



Birdwood

HIGH SCHOOL



Government
of South Australia

Department for Education

7 to 12 Curriculum Handbook 2024



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 that 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 sharing an enjoyable course counselling process with families leading to conversations regarding 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. 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 opportunities available.

Students in Year 7-10 experience a 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).

In Year 11 students select subjects and courses from the SACE and/or Vocational Pathways. 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 achieves 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.

Mark Hodgson
PRINCIPAL

Year Level Overview

7 to 12 Curriculum



YEAR 7 - OVERVIEW



Year 7 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).

CURRICULUM PATTERN

English	Maths	Science	HASS	Japanese	Agriculture	Media Art
						Drama
English	Maths	Science	HASS	Health and Physical Education	Technologies	Music
						Visual Art

Year 7 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 Agriculture
- 1 semester of Health and Physical Education (HPE)
- 1 semester of Technologies – including Food, and Materials
- 1 Semester of Language- Japanese

Year 7 Specialists Sports Academy - Application ONLY *Additional course costs apply & will be included in the Material & Services charge

- 2 semesters of Australian Rules Football

YEAR 8 - OVERVIEW



Year 8 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).

CURRICULUM PATTERN

English	Maths	Science	HASS	Japanese	Agriculture	Media Art
						Drama
English	Maths	Science	HASS	Health and Physical Education	Technologies	Music
						Visual Art

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 Agriculture
- 1 semester of Health and Physical Education (HPE)
- 1 semester of Technologies – including Food and Materials
- 1 Semester of Language- Japanese

Year 8 Specialists Sports Academy - Application ONLY *Additional course costs apply & will be included in the Material & Services charge

- 2 semesters of Australian Rules Football

YEAR 9 - OVERVIEW



Year 9 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).

CURRICULUM PATTERN

English	Maths	Science	HASS	Agriculture	Choice	Arts
English	Maths	Science	HASS	Health and Physical Education	Technologies	Choice

Compulsory Subjects

- 2 semesters of English
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semester of HASS
- 1 semester of Health and Physical Education (HPE) or Health and Physical Education Specialist Sports Academy, Australian Rules Football- application ONLY)
- 1 semester of Agriculture
- 1 semester of Technologies (Wood, Metal, Food)
- 1 semester of Arts (Media Arts, Music, Visual Arts and Drama)

Choice Subjects

- A total of 4 Semesters from the following:
- 1 semester of Food Technologies
- 1 semester of Health and Physical Education (H&PE)- Sports Fitness
- 1 semester of Health and Physical Education (HPE) or Health and Physical Education Specialist Sports Academy, Australian Rules Football- application ONLY)
- 1 semester of Agriculture
- 1 semester of Materials Technologies
- 1 semester of Arts (Media Arts, Music, Visual Arts and Drama)
- 1 Semester of Language- Japanese

Specialist Sports - Application ONLY **Additional course costs apply & will be included in the Material & Services charge*

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

YEAR 10 - OVERVIEW



Year 10 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).

CURRICULUM PATTERN

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

Compulsory Subjects

- 2 semesters of English
- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of HASS
- 1 semester of Health and Physical Education or Specialist Sports Academy, Australian Rules Football
- PLP Stage 1- To be delivered through Connected Learning.

Choice Subjects option - Total of 5 Semesters

- 1 semester Cafe Culture
- 1 semester Art Design (Digital Photography)
- 1 semester Design Technologies (Technical Graphics)
- 1 or 2 semesters Drama
- 1 or 2 semesters Food Technologies
- 1 semester Health and Physical Education- Sport Fitness
- 1 semester Materials Technologies- Metal
- 1 semester Materials Technologies- Wood
- 1 Semester of Language- Japanese
- 1 or 2 semesters Media Arts
- 2 semesters Music
- 1 or 2 semesters Visual Arts
- 1 or 2 semesters of Agriculture

Specialist Sports - Application ONLY **Additional course costs apply & will be included in the Material & Services charge* • 2 semesters of Australian Rules Football (must have chosen HPE Sports Academy as a Compulsory subject)

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) . **Additional course costs apply & will be included in the Material & Services charge*

- Agriculture A &/or B
- Biology A &/or B
- Business Innovation
- Chemistry A & B
- Child Studies
- Creative Arts
- Digital Communication Solutions-Photography or CAD
- Drama A &/or B
- Essential English
- English
- Food & Hospitality
- Geography
- Health & Wellbeing
- Industry and Entrepreneurial Solutions (metal)
- Legal Studies
- Mathematics Essential A & B
- Mathematics General A & B
- Mathematics Methods A & B
- Mathematics Specialist C & D
- Material Solutions - (Wood)
- Modern History
- Music Advanced
- Music Experience
- Nutrition
- Outdoor Education *
- Physical Education A &/or B
- Physics A & B
- Psychology
- Research Project
- Earth and Environmental Science
- Visual Arts A &/or B
- Workplace Practices
- Workplace Practices - Elite Sports

SUBJECT PATTERN

English (10 credits)	Maths (10 credits)	RP (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)
English (10 credits)	Maths (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)

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.

STAGE 2 - YEAR 12 SUBJECTS

In order to achieve their SACE, students must study either 3 full year Stage 2 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 includes four Year 12 subjects and successful completion of Research Project), 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.

Subject 1 (20 credits)	Subject 2 (20 credits)	Subject 3 (20 credits)	Subject 4 (20 credits)	Study Line	Study Line	Study Line
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Each of the following Stage 2 subjects is studied for a full year and is worth 20 SACE Credits:

- Agricultural Production
 - Biology
 - Business Innovation
 - Chemistry
 - Child Studies
 - Creative Arts
 - Digital Communication Solutions- Photography or CAD#
 - Geography
 - Drama
 - Essential English
 - English
 - Food & Hospitality
- Health & Wellbeing
 - Industry and Entrepreneurial Solutions (Metal) #
 - Legal Studies
 - Mathematics- Essential
 - Mathematics- General
 - Mathematics- Methods
 - Mathematics- Specialist
 - Material Solutions- (Wood) #
 - Modern History
 - Music Performance- Ensemble (10 credits)
- Music Performance- Solo (10 credits))
 - Music Studies
 - Nutrition
 - Physical Education
 - Physics
 - Psychology
 - Visual Art
 - Workplace Practices- Elite Sports
 - Workplace Practices
- # Selection of only two of the three subjects can be selected as they are precluded.**

Individual Subject Breakdown

7 to 12 Curriculum



Section 1 Health and PE
Section 2 Food Technologies
Section 3 Technologies
Section 4 English
Section 5 Maths
Section 6 Science
Section 7 Visual Arts
Section 8 Media Arts

Section 9 Music
Section 10 Drama
Section 11 Agriculture
Section 12 HASS
Section 13 Language
Section 14 Cafe Culture
Section 15 SACE

HEALTH AND PHYSICAL EDUCATION

YEAR 7/8

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.

YEAR 9

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 engage in a theory component of the course that covers a variety of topics in relation to maintaining positive health.

YEAR 10

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.

AFL ACADEMY

**Additional course costs apply & will be included in the Material & Services charge*

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.

Please see page 14 for detailed information.

STAGE 1

Year 11 Physical Education

Students are introduced to the topics of exercise physiology, skill acquisition, training principles and social and cultural issues in sport. The focus areas for each unit will allow students to develop their knowledge and skills through the in-depth exploration of the movement concepts and strategies aligned to each sport. Students demonstrate their knowledge through multi-modal presentations with a focus on video analysis.

Year 11 Outdoor Education

Outdoor Education 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 sustainable manner. Practical 'hands on' experience in the classroom and excursions, supported by relevant theory topics, equip students to meet the challenges presented in their 3 day camp at the end of semester.

**Additional course costs apply & will be included in the Material & Services charge*

Year 11 Health and Wellbeing

Health and Wellbeing is a 10-credit course that introduces students to key health concepts and practical skills. Through practical action and issue inquiry assessments, students actively engage in health promotion initiatives. They participate in the P.A.R.T.Y. Program to develop personal health actions for the Towards Zero Road Safety campaign. Collaboratively, they create strategies to promote positive body image and reflect on the outcomes. Students explore mental health trends, assess effectiveness of agencies, and reflect on personal attitudes. These assessments align with critical thinking, application, and reflection on practice criteria. Students communicate their ideas in written or oral presentations. Stage 1 Health and Wellbeing empowers students to make informed decisions for their own health and wellbeing.

STAGE 2

Year 12 Physical Education

Students explore the theoretical concepts of biomechanics, exercise physiology and skill acquisition in a variety of practical contexts. Students will be required to collect and analyse data to inform the development, implementation, and evaluation of strategies to improve performance. Students will need to use industry specific technology to perform video analysis and collect physiological data.

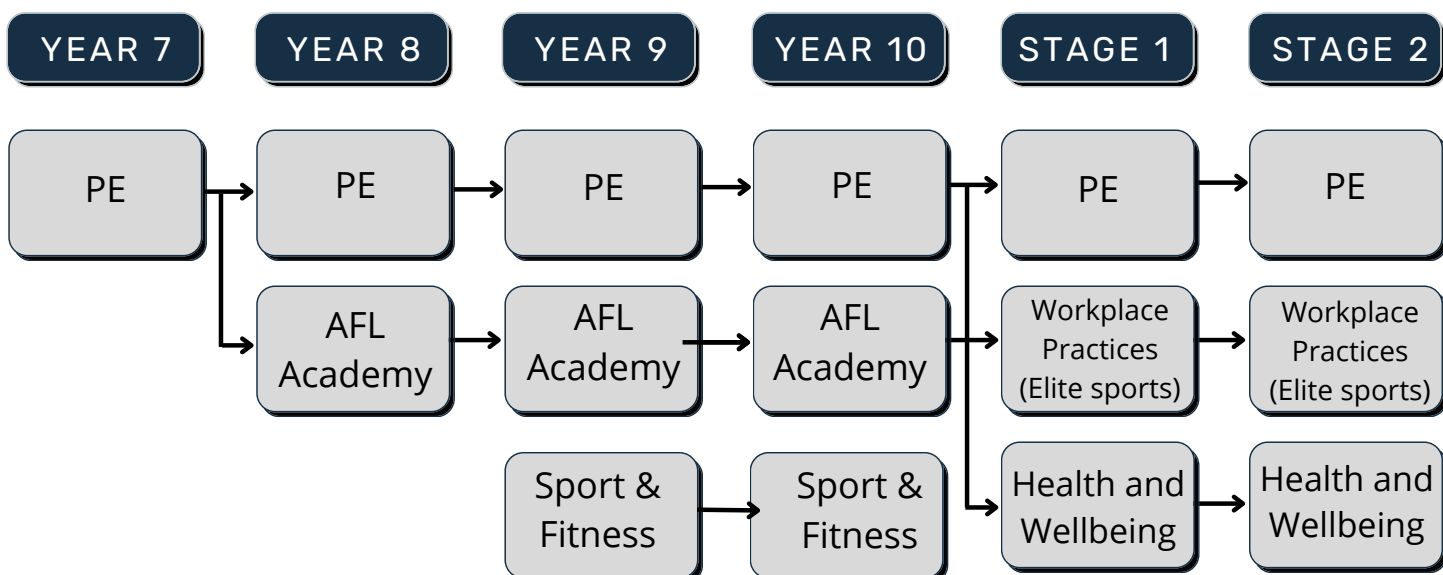
Integrated Learning - Sport Studies

Students develop the knowledge and skills required to analyse and improve personal fitness and/or sports performance. They demonstrate an understanding of energy systems, skill acquisition, training principles and movement concepts through analysis of a variety of sports. Students will analyse current skill/fitness levels to set goals, create and implement training programs and evaluate improvement.



