



# Birdwood

## HIGH SCHOOL



8 to 12 Curriculum  
Handbook 2021



# 2021 CURRICULUM HANDBOOK



Dear Students and Families

Welcome to our Birdwood High School Curriculum Guide. We invite you to browse the range of offerings available at the different year levels knowing that we are committed to providing learning opportunities which support and challenge each student to achieve their goals to enable the widest choice of post secondary school pathways. Our staff and school leaders look forward to you experiencing an enjoyable course counselling process, conversations to take place with regards to goals and future careers. We value your prior learnings and provide you with a secondary education that builds on your knowledge and skill set.

We want every student to enjoy learning, to achieve their best and to build on the foundations for successfully gaining their South Australian Certificate of Education (SACE). Students engaging with a contemporary curriculum are presented with many opportunities and challenges. We aim to wrap around our teaching, learning and services so every student is inspired and empowered. We want our students to grow and be confident problem solvers, critical thinkers, team focused, independent and interdependent and creative individuals. Our students will have opportunities to explore different subjects, specialised facilities, develop new friendships and engage with a wide range of teachers.

Advisory teachers, Leaders and pathway specialists will support students to make personalised subject choices while Parent Information evenings in Term 3 will assist families to understand the plethora of opportunities available.

Students in Year 8, 9 and 10 experience the range of curriculum opportunities through their required compulsory and choice subjects. Year 10 students begin the South Australian Certificate of Education (SACE) through their engagement in the Personal Learning Plan (PLP) and the semester length Research development course.

In Year 11 students select subjects and courses from the SACE and a comprehensive Vocational Education Training (VET) program. In order to successfully achieve the SACE, Year 11 students are required to pass Stage 1 English (20 Credits), Mathematics (10 Credits), PLP (10 Credits completed at Year 10) and the Research Project (10 Credits) at 'C' grade or better.

To prepare for Stage 2, students need to consult with their Year 11 Advisory teachers to ensure that their subject selection will get the best outcomes for the pathway they want to pursue beyond school. In addition to the Stage 1 compulsory requirements and the Research Project, students need to pass four Stage 2 subjects at 'C' grade or better.

I invite you to mark the Pathway Planning dates on your calendar that will be made available on our website.

Heather Makris  
PRINCIPAL

# PURPOSE OF THE CURRICULUM GUIDE MATERIALS AND SERVICES CHARGES

This guide provides students and their parents/caregivers with information regarding the programs offered at Birdwood High School and specific course descriptions of subjects within these programs. It is designed to assist students, parents and teachers to make decisions about a suitable course of study during the course counselling process.

## HOW TO USE THIS CURRICULUM GUIDE

Students and parents/caregivers are encouraged to explore this guide to plan possible options and pathways of study. We recommend students and parents/caregivers read the guide carefully and save a copy to a USB or print the relevant sections for use during Advisory classes prior to 'course counselling interviews'.

## COUNSELLING PROCEDURES

We place a strong emphasis on the importance of an inclusive course counselling process where students, parents and caregivers, teachers and leaders are all involved in providing specialist advice regarding the selection of courses for students. Parents and caregivers are invited to discuss requirements with course counselling leaders at any time.

Students should select courses that suit their abilities, interests and post-school aspirations. It is crucial that options are kept open for as long as possible during Year 8 and Year 9 before students make selections according to their individual and career needs.

The course counselling process includes:

- Specific Advisory time for students focusing on the course counselling process
- Information Evenings for parents/caregivers and students
- Course counselling interviews for students and families
- Some re-counselling in Term 4 based on a review of student achievement and recommendations.

## SUBJECT AVAILABILITY

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

Each year the school prepares the curriculum budgets using the Department of Education Regulations. Within these regulations some subjects incur a subject charge to cover additional costs beyond the standard curriculum delivery. Charges are reviewed annually and will be circulated to parents in Term 3.

## CAMPS AND EXCURSIONS

Various camps and excursions will occur throughout the year that will incur charges.

If payment or commitment to pay is not received, students will be unable to participate in these events.

Graphic and Scientific calculators will be required for senior mathematic courses and will appear on stationery lists.



# SPECIALIST SPORTS ACADEMY

The purpose of the Specialist Sports Academy is a selective entry program to provide specialist sports coaching, together with leadership and initiative training and personal development activities to maximize the development of the whole student, which will facilitate students to participate in elite sport competitions, coaching and sports professional learning courses. It is designed for both male and female from years 8-10.

From 2020 the program will commence with an Australian Rules Football strand and over the duration of the next three years additional sporting strands will be introduced, such as Soccer and Netball. The Specialist Sports Academy also aims to stimulate student contributions to their learning and the desire to continue a pathways to elite sports and post secondary studies in the field of Sport.

## Outcomes for Students

- Participation in a stimulating specialist program extending from Year 8 through to Year 10
- Extensive skill development from high quality specialist coaches, teachers and mentors
- Personalised support for chosen academic program
- Clear links established with sport pathways beyond Year 12, Stage 2
- At Stage 1 and 2 students can engage in a Certificate III in Sport & Fitness and Work Place Practices – Elite Sports. On successful completion the courses will contribute to an ATAR score in Year 12

## SELECTION CRITERIA

The application process is a three stage process: application endorsed by a teacher and a coach/mentor, interview and a physical trial.

Admission to the Program is not automatic and is based on the following criteria:

1. Sport Participation
  - Levels of competition played or engagement in a sport in school or out of school
  - Displays high level of interest in the Sport & Fitness industry
2. Personal Attributes
  - Shows initiative and a positive attitude
  - Displays good sportsmanship
  - Accepts advice and instruction from coaches in order to improve performance (Ability to be coached)
3. Academic Progress
  - Shows a record of academic progress
  - Has a school wide record of positive behaviour
4. Leadership
  - Shows a record of school based leadership
  - Shows a record of Community based involvement (not necessarily sport)
  - Displays the characteristics of a positive role model

## EXPECTATIONS

The Specialist Sports Academy will be demanding and require students to be committed to achieving both academic and in physical areas. There will be behaviour, academic and physical expectations on students within the program. Students' who cannot maintain expectations and uphold the school values will be removed from the program and placed into one of their elective preference.

Expectations of students within the course are not limited to, but include the following:

- commitment to developing their own skills and knowledge within their chosen sport;
- commitment to completing theory work and tasks, thoroughly, and on time;
- come to lessons on time, with appropriate uniform, footwear and equipment;
- continually strive to improve in all aspects of schooling;
- bestow as a positive role model in their approach to learning, school rules, and behaviour;
- represent the school in competitions;
- represent the school by committing for an external club's team.

## OTHER INFORMATION

The program will incur an annual subject levy of \$100.

# CONTEMPORARY CURRICULUM PATTERN MIDDLE SCHOOL

Year 8 -10 students undertake a continuation of the Australian Curriculum in all subject areas. The contemporary curriculum content and capabilities provides opportunities for students to attain the skills and characteristics required to become successful learners. The use of technology is a central tool to the delivery of the curriculum and is used to enrich face to face learning. Teaching and learning focuses on engaging, challenging assessment tasks, critical literacy and numeracy development, and encourage deep understanding and creativity. We want our students to graduate with the skills to succeed in work and for life. Student learning is designed to be challenging, so that each student has the opportunity to achieve individual excellence.

Students are placed into Advisory class in Year 8 and generally remain in the same Advisory class until they complete their schooling in Year 12. During Advisory classes students engage with the

Wellbeing and Engagement program with a specific focus on developing students' understanding of the capabilities and skills of Collaboration, Communication, Creativity and Critical Thinking which build the resilience required to successfully navigate adolescence and transition to adulthood. This framework creates a coherent approach to Learner Wellbeing that builds from Middle School through to Senior School.

The Middle School curriculum is organised into eight Learning Areas:

- English
- Mathematics
- Technologies (Food, Materials and Digital)
- Languages (Japanese or Italian)
- Science
- Humanities
- Health and Physical Education
- The Arts (Visual, Media, Music and Drama).

## YEAR 8 - OVERVIEW

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

### Year 8 Curriculum Pattern

English	Maths	Science	HASS	Languages	Health and Physical Education	Media Arts
						Drama
English	Maths	Science	HASS	Technologies	STEM	Music
					Agriculture	Visual Arts

#### Year 8 Compulsory Subjects - All students must complete

- 2 semesters of English
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of HASS – including History, Geography, Civics and Citizenship, Economics and Business
- 2 semesters of the Arts – rotation of 1 term each of Media Arts, Visual Arts, Music and Drama
- 1 semester of Innovative Learning - rotation of 1 term of STEM and 1 Term of Agriculture
- 1 semester of Health and Physical Education (HPE)
- 1 semester of Technologies – including Food, Digital and Materials

#### Year 8 Choice Options

- 1 Semester of Languages of either **Italian OR Japanese**

#### Year 8 Specialists Sports Academy - Application ONLY

- 2 semesters of Australian Rules Football

## ENGLISH

Course Length: 2 Semesters

### Course Descriptor:

Students will undertake a range of activities including the study of language through the:

- Explicit teaching of writing text types
- Introduction to the formal study of literature
- Expansion of oral skills

Students will utilise a range of ICT skills to enhance their learning

### Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. They are assessed using the Australian Curriculum Achievement Standards.

## MATHEMATICS

Course Length: 2 Semesters

### Course Descriptor:

The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models

### Assessment:

Students are assessed using tests and folio tasks (individual and collaborative) with and without the use of ICT. Students need regular homework to successfully complete all aspects of this course. Students are assessed using the Australian Curriculum Achievement Standards.

## SCIENCE

Course Length: 2 Semesters

### Course Descriptor:

This course comprehensively covers the range of knowledge, skills and key ideas recommended by the Australian Science Curriculum Framework. Topics include: Working Scientifically, Cells, Growth & Reproduction, living systems, Using energy, Physical & Chemical Changes, Elements, Compounds & Mixtures, Rocks, Exploration & Mining.

### Assessment:

Students are assessed on their level of knowledge,

practical skills and research skills. Tasks include tests (both theory and practical), practical reports, science as a human endeavour research activities, homework exercises and oral and written assignments.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

Course Length: 2 Semesters

### Course Descriptor:

Students are provided with the opportunity to learn and develop their skills in the four key areas of History, Geography, Civics and Citizenship, and Economics and Business.

The course will explore Medieval Europe, Japan under the Shoguns and The Mongol Expansion, Landforms and Landscapes, Changing Nations, participation in democracy, and also consumer/business rights and responsibilities.

### Assessment:

Assessment will be continuous and varied in nature. There will be a variety of assessment pieces which may include case studies, field reports and inquiries, essays, visual displays, oral presentations, use of ICT, product design and reports.

## THE ARTS

Course Length: 2 Semesters

Students are given an opportunity to experience all of the Arts offered at Birdwood through the compulsory Year 8 Arts subject comprising 4 x 10 week blocks of each subject. This means that students experience the following:

- Visual Arts
- Music
- Drama
- Media Arts

### Course Descriptor:

The focus of the course is to give students the opportunity to learn and develop their skills in the Arts and to be able to appreciate the production and/or performance skills required in these areas of study.

**Visual Arts:** Students develop skills needed for working with an extended range of methods and materials, and to develop an increased knowledge and appreciation of the world of visual art and design.

**Music:** Student experience music making and gain an understanding of the fundamental elements of music. They learn the basics on Rock Instruments and working through basic music notation.

**Drama:** Students develop their skills and knowledge to develop performance and production skills for an audience.

**Media Arts:** Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.

**Assessment:**

Assessment tasks will be marked against criteria prescribed by the Australian Curriculum.

## HEALTH AND PHYSICAL EDUCATION

Course Length: 1 Semester

**Course Descriptor:**

In Physical Education students develop their skills and fitness in a range of sports. They develop social skills through team sports and understand the need for fitness and a healthy lifestyle. In Health students develop their knowledge and skills for healthy dietary practices and understand the effects drugs and alcohol have on a person. The understanding of mental health, resiliency and relationships is also covered.

**Assessment:**

Students will be assessed on their level of knowledge and skills in a variety of tasks such as practical skills, class activities, oral presentations and self and peer assessment.

## AUSTRALIAN RULES FOOTBALL

Course Length: 2 Semesters

**Course Descriptor:**

This course allows students the opportunity to develop the specific knowledge, skills and understandings related to Australian Rules Football.

Students will participate in football training, fitness sessions and theory lessons focusing on:

- Analysis and development of skill and technique with and without the use of digital technologies
- Fitness testing, improvement and an understanding of developing fitness programs
- Development of AFL tactics and gameplay
- Development of leadership capabilities, resilience and culture in a team environment.
- Injury prevention and management
- Professional requirements of athletes in elite sporting environments

The course will also explore how Australian Rules Football has defined cultures and behaviours locally, nationally and globally, as well as introducing students to pathways in the sporting industry.

**Assessment:**

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. They are assessed using the Australian Curriculum Achievement Standards.

**Other Information:**

The program will incur an annual subject levy of \$100.

## TECHNOLOGIES

Course Length: 1 Semester

Students are given an opportunity to experience all of the Technologies through 3 x 7 week blocks of each subject. This means that students experience the following:

- Digital Technologies
- Design and Materials Technologies
- Food Technologies

**Course Descriptor:**

The focus of the course is to give students the opportunity to learn and develop their skills in the Technologies and to be able to appreciate the production and/or performance skills required in these areas of study.

**Digital Technologies:** Students will develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints. Students will, in a fun and engaging learning environment, develop an understanding of basic programming skills.

**Design and Material Technologies:** Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating procedures for a range of machines. Students will have the opportunity to use appropriate techniques and equipment to create a range of products within design parameters by responding to a design brief.

**Food Technologies:** Students will learn about personal, kitchen and food hygiene practices within the context of home and community settings. They will examine safe work practices around equipment, appliances, behaviours and environment within food technology.

**Assessment:**

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).

## LANGUAGES - ITALIAN

Course Length: 1 Semester

### Course Descriptor:

Students develop basic understanding of the Italian language system, to engage in social interactions to exchange greetings and to share ideas and information related to their personal, social and school worlds. Students identify similarities between the Italian and English cultures and identify how their responses may be shaped by their own language and culture.

### Assessment:

Assessments are guided by the requirements of the Australian Curriculum and include multi-modal presentations for various topics, responding to texts and interactive activities.

## LANGUAGES - JAPANESE

Course Length: 1 Semester

### Course Descriptor:

Students develop basic understanding of the Japanese writing system and how cultural values, such as harmony, are embedded in language. The study of entry-level grammar and communication in Japanese supports literacy development in English as they engage in social interactions, exchange greetings, and share ideas and information related to our own personal and social worlds. Students learn about how their own identities are shaped by language and culture.

### Assessment:

Assessments are guided by the requirements of the Australian Curriculum and include multi-modal presentations for various topics, responding to texts, and interactive activities with visiting study tours.

