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DIVERSITY
CREATIVITY
SUCCESS

Woodville
High School

Our Woodville

2024 Course Handbook

Government of South Australia
Department for Education

DIVERSITY · CREATIVITY · SUCCESS

2024 Course Handbook

YEAR 7 - 12

Woodville High School is an innovative and creative learning community, committed to quality in education and success for every student. As a member of the local and global community, Woodville High School provides, world class learning opportunities in an inclusive and diverse environment that values wellbeing for all.

Woodville
High School

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Contents

Woodville High School

WE ARE AN ACCREDITED SCHOOL

Government of South Australia
Department for Education

Principal's Introduction

Anna Mirasgentis

As a culturally and linguistically diverse community, Woodville High School is committed to a curriculum that is innovative, inclusive and values all pathways. A curriculum that focuses on the academic, physical, social and emotional development of the students in our school where each student is known, understood, valued and cared for.

Our Woodville is multi ethnic, multi religious and multicultural and this is one of our greatest strengths and defines and unites who we are as a school. Woodville takes pride in this with many students coming from over 74 different cultures. As such our responsibility as a school is to ensure young people through the curriculum appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action to build a more just, peaceful, inclusive and environmentally sustainable world. At Woodville High School, we offer a diverse, challenging and creative curriculum that develops the student's capabilities to live, work and participate in a digital and global society. Our core values recognise and celebrates the difference in ability and gifts of each student and as such, we differentiate the learning and teaching.

Woodville High School is committed to a curriculum that is innovative, inclusive and values all pathways. A curriculum that focuses on the academic, physical, social and emotional development of the students in our school where each student is known, understood, valued and cared for. As part of our vision, we aim to deliver excellence in education through a curriculum that is current and responsive to the needs and career aspirations of all students.

Young people have the power to change the world through study pathways that engage them in their life now, and prepare them for a future beyond school, through a curriculum that supports students to become self-directed learners, compassionate leaders and responsible and active citizens in our community. In order to be successful, students need to develop lifelong values, discipline, and the ability to explore new ideas and to think independently by engaging in a variety of learning experiences in different learning areas. A rich curriculum, allows students to develop their creativity, think strategically, communicate astutely, collaborate and apply creative algorithms to address complex problems. These skills will help them drive and ignite their own careers in a competitive global marketplace. These 21st century skills are learnt through a curriculum that is interdisciplinary, integrated and project based. The taught curriculum teaches students to understand the relevance of the subject matter, and helps them align the new understandings to a range of learning and assessment tasks. The connection between what is taught and how the student then demonstrates their learning through formative and summative assessment is key to deep learning.

The middle and senior school learning and teaching programs aim to improve students' ability to learn and to give them an opportunity to demonstrate what they know, understand and can do in a range of assessments. Our programs are designed to develop student confidence, knowledge, skills and capabilities to maximise individual potential.

"Young people have the power to change the world through study pathways that engage them in their life now, and prepare them for a future beyond school."

Principal's Introduction (continued)

Anna Mirasgentis

The 2024 Curriculum Handbook outlines the Curriculum from Year 7 – 12 and is designed to support students and their families to make informed decisions when selecting subjects, to ensure students have a wide range of post-school options. The Handbook supports the Course Counselling Process with subject descriptions detailing the content and the assessment requirements. It is important that students, with the support of their families, begin to plan possible career options and pathways of study.

When selecting subjects, I encourage students to:

Consider

- your ambitions, capabilities, performance and future career aspirations
- networks of support or sources for information that you require
- which subjects allow for a wide range of post school options
- your personal learning style
- what careers best match your personality profile and make the best use of your natural gifts and talents and will give you the greatest happiness in your life.

Check

- prerequisites and assumed knowledge for individual subjects and tertiary study. The choices you make in the middle and senior years will affect your Stage 2 choices and future pathways
- the content and the assessment requirements of each subject by reading the Subject Descriptor
- choose subjects that will interest and challenge you.

Ensure

- the subjects you have chosen to meet the SACE and ATAR requirements
- you have researched the courses offered by the tertiary institutions and understand the pathways to an apprenticeship or university both locally and/or interstate
- that you have read the SATAC publications
- you understand the University, TAFESA entry requirements, adjustment factors including the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme and the various Scholarships available.

Complete

- the Subject Selection Form and present it at the scheduled course counselling session.

2024 Executive Team
Left to Right - Back Row
Simon Newbury, Alice Forster, Sandro Bracci, Brett Hains, Sam Tuffnell, Luke Smith
Left to Right - Front Row
Daniela Piteo, Michelle Yiannicou, Anna Mirasgentis, Sharon Miels, Paul Monaghan,

I encourage you to be mindful of your personal strengths, past achievements and successes and build upon those. At the same time, challenge and apply yourself to the best of your ability. By doing this, you are more likely to achieve your aspirations. You will receive further information and support from the course counsellors in the school.

We wish you success as you map your pathway through the SACE and offer our support on this journey as you develop the graduate habits for success and be the innovators and creators of a positive future.

Anna Mirasgentis
Principal

> "It is important that students, with the support of their families, begin to plan possible career options and pathways of study."

Deputy Principal's Introduction

Luke Smith

Woodville High School offers an internationally accredited academic program designed to help every student to be successful. With a broad range of subjects available to students, modern facilities, skilled teachers, many co-curricular opportunities and access to digital technology, every student has the opportunity to thrive.

The curriculum at Woodville High School aims to provide opportunities and support for successful learning in a safe, supportive environment in which individuals are encouraged to expand and develop their knowledge, skills and capabilities. These skills and capabilities will empower students to be successful members of the local and global community. Woodville High School also has a Special Interest Music Centre. The Music Centre offers a wide range of Specialist Music courses to cater for the varied needs of the student population. We have recently established a Basketball Academy and a Soccer Academy, which provides students with a pathway from Year 7 -12, enabling students to specialise in these sports.

All courses in Year 7 to 10 provide a firm foundation for students entering into the South Australian Certificate of Education (SACE) in Year 11 and 12. During Year 7 and 8, students engage in a broad range of subjects, enabling them to develop an understanding of their skills and interests. As students progress through Year 9 and 10, they are able to have more choice regarding the subjects they study before identifying possible career pathways to inform their Year 11 and 12 subject selections.

Year 7

In Year 7, students engage in a wide variety of subjects, including the compulsory subjects of English, Humanities and Social Science (HASS), Science and Mathematics. Year 7 students will trial Vietnamese, Indonesian and Aboriginal Studies before choosing which language to pursue at Year 8 for a full year. Students study three terms of Health and Physical Education and rotate through term subjects for The Arts, Technologies and STEM. A range of projects are offered in Year 7 in the subject called Project Nova, each focused on developing the skills and capabilities required for 21st century learners. Using an Project-Based Learning Framework, students develop their problem solving, communication, collaboration and entrepreneurial thinking skills, which are transferable into other aspects of their learning.

Year 8

The Year 8 program continues to provide a range of subjects including English, HASS, Science and Mathematics. Where possible, teachers will teach students for more than one class to help support the development of positive working relationships. Students will engage in a full year of their chosen language, two terms of Health and Physical Education and multiple single term subjects for The Arts, Technologies and STEM subjects. Students engage in Global Challenges, the Citizenship Project and a Wellbeing Inquiry Project through their Pastoral Care Program.

> "In Years 9 and 10, students are given more choice to direct their own learning and career pathway."

Year 9

At Year 9, the compulsory subjects include a full year of English, Science, Mathematics and Health & Physical Education, as well as a compulsory semester of Technology and History. Students are provided the choice of four semester subjects, which can be chosen from a combination of subjects from The Arts, Languages, Health and Physical Education, Technologies and/or HASS. At the end of Year 9, students engage with a career impact week to support students to begin thinking about their future pathway and career options, preparing them for the senior years.

Year 10

Year 10 is the first year of the Senior Years at Woodville High School. Students continue their compulsory subjects of English, Science and Mathematics for a full year, in preparation for the SACE. Students also engage in a compulsory semester of Health, History, Physical Education and the Exploring Identities and Futures (EIF). Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future. EIF is the first compulsory SACE subject that students must complete, with students gaining 10 SACE credits for successful completion. The EIF has replaced the Personal Learning Plan (PLP) subject. Year 10 students have a broader range of elective opportunities to provide multiple pathway opportunities at Year 11. These include subjects from Aboriginal Studies, The Arts, Health and Physical Education, HASS, Languages, Technologies, Cross Disciplinary subjects and Advanced Mathematics.

Deputy Principal's Introduction (continued)

Luke Smith

Year 11

Once students reach Year 11, the subjects offered are based on the SACE curriculum. All Year 11 subjects are semester subjects and provide students with 10 SACE credits for every subject completed. Compulsory subjects in Year 11 include a full year of English, in which students must achieve a 'C' grade or higher for both semesters. Students are also required to complete a minimum of one semester of Mathematics at a 'C' grade or higher. Whilst students must complete a minimum of one semester of Mathematics to meet the SACE requirements, the school recommends students complete Mathematics for two semesters at Year 11. Research Project (RP) is also taught at Year 11, even though it is a Year 12 subject. The RP is a compulsory component of the SACE that focuses on research skills in an area of interest to each student. The intention behind the RP subject is for students to explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution. This is completed as a full year subject to allow students the time they need to complete the RP to a high level. The student's achievement in RP contributes to their ATAR score at the end of Year 12. Year 11 provides students with a range of choice for their chosen subjects outside of the compulsory subjects. Students choose eight elective subjects to complete over the two semesters of Year 11. These subjects will provide the prior knowledge required to be successful if students continue a subject into Year 12.

Year 12

The Year 12 subjects are also based on the SACE curriculum and tailored to allow students to choose the subjects that suit their interests, skills and career goals. While completing Year 12 and the SACE, students will gain or extend their knowledge and skills to help them in their future study and employment. In Year 12, students will earn the remainder of the 200 credits needed to achieve the SACE. Students are required to achieve a 'C–' grade or higher in 60 credits of Year 12 subjects, or the Vocational Education and Training (VET) equivalent. In the final year of high school, most students reduce the number of subjects to create a manageable schedule that provides the credits and prerequisites they need. This information is an important part of the Course Counselling Process, and therefore, students and families should discuss with the teachers and course counsellors which subjects are best for the individual. Families and students should consider subject selections that will enable students to follow their chosen future pathway, whether it is to university, TAFE, an apprenticeship, work or other desired pathways. If students are thinking about continuing to further study after Year 12, it is important for students and families to familiarise themselves with entry requirements for university and/or TAFE.

School subjects aren't the only way for students to gain credits towards their SACE. If students are eligible, they can also earn credits through recognised learning, such as Vocational Education and Training (VET) or community learning. VET enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by Registered Training Organisations (RTOs). Undertaking a VET course may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation. For information regarding VET and career pathways, please contact our VET/Careers Coordinator at the school.

The Course Counselling Process supports students to be informed regarding their subject options and choices. The purpose of this Course Handbook is to provide information regarding each course offered at the school so that students and families can be prepared for the subject selection process, which occurs in Term 3 each year.

Luke Smith
Deputy Principal

School Improvement Plan and Site Strategic Plan

The Woodville High School improvement model is aimed at improving educational outcomes for every student. To inform this approach, the Department for Education (DfE) has implemented an improvement model requiring all Government schools to develop a School Improvement Plan with three specific goals. The three goals Woodville High School has developed are focused on the improvement of Reading, Writing and Numeracy.

School Improvement Plan 2022 - 2024

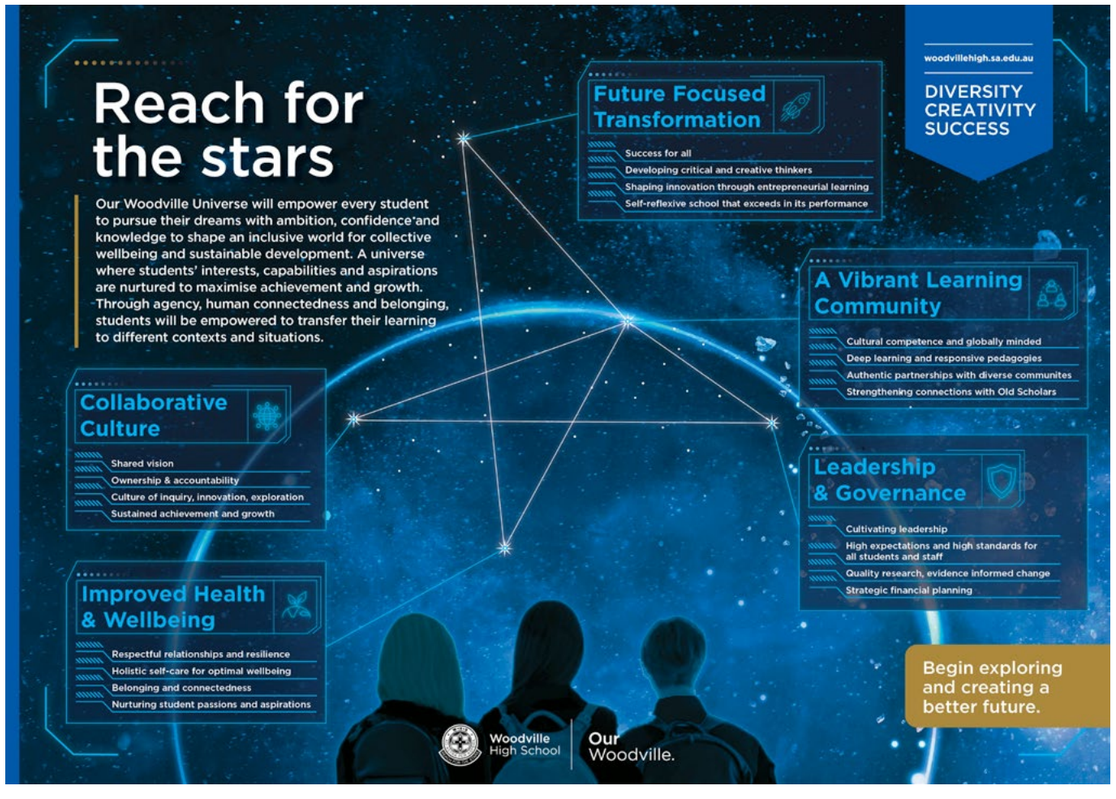
Goals	Challenge of Practice	Success Criteria
Goal 1: Increase student achievement in writing for cohesion and audience.	We will develop a consistent approach across all learning areas by explicitly teaching high impact writing strategies and designing assessment tasks that focus on audience and cohesion.	We will see students demonstrate an improvement in cohesion: the use of referring words, substitutions, word associations, and text connectives to draw together the multiple threads of whole texts to create meaning. We will see students improve their understanding of Audience and Cohesion in their writing, by varying language choices to orient the reader.
Goal 2: Increase student achievement in reading with a particular focus on interpreting explicit information and inferencing.	We will implement consistent wave 1 high impact research based teaching strategies to support all students to interpret explicit information and enable them to make accurate inferences across a range of text types.	We will see an improvement in students' ability to interpret explicit information and make inferences across a range of text types through analysing close reading data. We will see all students demonstrate an improved ability to annotate, analyse, evaluate and reflect on a text through discussion and written reflections.
Goal 3: Increase student achievement in numeracy with a particular focus on number and reasoning.	We will implement high impact research based approaches to explicitly teach the elements of place value and multiplicative thinking; estimating, rounding, ratio's, rates, fractions, decimals and percentages that incorporates the application and transfer of number skills across learning areas.	We will see students demonstrate an improvement in number: estimating, rounding, ratio's, rates, fractions, decimals and percentages. We will see students demonstrate an improvement and transfer of their understanding, reasoning and problem solving skills across the curriculum by answering questions requiring the use of place value and multiplicative thinking.
Improvement Targets • Increase the percentage of students reaching the SEA benchmarks • Increase the number and percentage of students achieving in the higher bands • Improve the overall school average Grade Point Average		**Levers for Action** • High Impact Teaching Strategies • Developing Student Agency • Review, Evaluate and Innovate Learning Design

Ad Astra Per Aspera to Reach for the Stars

Our School Motto, Reach for the Stars, outlines our purpose, connects and ignites our vision, core values, graduate habits and graduate qualities. The metaphor for Reach for the Stars is a symbol for aspirations, imagination and dreams, where each child shapes their own narrative and vision for the future. Stars are a metaphor for life and light as they shine brightly in the night sky. Stars do not arrange themselves in patterns or constellations we do that as humans. We create meaning in the night sky that will guide us. We do not all see exactly the same night sky, as depending on where we are on the planet, what season it is and the time of night, all are imbued into the meaning we construct about the stars. Different cultures construct different narratives about the sky. For Aboriginal and Torres Strait Islander peoples, the Night Sky is both a map and guide to navigation, seasons and cultural practices. The story that plays out in the stars directs the actions below.

As a school, we aspire for young people to intensely shine their inner light upon the world by mobilising their gifts, values, knowledge and capabilities to create a better future for all. Young people's light brings hope as it penetrates the darkness around them. We want as a school to create a universe where each student's interests, capabilities and aspirations are valued and nurtured to maximise achievement and growth for every learner through agency, human connectedness, and belonging. The five constellations are the patterns we are forming to provide a learning environment where every child's needs, interests, capabilities and aspirations are valued and nurtured.

We are a school that has a proud history and together we will continue to reach for the stars and leave our own unique legacy as we continue to change and grow as an organisation. We look forward to navigating the stars with you to create an equitable and inclusive universe for all our students.



Our 3 Core Values

The three core values at Woodville High School are Diversity, Creativity and Success. Woodville High School is an innovative and creative learning community, committed to quality in education and success for every student. As a member of the local and global community, Woodville High School provides rich, culturally responsive, world class learning opportunities in an inclusive and diverse environment that values wellbeing for all.

1 Diversity

We:

- value and celebrate our rich cultural and linguistic diversity
- help students to appreciate, respect and enjoy the people and things around them
- develop the skills of intercultural understanding needed to be a successful global citizen
- have clear and effective strategies to address all forms of bullying and harassment, including racism.

2 Creativity

We:

- explicitly teach the skills of critical and creative thinking.
- encourage students to create using information and communication technologies
- are a Specialist Interest Music Centre. Your child will have access to additional facilities and expertise in music education
- are a focus school for the visual and performing arts
- showcase student talents through highly successful entries
- enter students into dance, music, choral and visual arts competitions
- promote dance, music, choral and visual arts, while showing students' talents through competitions and exhibitions.

3 Success

We:

- focus on the literacy and numeracy skills needed to access the curriculum at secondary and tertiary level, and prepare them for the world of work
- get to know our students so we can best support them to be successful
- promote positive behaviour that leads to success
- provide a wide range of academic and vocational subjects leading to higher education
- we provide career counsellor to promote a range of student and career pathways
- cater for diverse learning styles and teach the skills of independent learning and thinking
- encourage and accelerate students with high intellectual potential and high achievers.

These three core values are promoted by the school's three graduate habits

- **Respecting Others**
- **Perseverance**
- **Thinking Critically and Creatively**

Student Leadership

Our vision of leadership is aligned with our school motto Reach for the Stars where each student is valued as unique individuals who are strong, capable and competent. We believe students have an extraordinary wealth of abilities, strengths, inherent gifts and creativity to reach their aspirations. There are many opportunities at Woodville High School for students to have a voice where their values, opinions, beliefs, perspectives, and cultural backgrounds are valued, heard and nurtured.

We believe all students have the capacity to lead through participation and service to help transform their lives, the lives of others and our world. This means success for all students where every student thrives. We are committed to developing young adults of competence, conscience and compassion, striving always for equity and excellence in all they do. Student Leadership gives young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens in a global world. As Student Leaders they are given the opportunity to to be active researchers who will drive change in their school and are empowered to have a real impact on learning, wellbeing of others and the school environment.

The new Student Leadership structure empowers young people to shape our school community by engaging in school-level decision-making to increase students' sense of agency, feelings of belonging, and civic efficacy. This will move the school toward a more equitable dialogue that explicitly incorporates, acknowledges, and values a diverse array of perspectives. This is especially important when most of the students in our school come from different cultural backgrounds. The new leadership structures need not include students alone. In fact, empowering teachers, families, and community members is also an important strategy for building and maintaining a positive school climate and advancing equity within schools. Such a collective leadership model works best when our community recognises the unique value and expertise that every participant brings to the exercise of power, responsibility and accountability.

Our Student Leadership will amplify and elevate the voices, gifts, aspirations, concerns, and challenges of young people and their communities; As a school who is rich in diversity, we will foster an inclusive culture and be proactive in ensuring our student voices are diverse. True liberation and equity in education occurs when you empower every educator, family, and community to make the difference they are committed to making for young people.

Democratic spaces in schools privilege all voices and leads to inclusivity of students in the decision making process and promotes active citizenship.

When the leader in each of us is liberated extraordinary things happen

The Handbook outlines the Woodville High School Leadership Structure and the Portfolios they will be leading.

Students on all levels are required to work cooperatively to achieve set goals, respect themselves and others, inspire and motivate their peers and promote a culture of school pride and belonging. Students are offered various opportunities to participate in leadership within the school, from Year 7 through to Year 12. The structure is designed to integrate leaders from all years, thus enabling all students to develop the necessary skills of leadership to enact and inspire change.

The student leaders have an increased sense of responsibility to support others and to model leadership principles and the core values of the school. Trust, respect, autonomy, and relationships are enhanced through the development of leadership qualities. Formal leadership training is provided to all prefects as they build collective efficacy through the portfolios they are leading.

Our Student Leadership will amplify and elevate the voices, gifts, aspirations, concerns, and challenges of young people and their communities.

Prefect Leadership Structure

Leadership Portfolios

Environmental

Prefects leading the environmental portfolio will develop and implement Woodville High School's Environmental Action Plan. This will include stewardship and equitable distribution of school resources, care for the local and global environment, ecological awareness programs, recycling programs, green waste management and the environmental sustainability of the school community.

Co-Curricular

Prefects leading the co-curricular portfolio will develop and implement the ongoing promotion of a wide range of co-curricular programs, intraschool and interschool competitions, and year level house activities that increase engagement and belonging to Woodville High School community. They will play a key role in the active participation of all students in these programs.

Community Engagement

Prefects leading the community engagement portfolio will effectively communicate and engage the school with local industry, business, community organisations and local government. Prefects will engage in and support a range of volunteering projects, fund-raising opportunities, community events, including the development of a school community garden and other initiatives that increase Woodville High School's footprint in the community.

Global Citizenship

Prefects leading the Global Citizenship Portfolio will actively engage Woodville High School in the global community, collaborating with national and global partner schools through our accreditation and membership of the Council of International Schools. Prefects will develop and strengthen partnerships that promote global citizenship by engaging in a problem based learning framework that develops 21st century transferrable skills. They will also co-construct a global education program for Woodville High School.

Learning

Prefects leading the learning portfolio will work in partnership with Woodville High School's Curriculum Leaders to provide authentic opportunities to co-design curriculum, pedagogy, learning and assessment. Prefects will be a voice at learner review meetings, curriculum planning and mapping days, academic review days, learning conversations and learning area meetings. Students will be empowered to influence and inform the strategic direction of teaching and learning across the school, aiming to achieve success for every student.

Wellbeing

Prefects leading the Wellbeing Portfolio will work collaboratively in partnership with the Wellbeing Team to develop an authentic whole school approach to promote the wellbeing of the student cohort. The prefects will implement processes that enable students to connect and support their peers, lead restorative practices, behaviour support strategies and the redesign of the Pathways Program. They will welcome and mentoring primary school students into the high school community.

Aboriginal and Torres Strait Islander

Prefects leading the Aboriginal and Torres Strait Islander portfolio will draw on the cultural knowledge of past, present and emerging leaders, using agency to co-construct programs, policies and opportunities across all portfolios at Our Woodville. They are leaders in the development of our Reconciliation Action Plan and will be empowered to promote and enact these directions throughout the school and greater community.

Student Leadership

Charter

The Student Leadership Charter aims to:

- Support an inclusive and collaborative culture
- Reflect the school ethos of high expectations and commitment to excellence
- Have a strong moral purpose aligned with strategic action
- Contribute to the improvement of learning, engagement, and wellbeing of every student
- Engage in and model learning and lead the development of a learning culture in our school
- Be collaborative, consultative, empathetic and a presence for others
- Use effective strategies to strengthen student voice in decisions around learning and wellbeing
- Foster and nurture community engagement
- Foster, promote and nurture relationships based on mutual respect and the wellbeing of all staff, students, parents and wider school community.

4 Pillars of Student Leadership Service

Woodville High School

Enhance Personal Effectiveness

- Acting with integrity
- Knowing & developing self
- Leading proactively and being solution focused
- Showing adaptability resilience

Achieving Performance Goals

- Leading change and monitoring progress
- Engagement in decision making
- Identifying challenges and finding solutions
- Modelling high expectations
- Developing student agency to co-construct learning and assessment

Driving Future Direction

- Leading change
- Identifying changes, you would like to see in the school
- Creating a vision for the Student Leadership Team
- Helping others understand the importance and strength in change

Building Student Culture

- Communicating effectively
- Facilitating collaborative culture & teamwork
- Developing leadership capacity across the school
- Strengthening and igniting the values of Woodville High School

Recommendations for Course Selection

Course Counselling

Home Group Teachers and House Leaders help to prepare students for their subject selection with the support of Middle and Senior Year Managers. This process will occur during some of the Pathways lessons and during Home Group time from the start of Term 3.