Year 12 Health and Wellbeing

Stage 2 Health and Wellbeing is an engaging and comprehensive course that allows students to delve deeper into health concepts and develop practical skills. Through a range of assessments, students have the opportunity to demonstrate critical thinking, collaboration, and inquiry skills. The course includes two types of initiatives: individual and collaborative. Students set personal health goals, design and implement a 4-week program using online health platforms, and evaluate the success of their initiatives. In collaborative initiatives, students plan and execute health awareness events, targeting specific groups. A folio component focuses on evaluating the P.A.R.T.Y Program, analyzing risky behaviors, and proposing improvements. An inquiry task requires students to explore a health issue, analyze data, evaluate current strategies, and make recommendations. Stage 2 Health and Wellbeing empowers students to take ownership of their health and make informed decisions.



SPECIALIST SPORTS ACADEMY

The Specialist Sports Academy is a selective entry program to providing specialist coaching, leadership and initiative training. Personal development activities maximize the development of the whole student, which facilitates students participating in elite sport competitions, coaching and sports professional learning courses. It is designed for both male and female students from Years 7 to 10. The Specialist Sports Academy aims to stimulate student contributions to their learning and the desire to continue a pathway 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 Workplace Practices Elite Sports. On successful completion the courses will contribute to an ATAR score in Year 12

AFL ACADEMY

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.

OTHER INFORMATION

The program will incur an annual subject levy *Additional course costs apply & will* be included in the Material & Services charge.

SELECTION CRITERIA

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

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

1. Sport Participation
 - Level of competition played or engagement in a sport in school or out of school
 - Display 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 in both academic and physical areas. There are behaviour, academic and physical expectations on students in the program.

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;
- be 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.



FOOD TECHNOLOGIES



YEAR 7/8

Students learn how to apply knowledge of the characteristics of food, along with nutrition principles to food selection and preparation through the design and preparation of food for specific purposes and consumers. In Year 7 students design the ultimate healthy eating lunch box, and in Year 8 students engage in a paddock to plate experience, designing a solution that incorporates sustainable practices and seasonal produce.

YEAR 9

Students can complete one or two semesters of Food Technology in Year 9. Students investigate how a recipe can be modified to enhance health benefits, and justifying decisions including explaining how food preparation techniques impact on the sensory properties (flavour, appearance, texture, aroma) of food. They will also develop understandings of contemporary technology-related food issues such as 'convenience' foods, highly processed foods, food packaging and food transport.

YEAR 10

Student can complete one or two semesters of Food Technology in Year 10. Students investigate and make judgements on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Students experiment with food preservation methods such as freezing and dehydrating to

determine changes to food structure and how these impact on designing healthy food solutions. Students learn how to prepare and present solutions using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal (for example, designing and producing a healthy snack for the canteen and using food photography and digital technologies to promote the item in a healthy eating campaign).

STAGE 1

Child Studies

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

Food and Hospitality

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.

STAGE 2

Child Studies

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.

Food and Hospitality

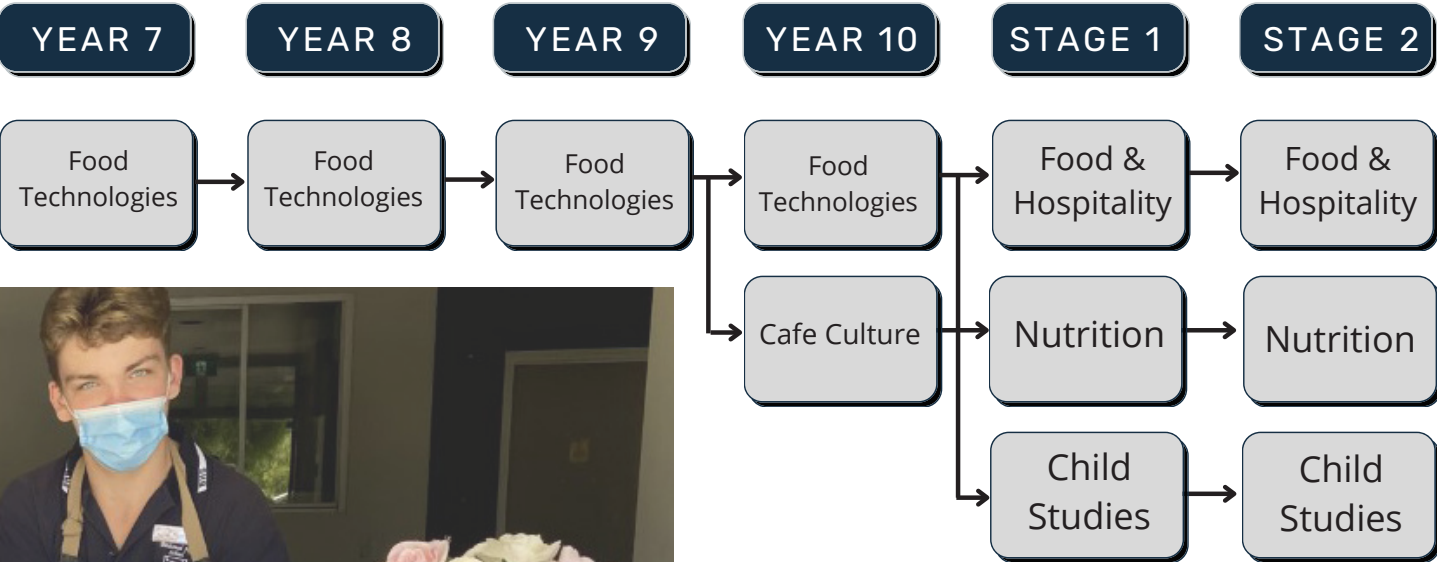
Students focus on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

CAFE CULTURE

*additional course cost will apply & will be invoiced separately

Students complete accredited barista training on site through the Adelaide Institute of Hospitality and experience hands on training in the preparation of espresso beverages and cafe style food. Students build on their knowledge and application of personal and food hygiene practices while delivering customer service skills through the running of the lunchtime cafe. Assessment is school based with students demonstrating their learning through practical application, group activities and an investigation into the coffee industry in Australia.

This is an optional course that incurs additional charges (to be paid prior to the commencement of the course) and provides students the opportunity to obtain 10 SACE credit points on successful completion, with an additional 5 points awarded on completion of the two day barista course.



TECHNOLOGIES



YEAR 7/8

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.

YEAR 9

Design and Technology

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

Digital Technologies

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.

YEAR 10

Photography

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 in manual mode and image manipulation using Adobe Photoshop. Students begin to learn design principles and composition involving creative camera techniques.

Materials Technologies

Wood work: 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 construction of either a coffee table or kitchen stool.

Metal work: Students will create artistically designed work, extending their metalworking skills, leading to a career path in the metal fabrication trades. This Semester course covers a wide range of skills and processes involving sheet metalwork and OxyAcetylene welding practices with an emphasis on fusion and braze welding techniques.

Digital Technologies

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.

STAGE 1/2

Photography

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.

CAD – Design Solutions

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.

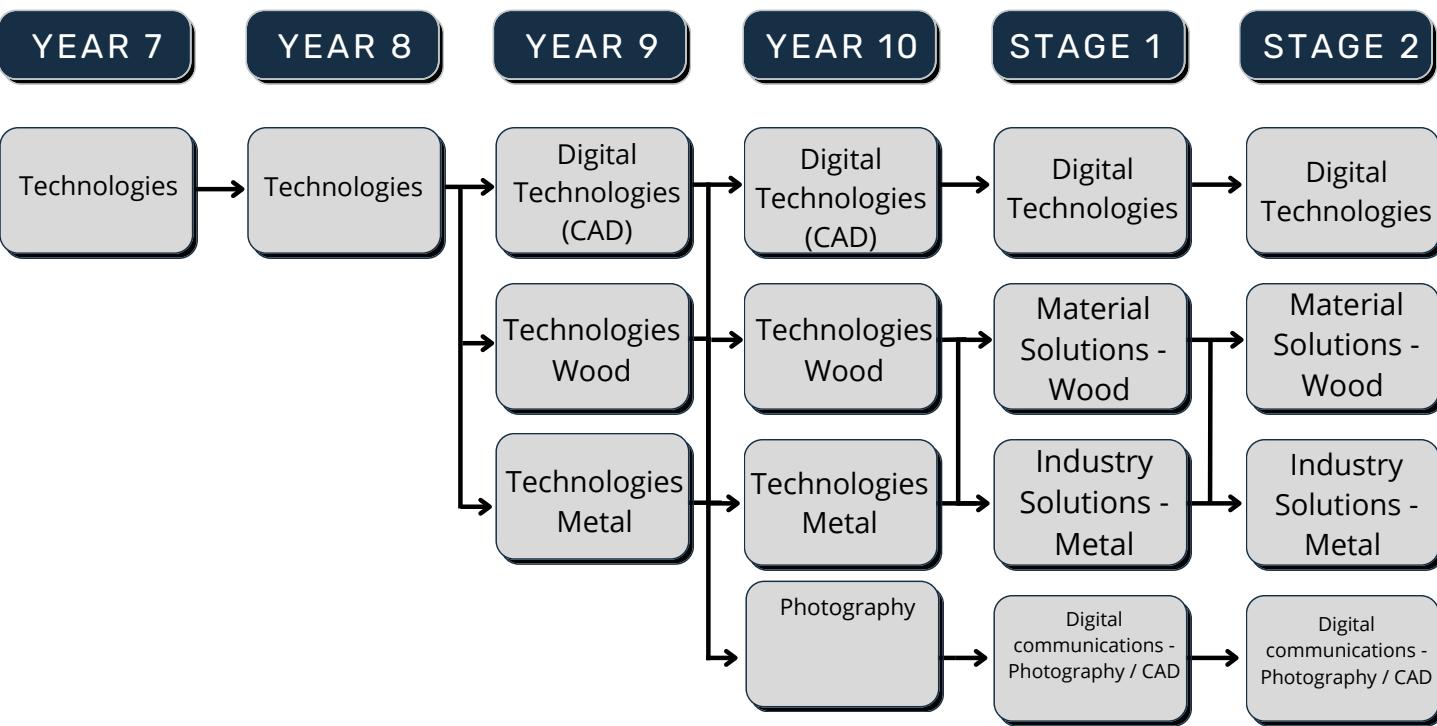
Material Solutions – METAL (Industry and Entrepreneurial Solutions)

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.