## AGRICULTURE

Course Length: 1 Term

### Course Descriptor:

This course draws from various subject areas of the Australian Curriculum and provides students with a combination of the theoretical and the real-world practical applications of Agriculture. The practical components vary between raising dairy calves (Cows Create Careers Program with excursion at extra cost - first semester only), working with sheep and lambs, and producing their own vegetables.

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Research tasks are a mix of written and multimedia.

## INNOVATIVE LEARNING - STEM

Course Length: 1 Term

### Course Descriptor:

This course draws from various Learning Areas within the Australian Curriculum framework including Science, Technology and Mathematics. Students will solve real-world challenges using Inquiry and Problem Based Learning including:

- Mini Wind Turbine construction
- O-Wing gliders

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Tasks include practical reports, research activities, homework exercises and oral and written assignments.



# CURRICULUM PATTERN

## YEAR 9 - OVERVIEW

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

### Year 9 Curriculum Pattern

English	Maths	Science	HASS	Innovative Learning	Choice	Choice
English	Maths	Science	HASS	Health and Physical Education	Choice	Choice

### Compulsory Subjects

#### All students must complete

- 2 semesters of English
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semester of HASS
- 1 semester of Innovative Learning either
  - **Innovative Learning - STEM** (Science, Technology, Engineering and Mathematics) OR
  - **Innovative Learning - Research** (to include at least 2 Learning Areas; for example English and the Arts)
- 1 semester of Health and Physical Education (HPE) or Health and Physical Education Specialist Sports Academy, Australian Rules Football - application ONLY)

### Choice Subjects

A total of 4 Semesters from the following:

- 1 semester of Agriculture
- 1 Semester of Design Technologies – 3D Printing and Electronics, including (CAD)
- 1 Semester of Design Technologies – Metal, including CAD (Computer Aided Design)
- 1 Semester of Design Technologies – Wood, including CAD (Computer Aided Design)
- 1 semester of Drama
- 1 semester of Food Technologies
- 1 semester of Health and Physical Education (H&PE) - Sports Fitness
- 1 Semester of Languages – Italian
- 1 Semester of Languages – Japanese
- 1 semester of Media Arts
- 1 semester of Music A
- 1 semester of Music B
- 1 semester of Visual Arts

### Specialist Sports - Application ONLY

- 2 semesters of Australian Rules Football (must have chosen HPE Sports Academy as a Compulsory subject)

### NOTE

*(If you select Music B then you must have already selected Music A.)*

## ENGLISH

Course Length: 2 Semesters

### Course Descriptor:

Students will engage with a variety of texts ranging from media texts, including newspapers, film and digital texts, fiction, non-fiction poetry and multimedia texts. These texts will be for enjoyment and students develop their understanding of themes and issues involving higher order reasoning skills. Students also develop a critical understanding of the contemporary media.

Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts explore themes of the human experience, ethical and global dilemmas within real-world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics.

Students will create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and literary analyses.

### Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. They are assessed using the Australian Curriculum Achievement Standards.

## MATHEMATICS

Course Length: 2 Semesters

### Course Descriptor:

Students learn to express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events.

They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms.

They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

### Assessment:

Students are assessed through a variety of tasks (individual and collaborative) with and without the use of ICT. Students need regular homework to

successfully complete all aspects of this course. Students are assessed using the Australian Curriculum Achievement Standards.

## SCIENCE

Course Length: 2 Semesters

### Course Descriptor:

Students will study chemical processes and natural radioactivity in terms of atoms and energy transfers, and describe examples of important chemical reactions. Students will describe models of energy transfer, and apply these to explain phenomena. Students will explain global features and events in terms of geological processes and timescales. How biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter will also be analysed.

Students will design questions that can be investigated using a range of inquiry skills. Also, students will design methods that include the control and accurate measurement of variables and systematic collection of data and describe how you considered ethics and safety. Students will analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Tasks include tests (both theory and practical), practical reports, science as a human endeavour research activities, homework exercises and oral and written assignments.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

Course Length: 2 Semester

### Course Descriptor:

Students are provided with the opportunity to learn and develop their skills in the four key areas of History, Geography, Civics and Citizenship, and Economics and Business.

The course will explore World War One, The Movement of Peoples, Making a Nation, Biomes and Food Security, Geographies of Interconnections, how political systems are influenced by external factors, and also global economies.

### Assessment:

Assessment will be continuous and varied in nature. There will be a variety of assessment pieces which may include case studies, field reports and inquiries, essays, visual displays, oral presentations, use of ICT, product design and reports.

## HEALTH AND PHYSICAL EDUCATION

Course Length: 1 Semester

### Course Descriptor:

The aim of this course is to cultivate in students an understanding of how to live healthy and active lifestyles. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. It enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.

Students will be engaged in a theory component of the course that covers a variety of topics in relation to maintaining positive health. Topics such as alcohol awareness, emotional health and human sexuality, will ensure students' have a greater understanding of the links between lifestyle choices and their general health and well-being.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Health and Physical Education on both theory and practical work.

## INNOVATIVE LEARNING - STEM

Course Length: 1 Semester

### Course Descriptor:

This course draws from various Learning Areas within the Australian Curriculum framework including Science, Technology and Mathematics. Students will solve real-world challenges using Inquiry and Problem Based Learning including:

- Mbots and Arduino programming
- Development of coding in scratch to examine authentic problems

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Tasks include practical reports, research activities, homework exercises and oral and written assignments.



## INNOVATIVE LEARNING - RESEARCH

Course Length: 1 Semester

### Course Descriptor:

This course draws from various Learning Areas within the Australian Curriculum framework including English, HASS and The Arts. Students will develop Critical and Creative Thinking through considering contemporary problems in society. Students will develop important skills for living in an increasingly uncertain world.

### Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).



## FOOD TECHNOLOGIES - A

Course Length: 1 Semester

### Course Descriptor:

Through the context of Food and Technology, students are introduced to the design cycle consisting of: Investigate; Design, Make and Evaluate. This course aims to develop skills and understandings about a range of issues related to safe and hygienic work practices.

Students will have the opportunity to plan, create and evaluate foods to meet specific dietary requirements and will explore food preparation techniques. Students will work in a team environment and share equipment and resources.

This course requires students to use the Design Model to investigate, plan and make their own healthy foods to appeal to identified consumer groups. Students complete a healthy fast past design brief, look at processed foods, the impact of diet on health and food modification for improved nutritional benefits.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology.

## FOOD TECHNOLOGIES - B

Course Length: 1 Semester

### Course Descriptor:

Through the context of Food and Technology, students are introduced to the design cycle consisting of: Investigate; Design, Make and Evaluate. This course aims to develop skills and understandings about a range of issues related to safe and hygienic work practices.

Students will have the opportunity to plan, create and evaluate foods to meet specific dietary requirements and will explore food preparation techniques. Students will work in a team environment and share equipment and resources.

This course requires students to examine multicultural cuisines and their impact on Australian eating. Students will also investigate catering for friends and family, while learning about budgeting, special dietary needs and foods for entertaining.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology.

## DESIGN TECHNOLOGIES - 3D PRINTING AND ELECTRONICS

Course Length: 1 Semester

### Course Descriptor:

Students will be introduced to a range of technological systems such as computer generated 3D modelling and basic electronics. They will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will create their solutions using a range of tools, equipment and media 3D printing.

They will develop a set of criteria for their solution against which its success can be critiqued through testing, evaluation and self-reflection. In completing their design tasks students will also develop and use project management skills to create an efficient and fun learning environment, ensuring success for all.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology on both theory and practical work.

## DESIGN TECHNOLOGIES - METAL

Course Length: 1 Semester

### Course Descriptor:

Students will develop their knowledge about Occupational Health and Safety within the workshop environment including Safe Operating procedures for a wide range of machines.

Through the context of Metal Technology, students are introduced to the design cycle consisting of: Investigate, Design, Make and Evaluate. Students will have the opportunity to use appropriate techniques to create a range of products within design parameters by responding to a design brief. Students will explore a range of materials that are available within a modern workshop and be exposed to a variety of metal working machines.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology on both theory and practical work.

## DESIGN TECHNOLOGIES - WOOD

Course Length: 1 Semester

### Course Descriptor:

Students will develop their knowledge about Occupational Health and Safety within the workshop environment including Safe Operating procedures for a wide range of machines.

Through the context of Wood Technology, students are introduced to the design cycle consisting of: Investigate, Design, Make and Evaluate. Students will have the opportunity to use appropriate techniques to create a range of products within design parameters by responding to a design brief. Students will explore a range of materials that are available within a modern workshop and be exposed to a variety of wood working machines.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology on both theory and practical work.

**MEDIA ARTS**

Course Length: 1 Semester

**Course Descriptor:**

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate the use of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students explore how characters develop in movies and TV as well as how the media portray truth.

**Assessment:**

Students will be assessed in line with the Australian Curriculum Achievement Standards for Media Arts on both theory and practical work.

**VISUAL ARTS - A**

Course Length: 1 Semester

**Course Descriptor:**

A course which enables students to discover and explore a variety of art experiences, processes and materials. Students are involved in initial experiences of a wide range of art subjects that include art appreciation, drawing, painting, printmaking and sculpture.

**Assessment:**

Students manipulate materials, develop techniques in practical work, research other artists and explore visual conventions in visual journal developmental work.

**VISUAL ARTS - B**

Course Length: 1 Semester

**Course Descriptor:**

Students have the opportunity to build upon their awareness of how and why artists realize their ideas through different processes. Students explore artists and cultures to evaluate how culture, time and place influences their practice. Students refine their own techniques and skills to manipulate materials to convey personal and cultural meaning. Designing, modelling and painting ceramic works is a focus of this course.

**Assessment:**

Students will be assessed in line with the Australian Curriculum Achievement Standards for Visual Arts on both practical and visual journal developmental work.

**MUSIC - A**

Course Length: 1 Semester

**Course Descriptor:**

This course aims to extend students' confidence and skills in their ability to engage in music by extending their musical understanding, skills and knowledge. Students continue their study of the following instruments: bass guitar, drums, electric guitar, acoustic guitar, keyboard, piano or voice. Students continue to develop skills in reading and writing standard music notation as well as aural training. Methods will include use of books, ICT and purpose designed software. Students will investigate a broad variety of musical styles and eras and develop an appreciation of the role of music in society and culture. Students will use a variety of music composition and recording software to compose, edit, manipulate and perform music.

**Assessment:**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

**Other Comments:**

Students are encouraged to join a school performance ensemble to enhance their performance experiences as well as engage in instrumental tuition. Further information is available from the Arts Coordinator.

Students are required to complete music A to select music B. Year 9 music A & B is a prerequisite for Year 10 music.

**MUSIC - B**

Course Length: 1 Semester

**Course Descriptor:**

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. The use of aural skills, music terminology and symbols to recognize, memorise and notate features such as melodic patterns in music.

**Assessment:**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

**Other Comments:**

Students are encouraged to join a school performance ensemble to enhance their performance experiences as well as engage in instrumental tuition. Further information is available from the Arts Coordinator.

Year 9 Music A & B is a prerequisite for Year 10 Music courses.

**DRAMA**

Course Length: 1 Semester

**Course Descriptor:**

Students identify and analyse how the elements of drama are used, combined and manipulated in different styles and contexts by artists. Students develop communication literacies in order to respond to drama. They consider how others from different cultures, times and places communicate meaning and intent in drama by evaluating artists. Students then reflect on how those artists have shaped their own artistic development. They then apply this knowledge in drama that they plan and implement both collaboratively and individually. Students also reflect on their understanding and application of performance skills and design elements developed over the duration of the course.

**Assessment:**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes

**HEALTH AND PHYSICAL EDUCATION - SPORT AND FITNESS**

Course Length: 1 Semester

**Course Descriptor:**

The aim of this course is to cultivate in students an understanding of how to live healthy and active lifestyles. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. This subject enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork. Students will participate in a theory component of the course that covers a variety of topics related to the type of fitness required for the different sports studied during this course: exercise physiology, training methods and principals. The sports which will be covered are racket sports, court sports and big ball sports such as rugby, soccer and football.

**Assessment:**

Students will be assessed in line with the Australian Curriculum Achievement Standards for Health and Physical Education on both theory and practical work.



## AUSTRALIAN RULES FOOTBALL

Course Length: 2 Semesters

Application Only

### Course Descriptor:

The specialist sports program allows students the opportunity to develop the specific knowledge, skills and understandings related to Australian Rules Football.

Students will participate in football training, fitness sessions and theory lessons focusing on:

- Analysis and development of skill and technique with and without the use of digital technologies
- Fitness testing, improvement and an understanding of developing fitness programs
- Development of AFL tactics and gameplay
- Development of leadership capabilities, resilience and culture in a team environment.
- Injury prevention and management
- Professional requirements of athletes in elite sporting environments

The course will also explore how Australian Rules Football has defined cultures and behaviours locally, nationally and globally, as well as introducing students to pathways in the sporting industry.

### Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. They are assessed using the Australian Curriculum Achievement Standards.

### Other Information:

The program will incur an annual subject levy of \$100.



## LANGUAGES - ITALIAN

Course Length: 1 Semester

**Pre-requisite/Assumed Knowledge:** Successful completion of Year 8 Italian

### Course Descriptor:

Students continue to develop their understanding of the Italian language system, using a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. Students identify the role of language and culture in shaping experience, and the ways in which their own past experiences and culture shape their identity.

### Assessment:

Assessments are guided by the requirements of the Australian Curriculum and include multi-modal presentations for various topics, responding to texts and interactive activities.

### Other Comments: (optional)

Students may have the opportunity to travel abroad.

## LANGUAGES - JAPANESE

Course Length: 1 Semester

**Pre-requisite/Assumed Knowledge:** Successful completion of Year 8 Japanese

### Course Descriptor:

Students continue to develop their understanding of the Japanese language system and ability to communicate with increasing sophistication. Cultural values such as community and humility are explored as well as youth-related social and environmental topics. Students identify the role of language and culture in shaping experience, and the ways in which their own past experiences and culture shape their identity.

### Assessment:

Assessments are guided by the requirements of the Australian Curriculum and include multi-modal presentations for various topics, responding to texts, and interactive activities with visiting study tours.

### Other Comments:

Students have the opportunity to be involved in authentic conversations with visiting Japanese students with the added optional opportunity to travel abroad.

## AGRICULTURE

Course Length: 1 Semester

### Course Descriptor:

This course draws from various subject areas of the Australian Curriculum and provides students with a combination of the theoretical and the real-world practical applications of Agriculture. The practical components vary between producing vegetable crops, working with sheep, and raising layer and broiler chickens.

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Research tasks are a mix of written and multimedia.