The Course Counselling team that includes the Timetabler, the Senior Leader of Senior Years & SACE, the VET/Careers Coordinator, Student Wellbeing Leaders and the Deputy Principal are also on hand to advise on particular future pathways and/or subject choices. Students and parents/caregivers are encouraged to contact subject teachers for specific information about particular subjects. Courses for 2024 will be provisionally approved at the beginning of Term 4 and confirmed in December, once the final assessment grades are known. Although every effort will be made to meet all students' preferred choices, this will only be possible within the school's capacity to provide the required teachers and to form viable classes.

Recommendations for selecting a course

- It is important to consider possible future pathways based on student's current level of performance as well as their aspirations and capabilities. They should bear in mind their current level of performance and seek as much advice and information as possible in determining a realistic learning program
- It is important to be aware of the subject selection process. Students need to know, for example, the number of subjects they must select, the subject selection timeline, and the staff who are involved that can answer any questions
- When planning potential learning pathways, students will need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE have their own criteria for selection of students
- Look carefully at information in the various subject area flow charts. If students need further clarification on a particular subject, they should speak to the subject leader or subject teacher
- Seek information from a variety of sources including subject teachers and leaders. The more information students have, the more informed your choices will be and the greater chance they will have of achieving personal success

Specific Recommendations for Year 10 and 11 students

Students will need to become familiar with the range of SACE and flexible learning options available to them. These include:

- Understanding the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET)
- Please refer to the SACE section of the course handbook and speak with the Assistant Principal of Senior School & SACE and/or the VET/Careers Coordinator
- Students will be required to achieve a C grade or better in the compulsory subjects of PLP, Research Project, Mathematics and English
- Students who achieve two D or E grades will not automatically be granted entry into the following year level

> It is important to consider possible future pathways based on your current level of performance as well as your aspirations, values and capabilities.

Support for Student Learning

Woodville High School seeks to provide a successful learning program for all students.

Inclusive Education Learning Support

Woodville High School strives to provide an inclusive learning culture to ensure all students are supported to participate and engage in personalised learning. Teachers provide a high quality differentiated approach to curriculum delivery and assessment to respond to students' learning differences.

Students with learning difficulties and additional needs are catered for at Woodville High School in a number of ways, as shown below.

- An individualised education plan (One Child One Plan) is developed which documents specific needs, the adjustments made, and special goals for the students in the period of the plan.
- Teachers take account of the adjustments required and monitor the student's progress.
- School Support Officers (SSOs) provide additional support in the classroom where necessary.
- Intervention classes are offered to targeted students to improve their literacy and numeracy skills.

Senior students with learning needs are supported to succeed in the SACE through Special Provisions which document adjustments made to assessment conditions.

Woodville High School has three special classes, each with a maximum of twelve students. Placement in these classes is determined by the regional education office and not the school. Application for a place in a special class is made through the regional education office.

The Woodville High School vision, of being an innovative and creative learning community committed to effective teaching and success for every student is underpinned by our belief that positive wellbeing is at the core of lifelong success. Woodville High School has a commitment to wellbeing as the foundation of effective learning. The Wellbeing Team consists of the Senior Leader responsible for Wellbeing and Students Services. Student Services includes: two Student Wellbeing Leaders, a Youth Worker, a Pastoral Support Worker and a school funded Psychologist. Woodville High School has a strong relationship with the School's Ministry Group, who fund the multi-faith Pastoral Support Worker (PSW) at the school. The Wellbeing Team also has a trained School Assistance Dog who has two handlers in the school. He supports the wellbeing of students experiencing anxiety.

Supporting our core values of Diversity, Creativity and Success and our Graduate Habits, the Wellbeing Team works with students to guide them through challenging situations by empowering students with a range of skills that enhances their social and emotional wellbeing. Our vision is to develop positive wellbeing in all students giving them the skills to thrive and achieve when challenges present themselves.

Woodville High School follows the principles of the Wellbeing for Learning and Life Framework which follows a holistic approach to children and young people's development. This encompasses many sides of life: social, cognitive, emotional, physical and spiritual.

A key driver of student efficacy and wellbeing is a strengths-based approach to engage and support young people. This improves learning success by increasing student participation in lessons and empowering them in their learning. Relationships are the driver to enhance wellbeing and promote high expectations and inclusion, valuing diversity, equality and opportunities for all to succeed.

The school adopts a growth mindset in working with young people. Activities in the school's weekly Pastoral Care Program are underpinned by a Growth Mindset approach. The Pastoral Care Program also includes Global Citizenship activities and the United Nations Rights of the Child activities. Trust and mutual respect are also prompted through the Teen Mental Health First Aid course in which Year 10 students are empowered to recognize challenges to the mental health and emotional states of fellow students and to report concerns to key adults in the school. Specific team members specialise in holistic elements of student support that complement each other.

In 2024/2025 staff will be trained in the Berry Street Education Model and Youth Mental Health First Aid to support students to engage with their learning and education while being able to respond to wellbeing concerns if they arise.

Support for Student Learning (continued)

Wellbeing Support

Woodville High School believes that supporting student and staff wellbeing underpins success for every student. Learning and wellbeing are closely linked. Young people with high wellbeing are more engaged and successful learners. Our Wellbeing Team believes in a school environment that focuses on the academic, physical, social and emotional development of the students in our school where each student is known, understood, valued and cared for.

Woodville High School is committed to the Principles of the DfE Wellbeing for Learning and Life Framework promoting child centred, strengths-based relationships that are inclusive. We believe in a holistic approach to children and young people's development. This encompasses many aspects of life: social, cognitive, emotional, physical and spiritual.

Our Wellbeing Team aspires to embrace a common language that enables young people to thrive by developing the knowledge, skills, capabilities, perseverance, and the creativity that they need to build a successful future.

Our Wellbeing Team looks forward to working with all members of our Woodville High School Community to enacting our school's vision and our Graduate Habits so we can all Reach for the Stars.

Pastoral Support Worker

Our Pastoral Support Worker is available two days each week to support students. They work closely with the Wellbeing staff. Our Pastoral Support Worker has a multi-faith approach and supports the interfaith prayer room.

The Wellbeing Hub

The Wellbeing Hub is our centre of wellbeing and behaviour support. It is where students access support for their wellbeing and increase their capacity to engage in learning.

Our Wellbeing Hub is staffed by our Wellbeing Team and House Leaders linking and integrating to deliver the best outcomes for students and families. They support students to problem solve and address issues impacting their wellbeing, learning and engagement. Our Wellbeing Hub is a safe, supervised space for students to be coached to regulate their emotions and/or de-escalate following a crisis in order to re-engage with their learning. Students access support staff to problem-solve and address issues impacting on their wellbeing, learning and engagement.

Youth Worker

Our Youth Worker is responsible for supporting students at risk in their social and emotional wellbeing. They work with students and their families to strengthen connections with school and link them with community agencies as a wraparound supportive mechanism. Educational options and interventions are identified to provide positive experiences for students in the wider community that result in the overall enhancement of their wellbeing and successful engagement with learning.

English as an Additional Language or Dialect—EALD

Because of the cultural and linguistic diversity of our student population, the school has access to the expertise of permanently placed EALD teachers. EALD teachers adapt Australian Curriculum English to support EALD learners and teach the SACE EAL courses.

Students from non-English speaking backgrounds are supported in the following ways:

- EALD classes and learner pathways from years 7 to 12
- EALD learner support in Homework Centre sessions
- Review of student literacy development against the Learning English Achievement and Proficiency Levels.

Bilingual Support Officers and Community Liaison Officers

To support the diversity of our school population, Woodville High School has the services of Bilingual School Support Officers. Their role is to support:

- students in classes and with career information
- parents and parent discussion groups
- training and development for teachers
- liaison with members of multicultural communities.

In addition, the school works closely with Community Liaison Officers who liaise with such communities as Cambodian, Croatian, Serbian, Somali, Spanish, and Vietnamese. Interpreters and translators are available for all language groups and are used regularly at parent-teacher nights and at other interview and meeting times. We have a Vietnamese and an African Bilingual School Service Officer as regular staff members of the school.

Education Support Dog

Woodville High School is fortunate enough to have an Education Support Dog on staff. Laser was trained by Assistance Dogs Australia and enjoys working one on one with students and within classrooms.

Support for Student Learning (continued)

Year Level Support

At each year level, members of the Executive Team and House Leaders work closely to:

- develop a transition program for students moving from primary school to Woodville High School that is supportive of both the continuity of learning and social wellbeing
- develop strong teaching and learning links with Middle Years colleagues in local primary schools
- provide a first contact point for parents inquiring about the welfare and learning progress of their students
- oversee the pastoral care needs of students in the Middle and Senior Years through Home Groups, year level outings and year level assemblies
- organise year level councils which represent the views of students in each year level
- support students in developing appropriate behaviour
- monitor and track student learning and wellbeing
- support students to make choices about their career pathways through Pathways.

eLearning

Woodville High School aims to ensure every student is able to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. When using technology every student is expected to demonstrate socially responsible use of ICT including respect for others whenever engaging in the online community.

All staff support the eLearning vision by providing students with rich tasks that allow for a range of presentation options in response to the demands of the ICT capability. Whilst Information Technology is a area of specialisation for students in the Senior Years, it is also a discipline that is embedded throughout all Learning Areas and all year levels at Woodville High School. Embedding technology in all classrooms aims to provide greater engagement and provide students with the readiness for the demands of the 21st Century workplace.

Blended Learning Model

The school acknowledges that we live in a connected world with access to a vast array of online information and experiences through the use of technology. We can use this technology to support the teaching and learning of our students through a blended learning model. The model aims to support students to be successful through the differentiation of the learning environment in regards to where and how students access their learning.

A blended learning model is the intentional and planned learning design that is student centred, blending classroom based teaching with mobile and web-based online approaches. This is aimed at providing opportunity for students to access their learning 24/7, anywhere, anytime as long as students have access to the internet.

The model provides a blend of flexible teaching and learning approaches that include student-teacher, student-student and student-community interactions and feedback. Research indicates that student satisfaction with a blended format is directly dependent upon the level of interaction with teachers and other students. Teachers can increase interaction opportunities through face-to-face discussion sessions and by using online tools such as discussion forums, virtual conferencing, online games, and using mobile technologies to engage with parents and the wider school community.

Youth Opportunities

Student success is further supported in Year 10 by offering access to a program called Youth Opportunities. In this voluntary program, students develop the skills of personal leadership and future goal setting. Graduates from the program demonstrate improved personal goal setting and communication skills. All Year 10 students are invited to an information session, and if interested will fill in an application and undergo an interview. Successful students will attend an off site program one day per week, for a nine week period. Students who successfully complete Youth Opportunities will receive 20 SACE credits.

International Students

Woodville High School has a strong study program that attracts international students who wish to study in Australia.

The program covers a full set of subjects and includes opportunities for international students to attend excursions specially catered to their context and needs. For example, Aquatics which covers beach/water safety in Australia.

Senior students are exposed to a range of study options beyond high school. This includes tours of tertiary institutions, and specific information for university enrolments and course requirements.

International students are encouraged to participate in cultural and social events organised by the school, which support their wellbeing and transition into school life in Adelaide.

In 2020, Woodville High School introduced its own Intensive Secondary English Course (ISEC). This course is designed to further improve students' reading, writing, listening, and speaking skills. Students will spend at least one semester in ISEC before transferring into mainstream classes.

Languages

Woodville High School offers students the opportunity to engage in language learning of Indonesian and Vietnamese. Language education has cognitive, social, political and economic advantages both for students individually and for society as a whole.

Year 7 students will undertake a rotation, experiencing one term in each language. This will enable them to make an informed choice of language for study in Year 8 and beyond. In Year 8 and 9, students can elect to study Vietnamese, Indonesian, or Aboriginal Cultures and Languages. Indonesian and Vietnamese have 7-12 Language Learning Pathways, continuing through SACE Continuers or Background. In the study of Indonesian and Vietnamese language, students communicate in language, building their vocabulary, refining their understanding of grammatical and linguistic systems, learning about different cultures and communicating in culturally responsive ways.

Aboriginal and Torres Strait Islander Learning

The Aboriginal and Torres Strait Islander Education team supports each young person at Woodville High School to develop a positive sense of cultural identity; and prepares them to be a confident, independent and lifelong learner, allowing them to achieve at their highest potential.

Aboriginal and Torres Strait Islander Education Team

The Aboriginal and Torres Strait Islander Education team includes an Aboriginal and Torres Strait Islander Education Coordinator, three Aboriginal Education Teachers (AET) and two Aboriginal Secondary Education Transition Officers (ASETO).

Aboriginal Education Teachers

Bronan Economou (Coordinator)
Jessica Curnow
Michael Lombardi

Aboriginal Secondary Education Transition Officers

Mark Mueller
Janet Doolan

Aboriginal and Torres Strait Islander Education Support

At Woodville High School we are committed to providing Aboriginal and Torres Strait Islanders world class learning opportunities in an inclusive and diverse environment that values wellbeing for all.

Our schools Aboriginal and Torres Strait Islander Education support team personalises learning and wellbeing for each child.

Aboriginal Secondary Education Transition Officers

Our Aboriginal and Torres Strait Islander Education Support team currently consists of two Aboriginal Secondary Education Transition Officers (AESTO's). Their role in our school is to provide advice and to support our Schools Leadership team to build an inclusive community for our Aboriginal and Torres Strait Islander students' academic, physical, social, emotional and spiritul wellbeing needs. They are also key in developing partnerships with the local Aboriginal and Torres Strait Isander community so that families can participate in the decision-making process about the education of their young people. The team helps to link our students with external stakeholders (Workabout Centre, Nunkuwarrin Yunti, Tauondi College) who are able to develop and implement programs that support students with employment, further education and the development of their identity, culture and language.

Aboriginal Education Teachers

Our Aboriginal Education Teachers (AET) have a key role at school making sure that other school staff are supported to design quality learning experiences for Aboriginal and Torres Strait Islander young people in classrooms at Woodville High School. The AET's will work respectfully and collaboratively with our schools ASETO team to help monitor and analyse student achievement and wellbeing. They model high expectations, attitudes and behaviours for every Aboriginal and Torres Strait Islander student. AET's will engage with the school's wellbeing team and the Department for Education's Student Support Services to take a holistic approach to help meet the student learning and wellbeing needs at Woodville High School.

The AET's role at Woodville High School currently includes the case management of our Aboriginal and Torres Strait Islander people. Each student is met by an AET once per term with the support of the schools ASETOs. During these conversations, each student's wellbeing, engagement with their learning and attendance is discussed and goals are set for the student to work towards until their next meeting. This information is used to inform students One Plans and to see if any additional wellbeing or learning support is required.

Aboriginal and Torres Strait Islander Education Coordinator

The Aboriginal and Torres Strait Islander Education Coordinators role is to demonstrate high-level educational and strategic leadership including the development of positive working relationships with Aboriginal and Torres Strait Islander students, families, community members and organisations, with a clear focus on school improvement. The Coordinator leads the implementation of the 2019-2029 Aboriginal Education Strategy for closing the gap in academic achievement and wellbeing for Aboriginal learners as well as the EAL/D Hub Strategy training program. The Coordinator works with the ASETOs and AETs to make sure that all Aboriginal and Torres Strait Islander students are given world class learning opportunities in an inclusive school community which values success and wellbeing for all.

The Irabinna Centre

At Woodville High School due to the increasing number of Aboriginal and Torres Strait Islander students we have finally outgrown our current culturally safe space within the Nunga Room. With the support of our schools Principal Anna Mirasgentis and Governing Council we have been given the opportunity to develop a new and improved space within the school. We have decided to name the new space after Distinguished Professor Lester-Irabinna Rigney who is an Old Scholar of the school. Professor Lester-Irabinna Rigney is one of the most influential Indigenous educationalists in Australia and his commitment to lifelong learning embodies our vision for Aboriginal and Torres Strait Islander education at Woodville High School. The word "Irabinna" is the Kaurna name for warrior and this was agreed on for two key reasons; Firstly, due to its connection to the Kaurna land on which our school is located and secondly, we see the future Aboriginal and Torres Strait Islander leaders being developed at Woodville High School as warriors of learning within thriving communities, both now and in their futures.

The Student Leadership Team in collaboration with the Aboriginal and Torres Strait Islander Team will be developing strategic priorities, services, cultural programs and curriculum for the newly created Irabinna Centre. This new Centre will house a new Nunga Room, a classroom and an office for the Aboriginal and Torres Strait Islander Education Team.

The Irabinna Centre is a student-led culturally safe environment that hosts cultural development activities, is a meeting space for our parents and caregivers as well as being a space for our schools non-ATSI students to learn about the cultures and histories of Aboriginal and Torres Strait Islander peoples. It is a space where students are able to access culturally inclusive support from the Aboriginal and Torres Strait Islander support staff. It is also a culturally safe meeting space to speak with school staff for our Aboriginal and Torres Strait Islander community. In this space students are able to track and analyse their own attendance, keep up to date on upcoming training through a variety of providers such as the Workabout Centre and access tutoring through our Homework Centre. The Homework Centre runs for an hour after school on Tuesday and Thursday from 3:15 pm until 4:15 pm during school term and school staff offer tutoring support for students at this time.

Family Nights

Once a term during the school year the Aboriginal and Torres Strait Islander Education team also hosts "Family Night" where the local Aboriginal and Torres Strait Islander community is invited for dinner and to speak with the team about any educational or wellbeing matters. This is time for our Aboriginal and Torres Strait Islander Education Team to get to know our local community of families and to share the progress of their students at school. We also use this to share any information which is pertinent for the upcoming school year as well as upcoming events and activities occurring throughout the school.

ASTRA - Highly Abled Learners

Underlying Principles

The ASTRA program is available to selected Woodville High School learners who possess a gift or a talent in at least one field or domain of ability, such as intellectual, creative, social emotional or motor skills, which places them among the top 10 per cent of their age peers. Woodville High School adopts Gagné's definition of gifted and talented and the Differentiated Model of Giftedness and Talent (2019).

- **Gifted**: refers to a students' natural ability in one or more domains, placing that student in the top 10 percent of age peers.
- **Talent**: refers to the performance in one or more domains that places a student in the top 10 percent of age peers.

These research-based definitions are significant in the teaching and learning of high ability students and are at the core of Woodville High Schools' ASTRA Program.

Our Woodville High School values of creativity, diversity and success are shaped by the belief that all learners have the right to equitable access to rigorous, relevant and challenging learning activities drawn from a challenging curriculum that addresses their individual learning needs. The education is informed by research-based practice and ongoing evaluation and improvement.

The teaching strategies are designed to shape a local curriculum that maximises the growth of every learner by continuously developing their abilities and gifts, turning them into talents.

Differentiation strategies are employed, as gifted learners:

- Vary in ability and aptitudes
- May have a disability; these students are often
- Called twice-exceptional
- May vary in achievements over time, with some
- Students temporarily underachieving
- May experience an increased chance of social or emotional difficulties.

A nurturing environment help learners transform their natural abilities (**gifts**) to competencies (**talents**).

The program aims to:

- Engage and challenge students
- Provide early identification processes
- Follow a challenging curriculum that:
  - aligns with the needs and interests of students
  - focuses on higher order thinking content knowledge
  - removes unnecessary content repetition
  - offers opportunities for students to work with intellectually and socio-emotionally compatible peers
  - offers a wide range of extra opportunities that enrich class activities
  - maintains the work-school-life balance.

How does it work?

The Senior Leaders of ASTRA, Middle School, and Transition work together to monitor student results throughout the first half of the year and identify potential ASTRA students. Students are identified by triangulating information from multiple objective and subjective measures, such as primary school recommendation, participation in a primary school Highly Abled learner class, parent and teacher nomination, high results in standardised testing (NAPLAN, PAT-R, PAT-M) and other data collated by teachers. Identified students undertake the HAST (Higher Ability Selection Test) and based on their result, are invited to an interview with parents/ guardians and the Senior Leaders for ASTRA and Transition to discuss acceleration and enrichment options for the next year.

The ASTRA students form one, possibly two, vertical Home Groups. Learners may excel in one subject and not in another. They are allocated to either an ASTRA English, Mathematics or Science class at their current year level. The classes follow an enriched equivalent year level Australian Curriculum content. There will be an expectation that the learners will take part in competitions and outside school events. In addition to students being extended in class, students are provided opportunities to participate in various enrichment activities, such as Creative and Performing Arts, coding and computational skills, rich literature experiences, Science, Technology, Engineering, and Mathematics (STEM) initiatives and Technologies.

ASTRA also provides select students with the opportunity to participate in curriculum acceleration, in a particular subject. The course is then compacted and opportunities for in depth studies are provided. In this case the learners would usually complete Years 8 –10 in two years, giving them the options of studying SACE, Stage 1 and 2 subjects while they are in Year 10 and 11.

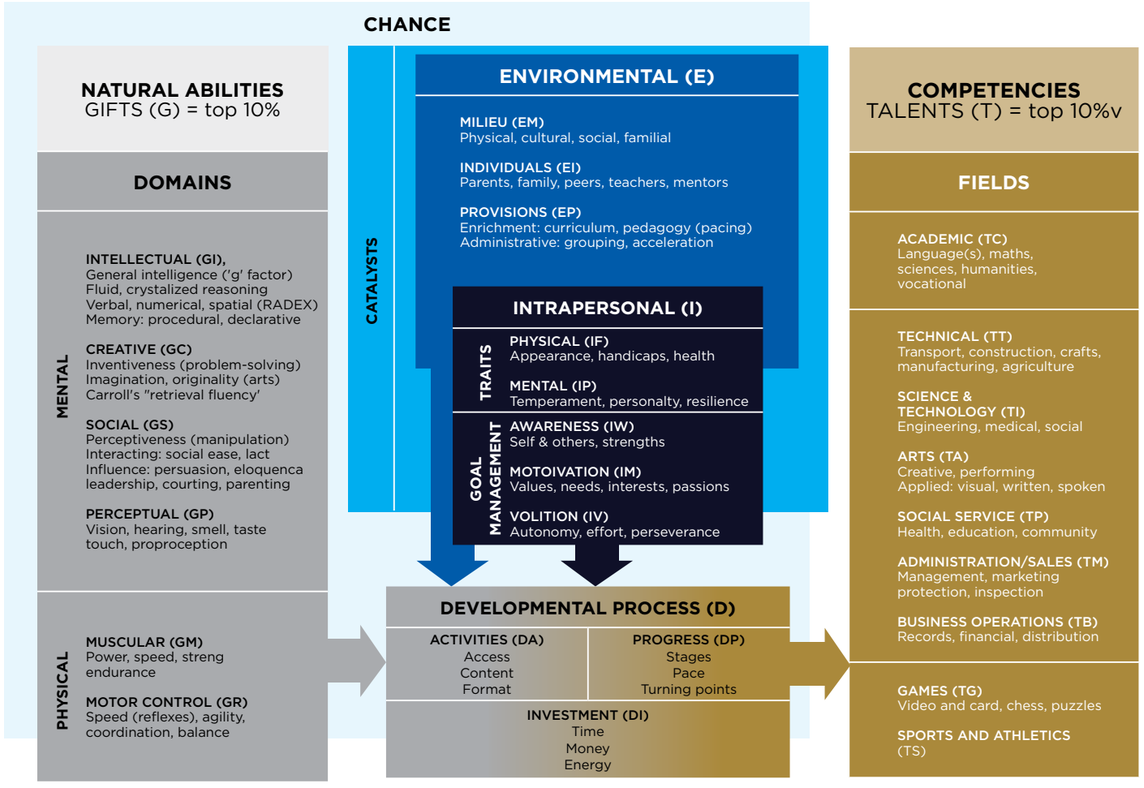
Procedures for Identification

- Primary school recommendation
- Current participation in a Primary School HAL class
- High results in standardised tests including NAPLAN results, PAT-R results, PAT-M results etc
- Teacher observations utilising the DfE - Characteristics of a Gifted Learner
- Parent / Caregiver or student nomination/interviews
- A portfolio of work can be presented, which include:
  - Music audition
  - Visual Arts portfolio presentation
  - Dance/Drama audition
  - Special Sport program by skill & ability testing

Continuation in the program will be conditional upon the learner maintaining high academic performance and exemplary behaviour and application to their studies. This is at the discretion of the ASTRA Manager and Curriculum Leader. Should the learner's performance cease to meet expectations, the relevant curriculum leader will formally advise parents/caregivers of withdrawal from the ASTRA program.

ASTRA students are monitored through the school reporting process, teacher information and meetings with the ASTRA students and the Senior Leader for Highly Abled Learners. Academic and well-being support is accessible through homework centres, and the school wellbeing team.

The Differentiated Model of Giftedness and Talentedness 2.0



Special Interest Music, The Australian Curriculum and The SACE

Special Interest Music

The Special Interest Music Program at Woodville High School has been recognised both nationally and internationally as a centre of excellence for over 40 years.

Special Interest Music

The Special Interest Music Program at Woodville High School provides the opportunity to develop students' intellectual, emotional, physical, social and creative potential.