Material Solutions – WOOD (Material Solutions)

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 the 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.



ENGLISH



YEAR 7/8

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.

YEAR 9

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

YEAR 10

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.

STAGE 1

General English

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. Students will consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students respond to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Essential English

In Essential English, students will engage and analyse texts that they come across in their day to day life. Students will analyse the relationship between context, audience and purpose of different texts, and how language has been used to create meaning in texts.

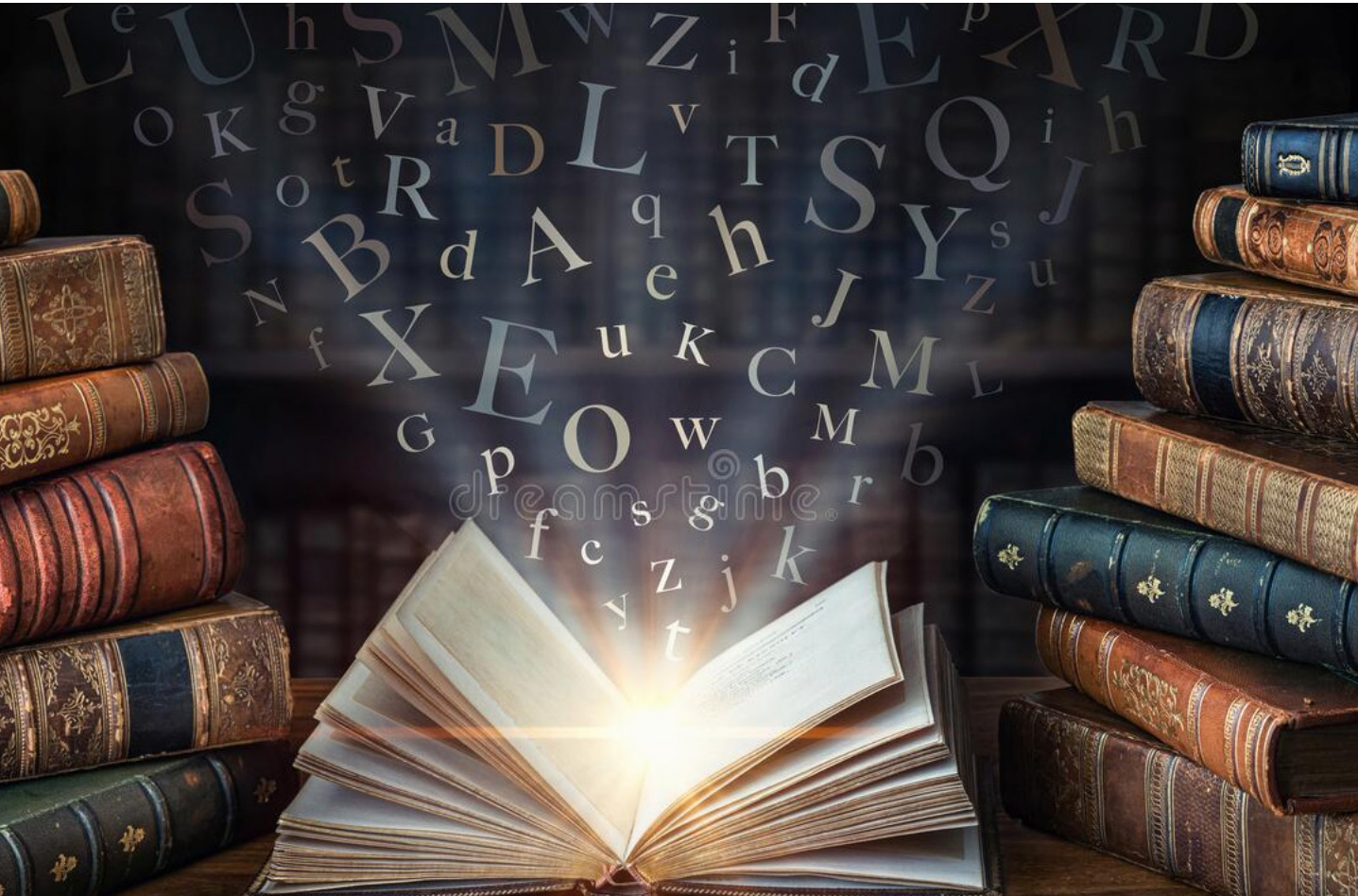
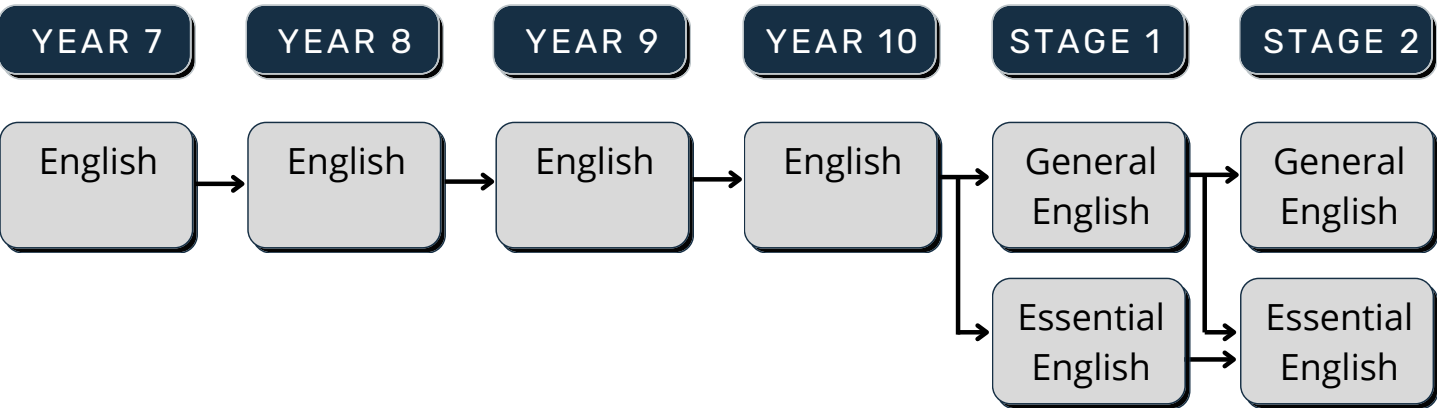
STAGE 2

General English

In English, students analyse the interrelationship of author, text, and audience, with emphasis on conventions, language, and stylistic features, to shape ideas and perspectives in a range of contexts. In response and creation, students consider social, cultural, economic, historical, and/or political perspectives in texts, as they shape their representation of human experience and the world.

Essential English

In Essential English, the students will create a variety of texts that are relevant to a future in the workplace and being an active member of the community. The students will analyse texts to understand the ideas, information and perspectives that are being presented and how language has been manipulated to create meaning.



MATHEMATICS

YEAR 7 - 10

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.

YEAR 11

Mathematics Essential

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, Measurement, Geometry and Investing.

Mathematics General

Further develop 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, Statistics, Networks & Matrices and Linear & Exponential Functions. 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.

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Mathematical Methods

Further develop 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, Growth and Decay, Arithmetic and Geometric Series and Sequences, Differential Calculus.

Specialist Mathematics

Further develop 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, Matrices, Vectors in the Plane and Geometry.

YEAR 12

Mathematics Essential

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 settings, including:

- Topic 1: Plans, Scales and Models
- Topic 2: Business Applications
- Topic 3: Measurement
- Topic 4: Statistics
- Topic 5: Investments and Loans

Mathematics General

General Mathematics extends 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

Mathematical Methods

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.

Stage 2 Mathematical Methods consists of the following six topics:

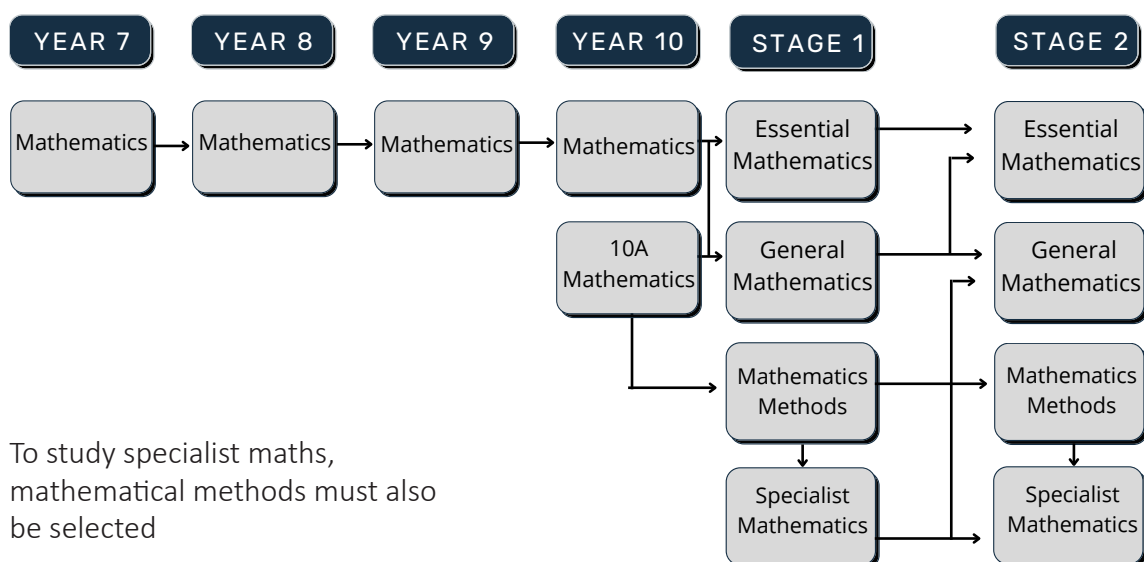
- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

Mathematical Specialist

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 Mathematical Methods consists of the following six topics:

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



SCIENCE



YEAR 7

Students explore the diversity of life on Earth and further develop their understanding of the role of classification. They develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems. They consider the interaction between multiple forces when explaining changes in an object's motion and explore the notion of renewable and non-renewable resources.

YEAR 8

Students are introduced to cells as microscopic structures that explain properties of living systems and analyse the relationship between structure and function at cell, organ and system level. Students explore changes in matter at a particle level to distinguish between chemical and physical change and use this model to explain and predict the properties of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems

YEAR 9

Students are introduced to the idea of the atom as a system of protons, electrons and neutrons. They are introduced to the concept of the conservation of matter and begin to develop a better understanding of energy transfer and apply their understanding of energy and forces to explain global features and events in terms of geological processes. They will also analyse how biological systems function and respond to external changes.

YEAR 10

In year 10 students further study Biology, Physics, Chemistry and Earth and Space Sciences making authentic links to Stage 1 and 2 sciences.