# CURRICULUM PATTERN YEAR 10 - OVERVIEW

The year is divided into two semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

## Year 10 Curriculum Pattern

English	Maths	Science	HASS (A)	PLP	Choice	Choice
English	Maths	Science	Health and Physical Education	Choice	Choice	Choice

### Compulsory Subjects

- 2 semesters of English
- 2 semesters of Mathematics
- 2 semesters of Science
- 1 semester of HASS (A)
- 1 semester of Health and Physical Education or Specialist Sports Academy, Australian Rules Football - application ONLY)
- 1 semester of PLP Stage 1

### Choice Subjects option - Total of 5 Semesters

- 1 semester Agriculture
- 1 semester Cafe Culture
- 1 semester Design Technologies (Digital Photography)
- 1 semester Design Technologies (Technical Graphics)
- 1 semester Digital Technologies
- 1 or 2 semesters Drama
- 1 or 2 semesters Food Technologies
- 1 semester HASS (B)
- 1 semester Health and Physical Education - Sport Fitness
- 1 semester Innovative Learning - STEM
- 1 semester Materials Technologies - Metalwork
- 1 semester Materials Technologies - Woodwork
- 1 or 2 semesters Media Arts
- 1 or 2 semesters Music
- 1 or 2 semesters Visual Arts

### Specialist Sports - Application ONLY

- 2 semesters of Australian Rules Football (must have chosen HPE Sports Academy as a Compulsory subject)



## ENGLISH

Course Length: 2 Semesters

### Course Descriptor:

Students will develop their ability in composing, comprehending, appreciating and evaluating spoken, written, visual and multimedia texts. Students will extend their understanding of language as a means of understanding the world and will begin analysing texts critically. Students will explore and compare cultural values and social issues through novels, poetry, media texts and film. Students will analyse and create persuasive narrative and informative texts. They will also have the opportunity to create longer texts and formal written arguments that develop their critical thinking and empathy skills.

### Assessment:

Assessment will be continuous and varied in nature. There will be a range of assessment pieces each term that focus on reading, writing, speaking and listening. These include presentations, multimedia responses, peer and self-assessment strategies.

## MATHEMATICS

Course Length: 2 Semesters

### Course Descriptor:

Students will cover the Australian Curriculum through the strands of number and algebra, measurement and geometry, and statistics and probability. Students will continue to further develop their skills to solve unfamiliar problems and give detailed explanations around the reasoning behind their responses through both verbal and written reports.

### Assessment:

There will be a range of major assessment pieces each term. Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations. Their performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

## SCIENCE

Course Length: 2 Semesters

### Course Descriptor:

Students will apply their knowledge of specialised equipment to design laboratory experiments. Students will continue to write formal reports on these experiments, and will be expected to comment on their findings in detail.

Students will study physics, biology and chemistry topics that have strong links to Stage 1 science subjects. Classroom learning, assignments and projects will include units on the laws of motion, the structure of the periodic table, natural selection and the universe. Students will also investigate how scientific theories have developed and reflect on the discoveries that caused them to change over time.

### Assessment:

There will be a range of major assessment pieces including scientific reports, research projects, test and designing experiments.

## HUMANITIES AND SOCIAL SCIENCES (HASS A)

Course Length: 1 Semester

### Course Descriptor:

Students are provided with the opportunity to learn and develop their skills the areas of History and Civics and Citizenship.

The course will explore the historical depth studies of World War Two, Rights and Freedoms, Pop Culture. Following this, students will focus on global citizenship through investigating Australia's role and responsibilities in a global context.

### Assessment:

Assessment will be continuous and varied in nature. There will be a variety of assessment pieces which may include case studies, field reports and inquiries, essays, visual displays, oral presentations, use of ICT and reports.

## PERSONAL LEARNING PLAN – PLP

(compulsory Stage 1 credits) SACE Credits 10

### Course Descriptor:

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

Students understand and develop the SACE capabilities that include essential knowledge and skills to enable students to act in effective and successful ways.

### The Personal Learning Plan helps students:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school

- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals

**Assessment:**

- A variety of assessment tasks including:
  - Reports Oral Presentations
  - Round Table Discussions
  - Multimedia Presentation

**HEALTH AND PHYSICAL EDUCATION**

Course Length: 1 Semester

**Course Descriptor:**

Students will develop the skills to plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities. They will analyse behaviours and contextual factors that influence the health and wellbeing of their communities.

Students learn to apply more specialised movement skills and complex movement strategies. They also explore movement concepts and strategies to evaluate and refine their own and others' performances.

Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures.

The theory units to be covered will be community health, skill acquisition and fitness components.

**Assessment:**

Students will be assessed on their skill level, game sense, role understanding and team work during practicals and a range of theory tasks.

**AUSTRALIAN RULES FOOTBALL**

Course Length: 2 Semesters

**Course Descriptor:**

This course allows students the opportunity to develop the specific knowledge, skills and understandings related to Australian Rules Football.

Students will participate in football training, fitness sessions and theory lessons focusing on:

- Analysis and development of skill and technique with and without the use of digital technologies

- Fitness testing, improvement and an understanding of developing fitness programs
- Development of AFL tactics and gameplay
- Development of leadership capabilities, resilience and culture in a team environment.
- Injury prevention and management
- Professional requirements of athletes in elite sporting environments

The course will also explore how Australian Rules Football has defined cultures and behaviours locally, nationally and globally, as well as introducing students to pathways in the sporting industry.

**Assessment:**

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. They are assessed using the Australian Curriculum Achievement Standards.

**Other Information:**

The program will incur an annual subject levy of \$100.

**AGRICULTURE**

Course Length: 1 Semester

**Course Descriptor:**

This course draws from various subject areas of the Australian Curriculum and provides students with a combination of the theoretical and the real-world practical applications of Agriculture. The practical components vary between horticulture (vegetable gardens), working with sheep, raising laying chickens, preparing animals for show, and viticulture management.

**Assessment:**

Students are assessed on their level of knowledge, practical skills and research skills.

Research tasks are a mix of written and multimedia..

## INNOVATIVE LEARNING - STEM

Course Length: 1 Semester

### Course Descriptor:

This course draws from various Learning Areas within the Australian Curriculum framework including Science, Technology and Mathematics. Students will solve real-world challenges using Inquiry and Problem Based Learning including:

- Drone building and data collection
- Coding with the Mbot Robot

### Assessment:

Students are assessed on their level of knowledge, practical skills and research skills. Tasks include practical reports, research activities, homework exercises and oral and written assignments.

## CAFE CULTURE

Course Length: 1 Semester  
SACE Credits :10

### Desired Background:

Students must display a genuine interest and enthusiasm for the Food and Hospitality industry. Successful completion of Food Technology in Year 9 is highly recommended. Students must have good literacy skills and require a good attendance rate.

### Course Descriptor:

Students will complete competencies towards a Certificate II in Hospitality. Through the course students will be provided hands-on training in the preparation of black and milk coffees and develop skills and knowledge in the operation of an industrial espresso machine. Students will engage in customer service skills through small business enterprises.

### Assessment:

Students are required to demonstrate the following competencies to have them recorded on their Statement of Attainment:

- Use Hygienic Practices for Food Safety (SITXFSA001)
- Preparing and serving espresso coffee (SITHFAB005)

Assessment is school based with students demonstrating their learning through the Practical Application, Group Activities and an Investigation.

### Special Requirements:

This is an optional course that will incur additional charges of approximately \$165 (to be paid prior to the commencement of the course) to attain two units towards a Certificate III in Hospitality.

## FOOD TECHNOLOGIES - A

Course Length: 1 Semester

### Course Descriptor:

Students in this course take into account legal issues such as food safety and occupational health and safety, customer expectations such as food presentation and plating, social values and economic considerations when investigating café food and culture. Students use creativity, innovation and enterprise skills in collaboration to create café menus and meals suitable for customers. Students identify the steps involved in planning the production of designed solutions when planning meals suitable for sale in a café. They develop detailed management plans incorporating elements such as time plans, costings and action plans to manage a range of design tasks safely. Management plans are applied to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects while maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities when preparing café meals.

### Assessment:

Students will be assessed on their knowledge and understanding and their processes and production skills.

## FOOD TECHNOLOGIES - B

Course Length: 1 Semester

### Course Descriptor:

Students in this course will undertake an investigation into the ethical and sustainable production of agricultural foods. They will discuss the importance of food miles, advertising and cost of different food products. Students will investigate the importance of food preservation and techniques. They will engage with contemporary food styling trends and create styled meals with an accompanying food article. Students will have the opportunity to produce design solutions for healthy eating, though the creation of a design folio, which includes a design brief and the key elements of design process. Practical tasks will have a strong emphasis on safety and hygiene in the kitchen and time management skills. Students will work individually and collaboratively to complete practical tasks to demonstrate their skills and knowledge

### Assessment:

Students will be assessed on their knowledge and understanding and their processes and production skills.

## DESIGN TECHNOLOGIES - DIGITAL PHOTOGRAPHY

Course Length: 1 Semester

### Course Descriptor:

Students explore photographic technologies and analyse the impacts of technology including social, environmental and sustainable consequences. Emphasis is on learning how to use a digital SLR camera on manual mode and image manipulation using Adobe Photoshop. Students begin to learn design principles and composition involving creative camera and creative darkroom techniques.

### Assessment:

- Process and Production Skills Folio 70%
- Knowledge and Understanding Tasks 30%



## DESIGN TECHNOLOGIES - TECHNICAL GRAPHICS

Course Length: 1 Semester

### Course Descriptor:

The course is designed to familiarise students with Computer Aided Design (CAD) processes, geometric principles and Industry Standards in drawing. The course will extend students through the introduction of Computer Aided Machining principles and broaden their perception of the role of the computer in industry. Students aiming for a career in Engineering, Architecture and the trades would particularly benefit from this course.

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.

## MATERIALS TECHNOLOGIES - WOOD

Course Length: 1 Semester

### Course Descriptor:

In this course, students work through the design process to produce a folio which includes a design brief, investigation and drawings, from which students then manufacture their own project, usually furniture construction.

Project work usually includes a framed carcass construction of either a coffee table or kitchen stool, incorporating mortise and tenon joints, more advanced construction techniques are negotiated with the teacher. Dowel and biscuit joints are also introduced and other simple jointing methods such as housing, rebate and butt joints are used when appropriate. An increased range of machinery, portable power tools and hand tools are used in this course as students complete their projects.

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment is based Australian Curriculum Achievement Standards.

## MATERIAL TECHNOLOGIES - METAL

Course Length: 1 Semester

### Course Descriptor:

Students will create artistically designed work, extending their metalworking skills, also leading to career path in the metal fabrication trades.

This Semester courses covers a wide range of skills and processes involving sheet metalwork and Oxy-Acetylene welding practices with an emphasis on fusion and braze welding techniques. Gas Metal Arc (MIG) Welding is included.

Project work includes framed work such as decorative storage boxes, metal framed articles, magazine racks, pot plant holders, cricket stumps and lathe work (e.g. centre punches and cold chisels).

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.



## DIGITAL TECHNOLOGIES

Course Length: 1 Semester

### Course Descriptor:

Students are introduced to problem solving and object-oriented programming. Emphasis is on basic programming concepts and techniques and their application to software development. Assignments focus on creating and experimenting with interactive applications using object-oriented programming environment. Students learn to write, review, document, share, and demonstrate object-oriented programming applications.

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment are aligned in accordance to the Australian Curriculum Achievement Standards.



## MEDIA ARTS - A

Course Length: 1 Semester

### Course Descriptor:

Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. Social, institutional and ethical issues influence the making and use of media artworks is evaluated.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Advertising and Media, Documentaries and Fantasy Art will be the focal points.

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.

## MEDIA ARTS - B

Course Length: 1 Semester

### Course Descriptor:

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Focus of this semester is Creative Arts and Australia's identity

### Assessment:

Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.



**VISUAL ARTS - A**

Course Length: 1 Semester

**Course Descriptor:**

A course which enables students to develop some degree of specialisation and increasing competence in the use of materials and their expressive possibilities. Students will experiment with a range of drawing, painting and digital media to develop their ability to represent form in their artworks. Appreciation of art is an integral part of the course.

**Assessment:**

Students will complete a range of formative tasks in preparation for the execution of final artworks will be either a 2D or 3D final artwork, and will expand and develop their art analysis skills.

**Other Comments:**

Minimum of Year 9 Art preferred.

**VISUAL ARTS - B**

Course Length: 1 Semester

**Course Descriptor:**

A course which enables students to develop some degree of specialisation and increasing competence in the use of materials and their expressive possibilities. They will work in both two and three dimensional media to explore a theme and to refine and develop their skills. Their practice will be informed by reference to the work of other artists. Appreciation of art is an integral part of the course.

**Assessment:**

Students will complete a range of formative tasks in preparation for the execution of final artworks will be either a 2D or 3D final artwork, and will expand and develop their art analysis skills.

**Other Comments:**

Minimum of Year 9 Art preferred.



Hard Work Conquers All

**MUSIC - A**

Course Length: 1 Semester

**Course Descriptor:**

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. The use aural skills, music terminology and symbols to recognize, memorise and notate features, such as melodic patterns in music they perform and compose.

**Assessment:**

Students will be assessed in a variety of tasks including: composing to design briefs, performing and improvising within a band context, presentation of solo performances and aural/theory exercises and tests.

**Other Comments:**

To undertake Music at Year 10 students should have studied a minimum of one semester of Year 9 Music.

Students are encouraged to join a school performance ensemble to enhance their performance experiences as well as engage in instrumental tuition. Further information is available from the Arts Coordinator.

**MUSIC - B**

Course Length: 1 Semester

**Course Descriptor:**

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. The use aural skills, music terminology and symbols to recognize, memorise and notate features, such as melodic patterns in music they perform and compose.

**Assessment:**

Students will be assessed in a variety of tasks including: composing to design briefs, performing and improvising within a band context, presentation of solo performances and aural/theory exercises and tests.

**Other Comments:**

Successful completion of Year 9 Music and Year 10 Music A. Students are encouraged to join a school performance ensemble to enhance their performance experiences and engage in instrumental tuition.

## DRAMA - A

Course Length: 1 Semester

### Course Descriptor:

Students work collaboratively as a company to produce a dramatic work. They consider target audience, assess available resources and evaluate the skill sets and goals of the company members; before collaboratively researching, pitching and deciding on a production. Students develop and apply performance skills and design elements to implement their on and off-stage roles. Students utilise communication literacies in order to respond to drama by evaluating how artists communicate meaning and intent in drama. Students then reflect how artists shape their own development within their roles. Students also work individually to plan for a hypothetical performance exploring the perspectives of roles outside those they fill within the company.

### Assessment:

Student's performance and developmental work will be assessed according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum.

### Other Comments:

Out of hours rehearsal time will be required during production times.