Music Pathways

Students have the opportunity to work in a variety of areas with pathways into tertiary education and national and international careers. Music education at Woodville High School provides an important contribution to lifelong learning and aspects of local and global citizenship.

The Structure & Content

In Years 7 to 12 students may choose from a variety of theoretical and practical course options. Special Interest Music students study the elective subject as well as the Special Music subject.

The content of the course consists of:

- composing and arranging
- music styles and structures
- solo performance preparation
- ensemble performance
- a second instrument study
- music technology
- individual and group practical work.

Students will perform in one or more of the school's ensembles. Assessment is based on both practical and written work.

Selection Procedures

Special Music students are selected by audition. Applicants are required to:

- undertake a practical aural musicianship assessment
- perform on their instrument(s) or voice.

Instrumental or vocal performance should demonstrate a degree of musical achievement and/or potential. A specific grade or level is not required.

Further information about application processes and timelines is available on the school's website: https://woodvillehigh.sa.edu.au/special-interest-music-program.html

The Australian Curriculum

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, as well as active and informed citizens. At Woodville High School, the curriculum is presented as a progression of learning from Year 7 to Year 10. It is designed to clearly show students, teachers, families and others in the wider community what is to be taught, and the quality of learning expected of young people as they progress through school. This will support students to prepare for the South Australian Certificate of Education (SACE) and success beyond school.

What is the Australian Curriculum?

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. It provides flexibility for teachers and schools to build on student learning and interest.

What is the Structure of the Australian Curriculum?

The Australian Curriculum is made up of three interconnected elements:

Learning Areas

These include; English, Mathematics, Science, Health & Physical Education (HPE) Humanities & Social Sciences (HASS), the Arts, Technologies, Languages

General Capabilities

These are skills, dispositions, understandings and attributes considered crucial to young people's successful participation in 21st century life and work.

The seven general capabilities include:

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding

These general capabilities will be made explicit in each learning area as appropriate.

Cross-Curriculum priorities

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:
www.australiancurriculum.edu.au

The three dimensions of the Australian Curriculum

THREE
Cross-Curriculum Priorities

EIGHT
Learning Areas

SEVEN
General Capabilities

Curriculum Map

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Aboriginal Studies	• Aboriginal Studies	• Aboriginal Studies	• Aboriginal Studies	• Aboriginal Power Cup • Aboriginal Studies (Integrated Learning)	• Aboriginal Studies • Aborigonal Perspectives (Integrated Learning)	• Aboriginal Studies
The Arts	• Dance • Drama • Elective Music • Special Music • Visual Art	• Creative Arts: ATSI Contexts • Dance • Drama • Elective Music • Special Music • Visual Art	• Creative Arts: ATSI Contexts • Dance • Digital Art & Design • Drama • Elective Music • Special Music • Visual Art	• Creative Arts: ATSI Contexts • Dance • Digital Art & Design • Drama • Elective Music • Special Music • Visual Art	• Dance • Drama • Music Advanced • Visual Art & Design	• Dance • Drama • Music Explorations • Music Performance - Ensemble • Music Performance - Solo • Music Studies • Visual Arts (Art & Design)
Cross Disciplinary	• Project Nova			• Exploring Identities and Futures (Stage 1) • Integrated Learning (VET Preparation)	• Activating Identities and Futures (Stage 2) • Community Connections (Stage 1)	• Community Studies A • Industry Connections
English/English as an Additional Language or Dialect (EALD)	• English • EALD	• English • EALD	• English • EALD	• English • EALD	• English General • English Literary Studies • Essential English • EAL	• English General • English Literary Studies • Essential English • EAL Essential English
Humanities & Social Sciences (HASS)	• HASS	• HASS	• Geography • HASS	• Geopolitical Studies • HASS	• Accounting • Business Innovation • Geography • Legal Studies • Modern History • Society & Culture • Spiritualities, Religion and Meaning • Workplace Practices	• Accounting • Business Innovation • Legal Studies (Integrated Learning) • Society & Culture • Workplace Practices
Health & Physical Education	• Health & Physical Education • Health & Physical Education (Basketball & Soccer Academies)	• Health & Physical Education • Health & Physical Education (Basketball & Soccer Academies)	• Health & Physical Education • Health & Physical Education (Basketball & Soccer Academies) • Physical Education	• Child Studies • Health • Health & Physical Education • Health & Physical Education (Basketball & Soccer Academies) • Outdoor Education • Physical Education • Physical Education (Basketball & Soccer Academies)	• Child Studies • Health & Wellbeing • Outdoor Education • Physical Education • Physical Education (Basketball & Soccer Academies) • Sport Studies (Integrated Learning)	• Child Studies • Health & Wellbeing • Physical Education • Outdoor Recreation (Integrated Learning) • Sport Studies (Integrated Learning)
Languages	• Indonesian • Vietnamese	• Indonesian • Vietnamese	• Indonesian • Vietnamese	• Indonesian • Vietnamese	• Indonesian (Continuers) • Vietnamese (Background) • Vietnamese (Continuers)	• Indonesian (Continuers) • Vietnamese (Background) • Vietnamese (Continuers)
Mathematics	• Mathematics	• Mathematics	• Mathematics	• Mathematics • Mathematics Advanced	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics
Science	• Science • STEM	• Science • STEM	• Science • STEM	• Science • STEM(IE)	• Biology • Chemistry • Forensic Science • Nutrition • Physics • Psychology	• Biology • Chemistry • Nutrition • Psychology • Physics
Technologies	• Design & Technology • Digital Technologies • Food Technology • Food Technology & Horticulture: ATSI Contexts • Horticulture	• Design & Technology • Digital Technologies • Food Technology • Food Technology & Horticulture: ATSI Contexts • Horticulture	• Design & Technology • Digital Technologies • Food Technology • Food Technology & Horticulture: ATSI Contexts • Horticulture • Textiles	• Automotive • Cafe Foods • Design & Technology (Metal) • Design & Technology (Wood) • Digital Technologies • Fashion Design and Textiles • Food Technology • Food Technology & Horticulture: ATSI Contexts • Horticulture (Stage 1) • Jewellery • Media Studies • Systems and Controls	• Automotive • Design and Technology (Metal) • Design and Technology (Wood) • Food & Hospitality • Graphic Design and Marketing • Horticulture • Information Technology (Gaming Development) • Media Studies • Systems and Controls	• Design and Technology (Metal) • Design and Technology (Wood) • Food & Hospitality • Graphic Design and Marketing • Information Technology (Gaming Development) • Media Studies

The SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE)

What is the SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally recognised secondary school qualification designed to equip you with the skills, knowledge and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide students with the flexibility to choose subjects that reflect their interests, skills and career goals, using a combination of SACE subjects, Vocational Education and Training (VET), community learning, university and TAFE studies.

The certificate is based on 2 stages of achievement. **Stage 1** is normally undertaken in Year 11 and **Stage 2** is usually completed in Year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

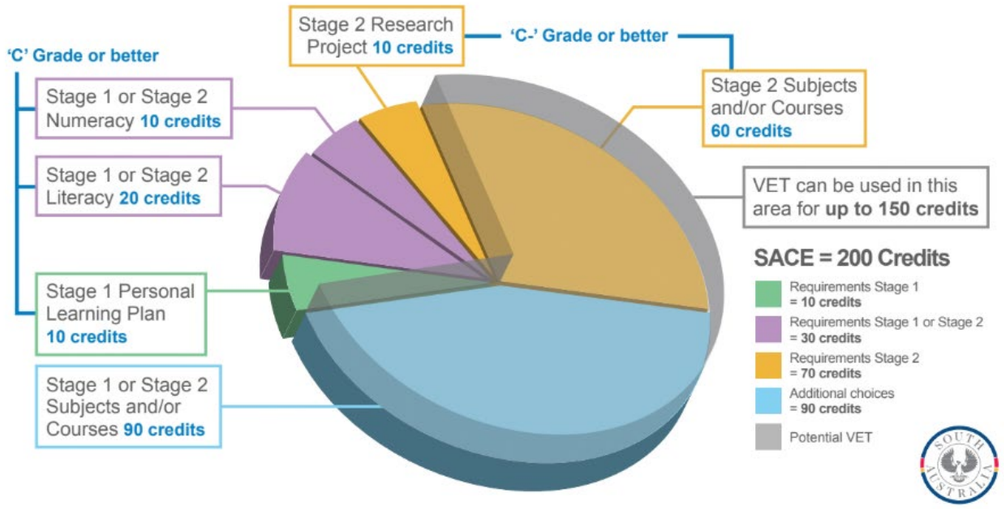
SACE subjects are made up of investigations, performances and other assessment tasks to demonstrate your knowledge, skills, and personal capabilities throughout the year. Some Stage 2 subjects will have an end of year examination, worth 30% of the overall grade.

To complete the qualification students will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10 credit subject is usually one semester of study, and a 20 credit subject is usually over 2 semesters.

Here's how it works:

COMPULSORY SUBJECTS	STUDENT SELECTED SUBJECTS	
50 Credits	**+90 Credits**	**+60 Credits**
• Exploring Identities and Futures (EIF) (10 Credits). Students must achieve a C Grade or better. • Literacy requirement (20 Credits) demonstrated from a range of English/ EALD subjects at Stage 1 or 2. Students must achieve a C Grade or better. • Numeracy requirement (10 Credits) demonstrated from a range of Mathematics subjects at Stage 1 or 2. Students must achieve a C Grade or better. • Research Project (10 Credits). Students must achieve a C- Grade or better.	• Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.	• Choose and successfully complete a selection of Stage 2 subjects and/or VET courses worth 20 Credits in total. • Stage 2 subjects are externally assessed by the SACE board of South Australia.

To be eligible for calculation of an ATAR, students need to select an additional 20 credit subject at Stage 2.



Community Learning

The SACE recognises learning that happens in a range of community settings, including part-time employment, sport, as a carer, volunteer or performer, and in a range of community organisations and programs. You can count up to 90 credits of Community Learning in your SACE. There is no grade or score attached to community learning, only SACE credits. To obtain recognition of learning in the community you need to negotiate with the SACE Coordinator and provide appropriate evidence of your learning.

Welcome to SACE Booklet for parents download from here:

https://www.sace.sa.edu.au/documents/652891/91fb0639-30cf-a26c-0fb8-2f43b59f1ff3

Where to go for help

Visit the SACE Board website at www.sace.sa.edu.au for further information concerning the SACE.

Students Online Using the SACE registration number and pin at www.sace.sa.edu.au/studentsonline provides access to information about an individual student's SACE.

Students Online can help students to:
- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.

Year 7 to 9 Middle Years

Students in the Middle Years are engaged successfully in a broad, balanced and meaningful curriculum.

Middle Years Prospectus

Every student develops the knowledge, skills and dispositions to become autonomous and collaborative learners who actively engage in the challenges of contemporary, local and global issues.

The progression of schooling from the primary years into high school presents a diversity of new opportunities; involving a new school environment, new peers from a variety of primary schools and a different timetable structure, with teachers specialised in individual subjects.

The transition process also provides opportunities for students to be more independent and build relationships with a broader range of staff and students, who can support them until they successfully complete Year 12. Woodville High School will provide support for every students' learning, wellbeing and interests to help students to become autonomous, entrepreneurial and collaborative learners in contemporary, local and global settings.

Students in the Middle Years are engaged successfully in a broad, balanced and meaningful curriculum. A focus on the Australian Curriculum's General Capabilities helps to shape and frame the students' skills and dispositions required to be a successful learner throughout their middle years and to prepare them for the South Australian Certificate of Education (SACE). Building on the rich diversity of our student population, the school embraces its role in developing intercultural understanding, citizenship and to help students to develop respect for themselves and others. Intercultural understanding is incorporated into subjects and throughout our pastoral care program.

Throughout the middle years, students are provided with a wide range of subject choices to cater for their varying interests and abilities. The Special Interest Music Program, the Visual Art Enrichment Program, the Soccer Academy and the Basketball Academy are four of the options the school offers. Each of these programs have certain requirements that students must meet through application. A major emphasis is also placed on Information Communication Technology (ICT), Critical and Creative Thinking (C&CT) and Science, Technology, Engineering and Mathematics (STEM), which will enable each individual to develop the skills and dispositions to be a 21st century learner.

From Year 6, students from our partner primary schools are engaged in the 'Taste of High School' program, providing an opportunity for students to spend a day experiencing life at high school. Students try out a variety of subjects and activities throughout the day and are introduced to a Project Based Learning approach, which introduces entrepreneurial skills at a high school level.

Throughout the year, students and teachers collaboratively work with the primary schools to strengthen their relationships, aiming to provide a smoother transition to high school. These include music visits, ICT across the transition points and a STEM focus. In Term 4, Year 6 students attend the school for transition days, providing another opportunity to build relationships with their future teachers and to feel comfortable in their new school environment.

Pastoral Care for Wellbeing

Students are allocated a house to provide support, guidance and opportunities to collaborate with parents and caregivers. In Years 7 and 8 teachers are timetabled to teach the same class in Mathematics, Science, English and HASS.

Middle Years Prospectus (continued)

The Pathways Program provides an opportunity to further develop the skills relating to the Graduate Habits. These are the habits Student Leadership, parents and students voted as the best qualities to underpin success in schooling.

An important part of the Year 7 program is the camp which all students are encouraged to attend. The camp provides a positive opportunity for students to interact outside the school environment and engage in a range of exciting team building challenges. Here, students undertake problem solving, critical and creative thinking and physical challenge, competing for the Year 7 Challenge Cup. Students are involved in learning showcase presentations in the final week of school to present to parents and their home group teachers a summary of the skills they developed throughout the year, linked to the Graduate Habits. These presentations can be conducted in the students' home language if they speak a different language at home.

Students in Year 9 continue to have a wide range of subject choice before they begin to develop a future pathway for the senior years and for life after school. The Smith Family organises a University Experience Day at Flinders University for the Year 9 students, which is a great opportunity to broaden the experiences of students, getting them to think about possible tertiary pathways.

In Year 9 the Graduate Habits are developed further throughout the Pathways Program. Each term, students are engaged with activities to develop Respect, Perseverance, Critical and Creative Thinking, Service & Citizenship.

At the end of Year 9, students reflect on their progress from the year through their round table presentation with their home group teacher and family to discuss their potential pathways and set goals for Year 10, the first year of the Senior Years.

Alice Forster
Assistant Principal of Middle Schooling
Senior Leader of Middle Years and Teacher Professional Growth

At the end of Year 9, students reflect on their progress from the year through their round table presentation.

Year 10 to 12 Senior Years

Every senior years student will cultivate the qualities, skills and understandings needed to engage in effective learning and strategies for lifelong career development.

Senior Years Prospectus

The Senior Years Vision focuses on the development of 21st century skills and dispositions that will enable students to thrive as they navigate an ever-changing world of work.

Leadership	Organisation	Emotional Intelligence
Team Work	Communication	Adaptability
Respectful Relationships	Personal Responsibility	Intercultural Understanding
Critical and Creative Thinking	Problem Solving	Initiative

Students in the Senior Years look to a future alive with possibilities as they plan their tertiary studies or vocational pathways and their future careers. Learning is tailored to the interests and aspirations of each individual student through flexible programs, acceleration and extension. A Senior Years Handbook supports students and families with information about expectations in the Senior Years.

Pathways Program

Themes in the Pathways Program focus on the development of the Core Values, Graduate Habits, study skills and wellbeing. There are sessions on time management, subject counselling, managing workloads and preparation for examinations. For all senior students there is a focus on completion of the SACE pattern and its compulsory requirements. The school's approach to holistic wellbeing for every student underpins sessions based around safe behaviours, consent, and respectful relationships. Students develop a sense of personal agency, leadership skills and increased understanding about global and local affairs. For Stage 1 students, there is a special emphasis on road safety and a series of SAPOL lectures and presentations are delivered by invited guests. Presentations from universities and TAFE are delivered, and students are guided through the SATAC admission process and scholarship applications.

A broad range of additional activities and events enrich student's Senior Years experience including Year 11 into Year 12 Step Up Program, Year 10 Careers Expo, Year 12 Orientation Day, Year Level Days and University visits, Year 10 Work Experience, Parent Evenings, SACE Information Evening, University and TAFE Evening, Year 12 Formal, Year 12 Breakfast, and a Speech Night and Year 12 Graduation.

Senior Years Prospectus (continued)

Academic Review Days

In the Senior Years, students take ownership of their learning in student-led presentations to a parent/caregiver and their Mentor. They report on their academic progress and GPA, attendance, Mentor meeting discussions, study schedule, Co-curricular involvement, development of their capabilities, predicted ATAR/TAFE score (Year 12), and career directions.

Study Support

Lower Penny study area is open for learning and advice from 8:00am for Year 12 students, and after school for all senior students. Members of the Senior team can offer individualised support after school and students are encouraged to make use of their assistance.

Home Study

Year 12 students who are capable independent learners may be given permission by their parents and teachers to study at home when their timetable allows for a late start or early finish.

> “Members of the Senior Team can offer individualised support after school for students.”

Career Pathways and VET

The VET system plays a diverse and critical role in developing the skills Australians need to participate in a modern labour market and drive economic growth. The flexibility of the system and the pathways in and out of VET at every qualification level are central features of responding to the changing nature of work across the state's economy.

Post School Pathways

University Entrance

There are now many avenues available to students wishing to gain entry to University:

Australian Tertiary Admissions Rank (ATAR)
Grade Entry, based on Year 12 results (UniSA)
University Preparatory Program (University of Adelaide)
Subject-based Entry (Flinders University)
UniTest (Flinders University)
Portfolio (Flinders University)
Special Tertiary Admissions Test (STAT)
Foundation Studies (UniSA, Flinders University)
VET (Certificate IV or Diploma)

What is the ATAR?

Selection into highly competitive university courses is based on both eligibility and rank. This is represented by the ATAR. Eligibility allows students to be considered for selection, while rank determines whether they are competitive enough to be selected. Students competitiveness in relation to other applicants is based on their Selection Rank. This is made up of the ATAR plus any Adjustment Factors. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from their university aggregate.

Eligibility using the ATAR

To be eligible for selection into a university course/ program using an ATAR students must:

- complete the SACE
- complete at least 90 credits at Stage 2, of which at least 60 credits must be from 20-credit Tertiary Admissions Subjects (TAS)* and the other 30 credits from TAS, and up to 20 credits of Recognised Studies
- complete any prerequisites required for your chosen university courses
- comply with the rules regarding subject combinations and preclusions
- normally 10-credit subjects do not count towards this requirement but some 10-credit subjects in the same area can substitute for a 20-credit subject when they are studied in pairs.

*A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies. Almost all SACE subjects are recognised as Tertiary Admissions Subjects (TAS) except for Community Connections, Industry Connections and modified subjects.

Post School Pathways (continued)

The SATAC website www.satac.edu.au, individual university websites and the TAFE SA website explain what students need to study for specific courses. Tertiary institutions provide their own information of their courses and selection requirements via their websites, as well as open days in Term 3.

TAFE Entry Requirements

Completion of a Certificate III qualification at school can lead to study of Certificate IV or higher at TAFE. Competitive entry (high demand) courses may have additional requirements for entry, such as a portfolio or interview. Many Certificates I to Advanced Diploma have no entry requirements. If you wish to access subsidised training, you will need to complete the CORE Skills Profile for Adults (CSPA). A completed SACE can also meet the Course Admission Requirements for most of the TAFE SA's courses.

For further details, access the TAFE SA website www.tafesa.edu.au

tafeSA Government of South Australia

Vocational Education & Training (VET)

Vocational Education and Training (VET) refers to the national vocational qualifications that are endorsed by industry. VET qualifications provide students with the opportunity to develop specific industry-related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships and Traineeships), further education and training, and skilled jobs.

The flexibility of the SACE enables students to **include a significant amount of VET in their SACE studies.** Please speak to the VET/Careers Coordinator for more information about VET in the SACE or visit the SACE Board website: www.sace.sa.edu.au/web/vet

What are the benefits of completing a VET course?

- Gaining a nationally-recognised qualification, endorsed by the Australian Industry and Skills Committee, while completing the SACE.
- Getting a 'head start' in a chosen career.
- Making senior years study more relevant and interesting.
- Providing opportunities to learn on-the-job through workplace learning.
- Gaining the skills and knowledge that employers seek.
- Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education, training and direct employment.

What other SACE subjects could I study that are relevant to my VET course?

Workplace Practices and Industry Connections are two subjects which compliment VET training and can relate to your individual area of VET study. For more information on these Stage 1 and 2 subjects, please read the subject information described in the handbook.

Structured Workplace Learning (SWL)

VET courses require students to undertake Structured Workplace Learning (SWL) to complete their qualification. This involves learning opportunities related to a VET course in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunities for on-the-job assessment as part of your VET course. Structured work placements often lead to offers of employment in the industry, including traineeships and apprenticeships, and are an essential step in students successful transition from school to work.

The Department for Education provides Workplace Learning Procedures for all South Australian schools. Before participating in workplace learning, our school will ensure students have undertaken a program of workplace learning preparation (suggested minimum time of five hours). Students will also need to complete a *Workplace Learning Agreement Form* from their school, and ensure that it is signed by all parties (work placement provider, parent/caregiver, student and Home School Principal). A *Health and Safety Checklist* is to be completed by the work placement provider and signed off by the school representative. Please see your VET Coordinator for a copy of Woodville High *Workplace Learning Agreement Form* and *Health and Safety Checklist.*

Vocational Education & Training (VET) (continued)

VET programs affect other subjects

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator.

Additional VET Opportunities in 2024

In addition to the courses and subjects outlined in this handbook, students can access opportunities in Vocational Education and Training offered at other schools through the Western Adelaide Regional VET Programs and private training organisations in consultation with the VET coordinator. For more information please visit www.wats.sa.edu.au and discuss with the VET/Careers Coordinator.

VET opportunities for Aboriginal Torres Strait Islander students

The Aboriginal Education Team at Woodville High School works with Aboriginal and Torres Strait Islander students to provide a range of vocational programs to support them in successfully completing their SACE. This is initiated in partnership with South Australian Aboriginal Sports Training Academy (SAASTA) and Maxima Group Training,

The qualifications offered annually are subject to change depending on the scope of delivery of our partners. For further information please contact the Aboriginal Education Team.

Applying for a VET Program

Students and families need to book an appointment with the VET/Careers Coordinator to discuss all VET options and pathways so that they can make an informed decision and course selection. As part of the application process, students need to provide evidence of their passion and interest for their chosen VET pathway. This can include - work experience, volunteering, PLP research and community learning. They are also required to take a literacy and numeracy assessment with the training organisation to highlight any need for learning support or further preparation before commencing the course. An application for a VET program does not guarantee acceptance, it is the decision of the training organisation as to whether the student is successful in their application and enrolled in the course.

Flexible Industry Pathways

A Flexible Industry Pathway is an industry-endorsed pathway from secondary school to employment in key growth industries in South Australia. The training programs have been designed in consultation with industry and endorsed by the South Australian Training and Skills Commission's Industry Skills Councils. Flexible Industry Pathways include one or more VET qualifications at Certificate II to III level that industry considers suitable for school students, delivering enterprise and employability skills training and specific requirements linked to the pathway.