STAGE 1 / 2

Biology

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. ***Stage 2 workbook will be required** *Additional course costs apply & will be included in the Material & Services charge. *An optional study guide is recommended at a subsidised cost.*

Chemistry

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. ***Stage 2 workbook required** *Additional course costs apply & will be included in the Material & Services charge. *An optional study guide is recommended at a subsidised cost.*

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. ***Stage 2 workbook required** *Additional course costs apply & will be included in the Material &

Services charge. *An optional study guide is recommended at a subsidised cost.*

Physics

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.

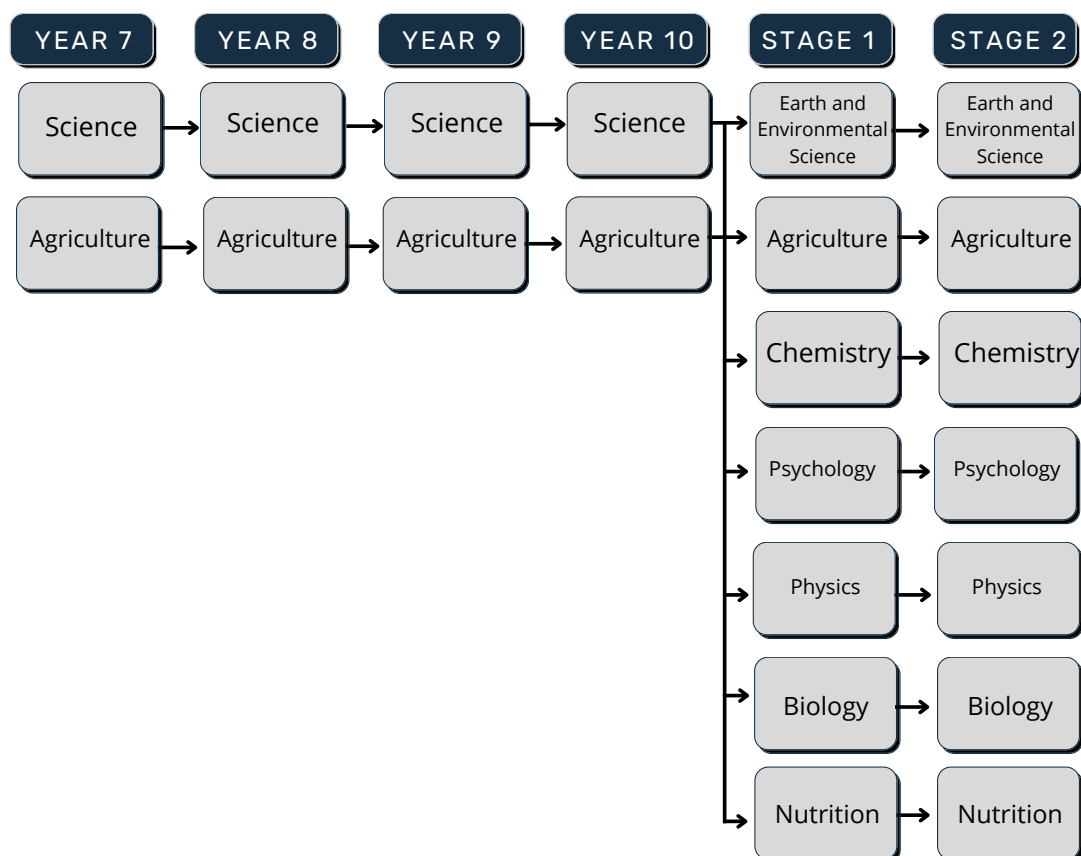
***Stage 2 workbook required at Additional course costs apply & will be included in the Material & Services**

Nutrition

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They 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.

Psychology

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation and experimentation) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences. ***Stage 2 workbook required** Additional course costs apply & will be included in the Material & Services charge.



VISUAL ARTS



YEAR 7

Students are given an opportunity to experience all of the Arts offered at Birdwood. Students develop skills needed for working with an extended range of methods and materials, and to develop a increased knowledge and appreciation of the world of visual art and design.

YEAR 8

Comprising 4 x 10 week blocks of each subject. This means students experience a range of skills in Visual Arts. Students develop skills required for working with an extended range of methods and materials, and develop an increased knowledge and appreciation of the world of visual art and design.

YEAR 9

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 and painting.

YEAR 10

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 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.

STAGE 1

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.

STAGE 2

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.

YEAR 7

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, view and distribute. Students undertake a range of practical tasks related to the media arts, including podcasting, animation and communication design.

YEAR 8

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, view and distribute. Students undertake a range of practical tasks related to the media arts, including film making, animation and communication design.

YEAR 9

In Year 9 Media Arts, students explore media arts through representations and manipulations of existing media forms through an analysis of media artworks. Students are introduced to advanced filming and editing techniques, as well as a number of graphic design principles and elements. Through these techniques, students plan, develop and refine presentations for intended audiences and means. Students investigate the works of others and interpret meaning through personal analysis. Students can work collaboratively or individually, depending on their preferred learning style.

YEAR 10

In Year 10 Media Arts, students further explore media arts through representations and manipulations of existing media forms through an analysis of media artworks. The course covers a number of practical topics within computer design and advanced editing technologies as well as film making and animation. Students explore a large range of media arts forms through analysis and develop their own ideas to complete into final resolved products. Students can work collaboratively or individually, depending on their preferred learning style.

STAGE 1

Creative Arts involves making and producing media arts works across graphic, product and media formats. Students undertake one folio task, undertaking an inquiry and developing Design and Media Arts related skills. The major component of the course is the Product section, where students make and create their own Design project, based on a chosen theme.

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

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. This may include the form of 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.



MUSIC

YEAR 7/8

Students are given an opportunity to experience all of the Arts offered at Birdwood through the compulsory Year 7/8 Arts subject comprising 4 x 10 week blocks of each subject. In year 7/8 music students will develop their musical skills through learning an instrument and participating in a class ensemble. Students learn how to read standard notation, as well as how to use technical terminology to describe and analyse music.

YEAR 9

This course aims to extend students' ability to engage in music by extending their musical understanding, skills and knowledge. Students continue to study their chosen instrument. Students continue and further develop skills in reading and writing standard music notation as well as aural training.

YEAR 10

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.

STAGE 1

Music Advanced

The Music Advanced program is designed to extend 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.

Music Experience

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.

STAGE 2

Music Studies

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.

Music Explorations

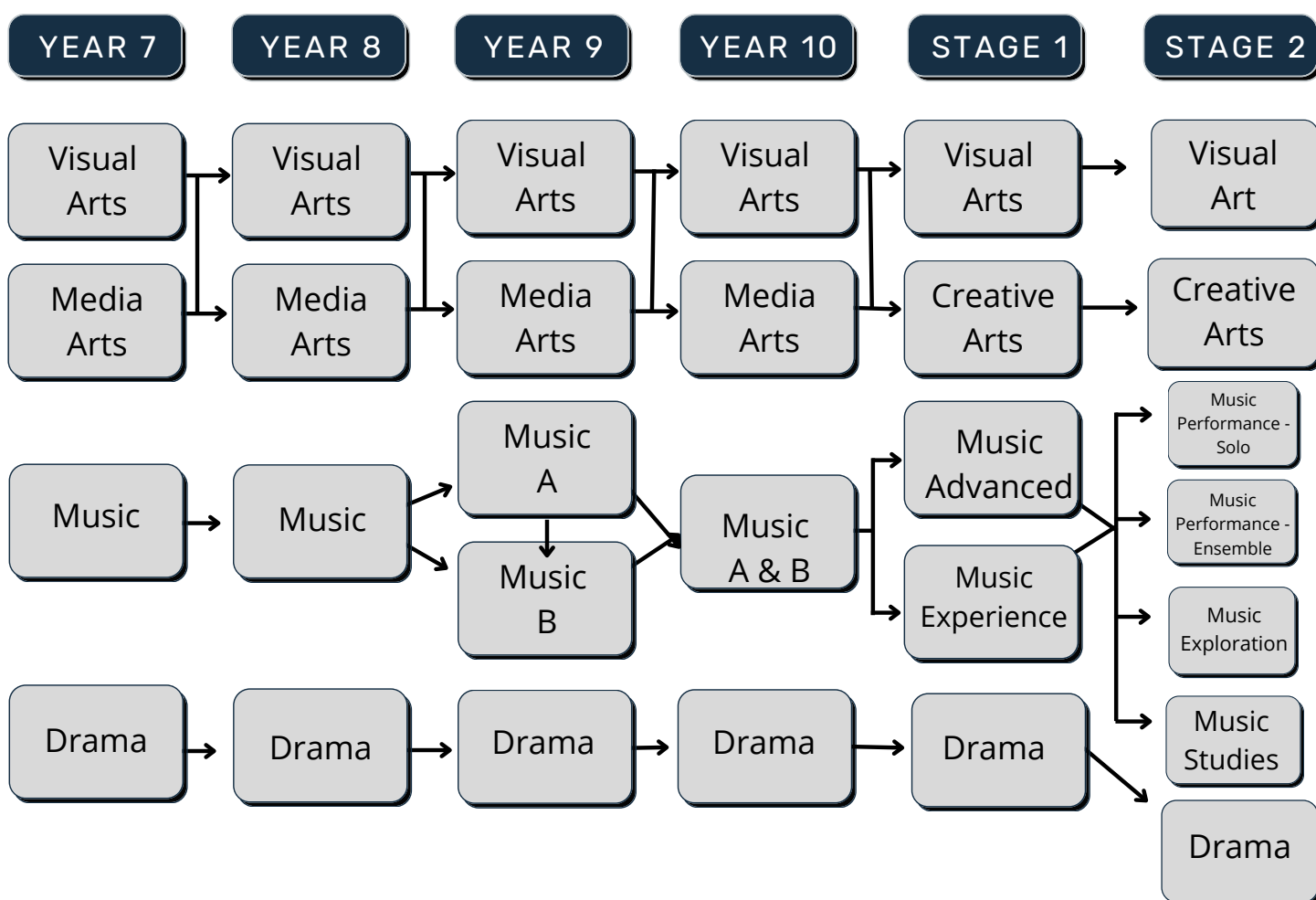
Students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing improvising, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and presenting musical works.

Music Performance – Ensemble

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.

Music Performance - Solo

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.



DRAMA



YEAR 7/8

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. In Year 7 and 8 Drama, students explore a range of dramatic techniques, styles, and artists, focusing on Commedia Dell'Arte and Melodrama. Students create, rehearse, perform, analyse, and respond using the elements of drama from the viewpoint of maker, performer, and audience.

YEAR 9

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.

YEAR 10

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.

STAGE 1

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.

STAGE 2

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 driven by student interest. Students 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.