## DRAMA - B

Course Length: 1 Semester

### Course Descriptor:

Students work collaboratively as a company to produce a dramatic work. They consider target audience, assess available resources and evaluate the skill sets and goals of the company members; before collaboratively researching, pitching and deciding on a production. Students develop and apply performance skills and design elements to implement their on and off-stage roles. Students utilise communication literacies in order to respond to drama by evaluating how artists communicate meaning and intent in drama. Students then reflect how artists shape their own development within their roles. Students also work individually to plan for a hypothetical performance exploring the perspectives of roles outside those they fill within the company.

### Assessment:

Student's performance and developmental work will be assessed according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum..

### Other Comments:

Out of hours rehearsal time will be required during production times.

## HEALTH AND PHYSICAL EDUCATION - SPORT AND FITNESS

Course Length: 1 Semester

### Course Descriptor:

The course focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. Students will design, implement and evaluate strategies for improving and maintaining their own and others' physical activity and fitness levels. Students learn to apply more specialised fitness regimes, physiology, training methods and principals that relate to volleyball, touch football, racket sports and stick sports. The theory units to be covered will be skill acquisition and fitness components.

### Assessment:

Students will be assessed in line with the Australian Curriculum Achievement Standards for Health and Physical Education on both theory and practical work.



## HUMANITIES AND SOCIAL SCIENCES (HASS B)

Course Length: 1 Semester

### Course Descriptor:

Students are provided with the opportunity to learn and develop their skills in the area of Geography and Economics and Business.

This course will explore the geographical depth studies of Environmental Change and Management and Geographies of Human Wellbeing. Following this, students will investigate Australia's economic performance and living standard, in comparison to other nations.

### Assessment:

Assessment will be continuous and varied in nature. There will be a variety of assessment pieces which may include case studies, field reports and inquiries, essays, visual displays, oral presentations, use of ICT, product design and reports.

# VOCATIONAL EDUCATION & TRAINING (VET)

## What is Adelaide Hills Student Pathways (AHSPs)?

AHSPs is the name given to a group of member schools in the Adelaide Hills who work together to provide Vocational Education and Training (VET) opportunities for their students, incorporating the Adelaide Hills Trade Training Centre.

## What is VET?

Vocational Education and Training (VET) gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs). The accredited training is from an endorsed Training Package under Australian Qualification Training Framework guidelines.

The Training may occur at a school, TAFE SA or a private Registered Training Organisation (RTO). Most AHSPs courses will include a Structured Workplace Learning placement in industry.

## Benefits

Opportunities to explore areas which assist students in making decisions about further study and work.

VET qualifications are nationally recognised.

Students may gain credit towards traineeships and apprenticeships.

Student's VET results will also be included as part of the student's South Australian Certification of Education (SACE) requirements see the SACE Board website [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for further information)

Structured Workplace Learning (SWL) increases opportunities for employment. The skills and knowledge gained whilst completing the work placement are valued by employers.

## How does VET affect my SACE and other subjects?

Students are able to include a significant amount of VET in their SACE studies, up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET (see the SACE Board website [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for further information).

Students completing a full Certificate III or higher may be able to use this towards an ATAR for University entrance - see your school VET or SACE Coordinator for further information.

Time out of school to complete your course or on a Structured Work Placement means you will need to work closely with your subject teachers to ensure your other studies are not disadvantaged.

## How much will the course cost me?

The cost of courses varies - it includes training and any associated consumables.

Please contact the VET Leader to discuss the funding arrangements specific for your school.

Students who withdraw before completion of a VET course will be charged the full cost of the course. Check with the school for more detail.

## What if I change school before or during my VET course?

If you change school before your VET course starts, then the school you are leaving is not obliged to pay for your VET course. You may be charged full course fees or lose your place.

If you change schools in the middle of the course then the school you are leaving may seek reimbursement for the cost they have incurred.

## Travel Arrangements

Students are required to arrange their own transport to VET courses and work placements.

## How will I apply to be in a VET course?

Selecting a VET course will be done through your school's course counselling process. Your school will assist you in selecting a course that will fit your SACE pattern. You will complete an AHSPs application available on the AHSPs website. You will then be advised as to whether you will be required to attend an interview or complete an additional course specific application.

Applications are finalised by the middle of Term 4 and you will be notified of the outcome. If you are unsuccessful your school will assist in identifying a possible alternative. Priority will be given to students from AHSPs member schools. For information on applying for AHSPs course from a non member school go to [www.ahsps.com.au](http://www.ahsps.com.au).

## What are School-Based Apprenticeships?

Australian School-Based Apprenticeships and Traineeships allow you to train and do paid work in an industry area while you are still at school studying for your SACE. For more information on ASBA's speak with your VET Leader or Apprenticeship Broker or go to: [www.tradeschoolsforthefuture.sa.edu.au](http://www.tradeschoolsforthefuture.sa.edu.au)

# BIRDWOOD HIGH SCHOOL

## 2020 COURSES

### VET at Birdwood High School

At Birdwood High School VET options are generally offered to Year 10,11 and 12 students. The school currently offers the following internal VET Industry Pathways Programs (IPP's)

- *Certificate II in Food Processing*
- *Certificate II in Automotive Servicing*
- *Certificate II in Wine Industry Operations*
- *Certificate II in Engineering Pathways*
- *Certificate II in Construction*

### Food Processing - Specialising in Baking

**Host School:** Birdwood High School

**Location:** Birdwood High School Trade Training Centre

**Full Certificate II Food Processing - Specialising in Baking Nat. Code FBP20117 (1 year)**

**SACE Credits:** Up to 70 SACE Stage 1 Credits

This course enables students to gain knowledge and hands on experience making a range of bakery products. Students will complete competencies from the Food Processing qualification with a baking focus. The training environment will simulate a retail baking operation. Students study core units which focus on OHS process, food safety, quality systems and procedures, environmentally sustainable work practices and workplace information.

The course is broken up into a 10 week bread unit which includes the making of bread rolls, bread loaves, white and wholemeal bread, plaits and more. The 10 weeks of Pastry includes the making of short crust and flaky pastry made into various products. The biscuits, cookies and meringues course is studied for five weeks. This would be suitable for a person working as a baking assistant in a retail franchise or in a store situation.

**Pathways:** Retail Baker | Pastry Cook Business

### Automotive Servicing Technology

**Host School:** Birdwood High School

**Location:** Birdwood High School Trade Training Centre

**Partial Certificate II in Automotive Servicing Technology Nat. Code AUR20516 (1 Years)**

**This is a two year course. In the second year the full certificate will be completed.**

**SACE Credits:** Up to 50 SACE Stage 1 Credits

This course is delivered over 2 years and provides students with practical hands on experience of how car engines work and the requirements needed to work in a safe work environment. The course is delivered by a TAFE SA lecturer. Students have access to a workshop but may be required to access TAFE SA Elizabeth Campus for delivery of some competencies. Course components will include using and maintaining tools and equipment, testing and charging batteries and servicing braking systems.

**Pathways:** Automotive Servicing Technician, Diesel Mechanic, Parts Interpreter

## Multi-Trade Automotive and Engineering Fabrication

**Host School:** Birdwood High School

**Location:** Birdwood High School Trade Training Centre

**SACE Credits:** To be confirmed

The Multi Trade Program is designed for students with an interest in the Automotive and or Engineering Industries. Students attending this course have the opportunity to develop skills and knowledge in, car servicing and engineering fabrications. This course combines practical work sessions and theory. On successful completion of the course students will be accredited with VET Competencies towards a certificate in Automotive or Engineering and will gain the appropriate SACE Credits for the Competencies passed.

**Pathways:** Further study in Certificate II or III in Automotive, Engineering Pathways. School based Apprenticeship or Traineeship (SBAT) or a full time apprenticeship within industries.

## Certificate II in Engineering Pathways

**Host School:** Birdwood High School

**Location:** Birdwood High School Trade Training Centre

**Full Certificate II in Engineering Pathways Nat. Code MEM20413 (1 year)**

**SACE Credits:** Up to 45 SACE Stage 1 Credits

This course has been designed to provide students with knowledge, skills and understanding of essential engineering practices and is a good foundation for the broader range of occupations in the Engineering Industry. Students devise their own career plan for the Engineering or Manufacturing Industry. Safe working practices are emphasised as they use hand and power tools and they use a range of workshop machines to produce basic engineering projects. Students who complete the course will have the opportunity the following year to continue on with more advanced Engineering qualifications.

**Pathways:** Engineering Trades-person | Boilermaker | Welder | Fabricator | Fitter and Turner | Draftsperons | Mechanical Engineer | Mechanical Fitter | Sheet Metal worker | Jeweleery Maker | Locksmith | Air Conditioning and Plumbing

## Construction

**Host School:** Birdwood High School

**Location:** Birdwood High School Trade Training Centre

**Full Certificate II in Construction Code CPC20112 (1 year)**

**SACE Credits:** Up to 70 SACE Stage 1 Credits

This course provides students with the knowledge and skills needed for an entry-level position on a construction site. Throughout the course students will learn a range of skills, including how to assist with the building and repair of structures. The training environment will stimulate a construction site providing students with hands on experience. Course components will include communication skills, measurement calculations, read and interpret plans and specifications, evacuation procedures, use construction equipment and tools, use power tools, erect and dismantle restricted height scaffolding, demolition and OHS requirements, policy and procedures related to the construction industry.

The course will be delivered over a 1 year period of 1 day per week by North East Vocational College. This qualification provides an occupational outcome and a range of support tasks applicable to a majority of construction work sites.

**Pathways:** Builders' Labourer

# SENIOR SCHOOL

## South Australian Certificate of Education

The South Australian Certificate of Education (SACE) is a qualification awarded to students who complete their senior secondary education (Years 11 and 12). The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12). Students are able to study a wide range of subjects and courses as part of the SACE. Each subject or course completed successfully earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each semester of work in any subject is the equivalent of 10 SACE credits.

### SACE Requirements:

- |  |            |
|--|------------|
| • Stage 1 Literacy (English or equivalent studies)     | 20 credits |
| • Stage 1 Numeracy (Maths or equivalent studies)       | 10 credits |
| • Personal Learning Plan (PLP) (undertaken at Year 10) | 10 credits |
| • Stage 2 Research Project                             | 10 credits |
| • Stage 2 subjects - 3 full year subjects              | 60 credits |

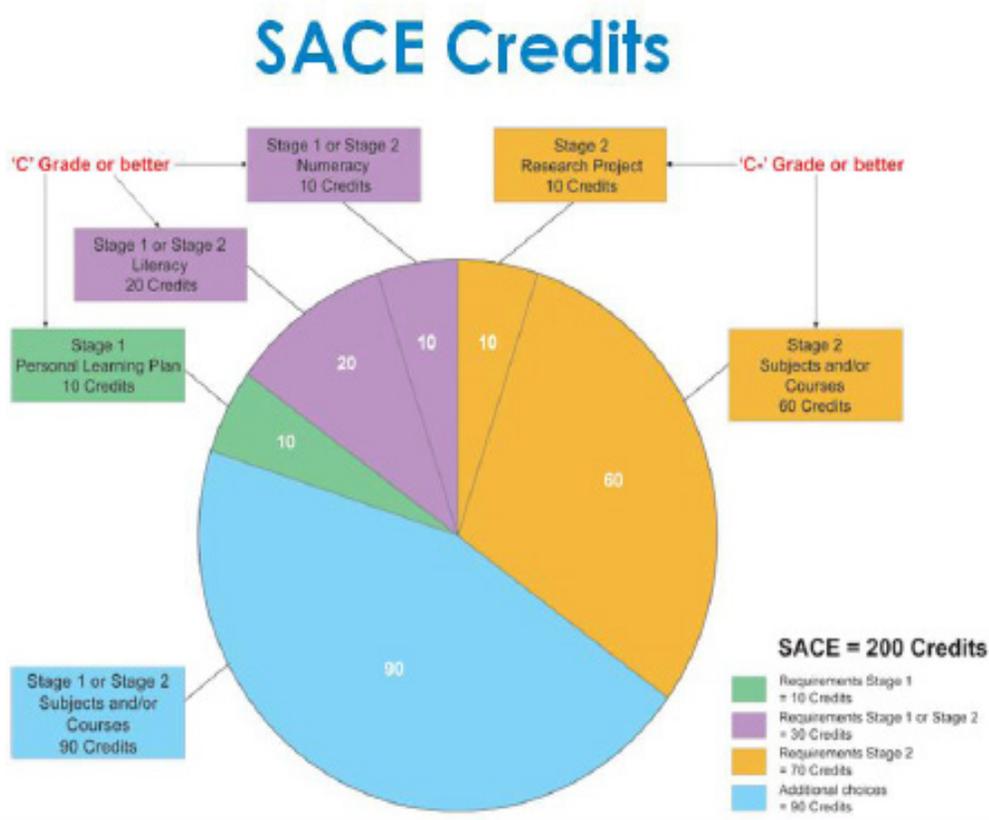
Students must also gain an additional 90 credits through any combination of Stage 1 or 2 subjects or SACE Board recognised courses or VET courses.

**TOTAL                      200 Credits\***

\* Students wishing to achieve an ATAR for University Entry need 90 Stage 2 credits (4 Stage 2 Subjects, one subject can be a Certificate 3) – usually 80 subject credits plus the 10 credit Research Project A or B option. [www.sace.edu.au](http://www.sace.edu.au)

Assessment at Stage 1 is school based; however, all compulsory areas of learning are subject to moderation by the SACE Board of SA.

Assessment at Stage 2 is a combination of school based tasks and 30% external assessment. The external assessment may include exams, practical projects, investigations, research and presentations.



# SACE Planner



SACE Board of SA

**Personal Learning Plan = 10 credits**

Credits

10

**Literacy = 20 credits**

Choose from a range of English subjects or courses



Subtotal 10



**Numeracy = 10 credits**

Choose from a range of mathematics subjects or courses



Subtotal 30

**Stage 2 subjects or courses = 60 credits**

Choose from a range of Stage 2 subjects and courses














**Research Project = 10 credits**

10

**Additional choices = 90 credits**

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











Subtotal 70










Subtotal 90

**To gain the SACE, you must earn 200 credits**

- Compulsory Stage 1 Students must achieve a C grade or higher for
- Compulsory Stage 1 and/or Stage 2 Stage 1 requirements and a C- or higher for
- Compulsory Stage 2 Stage 2 requirements to complete the SACE
- Choice of subjects and/or courses Students must achieve a grade or equivalent  
(Stage 1 and/or 2) for subjects and/or courses selected

**Total 200**

## Explanation of Common SACE Terms

**Marking** - this refers to one of two possible types across Stage 1 and 2.

1. Schools mark student work in individual subjects at both Stage 1 and 2. School based assessment constitutes 100% of a student's grade at Stage 1, and 70% of their grade at Stage 2.
2. Some subjects at Stage 2 have an external marking component (such as Drama, Dance, Music or Visual Arts) where external markers from the SACE Board come to the school to assess student work - usually this is 30% of their grade.