Subject to the acceptance of Standard VET Agreements the following Certificate level (nationally accredited) courses will be offered in 2024:

- Certificate II in Construction Pathways (D2C)
- Certificate II in Food Processing
- Certificate II in Horticulture
- Certificate III Early Childhood Education and Care
- Certificate III Individual Support (Aging and Disability)
- Certificate III in Individual Support (Ageing and Disability)
- Certificate III in Early Education and Care

A range of SACE Flexible Industry Pathways packages will be available from 2024:

Building and Construction Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Construction Pathways		**VET Qualification**	**Advanced Skills VET Cluster (TBA)**	
Semester 1 Design & Technology (Wood or Metal) Exploring Identities and Futures **Semester 2** Design & Technology (Wood or Metal) Integrated Learning (VET Preparation)* *white card training included **VET tasters** **Work experience** **Or On-Job Training/ SBAT**	Readiness Orientation	Certificate II in Construction Pathways Activating Identities and Futures Compulsory Mathematics Compulsory English Non-accredited skills program (industry taster) **Work experience** **Or On-Job Training/ SBAT**	May include On-job training/SBAT near full-time construction apprenticeship. **OR** Stage 2, 60 Credits Construction Pathways Curriculum Package • Stage 2 Material Solutions • Stage 2 Workplace Practices • Stage 2 Industry Connections.	**Full-time employment** at entry level within Construction industry **University Pathways** • Diploma of Construction • Bachelor of Construction Management • Foundation Studies

Aged Care and Disability Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Aged Care and Disability		**VET Qualification**	**VET Qualification**	
Semester 1 Health & Wellbeing Exploring Identities and Futures **Semester 2** Health & Wellbeing Integrated Learning (VET Preparation)* *WWCC screening included **VET tasters** **Work experience** **Or On-Job Training/ SBAT**	Readiness Orientation	Certificate II in Community Services OR Certificate III in Individual Support (Ageing and Disability) Activating Identities and Futures Compulsory Mathematics Compulsory English Non-accredited skills program (industry taster) **Work experience** **Or On-Job Training/ SBAT**	Certificate III in Individual Support (Ageing and Disability) May include On-job training/SBAT near full-time community services/aged care traineeship. **OR** Stage 2, 60 Credits Aged Care and Disability Curriculum Package • Stage 2 Health • Stage 2 Workplace Practices • Stage 2 Industry Connections	**Full-time employment** at entry level within Aged Care and Disability industry **University Pathways** • Diploma of Nursing • Diploma of Health • Bachelor of Nursing • Foundation Studies

Vocational Education & Training (VET) (continued)

Food Processing Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Food Processing Pathways		**VET Qualification**	**Advanced Skills VET Cluster (TBA)**	
Semester 1 Food Technology Exploring Identities and Futures **Semester 2** Cafe Foods Integrated Learning (VET Preparation) **VET tasters** **Work experience** **Or On-Job Training/ SBAT**	Readiness Orientation	Certificate II in Food Processing Activating Identities and Futures Compulsory Mathematics Compulsory English **Work experience** **Or On-Job Training/ SBAT**	May include On-job training/SBAT near full-time food and hospitality apprenticeship. **OR** Stage 2, 60 Credits Food Processing Curriculum Package • Stage 2 Food and Hospitality • Stage 2 Workplace Practices • Stage 2 Industry Connections	**Full-time employment** at entry level within ; • Food Processing industry • Hospitality industry • Agriculture industry

"VET students have access to industry professionals and industry grade facilities"

Horticulture Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Horticulture		**VET Qualification**	**Advanced Skills VET Cluster (TBA)**	
Semester 1 Horticulture Exploring Identities and Futures **Semester 2** Integrated Learning (VET Preparation) **VET tasters** **Work Experience** **Or On-Job Training/ SBA**	Readiness Orientation	Certificate II in Horticulture Activating Identities and Futures Compulsory Mathematics Compulsory English Community Studies (Driver training/ license) **Work experience** **Or On-Job Training/ SBAT**	May include On-job training/SBAT near full-time horticulture traineeship. **OR** Stage 2, 60 Credits Horticulture Curriculum Package • Stage 2 Integrated Learning (Horticulture Project) • Stage 2 Workplace Practices • Stage 2 Free Choice Subject	**Full-time employment** at entry level within; • Horticulture industry • Agriculture industry **University Pathways** • Diploma of Science • Bachelor of Agricultural Science • Bachelor of Science • Foundation Studies

School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships (SBAT) are a great way to start your career while completing your SACE. SBATs allow senior years students to combine paid work, training and school, while working towards their SACE and a nationally recognised qualification. Students undertaking SBATs commence a Contract of Training through a part time Apprenticeship or Traineeship. They learn skills (competencies) on the job and through training with a Registered Training Organisation (RTO).
For further information about School-Based Apprenticeships and Traineeships (SBAT), please visit https://www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships and speak with the VET/ Careers Coordinator.

Futures Program Pathways in Technology

The futures program is designed for students who are interested in a pathway within the Information Technology (IT) Sector. The sector is experiencing growth at a rapid rate, due to the amount of data being created and stored and the emergence of new technologies. such as AI, VR, Cyber Security. New careers are emerging everyday as skills from a range of traditional industries are entering the digital world. Students who graduate the futures program will be given the skills to handle a fast paced environment, be critical and creative thinkers, as well as life long learners.

Emerging Technologies

Technology is a fundamental part of everybody's lives. Both the Australian Curriculm and the SACE curriculum acknowledge this by providing subject specific learning within the Information Technology. Both the Australian Curriculum and SACE also acknowledge that it is no longer a specialist area of study by embedding it into all subject areas through the Digital Literacy Capability. As new technologies emerge, teaching needs to adjust to give students experience in a wide range of disciplines. The Futures Program aims to do this by focusing on four main streams within the digital technology space. Student's interested in a career in the Information Technology Sector can graduate from Woodville High School with a focus on each one of these streams.

Streams of IT at Woodville High School

Coding & Programming

Communicating with computers is one of the fundamental skills of an IT professional. Coding enables students to be able to open up a range of new possibilities within their IT skillset, allows students to solve problems never before conceived. It is widely used in our daily life, from gadgets such as smartphones, tablets, smart TV and other smart home appliances, to automated cars and facilities like traffic lights, etc.

Cyber Security

Cyber Security is a fast growing discipline within the IT sector that is currently experiencing enourmous job growth. Cyber Security is the practice defending digital devices and networks from malicious attacks. In a world that contains more digital devices than people and as attackers become more innovative, cyber security is becoming an essential part of our lives.

Digital Creative

Digital Creatives use digital technologies to find new and innovative solutions to creative problems. They use empathy, narrative and visuals to communicate their solution to problems. They will also engage with audiences through a range of digital platforms and online communities. In recent years the demand for digital creatives to become fluent in technical aspects of computing has increased which has enhanced their ability to be creative across multiple disciplines.

Mechatronics

Mechatronics is a branch of engineering that includes both mechanical and electronic components. Over the last decade computer technology has increased in power and decreased in size making it more accessible and transportable. This transformation has enabled traditional products smarter and automated, removing the human from mundaine tasks. Mechatronic engineers offers enhancement to machines in a range of different industries from manufacturing, aerospace, healthcare and farming.

Futures Tertiary Pathways Package

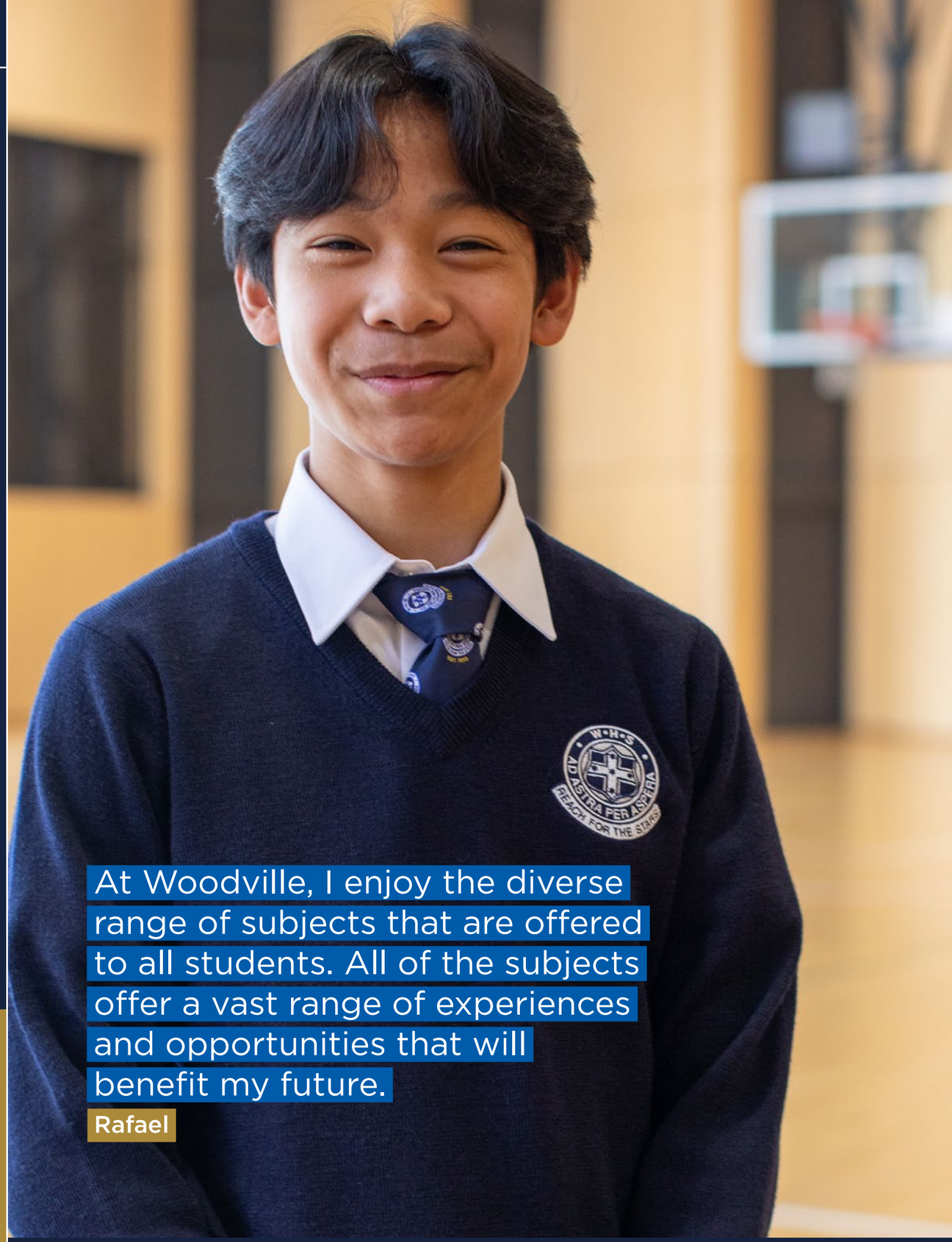
YEAR 10	YEAR 11	YEAR 12	TERTIARY
		ATAR Package (Selection of 4)	**TAFE / University**
Information Technology (Gaming) Exploring Identities and Futures Information Technology (Cyber Security) Media Studies Mechatronics	Information Technology (Gaming) Information Technology (Cyber Security) Media Studies Information Processing and Publishing Activating Identities and Futures	Information Technology (Gaming) Information Technology (Cyber Security) Media Studies Information Processing and Publishing Certificate III in Information Technology Certificate III in Screen and Media	Certificate IV in Information Technology Certificate IV in Cyber Security Certificate IV in Screen and Media Bachelor of Computer Science Bachelor of Creative Arts Bachelor of Design Bachelor of Engineering Bachelor of Information Technology Bachelor of Media Arts Bachelor of Software development

Futures School to Industry Pathways Package

	YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
	Industry Immersion Information Technology		**VET Qualification**	**ATAR Package** (Selection of 3 School Course Offerings)	
School Course Offerings	Information Technology (Gaming) Exploring Identities and Futures Information Technology (Cyber Security) Media Studies Mechatronics	Readiness Orientation	Information Technology (Gaming) Information Technology (Cyber Security) Media Studies Information Processing and Publishing Mechatronics Activating Identities and Futures	Stage 2, 60 Credits Futures Package: Information Technology (Gaming) Information Technology (Cyber Security) Media Studies Information Processing and Publishing Mechatronics	Animator Computer Network and Systems Administrator Cyber Security Analyst Developer / Programmer Digital Photographer / Video Editor Game Artist / Designer Visual Effects Artist
Industry Offerings	Integrated Learning (VET Preparation) Industry Certification Specific Industry Badging		Certificate II in Creative Industries Certificate III in Information Technology Certificate III in Screen and Media	Certificate III in Information Technology Certificate III in Screen and Media	

Learning Areas Overview

Aboriginal Studies
The Arts
Cross Disciplinary
English/English as an Additional Language or Dialect (EALD)
Humanities & Social Sciences (HASS)
Health & Physical Education
Languages
Mathematics
Science
Technologies



Aboriginal Studies Overview

The Aboriginal Studies Learning Area provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest living cultures. Through this Learning Area students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

Aboriginal Studies focuses on developing student understanding of the key concepts of Country/Place, Culture and People. Aboriginal and Torres Strait Islander Identities are represented as being central to the learning and understanding of the interconnected elements of the key concepts is a focus throughout. Through the understanding of Culture, students develop their knowledge of Aboriginal and Torres Strait Islander Peoples' law, languages, dialects and literacies. These relationships are also linked to the deep knowledge of traditions and the holistic world view of Aboriginal communities and/or Torres Strait Islander communities.

The Learning Area is aligned with the Cross Curriculum Priority; Aboriginal and Torres Strait Islander Histories and Cultures and as a result embeds the three key concepts from this framework.

The first key concept highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.

The second concept examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It gives students opportunities to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.

The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale.

The SACE

Aboriginal Studies curriculum options in Years 11 and 12 are aligned to SACE requirements.

At Stage 1 and Stage 2 Aboriginal Studies gives students the opportunity to learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities underpins the learning in this subject and is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in these subjects, students draw on elements of history, sociology, politics, arts, and literature.

The Arts Overview

The richness of meaning expressed in The Arts serves both to generate intellectual rigour and demonstrate a sense of self-worth in individuals and communities. The Arts provide a means by which learners can explain, reflect, understand, critique society and imagine better worlds.

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Arts at Woodville High School comprises of four subjects:

- Dance
- Drama
- Music
- Visual Arts

Each subject focuses on its own practices, terminology and unique ways of viewing the world.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance and appreciation of and responses to dance and dance making.

In Drama, students explore and depict real and fictional worlds through the use of body language, gesture, colour, style, light, sound and space to make meaning as performers, designers and audience. They create, perform and respond to drama.

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking, which inform their work as artists and audience.

Cross Disciplinary Overview

Cross Disciplinary subjects provide opportunities for students to bring their own interests and passions into their learning. These subjects involve Critical & Creative Thinking and core skills. The importance of these skills is demonstrated in compulsory SACE subjects of Stage 1 Exploring Identities and Futures and Stage 2 Research Project. Personal Learning Plan and Research Project are in the process of being revitalized and will be referred to as Exploring Identities and Futures (EIF) & Activating Identities and Futures (AIF) in coming years.

Cross Disciplinary is a Learning Area of the SACE which provides flexible learning programs for students. It includes Exploring Identities and Futures (EIF) and Research Project (RP), both of which are compulsory. At Woodville High School, EIF is undertaken in Year 10 and the Stage 2 Research Project is undertaken in Year 11. Both subjects are worth 10 credits, and students must achieve a C grade or better to complete the subject successfully and achieve their SACE. Research Project usually contributes to a student's

PLP is being revitalised and replaced with Exploring Identities and Futures (EIF). The intention behind EIF is to assist students to recognie their individual strengths and see that the purpose and value of learning is much more than knowledge and grades. Through EIF students will:

- explore identity and belonging
- develop agency
- pursue and develop an area of interest that matters to them.

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do?' and towards 'who do you want to be?'

The intention behind the Research Project subject is for students to explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution.

In Research Project students take greater ownership and agency over their learning 'learning how to learn' as they select relevant strategies 'knowing what to do when you don't know what to do' to explore, create and/or plan to progress an area of personal interest.

In addition, other courses developed under the frameworks of Integrated Learning, Recognised Learning and VET can be chosen by students to provide more flexible learning options for study within the school and in the community. These other Cross Disciplinary subjects, such as Power Cup, Community Connections, Project Nova and Horticulture, provide the opportunity for success to all learners.

English / EALD Overview

The development of knowledge, skills and understandings of language and literacy is essential for any individual's active and effective participation in their learning and in local and global communities.

The English curriculum in Years 7, 8, 9 and 10 is aligned with the Australian Curriculum.

English is organised into three interrelated strands that support a students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The three strands are:

Language: knowing about the English language.

Literature: understanding, appreciating, responding to, analysing and creating literature.

Literacy: expanding the repertoire of English usage.

Students study a range of texts including written, spoken, visual, digital or multimodal communication. Students study a balance of literature, media and everyday texts. These are studied through listening and speaking, reading and viewing, and writing. Literature includes classic, contemporary and popular literature.

English as an Additional Language or Dialect (EALD)

Students for whom English is an additional language or dialect (EALD) enter Australian schools at different ages, at different stages of English language learning and have various educational backgrounds in their first language(s). Students are counselled into EALD classes where appropriate and may be offered additional literacy classes as required.

The SACE

The SACE Essential English pathway includes options for study at Stage 1 and Stage 2. This subject is for students who are interested in English for work and community life. This course explores common texts students will encounter in their daily lives.

The SACE EAL pathway includes Stage 1 EAL which is designed to support EALD learners to pursue Stage 2 academic study. Eligibility is required. Students will go on to study Stage 2 Essential English in an academic program designed to prepare them for most tertiary courses. This course explores texts students will encounter in their daily lives.

The SACE English General pathway includes options for study at Stage 1 and Stage 2. It is designed to provide students with the academic English skills required to pursue general tertiary courses.

The SACE English Literary Studies pathway includes options for study at Stage 1 and Stage 2. It allows students to develop an understanding of the power of language to represent ideas. This course explores poetic texts and literature.

The Humanities and Social Sciences (HASS) Overview

Using Inquiry-based learning and critical thinking, Humanities and Social Sciences (HASS) encourages students to examine and delve into issues, ideas and events which have shaped our world. HASS encourages students to critically challenge ideas and assumptions in order to participate and contribute positively in our community.

The Humanities and Social Sciences (HASS) curriculum for Year 7 to 10 is aligned to the Australian Curriculum requirements.

HASS is based on a critical inquiry and issues based approach to the world around us now and in the past, examining the forces that have shaped societies and the environments. In essence, HASS promotes critical investigations of issues which shaped humanity and the world we live in. It challenges assumptions and the mainstream conventional view of societies and environments.

HASS is a full year course in Years 7 & 8 consisting of 1 semester of History and 1 semester of Geography. The Civics and Citizenship and Economics and Business requirements are embedded in the Geography and History courses at Woodville High School.

In Years 9 and 10, all students undertake 1 semester of HASS with units in History, Civics and Citizenship and Economics and Business. They may choose to study a semester of Geography at year 9 or Geopolitical Studies at year 10.

In HASS, research and critical inquiry are essential components of the curriculum and all students produce at least 1 piece of work in each of the 4 key literacies (Visual, Written, Oral and Digital) each semester.

Students are given the opportunity to work individually and in groups for formative and summative assessment tasks. These are prescribed in the semester assessment plans distributed to students early in each semester.

History

History is a study of the forces, peoples, ideas, movements and events that have shaped our contemporary world. The History curriculum in Years 7, 8, 9 and 10 is organised into two main strands of Historical Knowledge and Understanding and Historical skills. These two strands define the content of the course and the skills of Historical Inquiry.

At each year level the course work is focused around two strands (topic study areas). The units are guided by key inquiry questions specific to each year level.

In History the curriculum is guided by the key concepts and skills. These are using evidence (primary and secondary), continuity and change, cause and effect, perspectives, empathy, significance and contestability

Geography

Geography is the study of places, people, the environment and the interactions between these.

In each year level there are two broad units of study and a major student directed investigation based on inquiry and challenge based approaches to learning. In Year 7, the units are Water and the World and Places and Liveability.

In Year 8, the units are Landforms and Changing nations.

In Year 9, the units are Biomes and Food Security, and Interconnections.

In Year 10, the units are Environmental Change and management and Wellbeing.

Civics and Citizenship

Civics and Citizenship develops a sense of belonging to and engagement with civic life, together with an understanding of the values, principles, institutions, and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.

At each year level, skills of research, analysis, synthesis, problem-solving and decision-making are prioritised to enable students to be active and informed citizens.

Economics and Business

The study of economics and business develops the understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

At each year level students make informed decisions about economic systems including the effects of these decisions on consumers, businesses, governments, and other economies.

Authentic learning opportunities foster entrepreneurial qualities of initiative and leadership, while allowing students to embrace change, seek innovation and to work with others.

The SACE

The Humanities and Social Sciences curriculum options vin Years 11 and 12 are aligned to SACE requirements.

At Stage 1 and Stage 2 there are two distinct strands within Humanities and Social Sciences which build on the Australian Curriculum's humanities core studies in History, Geography, Civics and Citizenship and Economics and Business.

Humanities Strand

The humanities strand offers students in depth studies of Spiritualities, Religion and Meaning, Geography, Legal Studies, Modern History and Society and Culture.

Economics and Business Strand

The Business strand offers students in depth studies of Accounting, Business Innovation and Workplace Practices.

Health and Physical Education Overview

Learning in Health and Physical Education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living. This includes Health Education, Physical Education, Outdoor Education and Sport Education.

The Health and Physical Education Learning Area develops an understanding of the way in which people and groups function physically, socially, emotionally and spiritually.

Students develop the ability to make informed decisions about health and wellbeing, how it relates to themselves and their relationships with others. Students are encouraged to develop a positive disposition towards lifelong participation in physical activity and develop skills which promote healthy active practices. Study in this Learning Area fosters safe and respectful behaviours and responsibility to maintain safe environments with a commitment to promoting equity, valuing diversity and justice.

Australian Curriculum

In Year 7-10, students study Health and Physical Education as a compulsory part of their learning. Students engage in learning in the following strands and sub-strands:

Personal, Social & Community Health:

- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy and active communities.

Movement & Physical Activity:

- moving our body
- understanding movement
- learning through movement.

The SACE

At a SACE level, curriculum follows the Subject Outlines provided by the SACE Board. Health and Physical Education students have the options of studying the following subjects:

Stage 1:

- Physical Education
- Outdoor Education
- Health
- Sport Studies

Stage 2:

- Physical Education
- Outdoor Recreation
- Health
- Sport Studies

Basketball Academy and Soccer Academy

Students who have trialed and been accepted into our basketball or soccer academies have the opportunity to study one of our Health and Physical Education subjects with a practical focus on their specialised sport. Students follow the Australian Curriculum for these subjects in Year 7-10, and the SACE curriculum in Year 11 and 12.

Languages Overview

Language learning opens the door to new experiences, global perspectives and fosters intercultural understanding. Language learning is an opportunity for students to refine their communication skills and be able to understand and explore their own identity and that of other peoples and their communities.

Language subjects are designed to give students linguistic proficiency and cultural competence in the language & culture(s) of study. Students at Woodville High School have a choice between Aboriginal Cultures and Languages, Indonesian and Vietnamese.

In Aboriginal Studies, students develop a further understanding of, and respect towards, Australia's many Aboriginal languages and cultures, including Kaurna and Pitjantjatjara. In Indonesian, students learn about plurilingualism, multi-faith communities, the uniting philosophy of Indonesia Pancasila, and how Australian and Indonesian trade is intertwined. In Vietnamese, students will discuss the ways we can demonstrate respect, recognise the value of the contributions migrants make to our community and consider how Vietnamese culture has evolved in Vietnam and Australia.

Language is organised by two interrelated strands:

Communicating

Using language for communicative purposes in interpreting, creating, and exchanging meaning.

Understanding

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Content descriptions of each language studied provide opportunities for students to develop the skills, knowledge, and understanding required to communicate in the target language, to understand language and culture and to develop an intercultural capability in communication.

Achievement standards describe what students are expected to achieve and their level of achievement.

The Languages curriculum content and achievement standards are organised in bands for each sequence of learning. The study of languages contributes to the general education of all students, operating on the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt. Learning languages also develops students' literacy, strengthening literacy-related capabilities that are transferable across learning areas.

The SACE

At SACE Level, students can undertake:

- SACE Indonesian Continuers
- SACE Vietnamese Background
- SACE Vietnamese Continuers.

In Continuers Languages, students explore a range of texts in language around the themes of:

- The individual
- The Indonesian-speaking/ Vietnamese-speaking communities
- The changing world.

In Stage 2 Background Vietnamese, students explore a range of texts in language around the themes of:

- Economic development and social change
- Vietnam and the world
- The overseas Vietnamese-speaking communities
- Vietnamese arts in contemporary society.

Mathematics
Overview

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing solutions to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and all forms of employment.

A high-quality mathematics education provides a strong foundation for understanding the world. It encourages the ability to think critically and creatively by developing the capacity to reason mathematically. It helps develop an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics is presented in year levels for each year from Year 7 to Year 10. Content is organised under 6 interrelated strands:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability.

Number

The Number strand develops ways of working with mental constructs that deal with correspondence, magnitude and order, for which operations and their properties can be defined. Numbers have wide ranging application and specific uses in counting, measuring and other means of quantifying situations and objects. Developing number sense and the ability to work effectively with numbers is critical to being an active and productive citizen who is successful at work and in future learning.

Algebra

The Algebra strand develops ways of using symbols and symbolic representations to think and reason about relationships in both mathematical and real-world contexts. It provides a means for manipulating mathematical objects, recognising patterns and structures, making connections, understanding properties of operations and the concept of equivalence, abstracting information, working with variables, solving equations and generalising number and operation facts and relationships.

Measurement

The Measurement strand develops ways of quantifying aspects of the human and physical world. Measures and units are defined and selected to be relevant and appropriate to the context. Measurement underpins understanding, comparison and decision-making in many personal, societal, environmental, agricultural, industrial, health and economic contexts.

Space

The Space strand develops ways of visualising, representing and working with the location, direction, shape, placement, proximity and transformation of objects at macro, local and micro scales in natural and constructed worlds. It underpins the capacity to make pictures, diagrams, maps, projections, networks, models and graphics that enable the manipulation and analysis of shapes and objects through actions and the senses. These notions apply to art, design, architecture, planning, transportation, construction and manufacturing, physics, engineering, chemistry, biology and medicine.

Statistics

The Statistics strand develops ways of collecting understanding, and describing data and its distribution. Statistics provides a story, or a means to support or question an argument, and enables exploratory data analysis that underpins decision-making and informed judgement. Statistical literacy requires an understanding of statistical information and processes, including an awareness of data and the ability to estimate, interpret, evaluate and communicate with respect to variation in the real world. Statistics is used in business, government, research, sport, healthcare and media for critical and informed evaluation of issues, arguments and decision-making.