YEAR 7/8

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

YEAR 9 & YEAR 10

This course draws from various subject areas of the Australian Curriculum and provides students with a combination of the theoretical and real-world practical applications of Agriculture. In upper middle school, there is a focus on AgriBusiness, production systems and farm resources.

STAGE 1

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.

STAGE 2

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore 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.

HUMANITIES AND SOCIAL SCIENCES



Humanities and Social Sciences (HASS) curriculum is divided into the four key areas of History, Geography, Civics and Citizenship and Economics and Business. In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal, and collective ways.

YEAR 7

The History course studies the time of the earliest human communities to the end of the ancient period, from approximately 60,000 BC (BCE) to 650 AD (CE). Our three depth studies of this historical period include Investigating the Ancient Past, Ancient Egypt and Ancient China. The Geography course explores two major depth studies, Water in the World and Place and Livability. Through the Civics and Citizenship, students explore how democracy protects Australians, and how the values within the constitution shape society. Within Economics and Business, students explore the characteristics of entrepreneurial behaviour and successful businesses.

YEAR 8

The History course studies from the end of the ancient period to the modern period, from 650 (CE) to 1750 (CE). Our three depth studies for this historical period include The Vikings, The Polynesian Expansion and The Mongol Expansion. The Geography course moves through two major depth studies, Landforms and Landscapes and Changing Nations. Through the Civics and Citizenship, students learn how they can participate in democracy, as well as the law-making process. Within Economics and Business, they explore business and consumer rights as well as how markets work within Australia.

YEAR 9

The History course studies the making of the modern world, from 1750 to 1918. Our three depth studies for this historical period include Movement of Peoples, Making a Nation and World War One. The Geography course moves through two major depth studies, Biomes and Food Security and Geographies of Interconnections. Through the Civics and Citizenship, students understand the ways the Australian political system enables change. Within Economics and Business, they explore the concept of economy by investigating the Australian, Asian region and global economy.

YEAR 10

The History course studies the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Our three depth studies for this historical period include World War Two, Rights and Freedoms, and The Environmental Movement. The Geography course moves through two major depth studies, Environmental Change and Management as well as Geographies of Human Wellbeing. Through the Civics and Citizenship, students investigate Australia's government system by comparing it with those in the Asian region. Within Economics and Business, they explore Australia's economic performance and standard of living.

STAGE 1

Modern History

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students will explore two or more of the following topics: Imperialism, Decolonisation, Indigenous Peoples, Social Movements and Revolution.

Geography

Through the study of Geography at Stage 1, students will develop an understanding of the spatial interrelationships between people, places and environments. The course focuses on understanding and applying key geographical processes, understanding the interdependence of humans and physical environments, exploring contemporary geographical issues, engaging in local fieldwork opportunities and examining geographical features, concepts and issues using spatial technologies.

Legal Studies

In Legal Studies, students focus on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and are applied to a range of contemporary Australian issues.

Business Innovation

In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. Students undertake two key learning contexts which include Start-Up and Existing Business. Within these, students develop and apply their understanding through the learning strands of 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, which includes preparing and developing business models, a business pitch to potential investors and stakeholders.



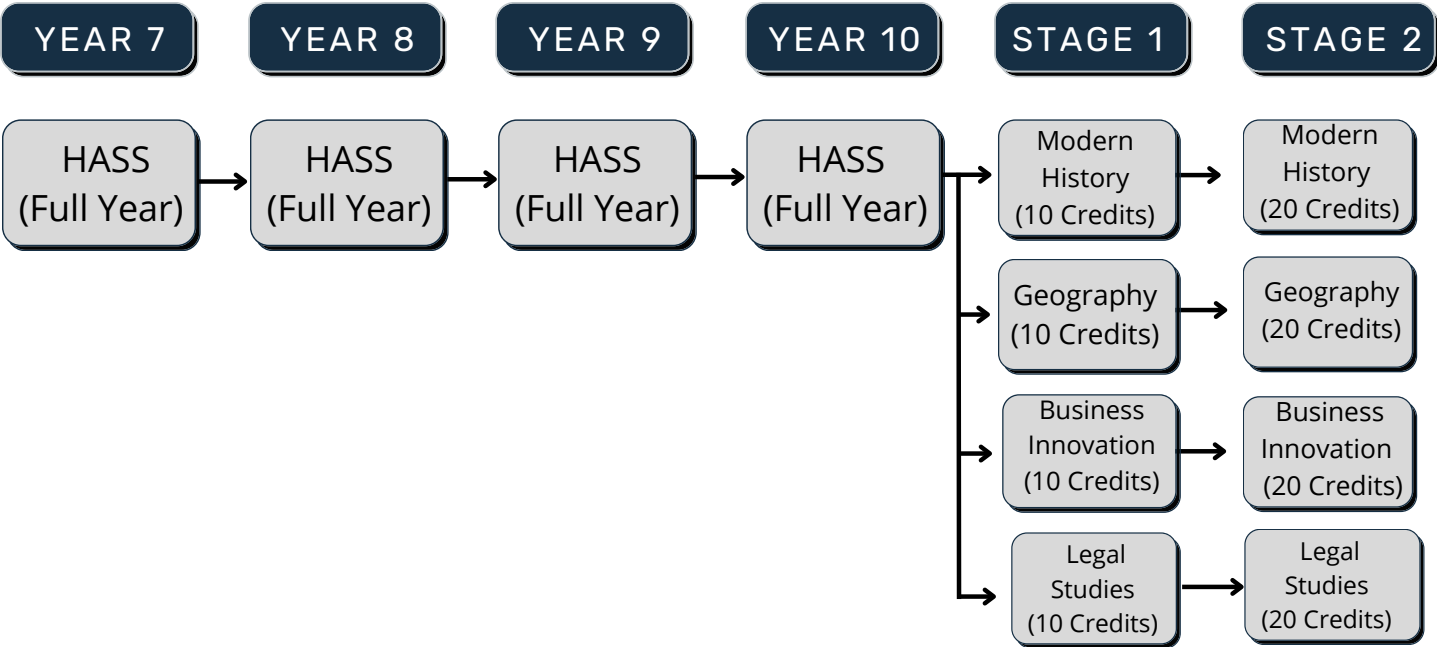
STAGE 2

Modern History

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They study of one Modern Nation from the choices of Australia, United States of America, Germany, The Soviet Union and Russia, Indonesia or China. Following this, students explore The World Since 1945 by considering one topic from the following: The Changing World Order, Australia’s Relationship with Asia and the South Pacific, National Self-Determination in South-East Asia, The Struggle for Peace in the Middle East, Challenges to Peace and Security, or The United Nations and Establishment of a Global Perspective.

Business Innovation

Through Business Innovation at Stage 2, students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently out perform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes. Students ‘learn through doing’ in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.



LANGUAGES



YEAR 7

Japanese

Students develop basic understanding of the Japanese writing system and how cultural values, such as harmony and humility, are embedded in language. These understandings support students' growth in communicating effectively through a variety of modes and contexts. No prior knowledge of Japanese is required.

YEAR 8

Japanese

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.

YEAR 9

Prior knowledge required in Year 7/8.

Japanese

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 reflect on the role of language and culture in shaping experience, and the ways in which their own culture and experiences shape their identity.

YEAR 10

Offered online only. Prior knowledge required in year 7/8/9.

SACE CLASSES

PLP (PERSONAL LEARNING PLAN)

The Personal Learning Plan is a compulsory component of the SACE (10 credits) in which students must achieve a “C” grade or better. The PLP helps students make connections between their interests, subjects at school and post school pathways. Students will use the PLP to plan their Year 11 and Year 12 program of study and to make links with career pathways and further study. The PLP will be included as part of the Advisory program.

WORKPLACE PRACTICES

Course Length: Only 1 semester of this course can be selected SACE Credits: 10

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, multimodal presentations, practical demonstrations of workplace skills and a work experience portfolio. 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.

WORKPLACE PRACTICES - ELITE SPORTS

Course Length: Only 1 semester of this subject can be selected SACE Credits: 10

Course Descriptor:

Workplace Practices- Elite Sports is the study of the various activities and processes in the sports industry. This course covers the variety of practices that occur in sports including the responsibilities of athletes, and the changing nature of sport. This course will allow them to develop a greater understanding of their own sport's practices. There is a wide scope for student to explore a potential pathway in their sport within this course.

Assessment:

Students will demonstrate their understandings through a variety of learning activities including reports, multimodal presentations, practical demonstrations of workplace skills and a work experience portfolio. Students will be required to undertake approximately 25 hours of work placement to meet the requirements of this subject. This work placement can be taken from activities related to their sport, this includes any training, games or events that they participate in.

STAGE 2 RESEARCH PROJECT

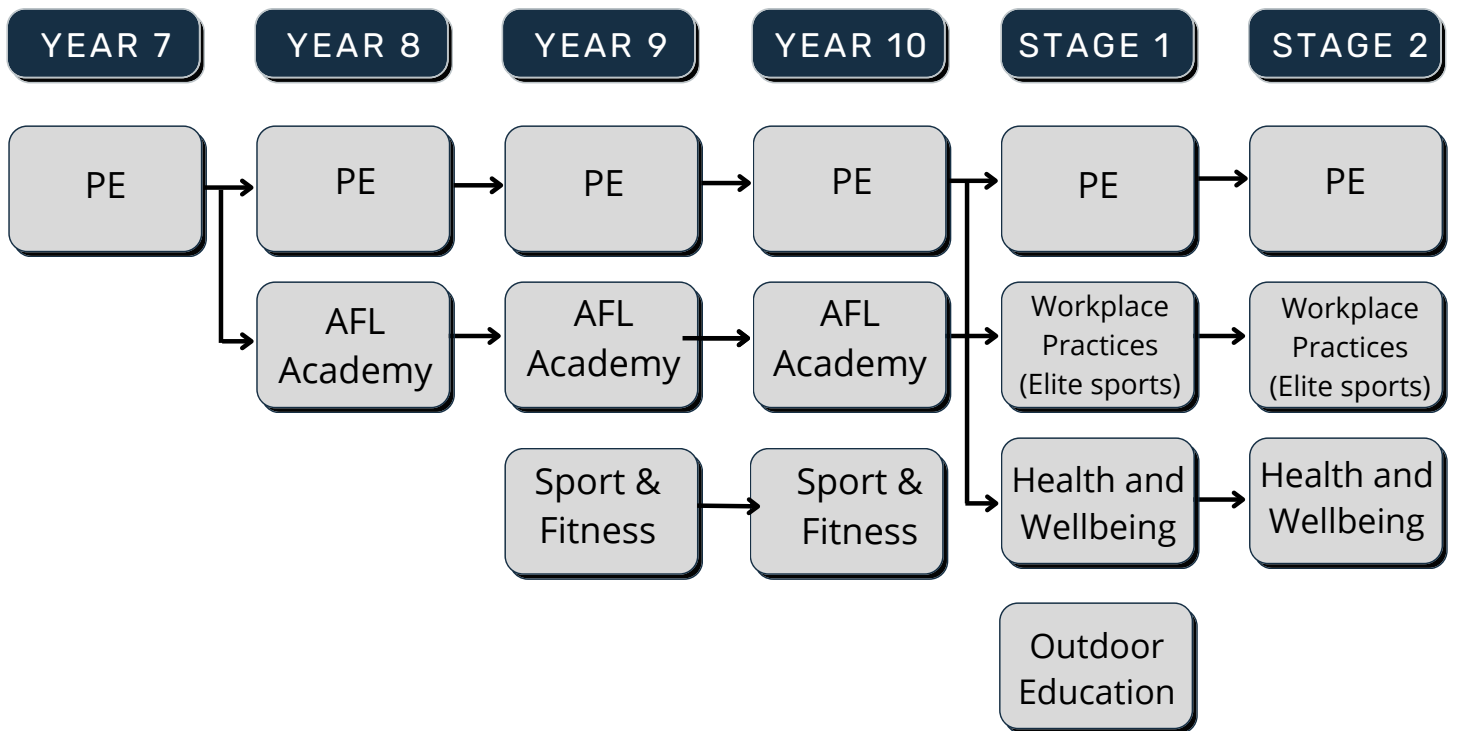
Research Project is a compulsory 10 credit, Stage 2 SACE subject. Students must achieve a C- grade or better to complete the subject successfully and achieve their SACE. Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and employment. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Subject FlowCharts

