: The course aims to develop students' ability to - <ul style="list-style-type: none">• 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: The topics for Stage 2 Chemistry include - <ul style="list-style-type: none">• 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%) <ul style="list-style-type: none">• Assessment Type 1: Investigations Folio (30%)• Assessment Type 2: Skills and Application Tasks (40%)		
External Assessment (30%) <ul style="list-style-type: none">• 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: Students are encouraged to purchase the SASTA Chemistry Study guide for approximately \$30.		

Faculty:	Sciences (continued)	Stage 2
Subject:	Physics	
Length of Course:	Full Year (20 credits)	
Pre-Requisites:	Competent achievement in Stage 1 Physics A and B.	
SACE Board of SA Code:	2PY120	
Course Leads to:	A wide range of university and TAFE courses	
Focus of Study: In this subject, students are expected to - <ul style="list-style-type: none">• 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 - <ul style="list-style-type: none">• 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%) <ul style="list-style-type: none">1. Assessment Type 1: Investigation Folio (30%)2. Assessment type 2: Skills and Application Tasks (40%)		
External Assessment (30%) <ul style="list-style-type: none">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 encouraged 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 Stage 1 Psychology or other Stage 1 Science course.	
SACE Board of SA Code:	2PSC20	
Course Leads to:	A wide range of university and TAFE courses	
Focus of Study: This subject emphasises a scientific inquiry approach to psychology which enables students to identify investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The subject aims to describe and explain human experiences, and individual and cultural diversity, whilst addressing ways in which behaviour can be changed. However, every change holds the possibility of harm, therefore the ethics of research and intervention are an integral part of psychology.		
Subject Overview: The following topics are assessed in the school-based assessment types - <ul style="list-style-type: none">• Psychology of the Individual• Psychological Health and Wellbeing• Organizational Psychology• Social Influence• The Psychology of Learning The following topics are assessed in the external examination - <ul style="list-style-type: none">• Social Influence• The Psychology of Learning Students demonstrate evidence of their learning through the following assessment types -		
School-based Assessment (70%) <ul style="list-style-type: none">• Assessment Type 1: Investigations Folio (30%)• Assessment Type 2: Skills and Application Tasks (40%)		
External Assessment (30%) <ul style="list-style-type: none">• Assessment Type 3: Examination (30%) - A 2-hour written exam set by the SACE Board consisting of short-answer and an extended-response to a scenario.		
Further Information: Students are encouraged to purchase the SASTA Psychology Study Guide for approximately \$30.		