Probability

The Probability strand develops ways of dealing with uncertainty and expectation, making predictions, characterising the chance of events, or how likely events are to occur from both empirical and theoretical bases. It provides a means of considering, analysing and utilising the chance of events, and recognising random phenomena for which it is impossible to exactly determine the next observed outcome before it occurs. This enables students to understand contexts involving chance and to build mathematical models surrounding risk and decision-making in a range of areas of human endeavour. These include finance, science, business management, epidemiology, games of chance, computer science and artificial intelligence.

The SACE

The Mathematics subject options in Years 11 and 12 are aligned to the SACE.

Being numerate is essential for participating in contemporary society. Students need to reason, calculate, and communicate to solve problems. Through the study of mathematics, they understand and use mathematical skills, concepts, and technologies in a range of contexts that can be applied to:

- using measurement in the physical world
- gathering, representing, interpreting, and analysing data
- using spatial sense and geometric reasoning
- investigating chance processesusing number, number patterns, and relationships between numbers
- working with graphical, statistical, and algebraic representations, and other mathematical models.

Along with developing key numeracy skills, students will develop key critical and creative thinking skills, through:

- building confidence in applying knowledge and problem-solving skills in a range of mathematical contexts
- developing mathematical reasoning skills to think logically and make sense of the world
- understanding how to make and test projections from mathematical models
- interpreting results and drawing appropriate conclusions
- reflecting on the effectiveness of mathematical models, including the recognition of assumptions, strengths, and limitations
- using mathematics to solve practical problems and as a tool for learning
- making connections between concrete, pictorial, symbolic, verbal, written, and mental representations of mathematical ideas
- thinking abstractly, making and testing conjectures, and explaining processes.

Problem-solving in mathematics builds students' depth of conceptual understanding and supports development of critical and creative thinking. Learning through problem-solving helps students when they encounter new situations. They develop their creative and critical thinking capability by listening, discussing, conjecturing, and testing different strategies. They learn the importance of self-correction in building their conceptual understanding and mathematical skills.

Mathematics is a shared language that crosses borders and cultures, and is understood and used globally. Students read about, represent, view, listen to, and discuss mathematical ideas. They become aware of the historical threads from different cultures that have led to the current bodies of mathematical knowledge. These opportunities allow students to create links between their own language and ideas and the formal language and symbols of mathematics.

Science Overview

Science education contributes to developing scientifically literate global citizens who are empowered to make informed decisions about their personal lives and the world around them, how materials and processes function and can be improved and how environments can be sustained.

The Science curriculum Year 7 to 10 is aligned to the Australian Curriculum. Science is taught through three interwoven strands: science understanding, science as a human endeavour and science inquiry skills. They are closely linked; the work of scientists reflects the nature and development of science and is built around scientific inquiry and seeks to respond to and influence society's needs.

Students' science experiences at Woodville High School are designed to mirror and connect to this multifaceted view of science, providing them with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry to support development of skills such as analysing, evaluating and communicating.

As students progress through the curriculum they investigate how science understanding has developed, including considering some of the people and the stories behind these advances in science. Students learn to recognise how science understanding can be applied to their lives and the lives of others. As they develop a more sophisticated understanding of the knowledge and skills of science they are increasingly able to appreciate the role of science in society.

The content of the science understanding strand will inform students' understanding of contemporary issues such as climate change, use of resources, medical interventions, biodiversity and the origins of the universe. The Science Understanding strand comprises four sub-strands.

Biological Sciences

The Biological sciences sub-strand is concerned with understanding living things. Students learn that a diversity of living organisms exist on Earth, that are interdependent and interact with each other and their environment. They investigate the form and features of living things that are related to the functions that their body systems perform, including life cycles, adaptations and survival.

Physical Sciences

The Physical sciences sub-strand is concerned with understanding natural phenomena that occur in the universe. Physics provides the foundation of understanding upon which modern technologies, and all other sciences are based. Students investigate how energy explains diverse phenomena. They consider how physics is central to the identification of, and solutions to, some of the key issues facing globalised society.

Chemical Sciences

The Chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. Students learn that chemical and physical properties of substances are determined by atomic structure, that substances change and new substances are produced by rearranging atoms in chemical reactions. They classify substances based on their properties, and identify elements, compounds and mixtures. Students explore the relationship between the way in which atoms are arranged and the properties of substances.

Earth & Space Sciences

The Earth and Space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. There is a focus on the solar system as well as changes on Earth, such as day and night and the seasons, and on the Evolution of Earth over 4.5 billion years. Students consider human use of resources from the Earth and the influence of human activity on Earth.

The SACE

In Stage 1 and Stage 2, the study of science is presented in specialised subject strands. Within each strand students have the opportunity to further develop skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena. Students increase their understanding of scientific concepts and learn to think critically and creatively about scientific approaches to problem solving. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of the sciences. They explore how scientists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

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.

Chemistry

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

Forensic Science

Forensic science is a critical element of an effectively functioning society. This subject is presented with a strong focus on practical inquiry skills, including scientific ways of observing, questioning and thinking. Students will develop useful skills in analysis, reasoning and communication through learning how to gather and interpret forensic evidence to draw calculated conclusions.

Nutrition

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Physics

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

Psychology

This subject sits between the life sciences and the humanities. Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Through the study of Psychology, students come to better understand themselves and their social worlds.

Technologies Overview

Studies in Design Technologies and Digital Technologies provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Australian Curriculum

Technologies in the Australian Curriculum describes two distinct but related Subjects:

Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. At Woodville High School, Design and Technologies is taught across the following subjects: Design and Technology, Jewellery, Mechatronics, Food Technology, Textiles, Horticulture.

Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions. Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The Learning Area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, to meet current and future needs.

The SACE

Throughout the Senior Years, Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems.

The subject is organised into four contexts where specialised content can be selected based on the interests of the students.

Currently Woodville High School teaches to all four contexts matched with the following content:

- **Digital Communication Solutions:** Media Studies
- **Industry and Entrepreneurial Solutions:** Information Technology (Game Development)
- **Material Solutions:** Design and Technology (Wood or Metal Focus)
- **Robotic and Electronic Systems:** Mechatronics

These contexts provide students with opportunities to develop design thinking to investigate solutions, develop a plan, realise the solution, and evaluate the outcome.

Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Year 7
Course Selection

Recommendations to Year 7 students about subject selection.

Year 7
Course Selection

Mainstream Students

At Year 7, courses fulfill the Australian Curriculum requirements and cover ten curriculum areas.

All Year 7 students will study two semesters of:

- Mathematics
- Science
- English or EALD
- Health & Physical Education (three terms)
- Humanities & Social Sciences (History, Geography, Economics and Business and Civics & Citizenship)
- Project Nova
- Language (Vietnamese, Indonesian, Aboriginal Studies)

All Year 7 students will study one semester of:

- Design & Technology
- Food Technology

Plus a selection of the following term subjects:

- Visual Arts
- Dance
- Drama
- Digital Technologies
- Elective Music
- Food Technologies
- Horticulture
- Horticulture: ATSI Contexts
- Science Technology Engineering & Mathematics (STEM)

Variations

Special Interest Music

Entry into the school's Special Interest Music is through audition and interview. Students who are accepted into Special Interest Music undertake a full year of Music in two subjects and are supported to complete studies in all areas.

Elective Music Program

The Elective Music program is available to all students. Students that choose this course undertake a full year of Music but do not undertake Art, Dance, Drama or Digital Technology. On the transition days students can experience different instruments and be guided by Music staff as to their choice of instrument.

English as an Additional Language or Dialect (EALD)

As an alternative to English, eligible students will be counselled into EALD, supporting their literacy development and language acquisition.

Basketball and Soccer Academies

Entry into the Basketball and Soccer Acadamies is accessed through a skills workshop and interview. Students accepted into this course undertake a full year of Physical Education, specialising in Basketball or Soccer. Sucessful students will not undertake Art, Dance, Drama or Digital Technology as these occur at the same time as the academy lessons.

YEAR 7 Aboriginal Studies

Aboriginal Studies

Length: Term

Compulsory or Elective: Compulsory or Elective: Compulsory (A choice of either Aboriginal Studies / Indonesian / Vietnamese)

Prerequisites: None

Subject Description
This program has been developed for Indigenous and non-Indigenous students who wish to further their knowledge in Aboriginal languages and cultures. The program provides students with a general perspective on the history of Aboriginal peoples, cultures and languages.

Students will develop an understanding of the Kaurna country that they live on. They will gain an understanding and apply knowledge of Aboriginal cultures and histories. Acquire, use and interpret information from a range of sources, particularly Aboriginal people. Communicate using a range of IT skills, including digital cameras, digital video cameras, and music and iMovie. Interact constructively and appropriately with a range of people including peers, cultural instructors and tourists. Reflect on and evaluate their learning through developing portfolios and discussions.

Content
- Aboriginal and Torres Strait Islander Culture and History Introduction
- Kaurna Language/Country Folio
- Dreaming and Spirituality Languages

Assessment
- Tarnanthi Art Activity
- Kaurna Country Folio
- Dreaming Presentation
- Aboriginal Activists Task
- Timeline

Additional Requirements
None

Future Pathways
Year 8 Aboriginal Studies

YEAR 7 The Arts

Dance

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students begin to identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. Students begin to explore the diversity of cultural performance and are asked to consider the structure of storytelling and narrative as well as performance style. Students will collaborate with Drama and Art to create an Asian Perspectives or An Indigenous Perspectives performance with a view to authentic learning. This will involve the incorporation of cultural leaders and will culminate in a live performance. Students will have the opportunity to explore on or off stage roles.

Content
- Learning and performing dance works
- Creating Dance
- Collaborative and communication skills
- Performance skills
- Reflective writing and goal setting

Assessment
- Practical
- Collaboration
- Reflection

Additional Requirements
Dance attire required for practical lessons.

Future Pathways
Year 8 Dance

Drama

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This subject involves the development of basic dramatic performance skills. Emphasis is on co-operative group learning and problem solving. This course involves the introduction of basic dramatic skills and knowledge including Mime, Voice, Improvisation, Scripting, Design, Staging, Dramatic Terms, Audience Skills, and Performance Skills.

Students begin to explore the diversity of cultural performance and are asked to consider the structure of storytelling and narrative as well as performance style. Students will collaborate with Dance and Art to create an Asian Perspectives or an Indigenous Perspectives performance with a view to authentic learning. This will involve the incorporation of cultural leaders and will culminate in a live performance. Students will have the opportunity to explore on or off stage roles.

Content
- Develop their understanding of role, character and relationships
- Use voice and movement to sustain character and situation
- Use focus, tension, space and time to enhance drama
- Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- Shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- Draw on drama from a range of cultures, times and locations as they experience drama
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies

YEAR 7

The Arts

- Learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms.

Assessment
- Performance
- Collaboration
- Reflection

Additional Requirements
None

Future Pathways
Year 8 Drama

Elective Music

Length: Year

Compulsory or Elective: Elective / Compulsory (Special Music students)

Prerequisites: None

Subject Description
This course enables students to develop the fundamentals of music and work in two ensembles (vocal and instrumental). Each student begins or continues the study of a chosen musical instrument through thirty minutes weekly tuition and practice at home each day.

Performance:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.

Analysis:
1. Students will understand: the elements of music, style and notation.

Musicianship
1. Students will understand: the elements of music, style and notation.

Content
- Ensemble, where students participate in a Concert Band or String Ensemble
- Sectional, where students develop practical skills on their chosen instrument
- Music Experience, where students will participate in a range of topics which include keyboard, choir, drumming and guitar.

Assessment
- Ensemble
- Sectional
- Music Experience

Additional Requirements
Instrument hire, excursion costs, performance uniform hire.

Future Pathways
Year 8 Elective Music (or Special Music by Audition)

Special Music

Length: Year

Compulsory or Elective: Compulsory (Special Music Students)

Prerequisites: Successful completion of Special Music Audition

Subject Description
Students are selected for this course, which must be taken in conjunction with Elective Music. This course enables students to extend their skills in music styles, computing, music appreciation and concert practice. Students may undertake the study of a second instrument and are involved in a co-curricular ensemble.

Performance:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.

Analysis:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: identify, evaluate and analyse how the elements of music are used in different styles, cultures, times and places.

Musicianship
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: use aural skills, stylistic conventions, music terminology and symbols to recognise, memorise, perform and notate musical elements.

Content
- Concert Practice, where students learn to perform as a soloist on their chosen instrument.
- Music Appreciation, where students learn about the styles and structures of music.
- Music Technology, where students use music software to notate and record music.

Assessment
- Concert Practice
- Music Appreciation
- Music Technology

Additional Requirements
Instrument hire, excursion costs, performance uniform hire.

Future Pathways
Year 8 Special Music
Year 8 Elective Music

YEAR 7

The Arts

Visual Art

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

In this course, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Students will collaborate with Dance and Drama to create an Asian Perspectives or an Indigenous Perspectives performance with a view to authentic learning. This will involve the incorporation of cultural leaders and will culminate in a live performance. Students will focus on creation of art work and will consider their place and use as set or prop pieces.

> Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks.

Content

- Identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.
- Evaluate how they and others are influenced by artworks from different cultures, times and places.
- Plan their art making by exploring techniques and processes used in their own and others' artworks.
- Use visual conventions, techniques and processes to communicate meaning in their artworks.

Assessment

- Collaboration
- Reflection
- Product

Additional Requirements

None

Future Pathways

Year 8 Visual Art

YEAR 7

Cross Disciplinary

Project Nova

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

By expanding and challenging students' thinking, Year 7 Project Nova at Woodville High School will establish strong foundations of inquiry, academic self-efficacy, critical and creative thinking, collaboration, communication and entrepreneurship.

During Project Nova, students engage in authentic 21st Century integrated learning, driven by a Project- Based Learning approach. Each term will focus on a different contemporary theme with student agency driving the inquiry focus.

Previous projects have involved students organizing and running 'Our Woodville Amazing Race' challenges for the whole Year 7 cohort as well as an ideas 'Expo' where students act as entrepreneurs to pitch their innovative ideas to the community and a panel of experts.

This approach works to further develop students' sense of belonging by supporting the development of connections between the students, school and the wider community.

Through exploration and making connections within and beyond their own worlds, students will further develop the following capabilities:

- Collaboration
- Communication
- Critical and Creative Thinking
- Digital Literacy
- Entrepreneurial Thinking
- Leadership and Management
- Personal and Social Capability

Content

- Getting to know your capabilities
- Project Management
- Development of digital literacy skills including video production and editing
- What is an entrepreneur? How to think and act like an entrepreneur
- How to pitch a new idea
- The UN Sustainable Development Goals

Assessment

Assessment in Project Nova encompasses both self and teacher assessment

- Term by term 'Projects'
- Idea Pitches
- Video Production
- Capability development

Additional Requirements

None

YEAR 7

English

English

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students are encouraged to use technology to improve language skills.

Content

- Language is about knowing the English language.
- Literature is about understanding, appreciating, responding to, analysing and creating literary texts.
- Literacy is about expanding the repertoire of English usage.

Assessment

- Introductory Skills- Communication Model
- Two Common Assessment Tasks **CATS**
- Cultural Narrative
- Literary Analysis - Portfolio and extended paragraph response
- Poetry Creation
- Ongoing Literacy skills and low stakes writing.

Additional Requirements

None

Future Pathways

Year 8 English

English as an Additional Language or Dialect (EALD)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: EALD Eligibility

Subject Description

EALD is adapted from Australian Curriculum English to cater to students for whom English is an additional language or dialect and enable them to be successful in further study and in the wider community.
Students will explore concepts and genres including Tales of the past; an exploration of creative narrative writing and spoken stories, Shaping our spaces; a persuasive argument about the changes they want to see in their world, a narrative study investigating the use of text features and exploring language examples in their daily lives.

Students explore subject vocabulary and key information around set topics, deconstruct model texts, create joint texts together, create individual texts and reflect on the text requirements and their learning progress. Throughout the year students develop their understanding of key genres and the relationship between purpose, audience, structure and language. They develop their understanding and use of academic English, increasingly complex vocabulary, functional and traditional grammatical knowledge. They develop knowledge and skills to critically analyse, persuade, inform, recount and review through factual and creative texts.

Content

- Creative, informative, persuasive and critical writing
- Advocacy
- Knowledge of language at the whole text, paragraph, sentence and word level
- Knowledge of functional and traditional grammatical systems
- Use of academic English
- Contextually appropriate communication skills.

Assessment

- Tales of the past: a spoken narrative
- Shaping our spaces: An argument for changing a space or community service
- Narrative study
- Receptive skills (such as reading, listening, comparing, summarising, annotating, analysing, evaluating)
- Productive skills (such as writing, speaking, presenting, discussing, debating, explaining, transforming)

Additional Requirements

None

Future Pathways

Year 8 EALD
Year 8 English

YEAR 7

HASS

Humanities and Social Sciences (HASS)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

The Year 7 HASS curriculum explores units in History, Geography, Civics and Citizenship and Economics and Business. The Year 7 history curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE) and a study of early First Nations Peoples of Australia. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in Egypt.

In geography students will study Water in the world which examines the many uses of water, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Place and liveability examines human geography through a focus on the factors that influence the decisions people make about where to live, perceptions of liveability, and the idea that places provide us with the services and facilities needed to support and enhance our lives.

In Civics and Citizenship students describe the key features of Australian democracy, legal systems and characteristics of active citizenship. They explain how these features and characteristics uphold and enact democratic values, and how they enable active participation. Students identify the diverse belief systems in Australian society and identify the importance of shared values in promoting a cohesive society.

The Economics and Business unit explains why societies and individuals make economic decisions about the allocation of resources and describe the interdependence of consumers and producers within the economic and business environment. Students identify the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They describe the characteristics of successful businesses and identify how entrepreneurs contribute to this success.

Content

- Deep time history of Australia (65,000 years ago)
- The Ancient World - Ancient Egypt
- Water and the World
- Places and Liveability
- Australian democracy, legal systems and characteristics of active citizenship
- Allocation of resources and the interdependence of consumers and producers.

Assessment

- Source Analysis
- Inquiry based learning - Information reports/ extended paragraph writing
- Chronology - timelines.

Additional Requirements

None

Future Pathways

Year 8 HASS

YEAR 7

Health and PE

Health & Physical Education

Length: Three Terms

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions and develop a range of help-seeking strategies and access to health and physical activity information and services. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Content

- Mental health
- Healthy Self
- Games and performance
- Throw, hit and move

Assessment

- Folio task
- Performance Standard Rubric
- Peer Assessment and Self Assessment
- Player profile, reflection and evaluation

Additional Requirements

None

Future Pathways

Year 8 Health & Physical Eduction

Health & Physical Education (Basketball & Soccer Academies)

Length: Three Terms

Compulsory or Elective: Elective

Prerequisites: Selection trials and criteria apply. Current playing experience is required.

Subject Description

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions and develop a range of help-seeking strategies and access to health and physical activity information and services. Students develop specialised basketball/soccer skills. They analyse and develop basketball/soccer skills and an understanding within the sport. Students are exposed to specialist coaching, strength and conditioning development and access to high quality facilities, including St Clair Recreation Centre. They reflect on and refine personal and social skills as they participate in the Basketball & Soccer Academies.

Content

- Mental health
- Healthy Self
- Basketball/Soccer Performance
- Basketball/Soccer Game strategy

Assessment

- Folio task
- Performance Standard Rubric
- Peer Assessment and Self Assessment
- Player profile, reflection and evaluation

Additional Requirements

Course fee: $100 (uniform, transport, specialist coaches, further opportunities).

Future Pathways

Year 8 Health & Physical Education (Basketball & Soccer Academies)

YEAR 7

Languages

Indonesian

Length: Term

Compulsory or Elective: Compulsory or Elective
Compulsory (Rotation - students will study Indonesian, Vietnamese and Aboriginal Studies for a term)

Prerequisites: None

Subject Description
Students are introduced to Bahasa Indonesia (The language of Indonesia) and Indonesia's many cultures and peoples. In Year 7, students learn about a variety of celebrations across Indonesia including Imlek (Lunar New Year), Ramadan & Lebaran (Ramadan & Eid-Al-Fitr), Hari Kemerdekaan (Indonesian Independence Day) and Hari Nyepi & Ngrupuk Parade (Balinese Hindu New Year: Day of Silence).

Students communicate using Indonesian to introduce themselves orally. They identify a celebration of choice and invite guests to join them. Students learn key Indonesian vocabulary to express themselves and communicate in language.

Content
- Introductions and identity
- Celebrations
- Multicultural Australia and Indonesia

Assessment
- Oral introduction in language
- Written invitation to a celebration in language
- Written vocabulary test

Additional Requirements
None

Future Pathways
Year 8 Indonesian

Vietnamese

Length: Term

Compulsory or Elective: Compulsory or Elective
Compulsory (Rotation - students will study Indonesian, Vietnamese and Aboriginal Studies for a term)

Prerequisites: None

Subject Description
Students are introduced to Tiêng Viêt (Vietnamese language) and the culture and people of Vietnam. In Year 7, students learn about the cultural significance, traditions and customs for the Lunar New Year (Tết Nguyên Đán) and the Full-Moon Children Festival (Tết Trung Thu). They compare and reflect on Australian and Vietnamese celebrations and they identify and use information to present in a mini research task.

Students recognise the basic Vietnamese sounds and writing system, explore Vietnamese accents (tone markers), tones and learn to count. They socialise and interact with peers and the teacher to exchange information on topics relating to self and interests in Vietnamese and they understand and practise honorific words to express politeness and respect.

Students have the opportunity to appreciate the diversity of Vietnamese food culture including dishes for the Lunar New Year, Full-Moon Children's Festival, and the well-known Vietnamese food in Australia. They learn to prepare Vietnamese dishes themselves.

Content
- Introduction and identity
- Celebrations
- Comparison and Reflection on Celebrations (Australia and Vietnam)

Assessment
- Dialogue/ Conversation in pairs: Introduce yourselves in Vietnamese
- Poster "About me"
- Written vocabulary test

Additional Requirements
None

Future Pathways
Year 8 Vietnamese

YEAR 7

Mathematics

Mathematics

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Extension activities and extra support are provided for those who require them. Technology, where applicable, is embedded through the use of calculators and other online applications to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Content
Number and Algebra
- number and place value
- real numbers
- money and financial mathematics
- patterns and algebra
- linear and nonlinear relationships

Measurement and Geometry
- using units of measurement and geometric reasoning

Statistics and Probability
- chance
- data representation and interpretation

Assessment
Students will be assessed according to criteria established by the Australian Curriculum achievement standards. Student assessment will be based on a combination of skills and application tasks and mathematical investigations.

Additional Requirements
None

Future Pathways
Year 8 Mathematics

YEAR 7

Science

Science

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

In Year 7, students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Within these themes, students explore perspectives from Aboriginal and Torres Strait Islander peoples, learning about past and current contributions to the field of science. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Content

- Working Scientifically
- Separating Mixtures
- Water
- Classification of Living Things
- Food Chains and Food Webs
- Cycles of the Sun, the Moon and the Earth
- Forces and Simple Machines

Assessment

- Science Inquiry Investigations
- Scientific Modelling
- Practical Reports
- Topic Tests
- Science as a Human Endeavour Tasks

Additional Requirements

None

Future Pathways

Year 8 Science
Year 8 STEM Elective

STEM

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

STEM is a way of thinking about the world. It is about learning how to solve problems, be creative and innovative, think logically, and work as a part of a team. These are valuable skills and habits of mind for students to acquire, no matter what pathway they take in life. Future employers are requiring school and university graduates to be equipped with the critical and creative thinking skills necessary for an ever-changing job market. This elective topic aims at developing students' inquiry, problem-solving, and project skills through a series of short to medium-length scenarios, utilizing knowledge from science, technology, engineering, and mathematics.

Content

There is a strong focus on design thinking processes and practical skill development within this course.

- Design thinking
- Measurement
- Materials and properties

Assessment

Possible tasks could include:

- Design Inquiry Process
- Product Evaluation
- Investigation of Materials
- Group Presentation
- Debate

Additional Requirements

None

Future Pathways

Year 8 Science
Year 8 Technology
Year 8 Mathematics

Year 8 STEM Elective

YEAR 7

Technologies

Design & Technology

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

In Year 7, students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce designed solutions to problems for individuals and the community. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. The course is designed as an introduction into the Technology Curriculum aimed to give students a basic experience in different disciplines of Technology.

Content

- Safety in the Workshop
- Introduction to the Design Process
- Safe and Effective Usage of Machinery / Hand Tools

Assessment

- Safety in the Workshop Assignment
- Design Process and Product

Additional Requirements

None

Future Pathways

Year 8 Technology
Year 8 Information Technology

Digital Technologies

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

The Year 7 Information Technology course is aimed at introducing students to a range of Digital Technologies available at Woodville High School. They will learn how to use industry standard applications such as Google Suite and Adobe Photoshop to produce digital outcomes. The course aims to expose students to a range of streams within the Information Technology discipline, such as, Digital Imaging, Online Content Creation and Coding. Students begin to apply their thinking to the design process so that designed systems can reach an outcome for an intended audience. The course is designed to build students' digital literacy to not only continue in the IT curriculum, but also build IT usage in all learning areas across the school.