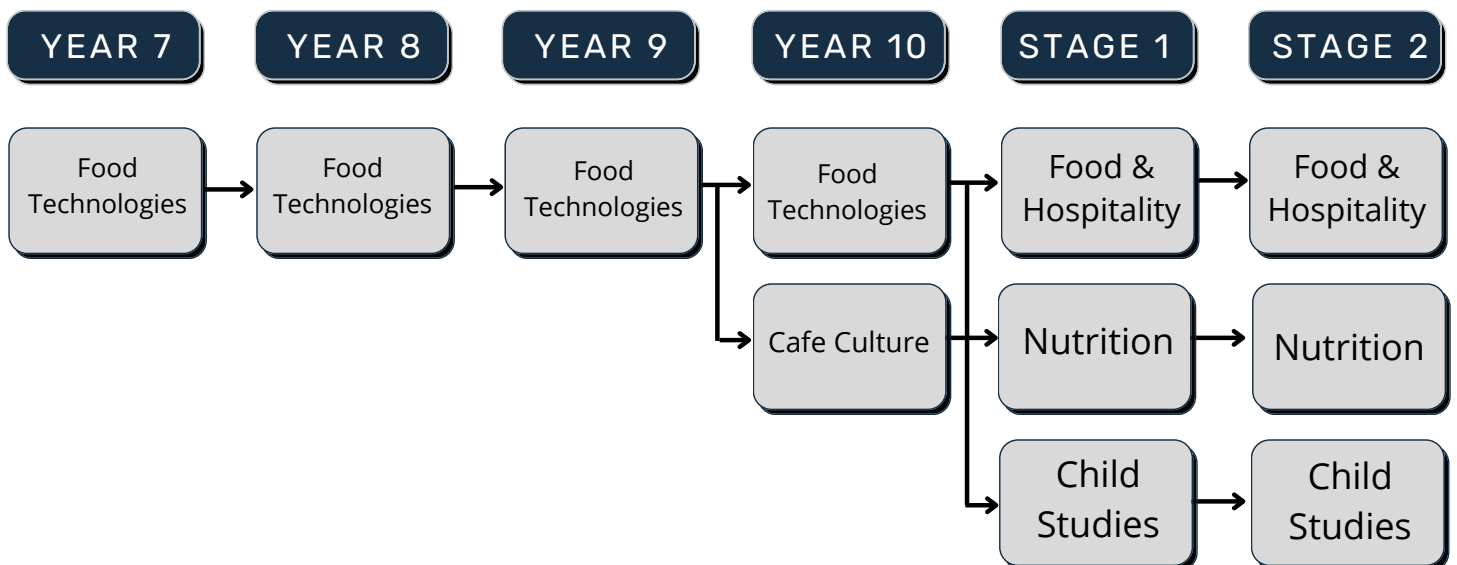
7 to 12 Curriculum



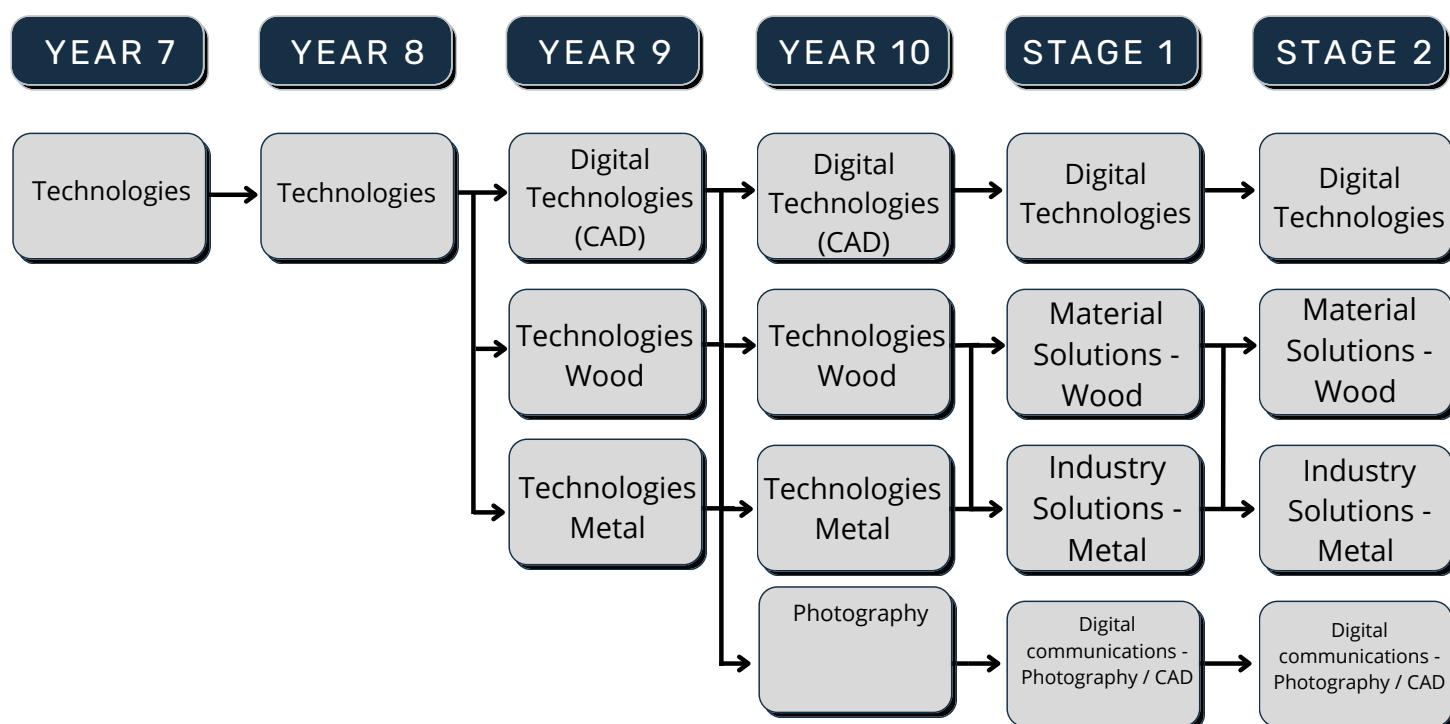
Health and Physical Education



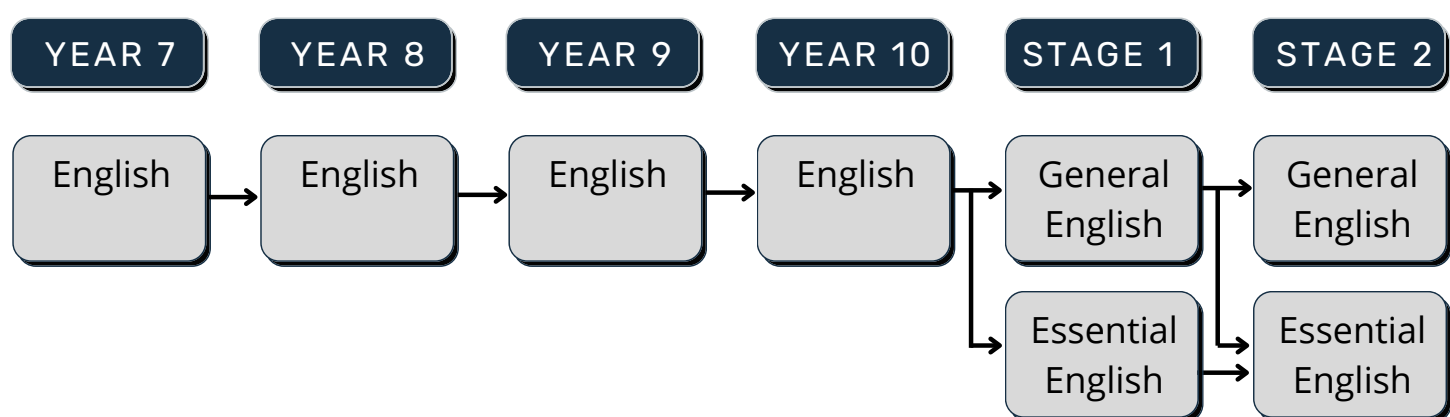
Food Technology



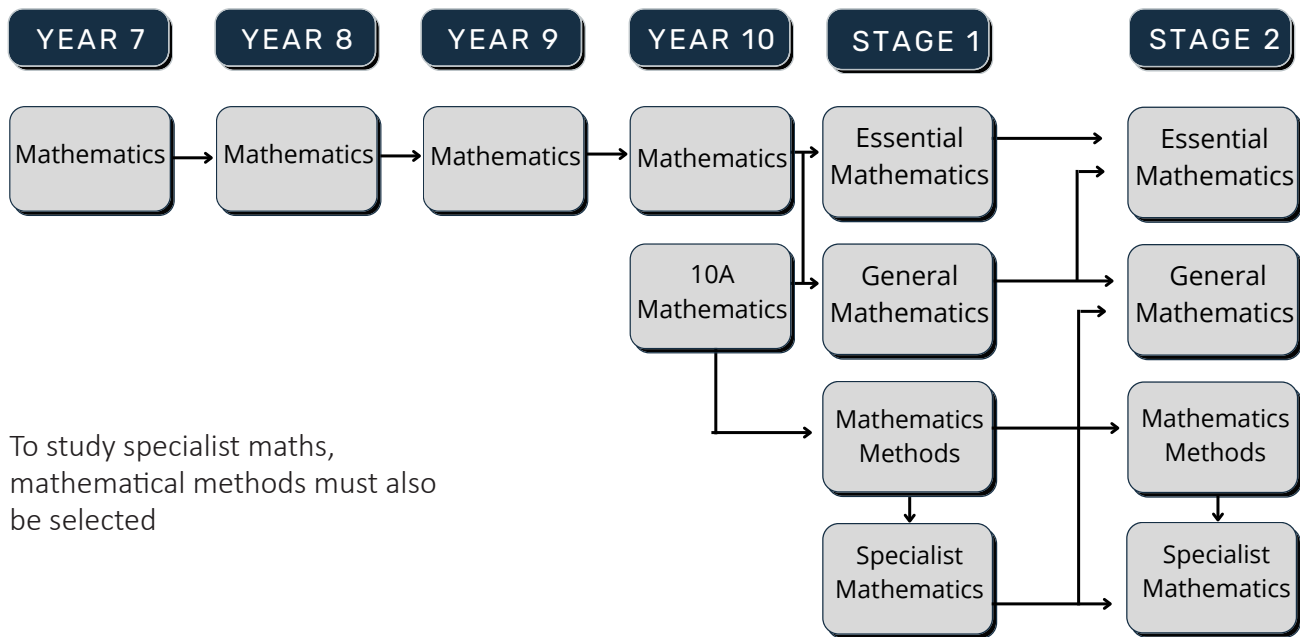
Design and Technology



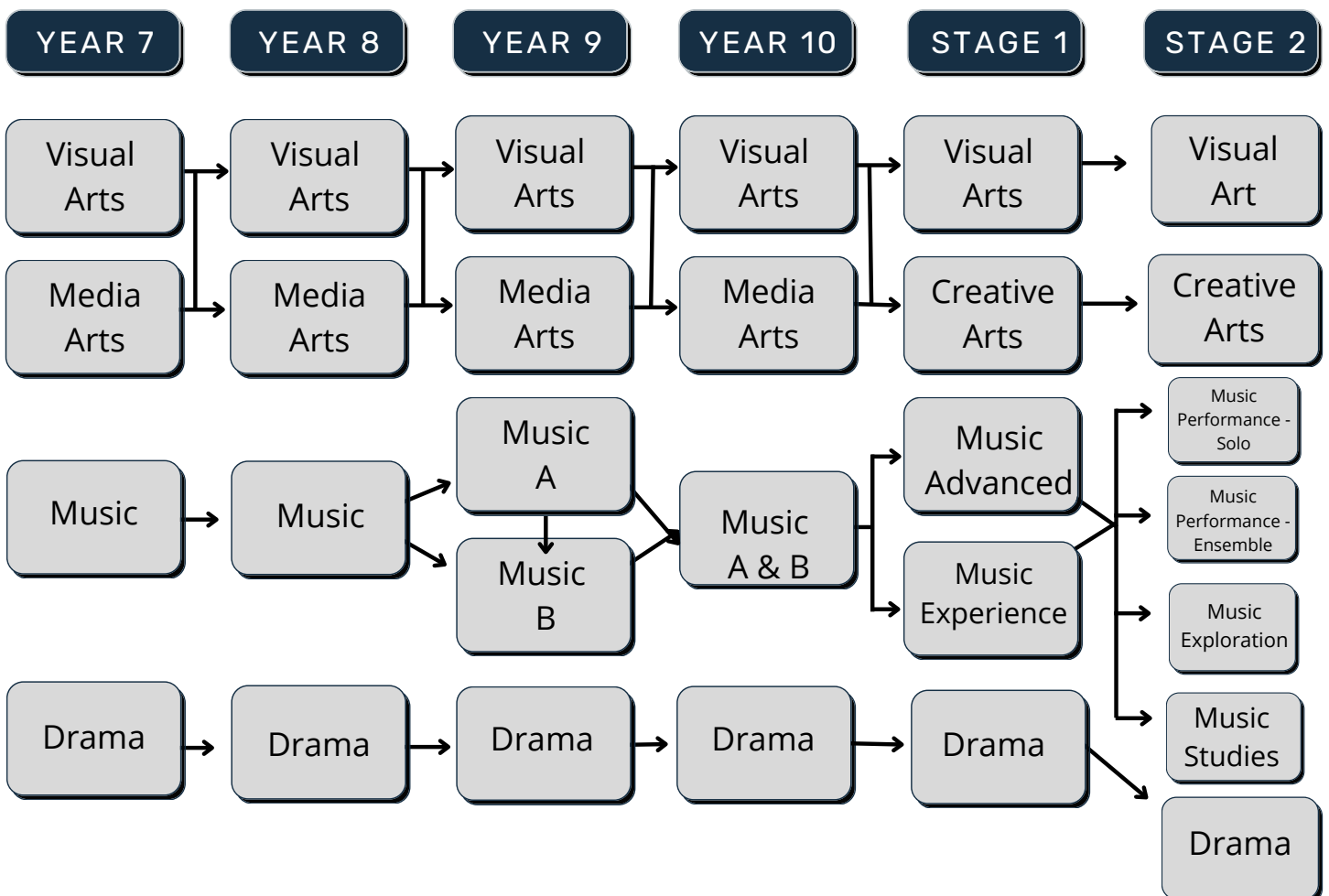
English



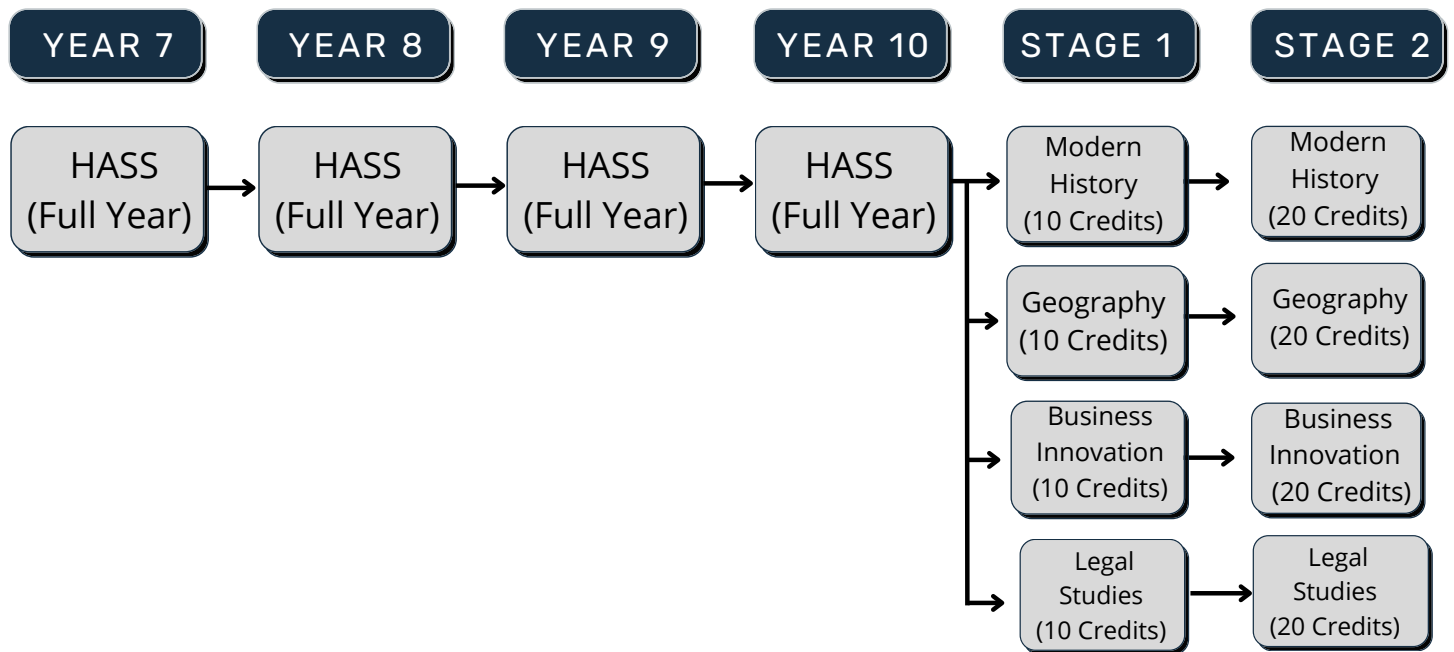
Mathematics



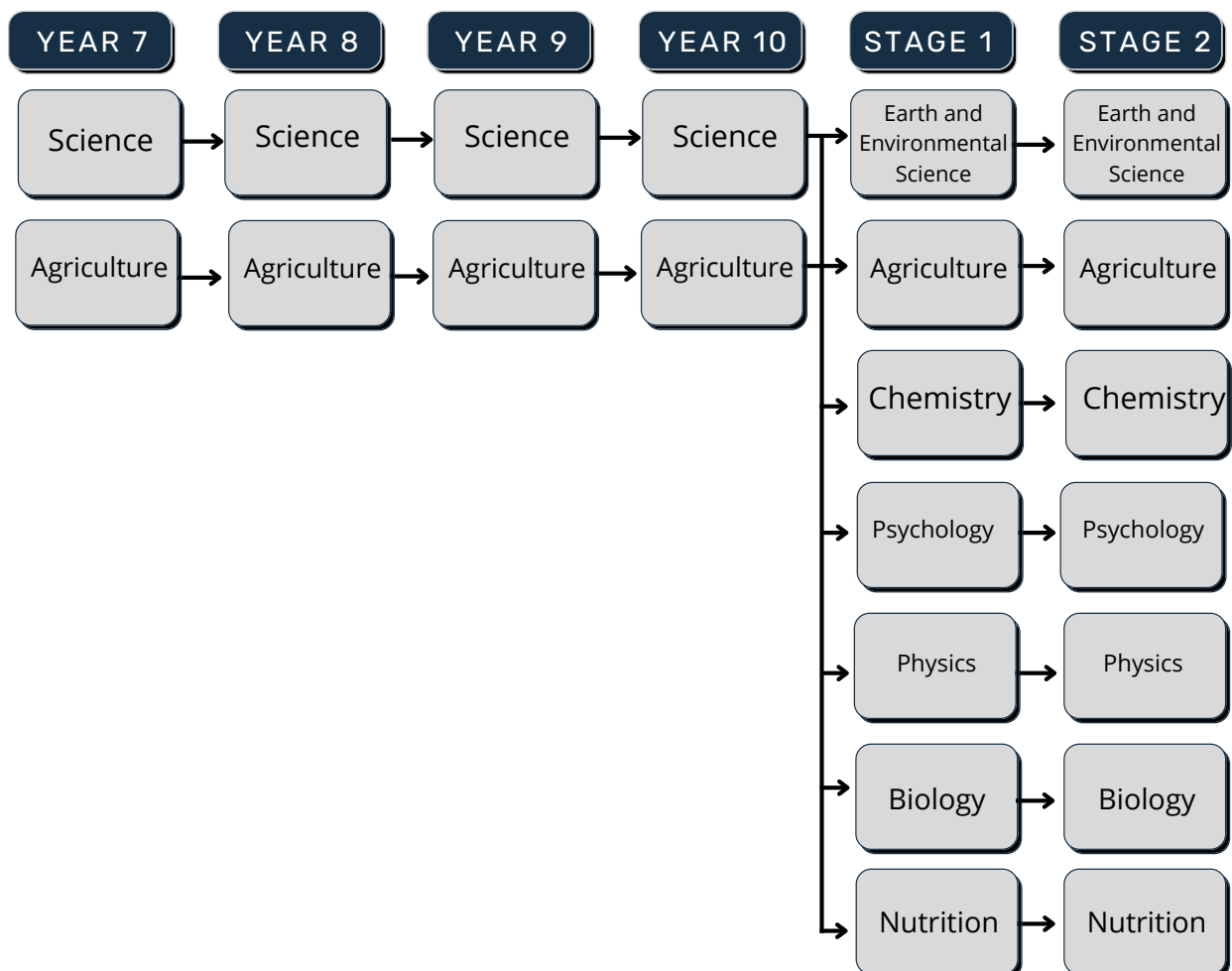
The Arts



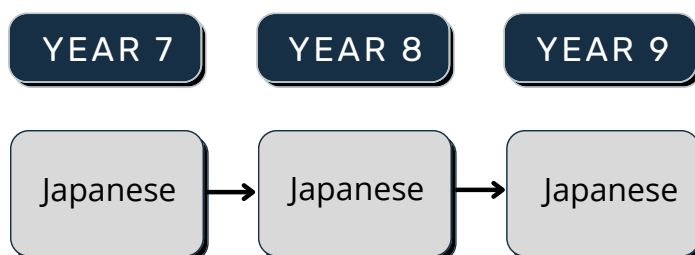
Humanities and Social Sciences



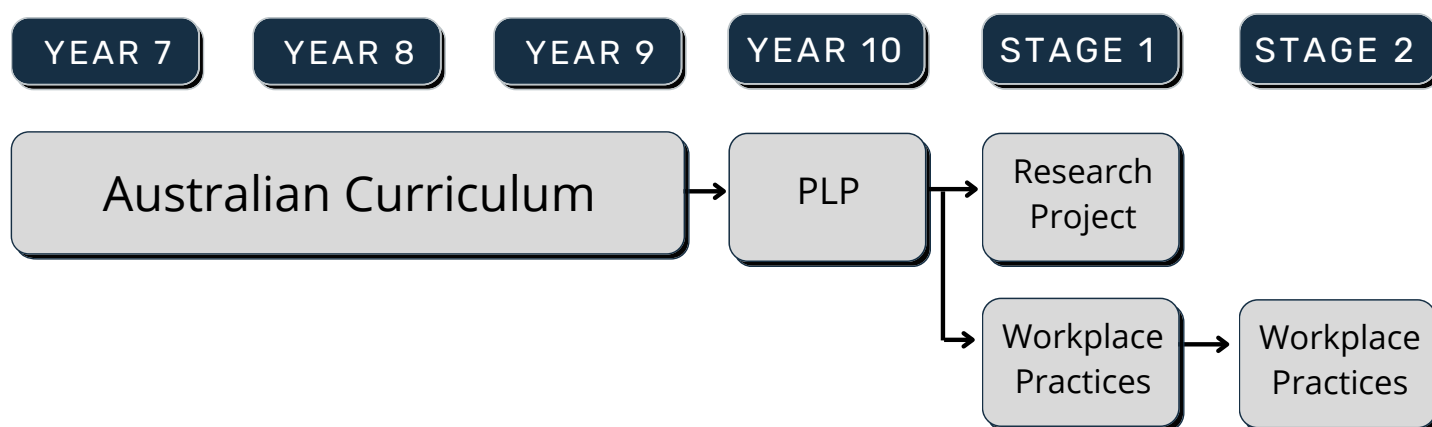
Science



Languages



SACE Classes





CURRICULUM MAP

YEAR 7 & 8

English	Maths	Science	HASS	Japanese	Agriculture	Media Art
						Drama
English	Maths	Science	HASS	Health and Physical Education	Technologies	Music
						Visual Art

YEAR 9

English	Maths	Science	HASS	Agriculture	Choice	Arts
English	Maths	Science	HASS	Health and Physical Education	Technologies	Choice

YEAR 10

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

STAGE 1

English (10 credits)	Maths (10 credits)	RP (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)
English (10 credits)	Maths (10 credits)	Senior School Tutorial	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)	Elective (10 credits)

STAGE 2

Subject 1 (20 credits)	Subject 2 (20 credits)	Subject 3 (20 credits)	Subject 4 (20 credits)	Study Line	Study Line	Study Line
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SACE / VET Information





VOCATIONAL EDUCATION & TRAINING (VET)

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 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 WILL I APPLY TO BE IN A VET COURSE?

Selecting a VET course will be done through your school's course counselling process. At BHS we will assist you in selecting a course that will fit your SACE pattern. You will complete an AHSPs application available on the AHSPs website. We will guide you through the VET Readiness Orientation (VETRO) process and you will then be advised as to whether you will be required to attend an interview or complete an additional course specific application. The VETRO process does not apply to Skills Cluster or Fee for Service courses. 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 an AHSPs course from a non-member school go to www.ahsps.com.au.

VET readiness orientation (VETRO)

To ensure students' readiness to commence a subsidised VET pathway, the VET Readiness Orientation (VETRO) has been developed as the entry point to VET for school students. VETRO is an upfront assessment, induction and orientation to VET to ensure that students enrol in a course that is right for them and has their personal and learning support needs planned for.