**Moderation** - Moderation is the process where a school sends samples of marked student work to the SACE Board at both Stage 1 and 2. A panel of moderators (made up of current teachers from schools across the state) assess the student work against assessment criteria as outlined by the SACE Board. The moderators then recommend that the grades, as given by the teachers either be upheld or adjusted appropriately to ensure consistency across all schools in South Australia.

**Scaling** - Scaling refers to the end of year process by which all subjects are adjusted to ensure that an A grade in one subject is equivalent to the A grade in another. Subject grades can be scaled up or down, and depend upon the entire state cohort of grades. Hence a subject grade may be scaled up one year, then down the following year. Schools and students have no control over this process.

## Australian Tertiary Admissions Ranking

The Australian Tertiary Admissions Ranking (ATAR) is given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the state. Students need an (ATAR) to apply for university courses. For students completing the SACE an ATAR will be calculated if they achieve results in:

- Four full-year university entry subjects (equal to 80 credits of Stage 2 SACE subjects)
- Plus ONE of the following:*
- A fifth Stage 2 university entry subject (equal to 10 or 20 credits at Stage 2) or
  - Their 10 Credit Research Project grade.

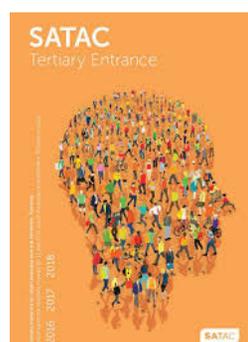
The sum of these 90 credits is called the University Aggregate. The ATAR is then determined by comparing one student's aggregate against the rest of the state to obtain a percentage rank.

For example, for a student to achieve an ATAR of 73.0, it means that their University Aggregate is in the top 27% of students in the State.

*There are some Stage 2 subjects that are precluded combinations (they cannot be chosen together to achieve an ATAR). For a full listing of these precluded combinations, please see the SATAC guide or contact the SACE Coordinator.*

**Bonus Points** - bonus points can take many different forms, but are usually offered to the entire school student cohort or for studying specific Year 12 subjects. They are added to a student's raw University Aggregate prior to calculating an ATAR.

All students are encouraged to read the SATAC Tertiary Entrance Booklet (orange) and the SATAC Guide to Undergraduate Courses (Blue) books which are available from the SACE Coordinator or online ([www.satac.edu.au](http://www.satac.edu.au))



# STAGE 1 - YEAR 11 SUBJECTS

Each of the following Stage 1 subjects is studied for 1 semester and is worth 10 SACE Credits. Some subjects must be studied for a full year (both the A and B option must be chosen)

- Agriculture A &/or B
- Biology A &/or B
- Business Innovation
- Chemistry A & B
- Child Studies
- Creative Arts
- Digital Communication Solutions - Photography
- Drama A/B
- English Essential
- English
- Food & Hospitality
- Geography
- Health & Wellbeing
- Industry and Entrepreneurial Design Solutions - CAD
- Information Processing & Publishing (IPP)
- Integrated Learning Drivers Education
- Mathematics Essential A & B
- Mathematics General A & B
- Mathematics Methods A & B
- Mathematics Specialist C & D
- Material Solutions - Metal
- Material Solutions - Wood
- Modern History
- Music Advanced
- Music Experience
- Nutrition
- Outdoor Education
- Physical Education A/B
- Physics A & B
- Psychology
- Research Practices
- Research Project
- Science- Earth and Environmental A/B
- Tourism
- Visual Arts A/B
- Work Place Practice
- Work Place Practice - Elite Sport

## Year 11 Subject Pattern

English/Essential English 20 Credits	Mathematics 10 Credits	Research Practices	Elective 10 Credits	Elective 10 Credits	Elective 10 Credits	Tutorial Study Line
	Mathematics 10 Credits	Research Project	Elective 10 Credits	Elective 10 Credits	Elective 10 Credits	Tutorial Study Line

### Student Ambassador Program

The Student Ambassadors Program is a Stage 1 subject delivered across the school year during Advisory. Entry is a written application during Year 10 which includes a reference from a teacher and a personal statement.

Students have a training day at the end of Year 10 and are aligned to the new Year 8 Advisory Groups during the Transition Program at the end of Term 4. The subject involved learning about leadership and developing skills and personal attributes including:

- time management
- planning
- communication
- conflict resolution
- team work/team building
- working independently
- self-confidence
- mental health and wellbeing
- goal setting
- mentorship

### Flexible Learning:

Opportunities also exist for students at Birdwood in Stage 1 to achieve SACE credits in cross-disciplinary subjects.

This allows recognition of student achievement in learning environments outside of the classroom (such as volunteer work, caring for a disabled or sick relative, or participation in community groups such as St Johns or Country Fire Service).

Students wishing to apply for SACE credits for recognised learning should contact the Leader of SACE or the Leader of Student Wellbeing and Engagement.

## AGRICULTURE - A

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Prior Agriculture experience in Yr8-10 desirable.

### Course Descriptor:

Students explore aspects of plant and animal systems as well as the scientific principles supporting growth of agricultural production. Students collaborate on a plant investigation, design an animal feed plan, explore integrated pest management systems and research a recent scientific discovery in the industry.

### Assessment:

- Agricultural Reports 50%
- Applications Tasks 50%

### Other Comments:

This course leads to Stage 2 Agriculture.

## AGRICULTURE - B

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Prior Agriculture experience in Yr 10 desirable.

### Course Descriptor:

Students explore aspects of plant and animal systems and how efficient business and environmental management of agricultural enterprises is vital to communities. Students investigate business and marketing strategies for lamb sales, collaborate on a plant investigation, and research a recent scientific discovery in Agriculture. Students will investigate animal growth and nutrition and associated ethical, health, and safety issues.

### Assessment

- Agricultural Reports 50%
- Applications Tasks 50%

### Other Comments:

This course leads to Stage 2 Agriculture.



## CREATIVE ARTS

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Prior Media/Design experience is desirable.

### Course Descriptor:

Stage 1 Creative Arts allows students to study within and across the various arts disciplines, as well as to maintain the integrity of those disciplines. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual artifacts, digital media, film and video.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

### Assessment:

- Folio and Investigation 40%
- Product Development 60%

### Other Comments:

This course leads to Stage 2 Creative Arts.





## VISUAL ARTS - A

Course Length: 1 Semester  
SACE Credits: 10 Each

### Desired Background:

Experience in Art and/or Design in Year 10 is desirable but not compulsory.

### Course Descriptor:

Stage 1 Visual Arts allows students to explore visual ideas and processes leading to the development of Visual Arts pieces, as completed in the Practical section. The Visual Study, is an exploration of artist's ideas and concepts, including famous Visual Art movements and styles. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. Their resolved practical work should be an expression of their own thoughts and feelings about an issue of interest to them, and should incorporate the use of a variety of mediums and techniques, whilst reflecting elements of the art movements they have studied.

### Assessment:

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

- Folio: Documents the development of a major resolved practical work.
- Practical: A major resolved practical work and a Practitioner's Statement
- Visual Study: An exploration of and experimentation with a style, idea, concept, media.
- 

### Other Comments:

This course leads to Stage 2 Visual Arts.

## VISUAL ARTS - B

Course Length: 1 Semester  
SACE Credits: 10 Each

### Desired Background:

Experience in Art and/or Design in Year 10 is desirable but not compulsory.

### Course Descriptor:

The course provides the opportunity for students to develop and refine skills in ceramic design, modelling and construction. Students learn ceramic decorative techniques.

They design, make and decorate a functional ceramic sculpture/artwork. Reference to ceramic artist's works in forums their practice.

### Assessment:

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

- Folio: Documents the development of a major resolved ceramic artwork
- Practical: A making and decorating of a ceramic artwork
- Visual Study: An exploration of and experimentation with decorative ceramic techniques referencing works of ceramic artists.

### Other Comments:

This course leads to Stage 2 Visual Arts.

## BIOLOGY - A

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Successful completion of Year 10 Science.

### Course Descriptor:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. This semester student focus on Cells and Microorganisms and Multicellular Organisms

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Stage 1 Biology A and/or B is required for the course to lead to Stage 2 Biology.

## BIOLOGY - B

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of Year 10 Science and preferred Stage 1 Biology A.

### Course Descriptor:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. This semester students focus on Infectious Disease and Biodiversity & Ecosystem Dynamics

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Stage 1 Biology A and/or B is required for the course to lead to Stage 2 Biology.

## BUSINESS INNOVATION

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

This course provides skills and information on business practices to engage in business practices in the modern world. Students undertake two key learning contexts which include Start-Up and Existing business. Within these contexts, students then develop and apply their understanding through the following learning strands; finding and solving problems, financial awareness and decision-making, business information and communication as well as global, local and digital connections. These learning contexts provide real world opportunities and environments in which students can develop, extend, and apply the skills, knowledge, understandings, and capabilities required to add value to a range of businesses. This includes preparing and developing business models, a business pitch to potential investors and stakeholders.

### Assessment:

- Business Skills 70%
- Business Pitch 30%

### Other Comments:

This course leads to Stage 2 Business and Enterprise



## CHEMISTRY - A

Course Length: 1 Semester

### Desired Background:

Successful completion of Year 10 Science.

### Course Descriptor:

This course aims to develop an understanding of the chemical concepts in the natural world in which we live. It seeks to foster students' interest by developing these concepts through experimentation. Topics studied include the chemistry of carbon compounds and their families, atomic structure, periodicity, structure and bonding of useful materials.

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Chemistry A and B is required for the course to lead to Stage 2 Chemistry.

## CHEMISTRY - B

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of Stage 1 Chemistry A.

### Course Descriptor:

This course builds on the concepts introduced in Chemistry A. It extends the students' knowledge and further develops their manipulative and practical design skills. Applications of Chemistry in the real world are used to enhance learning. Students study mole concept, stoichiometry, properties of water, acids and bases, redox and electro-chemistry.

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Chemistry A and B is required for the course to lead to Stage 2 Chemistry.

## CHILD STUDIES

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

Students investigate contemporary issues that are relevant to children and their development. Students consider broad themes associated with children health, wellbeing, engagement and developmental stages of learning. Students analyse current trends, government and global initiatives and strategies aligned to Child Protection.

### Assessment:

- Practical Activity 50%
- Group Practical Application 20%
- Investigation 30%

### Other Comments:

This course leads to Stage 2 Child Studies.



## DIGITAL COMMUNICATION SOLUTIONS - PHOTOGRAPHY

Course Length: 1 Semesters  
SACE Credits: 10

### Desired Background:

Prior photography experience is desirable.

### Course Descriptor:

Students will focus on producing high quality photographic images by researching and employing a variety of techniques. Students will use high quality DSLR cameras to capture images and use software to enhance photographs through editing and manipulation.

### Assessment:

- Specialised Skills Tasks 60%
- Design Technical Graphics 40%

### Other Comments:

It is preferred that students use their own SD card, 8GB minimum.

This course leads to Stage 2 Communication Products Photography.

## INDUSTRY AND ENTREPRENEURIAL DESIGN SOLUTIONS - CAD

Course Length: 1 Semesters  
SACE Credits: 10

### Desired Background:

None required.

### Course Descriptor:

This course involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This can be achieved using design programs, such as computer aided design (CAD), to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

### Assessment:

- Specialised Skills Tasks 60%
- Design process and solution 40%

### Other Comments:

This course leads to Stage 2 Industry and Entrepreneurial Solutions





## DRAMA A / B

Course Length: 1 or 2 Semesters  
SACE Credits: 10 each

### Course Descriptor:

Students work as a company to produce a dramatic work. They consider target audience, assess available resources and evaluate the skill sets and goals of the company members; before collaboratively researching, pitching and deciding on a production. They are expected to liaise with the wider Birdwood High School community throughout the planning and implementation of their performance. During the production, students will develop and apply performance skills and design elements to implement their on and off-stage roles. Students will utilise communication literacies in order to respond to drama by evaluating how artists in varied contexts communicate meaning and intent in drama. Students then reflect on how those artists have shaped their own development within the company production. Students also work individually to plan for a hypothetical performance exploring the perspectives of roles outside those they fill within the company.

### Assessment:

- Company and Performance 40%
- Responding to Drama 30%
- Creative Synthesis 40%

### Other Comments:

Out of hours rehearsal time will be required during production times. The high demand of SACE Stage One requires students to be highly organised and to negotiate study tasks with all teachers prior to committing to these productions.



## ENGLISH ESSENTIAL

Course Length: 2 Semesters  
SACE Credits: 20

### Desired Background:

Successful completion of Year 10 English.

### Course Descriptor:

Students will focus on SACE Literacy requirements and literacy skills necessary for effective communication in the community and work force. Students study and create texts appropriate for this course. Students must present written and oral responses for assessment.

### Assessment:

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

- Responding to Texts
- Creating Texts

### Other Comments:

This course leads to Stage 2 English Essential. English Essential Stage 1 is a full year 20 credits compulsory subject requiring C grade minimum.

## ENGLISH

Course Length: 2 Semesters  
SACE Credits: 20

### Desired Background:

Successful completion of Year 10 English.

### Course Descriptor:

There will be an emphasis on analysing a range of texts and students creating their own texts. Students will produce text responses to inter-textual studies.

### Assessment:

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

- Responding to Texts
- Creating Texts
- Inter-textual Study

### Other Comments:

This course leads to Stage 2 English or English Essential. English Stage 1 is a full year 20 credits compulsory subject requiring C grade or better.

**SCIENCE - EARTH AND ENVIRONMENTAL A / B**

Course Length: 1 Semester each  
SACE Credits: 10 each

**Desired Background:**

Satisfactory completion of Year 10 Science

**Course Descriptor:**

Earth and Environmental Science emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Students develop and extend their inquiry skills, including designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesis and use evidence to construct and justify conclusions.

**Topics Covered in A:**

- Importance of the hydrosphere
- The Biosphere

**Topics Covered in B:**

- Turbulent Earth
- Processes in the geosphere

**Assessment:**

- Investigations Folio 50%
- Skills and Applications Tasks 50%

**Other Comments:**

There are additional costs associated with this course not covered by Matera & Service Charge. These could include a camp, field trip and or excursions.

**GEOGRAPHY**

Course Length: 1  
SACE Credits: 10

**Desired Background:**

No prior knowledge required.

**Course Descriptor:**

Students will focus on the physical world and humanity's impact on natural processes. Students will consider local and global settings of geographic issues and engage in fieldwork.

**Assessment:**

Students will demonstrate their understandings through a variety of learning activities including: reports, multimedia presentations and fieldwork.

**Other Comments:**

This course leads to Stage 2 Geography.

Hard Work Conquers All

**FOOD AND HOSPITALITY**

Course Length: 1 Semester  
SACE Credits: 10

**Desired Background:**

No prior knowledge is required.