Content

- Apple Mac & School System Basics
- Introduction to Digital Imaging
- Introduction to Text Based Coding (HTML & CSS)

Assessment

- Google Sites eFolio
- Mac Tricks
- Famous Art - Pixel and Binary Art
- Introduction into Code (HTML & CSS)

Additional Requirements

None

Future Pathways

Year 8 Technology
Year 8 Information Technology

YEAR 7

Tecnologies

Food Technology

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
The Year 7 Food Technology course gives students an introduction to the school kitchen environment. Students understand the health and safety requirements needed to plan, prepare and produce food. They understand food safety practices including the safe use of a variety of tools and equipment. Students perform sensory analysis of different foods to develop subject specific language.

Content
- Safety in the domestic kitchen
- Hygiene in the domestic kitchen
- Cooking skills and techniques

Assessment
- Design cycle task

Additional Requirements
None

Future Pathways
Year 8 Food Technology

Food Technology and Horticulture: Aboriginal and Torres Strait Islander Contexts

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This subject has been developed to support students developing their knowledge of Food Technology and Horticulture through the lens of Aboriginal and Torres Strait Islander contexts. Throughout this Cross-Disciplinary subject, students will work the school garden to plant, maintain and harvest native crops. Students will have an introduction to the school kitchen environment as well as develop an understanding of the health and safety requirements needed to plan, prepare and produce food. They will focus on using native Australian crops grown within our school's garden as the key element when cooking.

Content
- Safety in the domestic kitchen
- Hygiene in the domestic kitchen
- Cooking skills and techniques Assessment
- Design cycle task
- Safety in the Garden
- Planting and harvesting
- Composting
- Bugs

Assessment
- Design cycle task
- Practical engagement
- Folio

Additional Requirements
None

Future Pathways
Year 8 Horticulture
Year 8 Food Technology
Year 8 Food Technology and Horticulture: Aboriginal and Torres Strait Islander Perspectives

Horticulture

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 7 Horticulture, students work in the school garden to plant, maintain and harvest crops. They also manage the compost system within the garden. Students learn the importance of bugs in the garden, in particular bees and the role of bees in pollination.

Students have the opportunity to work together to plant seeds and seedlings and manage the safety concerns and risks associated with working the garden. They also develop a folio to document their learning.

Content
- Safety in the Garden
- Planting and harvesting
- Composting
- Bugs

Assessment
- Practical engagement
- Folio
- Bees task

Additional Requirements
None

Future Pathways
Year 8 Horticulture

Year 8
Course Selection

Recommendations to Year 8 students about subject selection.

Year 8
Course Selection

Mainstream Students

At Year 8, courses fulfills the Australian Curriculum requirements and cover ten curriculum areas.

All Year 8 students will study two semesters of:

- Mathematics
- Science
- English or EALD
- Language (Vietnamese, Indonesian, Aboriginal Studies)
- Humanities & Social Sciences (History, Geography, Business & Enterprise and Civics & Citizenship)

All Year 8 students will study two semesters of:

- Design & Technology
- Food Technology
- Health & Physical Education (one semester)

Plus a Selection of the following term subjects:

- Creative Arts: ATSI Contexts
- Dance
- Drama
- Digital Technologies
- Food Technology: ATSI Contexts
- Horticulture
- Science Technology Engineering & Mathematics (STEM)
- Visual Arts

Variations

Special Interest Music

Entry into the school's Special Interest Music is through audition and interview. Students who are accepted into Special Interest Music undertake a full year of Music in two subjects and are supported to complete studies in all areas.

Elective Music Program

The Elective Music program is available to all students. Students that choose this course undertake a full year of Music but do not undertake Art, Dance, Drama or Information Technology. On the transition days students can experience different instruments and be guided by Music staff as to their choice of instrument to study.

English as an Additional Language or Dialect (EALD)

As an alternative to English, eligible students will be counselled into EALD, supporting their literacy development and language acquisition.

Basketball and Soccer Academies

Entry into the Basketball Academy and Soccer Academy is accessed through a skills workshop and interview. Students accepted into this course undertake a full year of Physical Education, specialising in Basketball or Soccer. Successful students will not undertake Health and Physical Education, Design Technology and Home Economics.

YEAR 8

Aboriginal Studies

Aboriginal Studies

Length: Year

Compulsory or Elective: Compulsory (A choice of either Aboriginal Studies / Indonesian / Vietnamese)

Prerequisites: None

Subject Description

This program has been developed for Indigenous and non-Indigenous students who wish to further their knowledge in Aboriginal languages and cultures. The program provides students with a general perspective on the history of Aboriginal peoples, cultures and languages.

Students will develop and use Kaurna language. Gain an understanding and apply knowledge of Aboriginal cultures and histories. Acquire, use and interpret information from a range of sources, particularly Aboriginal people. Communicate using a range of IT skills, including digital cameras, digital video cameras, and music and iMovie. Interact constructively and appropriately with a range of people including peers, cultural instructors and tourists. Reflect on and evaluate their learning through developing portfolios and discussions.

Content

- Australian and South Australian Aboriginal language groups - Kaurna
- Ngarrindjerri language groups
  - Clans and totems
  - Timeline of Ngarrindjeri History 30,000 years to 230 years European
  - Ngurunderi Dreaming story
  - Thukeri Dreaming stories
  - Language
- Kaurna language.

Assessment

Kauna language greetings
Aboriginal
Source Analysis
Timeline

Additional Requirements

None

Future Pathways

Year 9 Aboriginal Studies

YEAR 8

The Arts

Creative Arts: Aboriginal and Torres Strait Islander Contexts

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

This subject has been developed to support students developing their knowledge of Art, Music, Dance and Drama through the lens of Aboriginal and Torres Strait Islander perspectives. Throughout this Cross-Disciplinary subject, students will continue to develop their knowledge of producing Visual Art works, developing their dramatic performance skills as well as their fundamentals in music. Students will begin to identify and analyse the elements of dance, choreographic devices and production elements. They will combine these elements to create a production based on Cultural Dreaming Stories and contemporary issues which will culminate in a live performance which showcases their learnings.

Content

- Learning and performing Dance works.
- Draw on drama/dance/art and music from a range of Aboriginal and Torres Strait Islander cultures.
- Explore influences of Aboriginal and Torres Strait Islander Peoples on the Performing Arts.
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.
- Use visual conventions, techniques and processes to communicate meaning in their artworks.

Assessment

- Collaboration
- Reflection
- Product

Additional Requirements

None

Future Pathways

Year 9 Elective Music
Year 9 Visual Art
Year 9 Drama
Year 9 Dance
Year 9 Creative Arts: Aboriginal and Torres Strait Islander Perspectives

Dance

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

This course is designed to build on the foundation of dance concepts, both theoretical and practical, that the students have developed in Year 7. Students will begin to explore the genres of Jazz, Hip Hop and Contemporary dance by learning techniques, nuances, and history specific to each style. Students have the opportunity to apply this knowledge within composition tasks, while also exploring the elements of dance in greater detail. Students will also begin learning how to analyse professional dance works, and reflect upon their own dance practices.

Content

- Learn and perform choreography
- Participate in specific technique classes
- Develop and apply performance skills
- Explore, select and refine new dance movement in composition tasks
- Analyse cultural dance works and reflect upon own practise in theory tasks.

Assessment

- Performance
- Composition
- Theory

Additional Requirements

Dance attire required for practical lessons

Future Pathways

Year 9 Dance

YEAR 8

The Arts

Drama

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience. This subject involves the development of basic dramatic performance skills. Emphasis is on co-operative group learning and problem solving. Students also begin to develop their performance criticism skills.

Content
- Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- Consider social, cultural and historical influences of drama
- Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- Maintain safety in dramatic play and in interaction with other actors
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Assessment
- Design Task
- Performance Task

Additional Requirements
None

Future Pathways
Year 9 Drama

Elective Music

Length: Year

Compulsory or Elective: Elective / Compulsory (Special Music students)

Prerequisites: Enthusiasm, commitment and interest in learning a musical instrument, theory and choir

Subject Description
This course, both practical and theoretical, enables students to develop the fundamentals of music and work in two ensembles (vocal and instrumental). Each student begins or continues the study of a chosen musical instrument through thirty minutes weekly tuition and practice at home each day.

Performance:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.

Analysis:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: identify, evaluate and analyse how the elements of music are used in different styles, cultures, times and places.

Musicianship
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: use aural skills, stylistic conventions, music terminology and symbols to recognise, memorise, perform and notate musical elements.

Content
- Ensemble, where students will continue to develop their ensemble skills in Concert Band or String Ensemble.
- Choir, where students develop their singing skills as a member of a choral ensemble.
- Sectional, where students continue to develop specific instrumental skills on their chosen instrument.
- Musicianship, where students learn the structures of reading and writing music.

Assessment
- Ensemble
- Choir
- Sectional
- Musicianship

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least one co-curricular ensemble.

Future Pathways
Year 9 Elective Music (or Special Music by Audition)

Special Music

Length: Year

Compulsory or Elective: Compulsory (Special Music Students)

Prerequisites: Successful completion of Special Music Audition

Subject Description
Students are selected for this course, which must be taken in conjunction with Elective Music. This course enables students to extend their skills in music styles, computing, jazz and concert practice. Students undertake the study of a second instrument and are involved in at least two co-curricular ensembles.

Performance:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.

Analysis:
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: identify, evaluate and analyse how the elements of music are used in different styles, cultures, times and places.

Musicianship
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: use aural skills, stylistic conventions, music terminology and symbols to recognise, memorise, perform and notate musical elements.

Content
- Concert Practice, where students continue to develop their skills as a solo performer on their chosen instrument
- Jazz, where students develop skills in jazz playing, including the skill of improvisation
- Music Studies, where students learn about the styles, structures and history of music

YEAR 8 The Arts

- Music Technology, where students continue working with music software to notate and record music.

Assessment
- Concert Practice
- Jazz
- Musc Studies
- Music Technology

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least two co-curricular ensembles.

Future Pathways
Year 9 Special Music
Year 9 Elective Music

Visual Art

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course is an introduction to the practice of making Visual Art works. This may include the study of drawing, painting, printmaking, clay and design. Developing skills in drawing and observation are integral to all aspects of the course. Students will develop idea generation and problem solving skills and student reflection will be encouraged. Students will also develop their understanding of art and its role in our cultural, historical and social development, as well as placing their learning experiences in context. Independent research and learning skills will be developed throughout these units. Home study and other theory work will have a strong connection to the practical and research activities.

Content
- Identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making
- Evaluate how they and others are influenced by artworks from different cultures, times and places
- Plan their art making by exploring techniques and processes used in their own and others' artworks
- Use visual conventions, techniques and processes to communicate meaning in their artworks.

Assessment
- Making
- Responding

Additional Requirements
A4 sketchbook

Future Pathways
Year 9 Visual Art
Year 9 Digital Art & Design

YEAR 8 English

English

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
This course develops students' written and spoken skills so that they can confidently and effectively meet the variety of language demands of the Australian Curriculum as required to function successfully in their school studies and in the wider community.
By investigating a range of texts (fictional, factual and media), students are encouraged to think about themselves, to explore ideas, to reflect on the diversity and changing nature of Australian society and the global community. Students learn how written, oral and visual language is used to discover and convey information, to persuade and to shape identity, meaning, attitudes and reality. By analysing and using language (listening, speaking, reading, viewing and writing) in a range of situations, students understand how the purpose, audience and context of a communication affect and shape language features. Students are encouraged to use technology to improve language skills.

Content
- Language is about knowing the English language.
- Literature is about understanding, appreciating, responding to, analysing and creating literary texts.
- Literacy is about expanding the repertoire of English usage.

Assessment
- Introductory Skills- Communication Model
- Cultural Narrative **CAT**
- Literary Analysis - portfolio and extended paragraph response
- Poetry Creation
- Film Review **CAT**
- Written and oral debate
- Ongoing literacy skills and low stakes writing

Additional Requirements
None

Future Pathways
Year 9 English

English as an Additional Language or Dialect (EALD)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: EALD Eligibility

Subject Description
EALD is adapted from Australian Curriculum English to cater to students for whom English is an additional language or dialect and enable them to be successful in further study and in community life. Students will explore concepts and genres including Building worlds; the introduction to a narrated story, Our war on waste; a persuasive text around sustainability and waste, explorations of poetry and review texts. Students explore subject vocabulary and key information around set topics, deconstruct model texts, create joint texts together, create individual texts and reflect on the text requirements and their learning progress. Throughout the year students develop their understanding of key genres and the relationship between purpose, audience, structure and language.

They develop their understanding and use of academic English, increasingly complex vocabulary, functional and traditional grammatical knowledge. They develop knowledge and skills to critically analyse, persuade, inform, recount and review through factual and creative texts.

Content
- Creative, informative, persuasive and critical writing
- Sustainability
- Knowledge of language at the whole text, paragraph, sentence and word level
- Knowledge of functional & traditional grammar
- Use of academic English
- Contextually appropriate communication skills.

Assessment
- Building worlds; a spoken narrative
- Our war on waste: a persuasive argument
- Evoking experiences: a poetry study
- How many stars? A review
- Receptive skills & productive skills

Additional Requirements
None

Future Pathways
Year 9 EALD
Year 9 English

YEAR 8

HASS

Humanities and Social Sciences (HASS)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

The Year 8 HASS curriculum explores topic units on History, Geography, Civics and Citizenship and Economics and Business. The Year 8 history curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 AD (CE)). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. In Year 8 students will study two sub-strands; Medieval Europe and The Asian Pacific World -Angkor/Khmer Empire

In Geography students will study two sub-strands: Physical and Environmental Geography and Human Geography. The Year 8 geography curriculum involves the study of two units: Landforms and landscapes and Changing Nations. The Landforms and landscapes unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures. The Changing Nations unit investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and how urbanisation changes the economies and societies of low- and middle-income countries.

In Year 8 the civics and citizenship curriculum builds students' understanding of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity and how this contributes to active citizenship.

The Economics and Business curriculum develops students' understanding of the concepts of resource allocation and economic decision-making, the economic and business environment, consumer and financial literacy and entrepreneurship. Students examine the function and operation of systems by exploring the ways markets, including those of First Nations Australians, change in response to the expectations of consumers, workers, and producers. They examine how different businesses respond to opportunities in the market through planning for short-term and long-term personal, organisational and financial objectives. The emphasis in Year 8 is on national issues and events, with opportunities for the concepts to also be considered in relation to the local community or global issues where appropriate.

Content

- Medieval Europe
- The Asian Pacific World- Angkor/Khmer Empire
- Landforms and Landscapes.
- Changing Nations
- Law making and the types of laws used in Australia.
- National Identity and Citizenship
- Australian Economics
- Business Structures and Markets.

Assessment

- Source Analysis
- Inquiry based learning - Information reports/ extended paragraph writing
- Chronology - timelines
- Geographical Skills
- Case Studies.

Additional Requirements

None

Future Pathways

Year 9 HASS

YEAR 8

Health and PE

Health & Physical Education

Length: Semester

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions and develop a range of help-seeking strategies and access to health and physical activity information and services. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Content

- Relationships and Healthy Behaviours
- Games and Performance
- Movement and Analysis

Assessment

- Safety and Relationships
- Games and Performance
- Movement analysis

Additional Requirements

None

Future Pathways

Year 9 Health & Physical Education
Year 9 Physical Education

Health & Physical Education (Basketball & Soccer Academies)

Length: Semester / Year

Compulsory or Elective: Compulsory / in lieu of Health & Physical Education

Prerequisites: Selection trials and criteria apply. Current playing experience is required.

Subject Description

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions and develop a range of help-seeking strategies and access to health and physical activity information and services. Students develop specialised basketball/soccer skills. They analyse and develop basketball/soccer skills and understanding within the sport. Students are exposed to specialist coaching, strength and conditioning development and access to high quality facilities, including St Clair Recreation Centre They reflect on and refine personal and social skills as they participate in the Health & Physical Education (Basketball & Soccer Academies).

Content

- Relationships and Healthy Behaviours
- Games and Performance
- Movement and Analysis

Assessment

- Safety and relationships
- Games and Performance
- Movement analysis

Additional Requirements

Course fee: $100 (uniform, transport, specialist coaches, further opportunities).

Future Pathways

Year 9 Health & Physical Education (Basketball & Soccer Academies)

YEAR 8

Languages

Indonesian

Length: Year

Compulsory or Elective: Compulsory (A choice of either Aboriginal Cultures and Languages / Indonesian / Vietnamese)

Prerequisites: None

Subject Description

Students are introduced to Bahasa Indonesia (The language of Indonesia) and Indonesia's many cultures and peoples. In year 8, students learn to communicate in language about their personal world and the people they know. The year 8 Indonesian course will focus on building knowledge of Indonesian language, intercultural understanding and communication skills. Students will learn to introduce themselves, their family and friends, share preferences, order meals, purchase goods and bargain. They will explore areas of interest including investigating tourism and travel experiences, explore Indonesian media and art and undertake academic research on an area of interest such as is an opportunity to dive deeper into an area of interest such as traditional customs, festivals, geography, history, arts, or tourism.

Students will practise comprehending written and spoken Indonesian, creating written, spoken and multimodal texts in Indonesian, translating and interacting with others in Indonesian. They will participate in mapping, discussions in Indonesian and in English, analysing and interpreting texts, evaluating translations and problem solving to make educated guesses about unknown words or phrases.

Content

- Introductions and identity
- Hobbies and passions
- My family, my friends and my community
- Indonesian Cuisine & eating out etiquette
- Shopping and bargaining
- Pancasila (Indonesian state philosophy)
- Multicultural Australia and Indonesia.

Assessment

- Written and spoken introductions: Introducing myself!
- Interviews and conversations
- Translation: My free time
- Restaurant role-play: Welcome to my restaurant!
- Written restaurant review
- Language comprehension activities (listening, reading)
- Bargaining and bartering
- End of year Indonesian conversation with teacher.

Additional Requirements

None

Future Pathways

Year 9 Indonesian

Vietnamese

Length: Year

Compulsory or Elective: Compulsory (A choice of either Aboriginal Cultures and Languages / Indonesian / Vietnamese)

Prerequisites: None

Subject Description

Students are introduced to Tiếng Viêt (Vietnamese language) and the culture and people of Vietnam. In year 8, students learn to communicate in language about their personal world and the people they know. Students develop their skills in speaking, listening, reading and writing through a range of topics including greetings, family, sport, leisure activities, number, and Vietnamese cuisine. Students will record spoken assessments and use iMovie to create video assessments including self-introductions and restaurant role-plays. There is an opportunity to dive deeper into an area of interest such as traditional customs, festivals, geography, history, arts, or tourism through academic research.

Content

- Self introductions & greetings
- Hobbies, passions, sports & leisure activities
- Family and extended family
- Friends
- Home
- Vietnamese cuisine & eating out
- Vietnamese culture, people, history and customs.

Assessment

- Video self introduction
- Family tree
- Description: My home
- Profile on popular sports in Vietnam
- Researched assessment – student choice of topic
- Restaurant role-play (video).

Additional Requirements

None

Future Pathways

Year 9 Vietnamese

> Students learn to communicate in language about their personal world and the people they know.

YEAR 8 Mathematics

Mathematics

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Extension activities and extra support are provided for those who require them. Technology, where applicable, is embedded through the use of calculators and other online applications to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Content
Number and Algebra
- number and place value
- real numbers
- money and financial mathematics
- patterns and algebra
- linear and nonlinear relationships

Measurement and Geometry
- using units of measurement and geometric reasoning

Statistics and Probability
- chance
- data representation and interpretation

Assessment
- Number & Place Value Test
- Count to a Million Investigation
- Budgeting Assignment
- Reaction Time Assignment
- Algebra Test
- Plotting Linear Equations Investigation
- Measurement Assignment
- Geometry Test

Additional Requirements
None

Future Pathways
Year 9 Mathematics

YEAR 8 Science

Science

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 8, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Within these themes, students explore perspectives from Aboriginal and Torres Strait Islander peoples, learning about past and current contributions to the field of science. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Content
- Working Scientifically
- Elements, Compounds and Mixtures
- Chemical Change
- Cells
- Multicellular Organisms
- Energy
- Sustainability
- The Rock Cycle
- Plate Tectonics

Assessment
- Science Inquiry Investigations
- Scientific Modelling
- Practical Reports
- Topic Tests
- Science as a Human Endeavour Tasks

Additional Requirements
None

Future Pathways
Year 9 Science

STEM

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
STEM is a way of thinking about the world. It is about learning how to solve problems, be creative and innovative, think logically, and work as a part of a team. These are valuable skills and habits of mind for students to acquire, no matter what pathway they take in life. Future employers are requiring school and university graduates to be equipped with the critical and creative thinking skills necessary for an ever-changing job market. This elective topic aims at developing students' inquiry, problem-solving, and project skills through a series of short to medium-length scenarios, utilizing knowledge from science, technology, engineering, and mathematics.

Content
There is a strong focus on design thinking processes and practical skill development within this course.
- Design development
- Coding
- 3D-printing
- Rube Goldberg machines

Assessment
Possible tasks could include:
- Design Inquiry Process
- Product Evaluation
- Investigation of Materials
- Group Presentation
- Debate

Additional Requirements
None

Future Pathways
Year 9 Science
Year 9 STEM
Year 9 Technology
Year 9 Mathematics

YEAR 8

Technologies

Design & Technology

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

In Year 8, students revisit the areas covered at Year 7 and build on these foundations. They investigate and select from a new range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies and materials can be combined to design and produce sustainable designed solutions to problems for individuals and the community. They begin to consider society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration to break away from building similar products and move towards designing unique products with a purpose.

Content

- Safety in the Workshop
- The Design Process
- Safe and Effective Usage of Machinery / Hand Tools
- Selection of Materials for a purpose
- Visual Representation and Planning.

Assessment

- Safety in the Workshop Assignment
- Design Process and Product

Additional Requirements

None

Future Pathways

Year 9 Design and Technology
Year 9 Mechatronics
Year 9 Jewellery

Digital Technologies

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications and solutions to digital imaging problems. They will continue to explore coding and learn how abstract ideas can be used to solve real world problems. They will begin to explore data and the safe and sustainable use of information systems and respond to questions around responsible use of technology and associated platforms. The course compliments the Year 7 course and further builds students' digital literacy for use beyond the IT learning area. This further embeds IT platforms as accepted ways of presenting and extending learning in multiple learning areas.

Content

- Storytelling through film editing
- Coding (Python)
- Cybersecurity & Responsible Use of ICT

Assessment

- Stock Film Trailer
- Python Game
- Issues Task - Cyber Security

Additional Requirements

None

Future Pathways

Year 9 Information Technology

Food Technology

Length: Term

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

In year 8 Food Technology, students continue to develop their practicals skills in hygiene, safety, time management and organisation. Students identify and explain the Australian Guidelines, as part of a design brief. They will investigate and analyse the nutritional requirements of different age groups, design a dish to meet their needs, justify food solutions created in prior planning and evaluate the food practical they design using the Five Food Groups model.

Content

- Australian Guidelines for Healthy Eating
- The Five Food Groups model
- Safety, practical and evaluation skills

Assessment

- Folio tasks
- Dietary Guidelines design task

Additional Requirements

None

Future Pathways

Year 9 Food Technology

Food Technology and Horticulture: Aboriginal and Torres Strait Islander Contexts

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

This subject has been developed to support students developing their knowledge of Food Technology and Horticulture through the lens of Aboriginal and Torres Strait Islander contexts. Throughout this Cross-Disciplinary subject, students will develop understanding of seasonal plants and begin to understand how growing, harvesting and eating seasonal native foods can be sustainable. Students continue to develop their practicals skills in hygiene, safety, time management and organisation. They will focus on using native Australian crops grown within our school's garden as the key element when cooking. Students will be challenged to design a dish to meet the needs of their selected age group, justify food solutions created in prior planning and evaluate the food practical they design using the Five Food Groups model.

Content

- Safety in the Garden
- Seasonal vegetables
- Planting and harvesting
- Reducing waste
- Australian Guidelines for Healthy Eating
- The Five Food Groups model
- Safety, practical and evaluation skills

Assessment

- Design cycle task
- Practical engagement
- Folio
- Dietary Guidelines design task

Additional Requirements

None

Future Pathways

Year 9 Horticulture
Year 9 Food Technology
Year 9 Food Technology and Horticulture: Aboriginal and Torres Strait Islander Contexts

YEAR 8

Technologies

Horticulture

Length: Term

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 8 Horticulture students develop understanding of seasonal plants and begin to understand how growing, harvesting and eating seasonal foods can be sustainable. Students also work towards improving the schools commitment to sustainability.

Students analyse the sustainability concerns at Woodville High School and design a pitch for a product or solution to improve our environmental footprint.

Content
- Safety in the Garden
- Seasonal vegetables
- Planting and harvesting
- Reducing waste

Assessment
- Folio Task
- Sustainability Pitch

Additional Requirements
None

Future Pathways
Year 9 Horticulture

Year 9
Course Selection

Recommendations to Year 9 students about subject selection.

Year 9
Course Selection

Selection

The Year 9 course fulfills the Australian Curriculum requirements.