What are the details?

VETRO applies to all students commencing a subsidised VET course through a Flexible Industry Pathway, including apprenticeships and traineeships. VETRO is undertaken by Registered Training Organisations (RTOs) and will usually be carried out in Year 10, once a student has made the decision to commence a VET pathway.

What is the process?

We will refer students to the RTOs using an online form. Once the referral is completed, the RTO will contact us to facilitate the assessment process. Students will be required to undertake a Snapshot Reading and Numeracy Assessment to demonstrate literacy and numeracy ability. The RTO makes an assessment of a student's readiness and informs the school and parent of the outcome.

The RTO will assess the student's suitability for the industry through this assessment process and with the home school any other support needs the student may have. In some cases, funded case management support can be provided by the Department for Innovation and Skills (DIS).

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 sace.sa.edu.au/web/vet 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 Pathway 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.

BIRDWOOD HIGH SCHOOL

2024 VET COURSES

VET at Birdwood High School

At Birdwood High School VET options are generally offered to Year 11 and 12 students.

The school currently offers the following internal Flexible Industry Pathways (FIP's)

- Certificate II in Food Processing
- Certificate II in Engineering Pathways
- Certificate III in Screen and Media

Certificate II in Food Processing - Specialising in Baking

Host School: Birdwood High School

Location: Birdwood High School Trade Training Centre

Qualification: 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

Engineering Pathways

Host School: Birdwood High School

Location: Birdwood High School Trade Training Centre

Qualification: Full Certificate II Engineering Pathways
- MEM20413

SACE Credits: Up to 60 SACE Stage 1 Credits

This qualification is intended for people interested in exposure to an engineering or related working environment, with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