**Course Descriptor:**

Students focus on the dynamic nature of the food and hospitality industry in Australian society and develop an understanding of contemporary approaches and issues.

Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

**Assessment:**

- Practical Activity 50%
- Group Activity 25%
- Investigation Activity 25%

**Other Comments:**

This subject leads to Stage 2 Food and Hospitality. Some out of school hours catering functions are required as part of the course.

**HEALTH AND WELLBEING**

Course Length: 1 Semester

**Desired Background:**

No Prior knowledge required.

**Course Descriptor:**

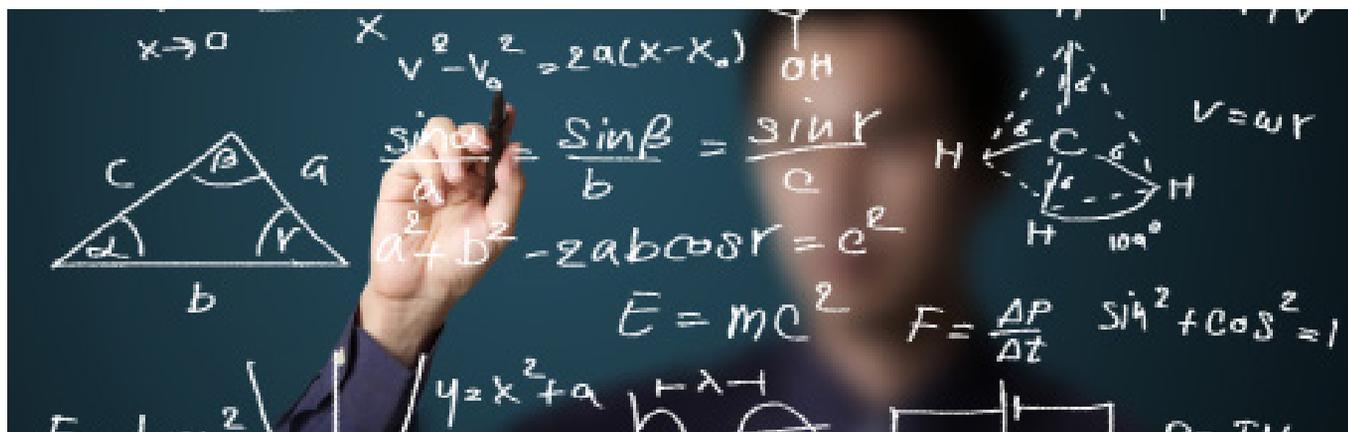
Health and Wellbeing is a 10-credit subject or a 20-credit subject at Stage 1. Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

**Assessment:**

- Practical Action Tasks
- Issue Inquiring Task

This is a new SACE course and descriptors will be released this year to clarify assessment and grading percentages.





## INFORMATION PROCESSING & PUBLISHING (IPP)

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

Information Processing and Publishing focuses on the application of practical information communication skills. Students are taught a variety of manipulative skills that involves the use of software and hardware appropriate to paper based product design for business and personal use using the Adobe Creative Cloud and a variety of other desktop publishing software. Skills gained in this subject would be valuable for both school and future work situations. Student undertaking this course will understand, analyse, and evaluate the impact of social and or ethical issues related to information-processing and publishing technologies.

### Assessment:

- Practical Skills 50%
- Issues Analysis 20%
- Product and Documentation 30%

## INTEGRATED LEARNING - DRIVERS EDUCATION

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

To provide a flexible alternative to the study of Year 11, a subject that enables students to pursue an area of interest and a different assessment process. Students will gain knowledge and skills in the field of Driver Education through varying the learning process to personalise real-world tasks and learning opportunities.

The outcome in the subject is negotiated with teacher/facilitator. The student must demonstrate collaboration, teamwork, and self-awareness, and evaluate his/her learning. The Integrated Learning and Assessment Plan is structured to best meet the needs and interests of the student and the subject. Students will have the opportunity to explore the ways in which they demonstrate the capabilities in negotiation with the teacher/facilitator in different contexts, depending on the subject field.

### Assessment:

A range of tasks that have a reflection on individual growth and learning.

- Practical 30%
- Group Activity 20%
- Folio/Discussion 20%
- Project 30%

## MATHEMATICS ESSENTIAL - A

Course Length: 1 Semester

SACE Credits: 10

### Course Descriptor:

Essential Mathematics offers students the opportunity to extend their mathematical skills and application, applying practical problem-solving skills and analysis in real life mathematical settings. Students study Calculations, Ratios & Scale, Earning & Spending and Data in Context

### Assessment:

- Skills and Applications Tasks 75%
- Investigations Folio 25%

### Other Comments:

This course leads to Stage 2 Mathematics Essential. Mathematics Stage 1 is a compulsory 10 Credit subject requiring C grade minimum. It is recommended students complete 2 semesters at Stage 1 to continue at Stage 2. Scientific calculator required.

**MATHEMATICS ESSENTIAL - B**

Course Length: 1 Semester

SACE Credits: 10

**Course Descriptor:**

Essential Mathematics offers students the opportunity to extend their mathematical skills and application, applying practical problem-solving skills and analysis in real life mathematical settings. Students study Measurement, Geometry and Investing.

**Assessment:**

- Skills and Applications Tasks 75%
- Investigations Folio 25%

**Other Comments:**

This course leads to Stage 2 Mathematics Essential. Mathematics Stage 1 is a compulsory 10 Credit subject requiring C grade minimum. It is recommended students complete 2 semesters at Stage 1 to continue at Stage 2. Students will need to provide their own Scientific calculator.

**MATHEMATICS GENERAL - A**

Course Length: 1 Semester

SACE Credits: 10

**Course Descriptor:**

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations. Students study Investing & Borrowing, Measurement and Applications of Trigonometry. The emphasis will be on using Mathematics to model the real world. Students use electronic technology in the form of graphics calculators and computers to assist in the analysis and interpretation of data and information.

**Assessment:**

- Skills and Applications Tasks 65%
- Investigations Folio 35%

**Other Comments:**

This course leads to Stage 2 Mathematics General or Essential. Mathematics Stage 1 is a compulsory 10 Credit subject requiring a C grade minimum. It is recommended students complete 2 semesters at Stage 1 to continue at Stage 2.

Students will need to provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

**MATHEMATICS GENERAL - B**

Course Length: 1 Semester

SACE Credits: 10

**Course Descriptor:**

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations. Students study Statistics, Networks & Matrices and Linear & Exponential Functions. Students use electronic technology in the form of graphics calculators and computers to assist in the analysis and interpretation of data and information.

**Assessment:**

- Skills and Applications Tasks 65%
- Investigations Folio 35%

**Other Comments:**

This course leads to Stage 2 Mathematics General or Essential. Mathematics Stage 1 is a compulsory 10 Credit subject requiring C grade minimum. It is recommended students complete 2 semesters at Stage 1 to continue at Stage 2.

Students will need to provide their own Casio Graphics calculator required (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

**MATHEMATICS - A (METHODS)**

Course Length: 1 Semester

SACE Credits: 10

**Desired Background:**

Successful completion of Year 10 Mathematics A.

**Course Descriptor:**

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used in problem solving, including real life situations. This course utilises and builds on techniques developed in Year 10. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Topics include Trigonometry, Functions and Graphs and Polynomials.

**Assessment:**

- Skills & Applications Tasks 75%
- Investigations / Report 25%

**Other Comments:**

Studied in conjunction with Mathematics B, successful completion of this course leads to Stage 2 Mathematical Methods.

Studied in conjunction with Mathematics B, C and D this course leads to Stage 2 Specialist Mathematics.

Students will need to provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

## MATHEMATICS - B (METHODS)

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of Year 10 Mathematics A.

### Course Descriptor:

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used in problem solving, including real life situations. This course utilises and builds on techniques developed in Year 10. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Topics include, Growth and Decay, Arithmetic and Geometric Series and Sequences, Differential Calculus.

### Assessment:

- Skills & Applications Tasks 75%
- Investigations / Report 25%

### Other Comments:

Studied in conjunction with Mathematics A, successful completion of this course leads to Stage 2 Mathematical Methods

Studied in conjunction with Mathematics A, C and D this course leads to Stage 2 Specialist Mathematics.

Students will need to provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

## MATHEMATICS - C (SPECIALIST)

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of Year 10 Mathematics A and with a B grade or higher.

### Course Descriptor:

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used in problem solving, including real life situations. This course utilises and builds on techniques developed in Year 10.

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Topics include, Real Complex Numbers, Trigonometry, Counting and Statistics.

### Assessment:

- Skills & Applications Tasks 75%
- Investigations / Report 25%

### Other Comments:

Studied in conjunction with Mathematics A & B successful completion of this course leads to Stage 2 Mathematics Methods.

Studied in conjunction with Mathematics A, B and D this course leads to Stage 2 Specialist Mathematics.

Students will need to provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

## MATHEMATICS - D (SPECIALIST)

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of Year 10 Mathematics A and with a B grade or higher.

### Course Descriptor:

Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used in problem solving, including real life situations. This course utilises and builds on techniques developed in Year 10. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Topics include, Matrices, Vectors in the Plane and Geometry.

### Assessment:

- Skills & Applications Tasks 75%
- Investigations / Report 25%

### Other Comments:

Studied in conjunction with Mathematics A & B successful completion of this course leads to Stage 2 Mathematics Methods.

Studied in conjunction with Mathematics A, B and C successful completion of this course leads to Stage 2 Specialist Mathematics.

Students will need to provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)



## MATERIAL SOLUTIONS - METAL

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

Students will explore the manufacturing and engineering industry and careers. Students will apply knowledge and skills to produce product design of choice using engineering/manufacturing industry standard equipment. Students develop their skills in Welding, Metal Machining, Cutting Steel and Fabrication.

### Assessment:

- Specialised Skills Tasks 60%
- Design process and solutions 40%

### Other Comments:

This subject leads to Stage 2 Material Solutions - Metal.

## MATERIAL SOLUTIONS - WOOD

Course Length: 1 Semester  
SACE Credits:

### Desired Background:

It is preferred but Not Essential that Students have completed Year 10 Woodwork.

### Course Descriptor:

The program has a focus on furniture construction and students discuss an individual design and construction project with the teacher. Throughout the program student learning is focused on properties of wood-based materials, and how to work with them, as well as the use of technology in wood based manufacturing industries. The program has a practical orientation with supporting investigation and design work built in.

### Assessment:

- Specialised Skills Tasks 30%
- Design process and solutions 70%

### Other Comments:

Based on student designs there may be additional costs for materials.

## MODERN HISTORY

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

No prior knowledge required.

### Course Descriptor:

History is one of the ways we have of understanding human experiences, enabling students to achieve a perspective of their world, based on change over time. Through studying the past we can begin to understand current practices, problems and values.

Students will explore historical cause and effect, long and short-term impacts of events, the role of individuals and significant groups in shaping the past.

### Assessment:

Students will develop skills in historical investigation, analysis and communication. Including sources analysis, essay, and a multimedia presentation.

### Other Comments:

This course leads to Stage 2 Modern History.

## MUSIC ADVANCED

Course Length: 1 semesters  
SACE Credits: 10

### Desired Background:

Successful completion of 2 semesters of year 10 music. An audition and interview is required for those who only completed 1 semester. It is essential that students can read and write traditional musical notation.

### Course Descriptor:

The Music Advanced program is designed to extend students' existing musical understanding and skills in creating and responding to music. Students will study composition, theory and aural skills, appreciation and history, and solo and group performance. The main focus will be on contemporary music with students choosing performance repertoire.

### Assessment:

Students undertake at least two creative works, performance and composition and a musical literacy task based on theory knowledge, analysis or reflection.

**Other Comments:**

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course but desirable for those pursuing a musical pathway.

This course leads to Stage 2 Music.

**MUSIC EXPERIENCE**

Course Length: 1 or 2 semesters

SACE Credits: 10 credits per semester

**Desired Background:**

Successful completion of a minimum 1 semester of year 10 music. An audition and interview is required for those who only completed 1 semester. It is essential that students can read and write traditional musical notation.

**Course Descriptor:**

The Music Experience program is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

**Assessment:**

Students undertake at least two creative works, performance and composition and a musical literacy task based on theory knowledge, analysis or reflection.

**Other Comments:**

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course but desirable for those pursuing a musical pathway.

This course leads to Stage 2 Music Performance and /or Music Explorations.

**Assessment:**

Students undertake at least two creative works, performance and composition and a musical literacy task based on theory knowledge, analysis or reflection.

**NUTRITION**

Course Length: 1 Semester

SACE Credits: 10

**Desired Background:**

No prior knowledge is required.

**Course Descriptor:**

Students will investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

**Assessment:**

- Skills and Application 40%
- Investigation and Folio 60%

**Other Comments:**

This subject leads to Stage 2 Nutrition.



## OUTDOOR EDUCATION

Course Length: 1 Semester  
SACE Credits: 10

### Course Descriptor:

Students will have the opportunity to develop the skills, knowledge and attitudes required to participate in activities in the Outdoors in a safe and environmentally sensitive manner. Practical 'hands on' experience in the classroom, supported by relevant theory topics, equip students to meet the challenges presented by Outdoor Journeys offered as compulsory assessment components of the course.

### Topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journeys:
- Orienteering/Bushwalking Camp

### Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Skills and Application 50%
- Theory 50%

### SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 Outdoor Education

### SUBJECT COSTS:

There will be a fee associated with this course for participation in a 3 day camp. This will be invoiced in addition to the Material & Services fee.

It is a requirement that all students wear full PE uniform in all practical lessons



Hard Work Conquers All

## PHYSICAL EDUCATION - A

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Preferred background: Year 10 HPE Sport and Fitness.

### Course Descriptor:

Content will be covered through the three focus areas as outlined in the SACE Subject Outline. The focus areas for each unit will allow students to develop their knowledge and skills through an integrated approach by providing students with opportunities to undertake and learn through a wide range of physical activities.

Topics may include: · Exercise physiology · Social and Cultural Issues in Sport

### Assessment:

- Performance Improvement 50%
- Physical Activity Investigation 50%

### Other Comments:

PE Uniform must be worn to all practical lessons.

This course leads to Stage 2 Physical Education.

There will be a a fee associated with this course for participation in a camp. This will be invoiced in addition to the Materials & Service Fee. This course leads to Stage 2 Physical Education.

## PHYSICAL EDUCATION - B

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Preferred background: Year 10 HPE Sport and Fitness.

### Course Descriptor:

Content will be covered through the three focus areas as outlined in the SACE Subject Outline. The focus areas for each unit will allow students to develop their knowledge and skills through an integrated approach by providing students with opportunities to undertake and learn through a wide range of physical activities.

Topics may include: · Applied exercise physiology and skill acquisition and Biomechanics.

### Assessment:

- Performance Improvement 50%
- Physical Activity Investigation 50%

### Other Comments:

PE Uniform must be worn to all practical lessons.