All Year 9 students will study two semesters of:

- English or EALD
- Mathematics
- Science
- Health/Physical Education

And 1 compulsory semester of:

- HASS
- Technologies (Design & Technology or Food Technology)

In addition, students choose 4 semester subjects from:

- Arts (Creative Arts: ATSI Contexts, Dance, Drama, Music, Visual Arts, Digital Art & Design)
- HASS (Geography, Civics & Citizenship, Economics and Business)
- Physical Education
- Languages (Vietnamese, Indonesian, Aboriginal Language & Culture)
- Technologies (Digital Technologies, Design & Technology, Mechatronics, Food Technologies, Food Technology and Horticulture: ATSI Contexts, Horticulture, Textiles).

Note: Some Semester 2 choices such as Music can only be taken if the corresponding Semester 1 subject has been completed. These subjects are identified with a numbering system, for example Music 1 and Music 2.

Other subjects can be studied for one semester in Semester 1 or Semester 2 or in both semesters to make a two semester course. As an example, a student can choose Visual Art A or Visual Art B or Drama A and Drama B.

Students are given a subject selection form prior to the course counselling process to enable them to discuss their choices with parents, Home Group teachers, subject teachers and if appropriate, Inclusive Education, EALD and Music teachers.

Selections are completed online by the advertised due date. Student choices will be considered and decisions made about the classes that will proceed. **Only those subjects with sufficient enrolments will proceed.**

Basketball and Soccer Academies

Entry into the Basketball Academy and Soccer Academy is accessed through a skills workshop and interview. Students accepted into this course undertake a full year of Physical Education, specialising in Basketball or Soccer.

YEAR 9 Aboriginal Studies

Aboriginal Studies A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This program has been developed for Indigenous and non-Indigenous students who wish to further their knowledge in Aboriginal languages and cultures. The program provides students with a general perspective on the history of Aboriginal peoples, cultures and languages.

Students will develop and use Kaurna language. Gain an understanding and apply knowledge of Aboriginal cultures and histories. Acquire, use and interpret information from a range of sources, particularly Aboriginal people. Communicate using a range of IT skills, including digital cameras, digital video cameras, and music and iMovie. Interact constructively and appropriately with a range of people including peers, cultural instructors and tourists. Reflect on and evaluate their learning through developing portfolios and discussions.

Content
- Aboriginal Literature - Calypso Summer Text Analysis
- Oral Histories - Grandparents
- Dreaming stories - narrative, oral histories
- Indigenous Plants
- Kaurna language
- Investigation - Contemporary issue in society.

Assessment
- Source Analysis
- Oral histories
- Investigation

Additional Requirements
None

Future Pathways
Stage 1 Powercup

Students develop an understanding and apply knowledge of Aboriginal cultures and histories.

YEAR 9 The Arts

Creative Arts: Aboriginal and Torres Strait Islander Contexts

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This subject has been developed to support students developing their knowledge of Art, Music, Dance and Drama through the lens of Aboriginal and Torres Strait Islander perspectives. Throughout this Cross-Disciplinary subject, students will build on their knowledge from year 8 to develop their knowledge of producing Visual Art works, developing their dramatic performance skills as well as their fundamentals in music. Students will begin to identify and analyse the elements of dance, choreographic devices and production elements. They will combine these elements to create a production based on Cultural Dreaming Stories and contemporary issues which will culminate in a live performance which showcases their learnings.

Content
- Learning and performing Dance works.
- Draw on drama/dance/art and music from a range of Aboriginal and Torres Strait Islander cultures.
- Explore influences of Aboriginal and Torres Strait Islander Peoples on the Performing Arts.
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- Students will be able to: interpret, rehearse and perform, demonstrating technical & expressive skills.
- Use visual conventions, techniques and processes
- to communicate meaning in their artworks.

Assessment
- Collaboration
- Reflection
- Product

Additional Requirements
Dance attire required for practical lessons

Future Pathways
Year 10 Creative Arts: Aboriginal and Torres Strait Islander Contexts
Year 10 Aboriginal Studies

Dance A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students will be involved in the explorative process of creating, making and presenting dance in small groups and as a class. Students will start to learn skills in dance genres such as jazz, hip-hop and contemporary, engaging in learning choreography and specific technique classes. Students will work towards a performance, where class dance works are presented to a live audience in a local theatre. Students begin learning essential skills to create and manipulate movement by participating in a variety of composition tasks with a partner or small group. As well as this, students will explore dance styles from different cultures to discover the influence and impact on the commercial dance industry.

Content
- Learn and perform choreography
- Participate in specific technique classes
- Develop and apply performance skills
- Explore, select and refine new dance movement in composition tasks
- Analyse cultural dance works and reflect upon own practise in theory tasks.

Assessment
- Performance
- Composition
- Theory

Additional Requirements
Dance attire required for practical lessons

Future Pathways
Year 10 Dance

YEAR 9

The Arts

Digital Art & Design

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course introduces students to the design process and visual communication through building skills in Adobe Photoshop and Adobe Illustrator. Students will begin to develop an understanding of the design process and apply this to their interpretation of the design brief. Through a series of skill building exercises, students will apply their learning to produce finished products such as magazine covers, digital artworks and digital app icons. Students will experiment with basic digital photography and photo manipulation techniques. Students will be encouraged to develop idea generation and problem solving skills as part of the process of producing art works. Student reflection will be encouraged. Students will also explore the implications of digital art and consider the advantages and disadvantages of using technology for art and design. There may also be opportunities for students to participate in external projects such as collaborative projects and competitions.

Content
- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- Identify influences of other artists on their own artworks
- Manipulate materials and techniques to represent ideas and subject matter in their artworks.

Assessment
- Making
- Responding

Additional Requirements
None

Future Pathways
Year 10 Visual Art
Year 10 Digital Art & Design

Drama A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course involves the development of basic dramatic skills and knowledge including mime, voice, improvisation, scripting, design, staging, dramatic terms, audience skills, and performance skills. Emphasis is on co-operative group learning and problem solving. Students start to develop their performance criticism skills and begin their exploration of cultural styles and genres with a focus on historical context. Students will participate in their first whole class creation of a production for a live audience utilising both on and off stage roles (acting, lighting design, sound design, set design, costume design, make-up design, script-writing, dramaturg). Written explanations and justification is also required. Specific topics, texts and genres will vary between semesters.

Content
- Exploration of subject specific skills and terminology
- Research, analysis and reflection of existing dramatic works
- Creation of dramatic elements in an on or off stage role.

Assessment
- Dramatic Elements
- Review Writing
- Performance

Additional Requirements
Attendance at Group Productions

Future Pathways
Year 10 Drama

Elective Music

Length: Year

Compulsory or Elective: Elective / Compulsory (Special Music students)

Prerequisites: Successful completion of Year 8 Elective Music at a 'C' grade or higher or Successful audition and theory grade/test

Subject Description
This course, both practical and theoretical, enables students to further their skills in the fundamentals of music and work in both vocal and instrumental ensembles. Students are also introduced to basic arranging techniques and Studies of Asia. Each student also undertakes the study their chosen musical instrument through weekly tuition, regular home practice and involvement in co-curricular ensemble.

Performance:
1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: perform with technical control, expression and stylistic understanding.

Analysis:
1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: analyse scores and performances aurally and visually, and evaluate musical elements and stylistic characteristics

Musicianship
1. Students will understand: the elements of music, style and notation.
2. Students will be able to: compose and memorise aspects of music.

Content
- Ensemble, where students will continue to develop their ensemble skills in Concert Band or String Ensemble.
- Choir, where students develop their singing skills as a member of a choral ensemble.
- Musicianship, where students learn the structures of reading and writing music.
- Studies of Asia, where students learn about the instruments and music of different Asian countries
- Composing/Arranging, where students learn skills in writing and organisng their own music and music written by others.

Assessment
- Ensemble
- Choir
- Musicianship
- Studies of Asia / Composing and Arranging

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least 1 co-curricular ensemble.

Future Pathways
Year 10 Elective Music (or Special Music by Audition)

YEAR 9

The Arts

Special Music

Length: Year

Compulsory or Elective: Compulsory (Special Music Students)

Prerequisites: Successful completion of Year 8 Special and Elective Music at a 'C' grade or higher or Successful completion of audition and theory grade test

Subject Description

This course, which must be taken in conjunction with Elective Music, enables students to extend their skills in music styles, arranging, concert practice, live sound, jazz playing and improvisation. Students continue the study of a second instrument and are involved in a co-curricular ensemble.

Performance:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: perform with technical control, expression and stylistic understanding.

Analysis:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: analyse scores and performances aurally and visually, and evaluate musical elements and stylistic characteristics

Musicianship

1. Students will understand: the elements of music, style and notation.
2. Students will be able to: compose and memorise aspects of music.

Content

- Concert Practice, where students continue to develop their skills as a solo performer on their chosen instrument
- Jazz, where students develop skills in jazz playing, including the skill of improvisation
- Music Studies, where students learn about the styles, structures and history of music
- Analysis, where students listen to and identify key elements of music
- Jazz Studies, where students learn about the styles, structures and history of jazz music.

Assessment

- Concert Practice
- Jazz
- Music Studies
- Jazz Studies / Analysis

Additional Requirements

Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least 2 co-curricular ensembles.

Future Pathways

Year 10 Special Music
Year 10 Elective Music

Visual Art A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

This course builds on the practice of making Visual Art works commenced at Year 8 level. Skills and experiences are further developed in 2D art methods; drawing, painting, printmaking and design with emphasis on using drawing as a starting point to generate and develop ideas. 3D art methods may include ceramics and sculpture using various mediums. Students will develop idea generation and problem solving skills as part of the process of producing art works and student reflection will be encouraged. Students will also undertake prepared thematic tasks to develop their understanding of art and its role in our cultural, historical and social development, as well as placing their learning experiences in context. Independent research and learning skills will be developed throughout these units. Home study and other theory work have a strong connection to the practical and research activities. There may also be opportunities for students to participate in external projects such as collaborative projects, community exhibitions and competitions.

Content

- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- Identify influences of other artists on their own artworks
- Manipulate materials and processes to represent ideas and subject matter in their artworks.

Assessment

- Making
- Responding

Additional Requirements

A4 sketchbook

Future Pathways

Year 10 Visual Art
Year 10 Digital Art & Design

YEAR 9 English

English

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

This course develops students' written and spoken skills so that they can confidently and effectively meet the variety of language demands of the Australian Curriculum as required to function successfully in their school studies and in the wider community. By investigating a range of texts (fictional, factual and media), students are encouraged to think about themselves, to explore ideas, to reflect on the diversity and changing nature of Australian society and the global community. Students learn how written, oral and visual language is used to discover and convey information, to persuade and to shape identity, meaning, attitudes and reality. By analysing and using language (listening, speaking, reading, viewing and writing) in a range of situations, students understand how the purpose, audience, and context of a communication affect and shapes language features. Students are encouraged to use technology to improve language skills.

Content

- Language is about knowing the English language.
- Literature is about understanding, appreciating, responding to, analysing and creating literary texts
- Literacy is about expanding the repertoire of English usage.

Assessment

- Introductory Skills- Communication Model
- Persuasive essay **CAT**
- Narrative
- Macro-genre reflection task for one of the above
- Poetry Study
- Feature Article
- Literary Analysis - Portfolio and Analysis Essay
- Film Analysis
- Media Study - Advertising **CAT**
- Ongoing low stakes writing and Literacy skills.

Additional Requirements

None

Future Pathways

Year 10 English

English as an Additional Language or Dialect (EALD)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

EALD is adapted from Australian Curriculum English to cater to students for whom English is an additional language or dialect and enable them to be successful in further study and in community life. Students will explore concepts and genres including Telling tales where students create and narrate a scene, Digital frontiers; a persuasive essay articulating how technology impacts our lives, Are you buying this? where students analyse, plan and create advertisements and What's new(s)? where students have the opportunity to explore informative articles online and in print.

Students explore subject vocabulary and key information around set topics, deconstruct model texts, create joint texts together experimenting with language and text features, create individual texts and reflect on the text requirements and their learning progress. Throughout the year students develop their understanding of key genres and the relationship between purpose, audience, structure and language. They develop knowledge and skills to critically analyse, persuade, inform, recount and review through informative, persuasive and creative texts.

Content

- The role of technology in our lives
- Inspiration, imagination and narration
- Advertising
- Informing & "the news"
- Knowledge of language at the whole text, paragraph, sentence and word level
- Knowledge of functional and traditional grammar
- Use of academic English
- Contextually appropriate communication skills

Assessment

- Telling tales: Spoken narrative
- Digital Frontiers: Persuasive argument
- Are you buying this? Avertising analysis
- What's news? Folio of articles
- Receptive and productive skills

Additional Requirements

None

Future Pathways

Year 10 EALD
Year 10 English

YEAR 9 HASS

Geography

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

The Year 9 Geography curriculum has two sub strands: physical and environmental geography and human geography; both sub strands develop students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale.

The physical and environmental geography unit on Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students in year 9 investigate biomes as regions of the world, and examine how biomes are altered to produce a source of food or fibre. While examining the environmental challenges of and constraints on expanding food production.

The human geography unit - Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Content

- World Biomes -Tropical Rainforests
- Food Security
- Interconnection

Assessment

- Inquiry Based Learning - Information Reports
- Geographical Skills
- Case Studies

Additional Requirements

None

Future Pathways

Year 10 Geography

Humanities and Social Sciences (HASS)

Length: Semester

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

The Year 9 HASS curriculum explores topic units on History, and Civics and Citizenship. In the history units students will study Making and transforming the Australian Nation and First World War. In Civics and Citizenship the curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Content

- Making and transforming the Australian Nation (1750ce-1914ce)
- First World War (1914ce-1918ce)
- Civics and Citizenship

Assessment

- Source analysis
- Inquiry based learning - Information reports/ extended paragraph writing
- Chronology - time lines

Additional Requirements

None

Future Pathways

Year 10 HASS

YEAR 9

Health and PE

Health & Physical Education

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
Students explore strategies for maintaining a positive outlook and apply health and physical activity information to devise plans for healthy and active habits. They experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised sport and movement skills and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence identity and cultures. This course provides opportunities for students to refine and develop skills in leadership, teamwork and collaboration in a range of physical activities.

Content
- Invasion games and SEPEP
- Striking and Fielding
- Lifelong Physical Activity
- Sustainable Health

Assessment
- Sustainable Health Task
- Skills Checklists
- Performance and Game Analysis

Additional Requirements
None

Future Pathways
Year 10 Health
Year 10 Physical Education

Health & Physical Education (Basketball & Soccer Academies)

Length: Year

Compulsory or Elective: Compulsory / in lieu of Health & Physical Education if selected

Prerequisites: None

Subject Description
Students explore strategies for maintaining a positive outlook and apply health and physical activity information to devise plans for healthy and active habits. They experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised soccer or basketball skills and refine their own and others' performances. Students analyse how participation in sport influences identity and cultures. This course provides opportunities for students to refine and develop skills in leadership, teamwork and collaboration in basketball or soccer.

Content
- Respectful relationships
- Social and self responsibility
- Mental health
- Soccer or Basketball

Assessment
- Mental health assignment
- Basketball/Soccer folio
- Being healthy, safe and active
- SHINE SA course, safety and relationships

Additional Requirements
Course fee: $100 (uniform, transport, specialist coaches, further opportunities)

Future Pathways
Year 10 Health & Physical Education (Basketball/Soccer Academies)
Year 10 Physical Education (Basketball/Soccer Academies)

Physical Education

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In the Physical Education elective students study human physical activity and its place in the lives of individuals and groups of people. Students learn to apply more specialised sport and movement skills and refine their own and others' movement performances. It is designed to build upon students' interests and previous experiences in Physical Education to develop a comprehensive framework of skills, knowledge and values that will facilitate an informed and active lifestyle. This program is designed for students to develop an understanding toward the senior years Physical Education curriculum.

Content
- Performance Improvement
- Game Data Collection
- Skill Aquisition

Assessment
- Skills checklist
- Performance Analysis
- Game Statistic reflection and evaluation

Additional Requirements
None

Future Pathways
Year 10 Physical Education

YEAR 9 Languages

Indonesian 1 & 2

Length: Full year recommended
(Semester course optional)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students further develop and refine their grasp of Bahasa Indonesia (Indonesian) and Indonesia's many cultures and peoples. Students will learn more about the diversity of Indonesia's ethnic groups and their cultures, histories and traditions. They communicate in language about the weather, home, school, their community, communities overseas and travel. They explore travel and tourism in Indonesia, looking at the benefits and consequences it has for Indonesia's people and environment.

Students engage with a range of Indonesian texts, comprehending, translating, analysing and evaluating written and spoken Indonesian. They make comparisons and share preferences. They will create texts in Indonesian including discussions, interactions, conversations, written and multimodal texts.

Students considering Year 10 Indonesian should select a full year at year 9.

Content
- House, home and community
- Daily routines
- Ethnic groups in Indonesia
- Travel throughout Indonesia
- Schooling in Indonesia
- Seasons and weather

Assessment
- Design & describe your dream home
- Giving directions: How do I get to...?
- Listening assessment
- Role-play: shopping and bargaining
- School tour
- Daily life vlog
- Weather report

Additional Requirements
None

Future Pathways
Year 10 Indonesian

Vietnamese 1 & 2

Length: Full year recommended
(Semester course optional)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students further develop and refine their Vietnamese language and communication. Students focus on four key skills, listening, speaking, reading and writing, as well as understanding Vietnamese culture and the grammatical structure of Vietnamese language. Students participate in a variety of learning activities, including individual academic research which builds their understanding of Vietnamese language and culture. They explore New Year celebrations, customs and traditions, travelling in Vietnam, experiences of their daily world and community such as schooling, their hobbies and passions, friendship and their daily routines. They discuss how Vietnamese people, culture and language is an important part of the linguistic and cultural diversity of Australia.

Students considering Year 10 Vietnamese should select a full year at year 9.

Content
- New Year
- Daily routines
- Occupations
- Health and body
- School, hobbies and friendship
- Travel in Vietnam

Assessment
- Written card for the New Year Festival
- Oral dialogue (conversation) about daily routines
- Written resume
- Creative story
- Written comparison of schooling in Australia and Vietnam
- Tourist experience in Vietnam: creating an iMovie.

Additional Requirements
None

Future Pathways
Year 10 Vietnamese

YEAR 9 Mathematics

Mathematics

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Extension activities and extra support are provided for those who require them. Technology, where applicable, is embedded through the use of calculators and other online applications to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Content
Number and Algebra
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Nonlinear Relationships

Measurement and Geometry
- Using units of Measurement
- Geometric Reasoning,
- Pythagoras and Trigonometry

Statistics and Probability
- Chance
- Data Representation and Interpretation

Assessment
- Pythagoras' Theorem Test
- Measurement Test
- Financial Mathematics Investigation
- Linear Relationships Assignment
- Algebra Test
- Linear Equations Test
- Measurement Assignment
- Geometry Test
- Similarity and Congruency Test
- Statistics and Data Representation Investigation

Additional Requirements
None

Future Pathways
Year 10 Mathematics
Year 10 Advanced Mathematics

YEAR 9 Science

Science

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 9, students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Within these themes, students explore perspectives from Aboriginal and Torres Strait Islander peoples, learning about past and current contributions to the field of science. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.

Content
- Working Scientifically
- Biological Systems responding to stimuli
- Sexual and Asexual reproductive strategies
- Ecosystems
- Atomic Structure
- Chemical and Nuclear Reactions
- Models of Energy Transfer

Assessment
- Science Inquiry Investigations
- Scientific Modelling
- Practical Reports
- Topic Tests

Additional Requirements
None

Future Pathways
Year 10 Science

STEM

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
STEM stands for science, technology, engineering, and mathematics. However, STEM as a subject is more than just this combination of different subjects. Instead, STEM is a way of thinking about the world. It is about learning how to solve problems, be creative and innovative, think logically, and work as a part of a team. These are valuable skills and habits of mind for students to acquire, no matter what pathway they take in life. Future employers are requiring school and university graduates to be equipped with the critical and creative thinking skills necessary for an ever-changing job market. This elective topic aims at developing students' inquiry, problem-solving, and project skills through a series of short to medium-length scenarios, utilizing knowledge from science, technology, engineering, and mathematics.

Content
There is a strong focus on design thinking processes and practical skill development within this course.
- Working Scientifically
- Cycles of design, construct, test and evaluation processes
- Rapid prototyping
- Advanced manufacturing
- Coding
- Collaboration and peer assessment
- Product pitch and review

Assessment
- Possible tasks could include:
- Design Inquiry Process
- Product Evaluation
- Investigation of Materials
- Group Presentation
- Debate

Additional Requirements
None

Future Pathways
Year 10 Science
Year 10 STEM(IE)
Year 10 Mathematics
Year 10 Mechatronics

YEAR 9 Technologies

Design & Technology

Length: Semester

Compulsory or Elective: Compulsory / Elective (Can be used towards the compulsory semester of Technology)

Prerequisites: None

Subject Description
In Year 9 Students develop solutions to problems in the form of a product solution. They explore solutions to their problem through use of the design process and create folios to highlight their thinking across each step. They investigate similar existing solutions and begin to highlight the factors that make the products successful. They explore ways to recognize and plan their outcomes using traditional recognized techniques and CAD software. Students explore techniques for construction using a range of materials and skills, but focusing on three main disciplines wood, metal and plastics. They will also evaluate their outcomes and test against the design criteria as a measure of success.

Content
- Visual communication techniques
- Safety recap
- Design process
- CAD / CAM technologies
- Exploring materials: wood, metal, plastics

Assessment
3x Folios of evidence, 1 for each project

Additional Requirements
None

Future Pathways
Year 10 Design and Technology - Wood
Year 10 Design and Technology - Metal
Year 10 Jewellery

Digital Technologies

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 9 Students begin to build complexity in their understanding of Information Technology Systems and in the projects that they build. They will have a taste of two main disciplines and this will act as an entry into the Senior School offering the following year. Students will build an understanding of how binary is transferred into visual information in the context of digital imaging, which will lead to an introduction into digital photography. The second part of the course will explore coding in the form of HTML and CSS and students will undertake a design process task where they explore and code their own webpage.

Content
- Introduction to digital photography
- Binary and pixels
- Web design
- Coding
- Basic HTML

Assessment
- Skills Task 1
- Skills Task 2
- Design Process Task

Additional Requirements
None

Future Pathways
Year 10 Information Technology
Year 10 Media Studies

YEAR 9

Technologies

Food Technology A

Length: Semester

Compulsory or Elective: Compulsory / Elective (Can be used towards the compulsory semester of Technology)

Prerequisites: None

Subject Description

Students will design a dish suitable for a given context. They will need to consider the health implications of their decisions and evaluate how will they meet the task. Students will also develop their understanding of food from different cultures, investigating information about cultural groups prominent in Australia's food history. They will then go on to develop a design brief which considers how a food can be a used as a significant commemorative factor.

Students also consider the Australian Dietary Guidelines to design, produce and evaluate a dish that meets health requirements.

Content

- Historical timeline of food in Australia
- Food cultures that Influences Australia's cuisine
- Food as a commemorative factor.

Assessment

- Portfolio of work
- Designing food for a purpose
- History of Australian Cuisine
- Commemorative Food

Additional Requirements

None

Future Pathways

Year 10 Food Technology
Year 10 Café Foods
Cert 2 Food Processing

Food Technology B

Length: Semester

Compulsory or Elective: Compulsory / Elective (Can be used towards the compulsory semester of Technology)

Prerequisites: None

Subject Description

Students investigate and analyse a food focus topic, develop ideas using plans and design criteria. They will also create a solution to their design brief based on prior planning and evaluate the success of what they designed.

Students will also investigate some ethical factors to be considered when sourcing ingredients, and discuss sustainability in regards to food production. Practical applications will include individual applications, but also require considerable collaboration with others.

Content

- Small event catering
- Safe food storage practices
- Food sustainability issues
- Numeracy through 'food miles'
- Ethical food sources
- Budget conscious recipe design.

Assessment

- Portfolio of work
- Design Task 1 - Catering Event
- Design Task 2- Sustainable Food

Additional Requirements

None

Future Pathways

Year 10 Food Technology
Year 10 Café Foods
Cert 2 Food Processing

Food Technology and Horticulture: Aboriginal and Torres Strait Islander Contexts

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

This subject has been developed to support students developing their knowledge of Food Technology and Horticulture through the lens of Aboriginal and Torres Strait Islander contexts. Throughout this Cross-Disciplinary subject, students will develop skills to maintain the garden within the school with a particular focus on native ingredients. Students will use food grown in the garden to produce food products suitable for sale, they will incorporate native ingredients and consider the sustainability benefits of using native ingredients. They will also develop their understanding of food from different cultures, investigating information about Aboriginal and Torres Strait Islander cultural food and traditions.

Content

- Garden maintenance
- Seasonal Planting
- Safety
- Native food preparation
- Food cultures that Influence Australia's cuisine

Assessment

- Practical skills within the garden
- Folio of learning
- Seasonal produce promotion
- Designing food for a purpose

Additional Requirements

None

Future Pathways

Year 10 Food Technology and Horticulture: Aboriginal and Torres Strait Islander contexts

Horticulture

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

In Year 9 Horticulture students develop skills to design and maintain a garden within the school. This includes developing a seed propagation, planting, and harvesting schedule. As well as understanding different aspects of maintenance within the garden. Students consider the use of the plants grown and develop a resource to promote the use of seasonal produce.