There are 12 competencies covering a range of engineering subjects including fabrication, machining, welding, using tools and equipment, assembling engineering mechanisms and career development. The course finishes with students undertaking a group engineering project.

Pathways: Metal Fabricator | Boiler Maker | Mechanical Engineer | Fitter and Turner | Diesel Mechanic

3D Modelling and Animation

Host School: Birdwood High School

Location: Birdwood High School Trade Training Centre

Qualification: Full Certificate III in Screen and Media
Nat. Code CUA31020

SACE Credits: Up to 70 SACE Stage 1 Credits

Using the design process, students will sketch, digitally draw and refine models and storyboards for feedback in order to create multiple 3D pieces based on simulated client requirements. Students will learn about the 3D modelling techniques, animation principles and create various 3D models and a final 3D animation with sound.

Pathways: 3D Animation and Modelling | Game Design and Production | Visual Effects | Film and Television Industry

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.

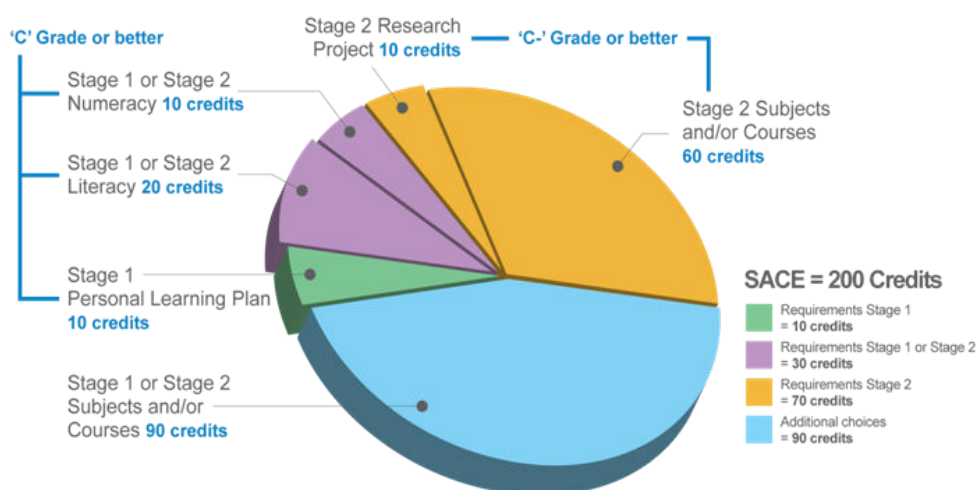
SACE Requirements:

Stage 1 Literacy (English or equivalent studies)	20 credits
Stage 1 Numeracy (Maths or equivalent studies)	10 credits
Personal Learning Plan (PLP)	
or Exploring Identities and Futures (EIF) (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.	90 credits
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

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

Literacy = 20 credits

Choose from a range of English subjects or courses

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

Additional choices = 90 credits

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

To gain the SACE, you must earn 200 credits

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

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
2. constitutes 100% of a students grade at Stage 1, and 70% of their grade at Stage 2.
3. 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.

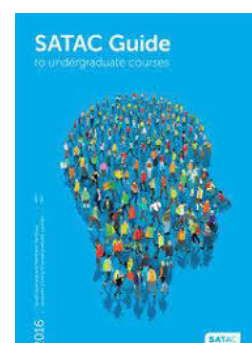
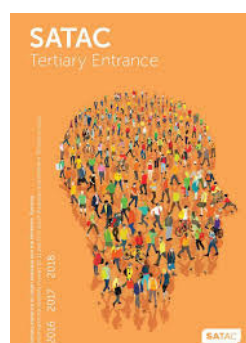
The sum of these 90 credits is called the University Aggregate. The ATAR is then determined by comparing one student's aggregate against the rest of the state to obtain a percentage rank.

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 students 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)



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Government of South Australia
Department for Education

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