This course leads to Stage 2 Physical Education.

## PHYSICS - A

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Successful completion of year 10 Science.

### Course Descriptor:

Students will develop knowledge of physical laws, concepts and phenomena, as well as conceptual and experimental skills in three areas of study: Waves, Motion and Forces, and Energy and Momentum. The key theme will centre around Rocket Science and aims to encourage interest and enjoyment of the subject, as well as laying a foundation for future studies in Physics and related fields. Students will undertake a variety of practical activities including parachute design in landing space probes, which complement and assist in conceptual development. Students will investigate the Science as a Human Endeavour aspects of current and future Rocket Science Programs.

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Physics A and B is required for the course to lead to Stage 2 Physics.

## PHYSICS - B

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Successful completion of year 10 Science.

### Course Descriptor:

Students will continue to build knowledge of physical laws, concepts and phenomena following the groundwork in the Physics A course. They will also develop conceptual and experimental skills in three areas of study: Electricity, Nuclear Models and Radioactivity, and Heat. The key theme will centre around the use of Radioactivity in Medicine and aims to encourage interest and enjoyment of the subject, as well as laying a foundation for future studies in Physics and related fields. Students will undertake a variety of practical activities including Solar Photo-voltaic cells used for generating electricity, which complement and assist in conceptual development. Students will investigate the Science as a Human Endeavour aspects of Radio-tracers in Nuclear Medicine.

### Assessment:

- Skills and Applications Tasks 50%
- Investigations Folio 50%

### Other Comments:

Successful completion of Physics A and B is required for the course to lead to Stage 2 Physics.

## PSYCHOLOGY

Course Length: 1 Semester  
SACE Credits: 10

### Desired Background:

Successful completion of year 10 Science.

### Course Descriptor:

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity.

Students will engage in the systematic study of behaviour and the processes that underly and influence it. Students will better understand themselves and their social worlds. The subject consists of the compulsory topic 'Introduction to Psychology' and two topics chosen to introduce students to the four levels of explanation of behaviour.

### Assessment:

- Investigations Folio 40%
- Skills and Application Tasks 60%

### Other Comments:

This subject leads to Stage 2 Psychology.

## RESEARCH PRACTICES

Course Length: 1 Semester  
SACE Credits: 10

### Course Descriptor:

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

### Assessment:

- Folio 70%
- Sources Analysis 30%



Hard Work Conquers All

## RESEARCH PROJECT B

Course Length: 1 Semester

SACE Credits: 10

### Course Descriptor:

Students need to achieve a C- grade or better in the Research Project to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills required for further study or work. The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research

### Assessment:

Assessment for Research Project is as follows:

- Folio 30%
- Outcome 40%
- Evaluation 30%

## TOURISM

Course Length: 1 Semester

SACE Credits: 10

### Desired Background:

Successful completion of any Year 10 HASS subject.

### Course Descriptor:

Tourism is the study of travel for recreation and other purposes.

This course covers the forms and impacts of tourism as a practice and an industry. It focuses on the impacts of tourism locally, nationally and internationally through a consideration of sustainability. Students will assess tourist practices and ventures in terms of their economic, social and environmental impacts. Local tourism will be explored through visiting and evaluating a tourist attraction (e.g. Adelaide Gaol) in a compulsory class excursion.

### Assessment:

- Practical Activity 25%
- Case Study 25%
- Source Analysis 25%
- Independent Investigation 25%

### Other Comments:

There is some scope for class curiosity to shape the class excursion or to run an overnight camp if there is sufficient interest. There will be a cost for students to participate in these.

This course is a preferred subject for entry into Stage 2 Tourism, but is not essential.

## WORKPLACE PRACTICES OR WPP ELITE SPORTS

Course Length: Up to 2 semesters of this subject can be selected

SACE Credits: 10 or 20

### Desired Background:

This course can be taken as a standalone, without pre-requisite. It is a follow on from Stage 1 Personal Learning Plan.

### Course Descriptor:

Workplace practices is the study of the various activities and processes of modern workplaces.

This course covers the variety of practices that occur in workplaces including health and safety and the changing nature of work. If students are already employed, this course will allow them to develop a greater understanding of their own workplace's practices or they can study an industry that they are interested in. There is a wide scope for student to explore future career interest in this course.

### Assessment:

Students will demonstrate their understandings through a variety of learning activities including: reports, multimedia presentations, practical demonstrations of workplace skills and a work experience portfolio.

### Other Comments:

Students will be required to undertake approximately 35 hours of work placement to meet the requirements of this subject. Students who already work can use their current work as a basis for this. Students will be evaluated on their practical demonstration of workplace skills.

Students will be required to undertake a short safety course before they undertake school approved Work Experience.



# STAGE II - YEAR 12 SUBJECTS

In order to achieve their SACE, students must study either 3 full year Stage II subjects or the equivalent 60 credits worth of VET Certificate III courses. However, students wishing to achieve an ATAR must have at least 90 credits at Stage 2 (that is four Year 12 subjects), of which only 20 credits can be counted from VET courses.

All students at Birdwood High School are required to study a minimum of four Year 12 subjects, with the option of choosing a fifth should they wish to maximise their chances of a higher ATAR.

## Year 12 Subject Pattern

Subject 1 20 Credits	Subject 2 20 Credits	Subject 3 20 Credits	Subject 4 20 Credits	Subject 5 20 Credits or Tutorial Line	Tutorial Line	Tutorial Line
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Each of the following Stage 2 subjects is studied for a full year and is worth 20 SACE Credits:

- Biology
- Business & Innovation
- Creative Arts
- Chemistry
- Child Studies
- Digital Communication Solutions - CAD
- Digital Communication Solutions - Photography
- Drama
- English Essential
- English
- Food & Hospitality
- Health & Wellbeing
- Information Processing & Publishing (IPP)
- Integrated Learning
- Mathematics - Essential
- Mathematics - General
- Mathematics - Methods
- Mathematics - Specialist
- Material Solutions - Metal
- Material Solutions - Wood
- Modern History
- Music Exploration
- Music Performance - Ensemble (10 credits)
- Music Performance - Solo (10 credits)
- Music Studies
- Nutrition
- Physical Education
- Physics
- Psychology
- Tourism
- Visual Arts - Art
- Workplace Practices
- Workplace Practices - Elite Sports

### Flexible Learning:

Opportunities also exist for students at Birdwood High School in Stage 2 to achieve SACE credits in recognition of student achievement in learning environments outside of the classroom (such as volunteer work, caring for a disabled or sick relative, or participation in community groups such as St Johns or CFS).

Students wishing to apply for SACE credits for recognised learning should contact the SACE Coordinator or school counsellors.

## AGRICULTURAL PRODUCTION

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Agriculture or successful completion of any Stage 1 Science course.

### Course Descriptor:

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 the topics of Plant and Animal Production that are important in their local area, as well as the Agribusiness and Resource Management skills to effectively support the industry.

### Assessment:

- Agricultural Reports 30%
- Applications 40%
- Production Investigation 30% (External Assessment)

## CREATIVE ARTS

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Creative Arts.

### Course Descriptor:

Stage 2 Creative Arts involves students undertaking a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual art, craft and design works, digital media, film and video.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

### Assessment:

- Product 50%
- Investigation 20%
- Practical Skills 30% (External Assessment)

### Other Comments:

Some out of hours independent learning may be required to produce film products.



## VISUAL ARTS - ART

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Art Visual or Design is preferred.

### Course Descriptor:

Stage 2 Visual Arts has three areas of study, including a Folio, Practical and a Visual Study. The Folio allows students to explore themes, ideas, methods and techniques of personal interest, leading to the development of resolved artworks. These resolved works form the Practical component of the course and may be presented as two resolved major works or a suite of pieces. The final component, an externally assessed Visual Study, provides students with the opportunity to explore an aspect of the visual arts eg artists and their works, genres in art, styles of art, particular media etc. The Visual Study incorporates experimentation with styles, media and techniques of the students choice and takes the forum of an illustrated in depth exploration.

### Assessment:

- Folio 40%
- Practical 30% (External Assessment)
- Visual Study 30%



## BIOLOGY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Successful completion of Stage 1 Biology A & or B.

### Course Descriptor:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students will cover topics including:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

### Assessment:

- Skills and Applications Tasks 40%
- Investigations Folio 30%
- Examination 30% (External Assessment)

## BUSINESS INNOVATION

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 Business and Innovation is preferred.

### Course Descriptor:

Students will explore the world of business and learn strategies that support the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally. This subject analyses the study of production, marketing and distribution of goods and the design and marketing of services through the use of human and physical resources. The core, the Business Environment, will focus on business activity in Australia and will address the economy, business enterprises, the structure and organisation of businesses, work in Australia, human resources and industrial relations. Option topics include, Marketing, Finance, Law and Government, Business and Technology, of which only two will be studied.

### Assessment:

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

School based Assessment

- Business Skills 40%
- Business Model 30%
- Pitch 30%

## CHEMISTRY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Successful completion of Stage 1 Chemistry A & B.

### Course Descriptor:

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and environment, and the use that human beings make of the planet's resources.

Topics include:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

### Assessment:

- Skills and Applications Tasks 40%
- Investigations Folio 30%
- Exam 30% (External Assessment)

### Other Comments:

Excursion to Flinders University for analytical chemistry workshop is highly recommended.

## CHILD STUDIES

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior subject required.

### Course Descriptor:

Students will explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children.

Students investigate contemporary issues that are relevant to children and their development. Students analyse current trends in relation to children, and analyse government and global initiatives and Child Protection practices.

### Assessment:

- Practical Activity 50%
- Group Activity 20%
- Investigation 30% (External Assessment)

## DIGITAL COMMUNICATION SOLUTIONS - PHOTOGRAPHY

Course Length: 2 Semesters  
SACE Credits: 20

### Desired Background:

Stage 1 Digital Communication Solutions - Photography preferred.

### Course Descriptor:

Students will study commercial applications, camera techniques, electronic imaging and an independent photographic study based on a theme chosen. Students are encouraged to strive for excellence as they develop their abilities and photographic skills. The summative assessment tasks focus on production of photographic images for both personal and possibly vocational use. The course places a great emphasis on the acquisition of high-level skills in both the capture and production of sophisticated images.

### Assessment:

- Skills & Application Task 20%
- Resource Study 30% (External Assessment)
- Product 50%

### Other Comments:

It is preferred that students use their own SD card, 8GB or bigger.

## DIGITAL COMMUNICATION SOLUTIONS - CAD

Course Length: 2 Semesters  
SACE Credits: 20

### Desired Background:

Stage 1 Industry and Entrepreneurial Design Solutions preferred.

### Course Descriptor:

This course involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This can be achieved using design programs, such as computer aided design (CAD), to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

### Assessment:

- Skills & Application Task 20%
- Resource Study 30% (External Assessment)
- Product 50%

### Other Comments:

Students may have additional cost if they select more complex projects.



## DRAMA

Course Length: 2 Semesters  
SACE Credits: 20

### Desired Background:

Successful completion of Stage 1 Drama.

### Course Descriptor:

Students work collaboratively as a company of practising dramatic artists to produce dramatic works. They work in sets of smaller companies or as a whole class company as driven by student interest. Student will participate in both on and off-stage roles working with varied groups of peers to create innovative dramatic outcomes that reflect the world as it is and imagine the world as it might be considering target audience, assess available resources and evaluate the skill sets and goals of the company members; before selecting their artistic work. Students are expected to liaise with the wider Birdwood High School community throughout the planning and implementation of their performances. Students will evaluate and analyse a variety of dramatic in order to identify how works, events, and source material have influenced their own dramatic ideas and/or practice.

### Assessment:

- Group Production 40%
- Evaluation and Creativity 30%
- Creative Presentation 50% (External Assessment)

### Other Comments:

Out of hours rehearsal time will be required during production times. The high demand of SACE Stage One requires students to be highly organised and to negotiate study tasks with all teachers prior to committing to these productions.

## ESSENTIAL ENGLISH

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background

Stage 1 English or Stage 1 Essential English at C grade achievement or higher.

### Precluded combinations with BHS subjects:

English

### Course Description:

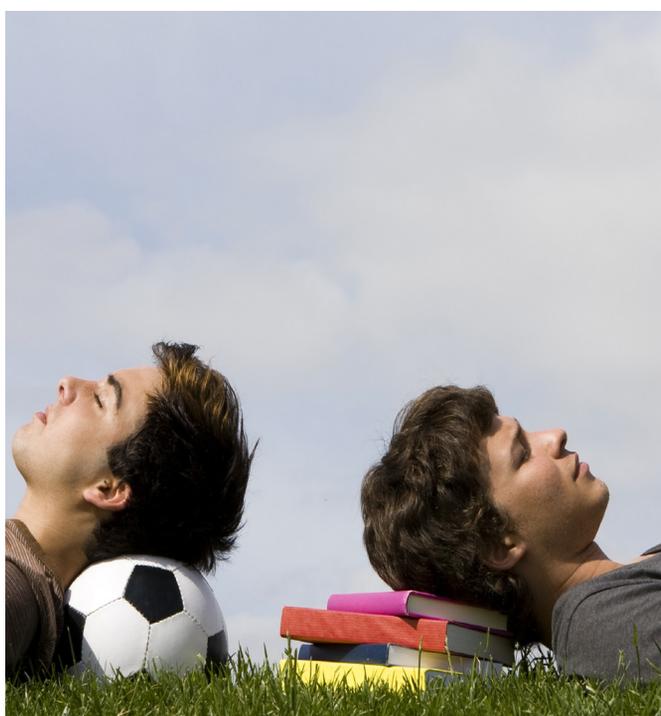
Students undertaking Stage 2 Essential English focus on the development of their skills in communication, comprehension, language and text analysis, and creating texts.

Students will:

- extend communication skills through reading, viewing, writing, listening, and speaking
- respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- examine effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- analyse the role of language in supporting effective communication.

### Assessment

- Responding to Texts 30%
- Creating Texts 40%
- Language Study 30% (External Assessment)



## ENGLISH

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background

Stage 1 English B grade achievement or higher.

### Precluded combinations with BHS subjects:

Essential English

### Course Description:

In English students will:

- analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.
- consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.
- explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives.
- responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

### Assessment

- Responding to Texts 30%
- Creating Texts 40%
- Comparative Analysis 30% (External Assessment)



## FOOD AND HOSPITALITY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 Food and Hospitality would be an advantage.

### Course Descriptor:

Students focus on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality.

Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are work, personal development, communication, citizenship and learning. Students examine factors that influence people's food choices and the health implications of these choices.

### Assessment:

- Practical Activity 50%
- Group Activity 20%
- Investigation 30% (External Assessment)

## GEOGRAPHY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 Geography is preferred.

### Course Descriptor:

Geography is the study of the physical world through the skills of data interpretation.

This course focuses on an analysis of the built and natural world and humanity's impact on natural processes. Students develop spatial understandings through mapping and gathering of data from field work. Students will consider local and global settings of geographic issues.

### Assessment:

- Geographical Skills and Applications 40%
- Fieldwork Report 30%
- Examination 30% (External Assessment)

### Other Comments:

Fieldwork and excursions are part of this course. Students will also need to undertake visit(s) to a student selected location for their individual fieldwork task.

## HEALTH AND WELLBEING

Course Length: 2 Semesters

### Desired Background:

No Prior knowledge required.

### Course Descriptor:

Students to make informed choices about health matters; to develop an understanding of factors affecting health; and to be able to decide and act on issues affecting their own and others' health.

Students will study the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health promotion

Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others perspectives.

### Assessment:

- Initiative 40%
- Folio 30%
- Inquiry 30% (External Assessment)

## INFORMATION PROCESSING AND PUBLISHING

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 Information Processing and Publishing would be an advantage.

### Course Descriptor:

Information Processing and Publishing focuses on the application of practical information communication skills. Students are taught a variety of manipulative skills that involves the use of software and hardware appropriate to paper based product design for business and personal use using the Adobe Creative Cloud and a variety of other desktop publishing software. Skills gained in this subject would be valuable for both school and future work situations. Students undertaking this course will understand, analyse, and evaluate the impact of social and or ethical issues related to information-processing and publishing technologies.

### Assessment:

- Practical Skills 40%
- Issues Analysis 30%
- Product and Documentation 30% (External Assessment)

## MATHEMATICS ESSENTIAL

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Essential Mathematics or General Mathematics at a C grade minimum.

### Precluded combinations with BHS subjects:

Mathematics General and Mathematical Methods

### Course Descriptor:

Essential Mathematics offers 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:

- Plans, scales and models
- Business Applications
- Measurement
- Statistics
- Investments and Loans

### Assessment:

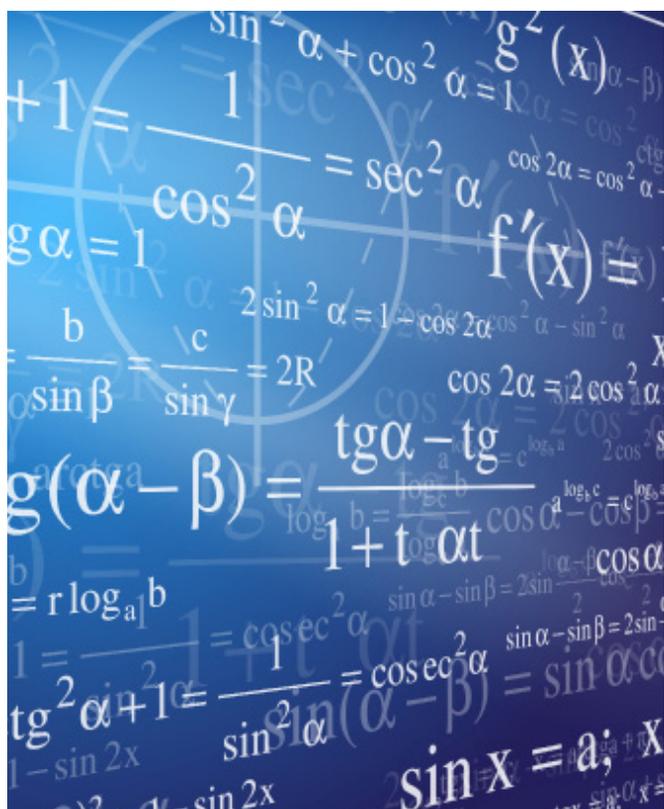
- Skills and Applications Tasks 30%
- Folio Tasks 40%
- Examination 30% (External Assessment)

### Other Comments:

Students must provide their own Graphics Calculator.

Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

- Revision Guide is highly recommended approx \$30.



## MATHEMATICS GENERAL

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 General Mathematics A and B at C grade minimum.

### Precluded combinations with BHS subjects:

Mathematics Essential and Mathematical Methods

### Course Descriptor:

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. These 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.

Five topics from the following are covered at Stage 2 General Mathematics include:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models
- Topic 6: Open Topic

### Assessment:

- Skills and Applications Tasks 40%
- Investigations/Folio Tasks 30%
- Examination 30% (External Assessment)

### Other Comments:

Students must provide their own Graphics Calculator.

Casio Graphics calculator required (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

- Revision Guide is highly recommended approx \$30.

## MATHEMATICAL METHODS

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Mathematics A and B with an achievement of C grade minimum.

### Precluded combinations with BHS subjects:

Mathematics Essential and Mathematics General

### Course Descriptor:

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

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.

#### Assessment:

- Skills and Assessment Tasks 50%
- Folio tasks 20%
- Examination 30% (External Assessment)

#### Other Comments:

Students must provide their own Casio Graphics calculator (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

- Revision Guide is highly recommended approx \$30.

## MATHEMATICAL SPECIALIST

Course Length: 2 Semesters

#### Desired Background:

Stage 1 Mathematics A, B, C and D at B grade minimum.

#### Course Descriptor:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 2 Specialist Mathematics consists of the following six topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change Equations.

#### Assessment:

- Skills and Assessment Tasks 50%
- Folio tasks 20%
- Examination 30% (External Assessment)

#### Other Comments:

Students must provide their own Casio Graphics calculator required (options: FX-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

- Revision Guide is highly recommended approx \$30.

## MATERIAL SOLUTIONS - METAL

Course Length: 2 Semesters

SACE Credits: 20

#### Desired Background:

Stage 1 Material Products in either Wood or Metal.

#### Course Descriptor:

Students will investigate, design and manufacture projects from a variety of metals including mild steel, body steel, brass and aluminium. Students can expect to make a vice, clamp, soft faced hammer, a work bench or similar. A range of skills and new techniques will be learnt through the skills and applications task. Emphasis will be placed on construction quality and individual design for the final project.

#### Assessment:

##### School assessment (70%)

- Specialised Skills Task (20%)
- Design Process and Solution (50%)

##### External assessment (30%)

- Assessment Type 3: Resource Study (30%)

#### Other Comments:

Students will have to cover any extra costs if they choose to do more complex projects.



## MATERIAL SOLUTIONS - WOOD

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Stage 1 Material Solutions Woodwork is preferred not essential.

### Course Descriptor:

Students will focus on furniture construction and students discuss an individual design and construction project with the teacher. Throughout the program student learning is focused on properties of wood-based materials, and how to work with them, as well as the use of technology in wood based manufacturing industries. The program has a practical orientation with supporting investigation and design work built in.

### Assessment:

#### School assessment (70%)

- Specialised Skills Task (20%)
- Design Process and Solution (50%)

#### External assessment (30%)

- Assessment Type 3: Resource Study (30%)

### Other Comments:

Students will have to cover any extra costs if they choose to do more complex projects.

## MODERN HISTORY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 History is preferred.

### Course Descriptor:

History is the study of the past through the skills of historical enquiry.

This course covers the history of the emerging modern world of the 20th Century from an in-depth study of Germany (1918-1948) and the emerging post-colonial world of the modern Middle East (1945-). The course will focus on the descent of Weimar Germany into economic, social and political turmoil and the rise of Hitler. The second topic will consider post WWII Arab and Jewish Nationalism in the Middle East.

### Assessment:

- Historical Skills 50%
- Historical Study 20%
- Examination 30% (External Assessment)

## MUSIC STUDIES

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Successful completion Stage 1 Music (2 Semesters). An audition and interview is required for those who only completed 1 semester of Stage 1 Music.

### Course Descriptor:

Students develop an understanding of selected musical works and styles, and apply this understanding to creating their own music as performances or compositions or arrangements.

They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Students have the opportunity to engage in the following activities:

- Composing, Arranging
- Performing as a Soloist or in Ensemble
- Researching, analysing, and interpreting musical works
- Developing Musicianship and Aural Skills

### Assessment:

- Creative Works 40%
- Musical Literacy 30%
- Examination 30% (External Assessment)

### Other Comments:

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course, however, considered desirable.

## MUSIC EXPLORATIONS

### Desired Background:

Successful completion Stage 1 Music (2 Semesters). An audition and interview is required for those who only completed 1 semester of Stage 1 Music.

### Course Descriptor:

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 and improvising, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and presenting musical works.

Students have the opportunity to engage in the following activities:

- Improvising, composing and arranging
- Performing as a Soloist and in Ensemble of choice
- Music Technologies
- Developing Aural and Critical Listening Skills

**Assessment:**

- Musical Literacy 30%
- Explorations 40%
- Creative Connections 30% (External Assessment)

**Other Comments:**

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course, however, considered desirable.

**MUSIC PERFORMANCE - ENSEMBLE**

Course Length: 1 Semester

SACE Credits: 10

**Desired Background:**

Successful completion Stage 1 Music (2 Semesters). An audition and interview is required for those who only completed 1 semester of Stage 1 Music.

**Course Descriptor:**

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works.

Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Students present an ensemble performance of a single work or a set of works by one or more composers, and individual evidence of each student's contribution to the ensemble through individual part-testing.

Students prepare and present public performances in which their total program includes a total of 18 - 24 minutes of different repertoire. They discuss key musical elements of the repertoire, and critique and evaluate their own performances.

**Assessment:**

- Performance 30%
- Performance and Discussion 40%
- Performance Portfolio 30% (External Assessment)

**Other Comments:**

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course, however,

considered desirable.

Paired with Music Performance Solo Stage 2 to form a 20 credit sequence.

**MUSIC PERFORMANCE - SOLO**

Course Length: 1 Semester

SACE Credits: 10

Paired with Music Performance Ensemble Stage 2 to form a 20 credit sequence

**Desired Background:**

Successful completion Stage 1 Music (2 Semesters). An audition and interview is required for those who only completed 1 semester of Stage 1 Music.

**Course Descriptor:**

Students develop and extend their musical skills and techniques in creating their own solo performances. Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Students who study Music Performance - Ensemble and/or Music Performance - Solo may perform on the same instrument/voice in both subjects.

Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. Students prepare and present performances in which their total program includes a total of 18 - 24 minutes of different repertoire. They discuss key musical elements and critique and evaluate their own performances.

**Assessment:**

- Performance 30%
- Performance and Discussion 40%
- Performance Portfolio 30% (External Assessment)

**Other Comments:**

Instrumental lessons through private providers can be arranged depending on demand. These lessons are not essential to the course, however, considered desirable. Paired with Music Performance Ensemble Stage 2 to form a 20 credit sequence

## NUTRITION

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Stage 1 Nutrition or a Stage 1 Science subject is preferred.

### Course Descriptor:

Students are presented with current information on the role of nutrients in the body as well as social and environmental issues in food and nutrition. Student explore links between food, health, and diet related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous, and global concerns and associated issues. Students will investigate methods of food production that affect the quality and quantity of food, and consider ways in which these methods and associated technologies influence the health of individuals and communities. Studying nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise health outcomes.

### Assessment:

- Practical Investigation 40%
- Skills and Applications Tasks 30%
- Exam (External Assessment)

## PHYSICAL EDUCATION

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Successful completion of at least one semester of Stage 1 Physical Education.

### Course Descriptor:

In this course students apply the theoretical concepts of biomechanics, exercise physiology, skill acquisition and training principles in a variety of practical contexts. Students will be required to collect and analyse data, apply feedback and implement strategies to improve performance and understand movement concepts and strategies.

Students will have the opportunity to use industry specific technology to collect, organise and present data.

### Assessment:

- Diagnostics 30%
- Improvement Analysis 40%
- Group Dynamics 30% (External Assessment)

### Other Comments

PE uniform must be worn to all practical lessons.

## PHYSICS

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

Successful completion of Stage 1 Physics A & B.

### Course Descriptor:

The study of Physics is constructed 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 topics for Stage 2 Physics include:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

### Assessment:

- Skills and Applications Tasks 40%
- Investigations Folio 30%
- Exam 30% (External Assessment)

## PSYCHOLOGY

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge is required.

### Course Descriptor:

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life such as education, relationships, employment and leisure.

SACE Stage 2 Psychology also involves:

- building on the scientific method by involving students in the collection and analysis of qualitative and quantitative data
- emphasising evidence-based procedures (such as observation, experimentation and experience).

### Topics

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

### Assessment:

- Investigations Folio 30%
- Skills and Applications Tasks 40%
- Examination 30% (External Assessment)



## TOURISM

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

No prior knowledge required. Successful completion of any Stage 1 HASS subject would be preferred.

### Course Descriptor:

Tourism is the study of travel for recreation and other purposes.

This course covers the forms and impacts of tourism as a practice and an industry. It focuses on the impacts of tourism locally, nationally and internationally through a consideration of sustainability. Students will assess a wide variety of tourist practices and ventures in terms of their economic, social and environmental impacts.

### Assessment:

- Folio (20%)
- Practical Activity 25%
- Investigation 25%
- Examination 30% (External Assessment)

### Other Comments:

A series class excursions, and an overnight camp may be used to provide students with access to significant tourist experiences. There will be a cost for students to participate in this.

## WORKPLACE PRACTICES

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

This course can be taken as a standalone, without pre-requisite.

### Course Descriptor:

Workplace practices is the study of the various activities and processes of modern workplaces.

This course covers the variety of practices that occur in workplaces including health and safety

and the formal and informal ways of seeking employment. If students are already employed, this course will allow them to develop a greater understanding of their own workplace's practices or they can study an industry that they are interested in. There is a wide scope for student to explore future career interest in this course. Students can also use their involvement in elite sport as a basis for their workplace learning.

### Assessment:

- Folio 25%
- Performance 25%
- Reflection 20%
- Investigation 30% (External Assessment)

### Other Comments:

Students will be required to undertake approximately 65 hours of work placement to meet the requirements of this subject. Students who already work can use their current work as a basis for this. Students will be evaluated on their practical demonstration of workplace skills.

Students will be required to undertake a short safety course before they undertake school approved Work Experience.

## WORKPLACE PRACTICES - SPORTS

Course Length: 2 Semesters

SACE Credits: 20

### Desired Background:

This course can be taken as a standalone, without pre-requisite.

### Course Descriptor:

Workplace practices is the study of the various activities and processes of modern workplaces.

This course offers athletes the possibility to combine their study and sporting activities whilst gaining academic credit towards SACE.

Workplace Practices incorporates your training and competition commitments into a Year 12 subject.

### Assessment:

- Folio 25%
- Performance 25%
- Reflection 20%
- Investigation 30% (External Assessment)

### Other Comments:

Your sport involvement should comprise 50-60 hours in the workplace (made up of training, competition/performance, or refereeing/coaching)

An evaluation of your performance will be conducted by your coaches in consultation with your teacher. This will be arranged through your teacher with your workplace supervisor (coach etc)



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