Content

- Garden Design
- Seasonal Planting
- Safety and Maintenance

Assessment

- Practical skills within the garden
- Folio of learning
- Seasonal produce promotion

Additional Requirements

None

Future Pathways

Year 10 Horticulture

YEAR 9

Technologies

Textiles

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

Students will develop Safe Work Practices when using the sewing machine, an overlocker and construction equipment. Skills in seams, zips and applique will be developed to design a product. Students will then investigate current practices in textile production industries locally, nationally, and globally with a specific focus on how sustainable practices recognise wastage and enhance the environment. They will then explore the idea of cottage industries to produce a product.

> Students will investigate how sustainable practices recognise wastage and enhance the environment.

Content

- Design, make and appraise (the design cycle)
- Apply designed solutions using appropriate tools and equipment to achieve a finished product
- Basic applique
- Students will design and construct practical items using recycled materials
- Construction techniques appropriate to the design task
- Emphasis will be on woven and recycled fabrics.

Assessment

- Portfolio of work
- Seams and product construction
- Investigation Task – Sustainability & Ethics in the Textile Industry

Additional Requirements

Students may be required to purchase additional fabrics, threads and notions that meet their specific design requirements.

Future Pathways

Year 10 Fashion Design and Textiles

Year 10
Course Selection

Recommendations to Year 10 students about subject selection.

Year 10
Course Selection

Selection

The Year 10 course fulfills the Australian Curriculum requirements.

Students in Year 10 will study 2 semesters of:

- English
- Mathematics
- Science

And one compulsory semester each of:

- HASS
- History
- Health
- Physical Education
- Exploring Identities and Futures (EIF) **this contributes to student's SACE and must be completed at a 'C' grade or better** (Special Interest Music Students will complete only 2 of the above subjects).

In addition, students choose 4 semester subjects from:

- Aboriginal Studies (Aboriginal Power Cup, Aboriginal Studies)
- Arts (Creative Arts: ATSI Contexts, Dance, Drama, Music, Digital Art & Design, Visual Arts)
- Elective Music
- HASS (Geopolitical Studies)
- Health/PE (Physical Education, Outdoor Education, Child Studies)
- Languages (Vietnamese, Indonesian)
- Mathematics (Mathematics Advanced)
- Science (STEM(IE))
- Technologies (Automotive Technology, Cafe Foods, Design and Technology, Digital Technologies, Fasion Design and Textiles, Food Technology, Food Technology: ATSI Contexts, Horticulture, Jewellery, Media Studies, Systems and Controls).

Note:
Some semester 2 courses such as Music, Indonesian and Vietnamese can only be taken if the corresponding Semester 1 subject has been completed.

Other subjects can be studied for one semester in Semester 1 or Semester 2 or in both semesters to make a 2-semester course. As an example, a student can choose Art A or Art B or Drama A and Art B.

Students are given a subject selection form prior to subject counselling time to enable them to discuss their choices with parents, Home Group teachers, subject teachers and if appropriate, Special Education, EALD and Music teachers.

Selections are completed online by the advertised due date.

Student choices will be considered and decisions made about the classes that will proceed. **Only those subjects with sufficient enrolments will be offered next year.**

Youth Opportunities

This course is a co-curricular activity where selected students attend one day per week for ten weeks. The course has achieved outstanding success rates in increasing student motivation, academic success, communication and goal-setting skills. The course also provides opportunities to further develop students emotional and social wellbeing.

For more details contact:
Mr Paul Monaghan

YEAR 10 Aboriginal Studies

Aboriginal Power Cup

Length: Semester

Compulsory or Elective: Elective

Prerequisites: Teacher Recommendation

Subject Description
The Integrated Learning - Aboriginal Power Cup subject culminates in participation at the annual Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition. Each school will be represented at the cup by a boy's and girl's team which will compete against teams made up from each of the SAASTA academies. In the lead up to the Aboriginal Power Cup students are required to work both individually and as part of their team to complete a series of set curriculum tasks. Each student gains points for their respective teams by successfully completing their curriculum tasks; the girl's and boy's teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power AFL game at Adelaide Oval. 80% school attendance is a key factor in a student's ability to gain points for their team, completion of all assessment tasks, and following the schools behavior management policies.

Assessment
- History task (20%)
- Creative Art Presentation (40%)
- Sporting moment (20%)
- Community Initiatives (20%)

Additional Requirements
None

Future Study
Stage 1 Aboriginal Studies

Aboriginal Studies (Integrated Learning) A & B

Length: Semester / Year (10 / 20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This program has been developed for Indigenous and non-Indigenous students who wish to further their knowledge in Aboriginal languages and culture and history. The program provides students with a general perspective on the history of Aboriginal peoples, cultures and languages. Students will build on their knowledge from year 9 to develop and use Kaurna language in a classroom context. They will be supported to gain an understanding and apply knowledge of Aboriginal cultures and histories throughout their learning. They will be expected to acquire, use and interpret information from a range of sources, particularly Aboriginal and Torres Strait Islander people. Students will be required to communicate these learnings through a range of IT skills, including digital cameras, digital video cameras, and music and iMovie. They will Interact constructively and appropriately with a range of people including peers, cultural instructors and our schools Aboriginal Secondary Education Transition Officers. Students will be required to reflect on and evaluate their learning through developing portfolios and discussions.

Content
- Aboriginal Activism
- Building Connections with Community
- Dreaming stories - narrative, oral histories
- Student led personal Venture
- Investigation - Contemporary issues

Assessment
- Practical Exploration
- Connections
- Personal Venture

Additional Requirements
None

Future Pathways
Year 11 Aboriginal Studies
Year 11 Society and Culture

YEAR 10 The Arts

Creative Arts: Aboriginal and Torres Strait Islander Contexts

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This subject has been developed to support students developing their knowledge of Art, Music, Dance and Drama through the lens of Aboriginal and Torres Strait Islander perspectives. This course further extends students' skills and knowledge of creative arts concepts introduced in Year 9. Students will be expected to develop an understanding of characters and to participate in a performance, in front of a live audience, of a scripted or improvised play. Students will be challenged to incorporate choreographic elements of dance as well as artistic elements of set/costume design and sound engineering. They will combine these elements to create a whole class production based on Cultural Dreaming Stories and contemporary issues participate utilising both on and off-stage roles (acting, lighting design, sound design, set design, costume design, make-up design, script-writing, dramaturg).

Content
- Learning and performing Dance works.
- Draw on drama/dance/art and music from a range of Aboriginal and Torres Strait Islander cultures.
- Explore influences of Aboriginal and Torres Strait Islander Peoples on the Performing Arts.
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- Students will be able to: interpret, rehearse and perform, demonstrating technical and expressive skills.
- Use visual conventions, techniques and processes to communicate meaning in their artworks.

Assessment
- Collaboration
- Reflection
- Product
- Review writing

Additional Requirements
None

Future Pathways
Year 11 Aboriginal Studies
Year 11 Aboriginal Perspectives

YEAR 10 The Arts

Dance A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students will be involved in the explorative process of creating, making and presenting dance in small groups and as a class. Students will continue to learn skills in dance genres such as Jazz, Hip-Hop and Contemporary, engaging in learning choreography and specific technique classes. Genre selection will vary to suit specific cohorts. Students will work towards a performance, where class dance works are presented to a live audience in a local theatre. Students continue to explore different methods of creating and manipulating movement such as chance choreography, and presenting a choreography folio. As well as this, students will analyse the works of dance pioneers in both a historical and modern day context.

Content
- Learn and perform choreography
- Participate in specific technique classes
- Develop and apply performance skills
- Explore, select and refine new dance movement in composition tasks
- Analyse the works of professional practitioners
- Reflect and document own practise and processes.

Assessment
- Performance
- Composition
- Theory

Additional Requirements
Dance attire required for practical lessons.

Future Pathways
Stage 1 Dance

Digital Art & Design

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Practice in Design: Students will be introduced to the design process and its application as an initial study. Students will then work in the area of graphic design and visual communication, applying the design process to aspects such as logo and corporate package design, posters and packaging design. Students will also acquire skills in computer generated design as a part of the process. Students will also have an opportunity to explore two other major areas of design: environmental and product design, applying the design process to aspects such as garden and building design, the built environment and product and industrial design. Theory in Practice: Students examine the contemporary and historical applications specifically of graphic and communication design, including the world of work and how these studies apply to their practical work. Examining career pathways in environmental, product and industrial design will establish an understanding of specialised fields. This course is designed to prepare students for SACE Stage 1.

Content
- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- Identify influences of other artists on their own artworks
- Manipulate materials and techniques to represent ideas and subject matter in their artworks.

Assessment
- Making
- Responding

Additional Requirements
A3 display folder

Future Pathways
Stage 1 Digital Art & Design

Drama A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course further extends students' skills and knowledge of dramatic concepts introduced in Year 9. Students will be expected to develop an understanding of characters and to participate in a performance, in front of a live audience, of a scripted or improvised play. Students with a strong technical interest will be expected to create and implement original designs for their chosen technical area in the performance.

This course aims to provide an introduction to the development of theatre through history in both theoretical and practical terms. Students will reflect on their own work and review the work of others. Students will also extend their research and multimedia skills. Specific topics, texts and genres will vary between semesters but may include Shakespeare, Australian Theatre and Commedia dell'arte.

Content
- Exploration of dramatic style and/or genre
- Research, analysis and reflection of existing dramatic works
- Creation of dramatic elements in an on or off stage role.

Assessment
- Historical understandings
- Review writing
- Performance

Additional Requirements
Attendance at Group Productions, attendance at a live performance is encouraged - ticket costs are approximately $20.

Future Pathways
Stage 1 Drama

> Students will develop an understanding of characters and participate in a performance, in front of a live audience.

YEAR 10

The Arts

Elective Music

Length: Year

Compulsory or Elective: Elective / Compulsory (Special Music students)

Prerequisites: Success completion of Year 9 Elective Music with at a 'C' grade or higher or successful completion of audition and theory grade/test

Subject Description

This course, both practical and theoretical, enables students to develop the fundamentals of music and work in both vocal and instrumental ensembles. Students continue their study of arranging techniques, and begin learning music computing and composition. Each student undertakes the continuing study of a musical instrument through thirty minutes weekly tuition, practice at home each day and involvement in co-curricular ensembles.

Performance:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: perform with technical control, expression and stylistic understanding.

Analysis:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: analyse scores and performances aurally and visually, and evaluate musical elements and stylistic characteristics.

Musicianship

1. Students will understand: the elements of music, style and notation.
2. Students will be able to: compose and memorise aspects of music.

Content

- Ensemble, where students will continue to develop their ensemble skills in Concert Band or String Ensemble.
- Choir, where students continue to develop their singing skills as a member of a choral ensemble.
- Musicianship, where students continue learning the structures of reading and writing music.
- Composing/Arranging, where students continue learning skills in writing and organisng their own music and music written by others.

Assessment

- Ensemble
- Choir
- Musicianship
- Composition / Arranging

Additional Requirements

Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least 1 co-curricular ensemble.

Future Pathways

Stage 1 Music Advanced

Special Music

Length: Year

Compulsory or Elective: Compulsory (Special Music Students)

Prerequisites: Success completion of Year 9 Special and Elective Music with at a 'C' grade or higher or successful completion of audition and theory grade/test

Subject Description

This course, both practical and theoretical, enables students to extend their skills in, music styles, jazz, recording techniques and concert practice. Students will undertake the study of a second instrument. This course is only available to Special Music students and must be taken in conjunction with Elective Music.

Performance:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: perform with technical control, expression and stylistic understanding.

Analysis:

1. Students will understand: musical forms and stylistic elements of music.
2. Students will be able to: analyse scores and performances aurally and visually, and evaluate musical elements and stylistic characteristics.

Musicianship

1. Students will understand: the elements of music, style and notation.
2. Students will be able to: compose and memorise aspects of music.

Content

- Concert practice, where students continue to develop their skills as a solo performer on their chosen instrument
- Jazz, where students continue developing skills in jazz playing, including the skill of improvisation
- Music Studies, where students learn about the styles, structures and history of music
- Music Technology, where students use the music software Logic to create and record music
- Jazz History and Analysis, where students learn about the styles, structures and historical/social context of jazz music throughout the 19th and 20th centuries.

Assessment

- Concert practice
- Jazz
- Music Studies / Music Technology
- Jazz Studies / Analysis

Additional Requirements

Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least two co-curricular ensembles.

Future Pathways

Stage 1 Music Advanced

YEAR 10 The Arts

Visual Art A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Practice in Art: This course focuses on the production of 2D Visual Art works, including drawing, painting, and printmaking, with emphasis on using drawing as a starting point to generate and develop ideas. 3D art methods may include ceramics and sculpture using various mediums. Students will be required to develop idea generation and problem solving skills as part of the process of producing art works, and present these in a well-documented folder. Theory in Art: Students will examine both historical and contemporary applications of art with particular emphasis on how they relate to the practical work they are undertaking. Homework will have a strong connection to the practical and theory activities. This course is designed to prepare students for SACE Stage 1.

Content
- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- Identify influences of other artists on their own artworks
- Manipulate materials and techniques to represent ideas and subject matter in their artworks.

Assessment
- Making
- Responding

Additional Requirements
A3 display folder

Future Pathways
Stage 1 Visual Art
Stage 1 Digital Art
Stage 1 Digital Art & Design

YEAR 10 Cross Disciplinary

Exploring Identities and Futures (Stage 1)

Length: Semester (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
The intention behind EIF is to assist students to recognize their individual strengths and see that the purpose and value of learning is much more than knowledge and grades.

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

Content
- explore identity and belonging
- develop agency
- pursue and develop an area of interest that matters to them

Assessment
- Exploring Identities and Connections
- Planning and Implementting Action
- Communicating Evidence of Learning

Additional Requirements
None

Future Study
Activating Identities and Futures

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel or further learning.

YEAR 10 Cross Disciplinary

Integrated Learning (VET Preparation)

Length: Semester

Compulsory or Elective: Elective

Prerequisites: Career counselling appointment with the VET/Careers Coordinator

Subject Description

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The program focus is designed around preparing students for a vocational pathway which may include a traineeship or apprenticeship pathway. The subject will allow students to participate in industry immersion activities, work experience, and gain relevant industry certificates. Students will also be enrolled in mentoring and career/work preparation workshops in partnership with the Australian Business and Community Network (ABCN).

Through the lens of the program focus students develop their learning about their chosen industry, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills through industry engagement and experience.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

Content

- Industry research and immersion
- Vocational Education and Training Readiness Orientation (VETRO)
- Employability skill development

Assesment

- Practical Exploration (50%)
- Connections (25%)
- Personal Venture (25%)

Additional Requirements

$120 White Card Training (if applicable to vocational pathway)
Working with Children Check (if applicable to vocational pathway)
$90 First Aid Training (if applicable to vocational pathway)
Proof of Vaccination status -COVID and Flu (if applicable to vocational pathway)
*Costings are subject to change and may be adjusted if the student receives school card funding.

Future Study

VET training
School based apprenticeships/traineeships (SBATs)
Stage 2 Industry Connections

YEAR 10 English

English

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

This course further develops students' written and spoken skills so that they can confidently and effectively meet the variety of language demands of the Australian Curriculum as required to function successfully in the workplace, school and wider community. Students learn how language is used to discover and convey information, to persuade and to shape identity, meaning, attitudes and reality. By analysing and using listening, speaking, reading, viewing and writing in a range of situations, students also learn how the purpose and context of a communication affects and shapes language features. Students are encouraged to use technology to access and interpret texts and to improve language skills. As well, by investigating a range of fictional, factual and media texts, they are encouraged to explore ideas, to think about themselves, to reflect on the diversity, changing nature and possible futures of the Australian society and global community. Information technology is embedded in both content and methodologies.

Content

- Language is about knowing the English language.
- Literature is about understanding, appreciating, responding to, analysing and creating literary texts
- Literacy is about expanding the repertoire of English usage.

Assessment

- Introductory Skills- Communication Model
- Critical Reading **CAT**
- Creative task - Narrative, speech blog, vlog
- Macro-genre -writer's statement
- Recount
- Poetry Study - Techniques and creating text parody
- Literary Study - Portfolio and Comparative study
- Media Study
- Literacy Reflection **CAT**

Additional Requirements

None

Future Pathways

Stage 1 Essential English
Stage 1 General English
Stage 1 English Literature (Advanced)

English as an Additional Language or Dialect (EALD)

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

EALD is adapted from Australian Curriculum English to cater to students for whom English is an additional language or dialect and enable them to be successful in further study and in community life. Students will explore concepts and genres including Creating change; a creative journal about people who positively impacted the world, Money can't buy happiness; a discussion on whether money really can buy happiness or not, Messages in music; a unit analysing the messages and language features in songs and Seeking knowledge; evaluating interviews, using their knowledge to interview a guest as a class and reflecting on the experiencee Throughout the year students develop their understanding of the relationship between purpose, audience, structure and language, and their use of academic English, increasingly complex vocabulary, functional and traditional grammatical knowledge. This course also prepares students with foundational skills and knowledge before SACE.

Content

- People who made a positive impact
- Happiness and the things that make us happy
- The relationship between power and money
- Messages in songs
- Creative, informative, persuasive and critical writing
- Knowledge of language at the whole text, paragraph, sentence and word level
- Knowledge of functional and traditional grammar
- Use of academic English
- Contextually appropriate communication skills.

Assessment

- Creating change: Creative journal
- Money can't buy happiness: discussion essay
- Messages in music: song analysis presentation
- Seeking knowledge: Interview evaluation
- Receptive & productive skills

Additional Requirements

None

Future Pathways

Stage 1 EAL
Stage 1 Essential English

YEAR 10 HASS

Geopolitical Studies

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Geopolitical studies is the study of the effects of the earth's geography on politics, interrelations, civics, the economy and business. During this semester course students will investigate the world's current environmental, legal and economic concerns and propose long term, sustainable solutions to these problems.

They will explain how Australia's International legal obligations shape Australian law and government policies, including those relating to First Nation Australians.

Students will analyse the factors that influence major consumer and financial decisions, and explain the effects and implications of these decisions on environmental management, local and global communities and sustainable futures.

Content
- Australian International Law
- Ethical Businesses and Sustainable economies
- Environmental Sustainability
- Factors affecting Human Wellbeing

Assessment
- Inquiry Based Learning
- Source Analysis
- Geographical Skills
- Case Studies
- Fieldwork

Additional Requirements
None

Future Pathways
Stage 1 Geography
Stage 1 Legal Studies
Stage 1 Business Innovation
Stage 1 Spiritualities, Religion and Meaning
Stage 1 Modern History

Humanities and Social Sciences (HASS)

Length: Semester

Compulsory or Elective: Compulsory

Prerequisites: None

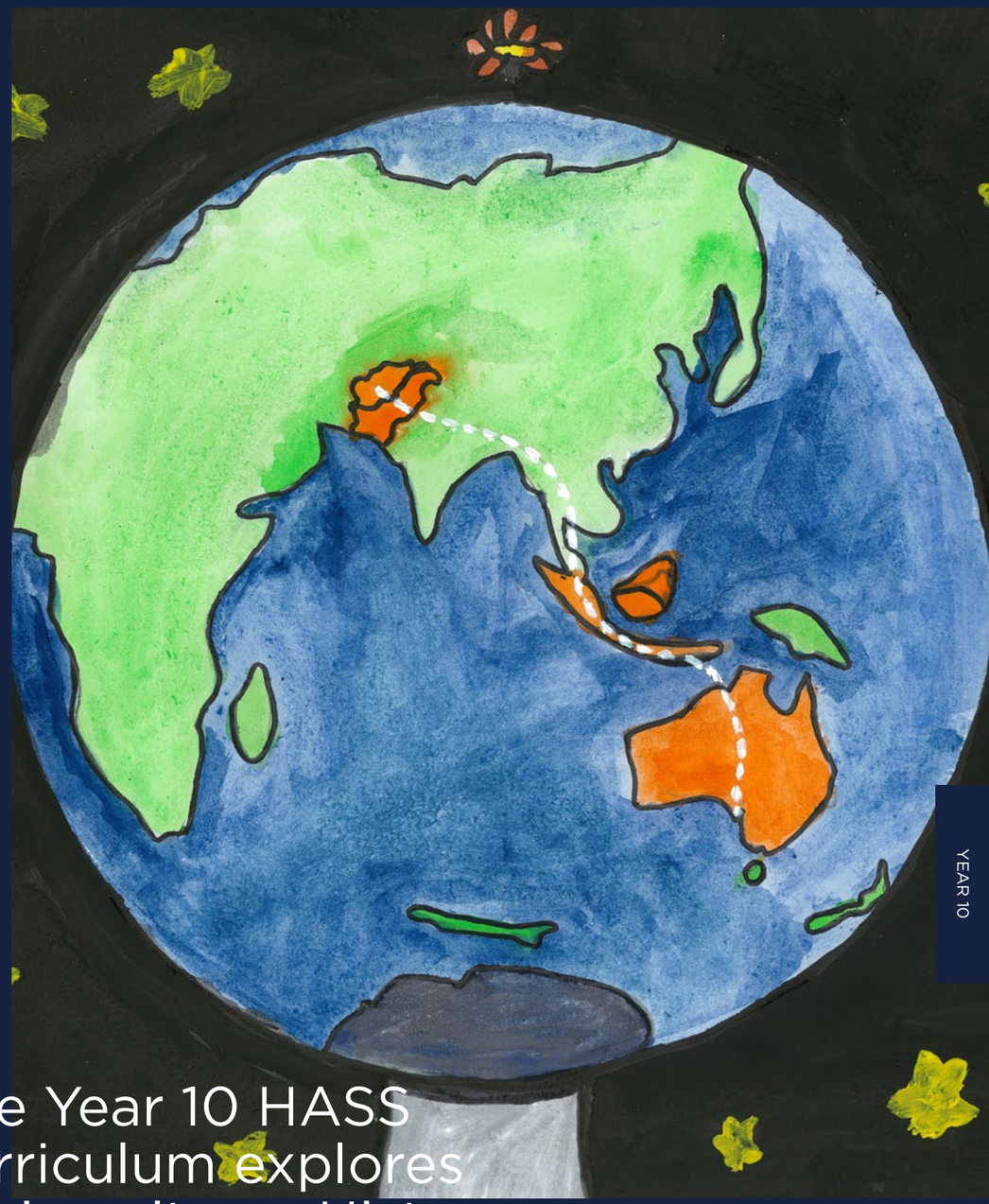
Subject Description
The Year 10 HASS curriculum explores topic units on History, and Economics and Business, In History students explore the history of Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will study Second World War and Building Modern Australia. In Economics and Business students examine the need for and responses to ethical marketing.

Content
- Second World War
- Building Modern Australia
- Ethical marketing
- Types of governments

Assessment
- Source Analysis
- Inquiry Based Learning - Information Reports/ Historical Essay
- Oral Presentation

Additional Requirements
None

Future Pathways
Stage 1 Aboriginal Studies
Stage 1 Accounting
Stage 1 Business Innovation
Stage 1 Legal Studies
Stage 1 Modern History
Stage 1 Society and Culture



The Year 10 HASS curriculum explores topic units on History and, Economics and Business.

YEAR 10 Health and PE

Child Studies

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course will follow the Technologies Knowledge & Understanding strand of the Australian Curriculum. Students will investigate social, emotional and financial factors in preparing to become a parent.
They will then investigate and analyse cultural birthing practices and how these can influence care.
Students will investigate and design solutions to safety for toddlers in the home and generate a learning toy which promotes an aspect of development.
They will also identify and explain safe and nutritious food choices appropriate to a child's stage of development, and produce examples that meet design requirements.

Content
- Ready to be a parent task
- Antenatal care & cultural birthing styles.
- Child safety - the home & toys
- Healthy toddler meal.

Assessment
- 4 Common Assessment Tasks - One per Topic
- 1 Investigation / Parenting /
- 1 Collaborative Group Task / Birthing /
- 2 Task Related Practicals / Toy & Meal

Additional Requirements
Students will be required to construct products as part of assessment tasks, which may require them to provide or purchase items that meet their own design criteria.

Future Pathways
Stage 1 Child Studies
Stage 1 Health

Health

Length: Semester

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
Students studying Year 10 Health will critically analyse factors leading to their own identity which will help them form a stronger sense of belonging within themselves, their friendship groups, Woodville High School, and the wider community. Students will research the impact of drugs and alcohol on our communities and create an anti-drug advertisement before evaluating the emotion responses of the target audience. They will be able to better understand decisions and behaviours connected to mental health and wellbeing. Students will finish the course by completing the Year 10 SHINE course which looks at relationships and sexual health. Students will access, synthesise, and apply health information from credible sources to propose and justify responses to a variety of health situations relevant to teenagers.

Content
- Identity and wellbeing
- Alcohol and other drugs
- Mental health and wellbeing
- Relationships and sexual health (including respectful relationships).

Assessment
- Identity Folio
- Health Advertisement Analysis
- Mental health and wellbeing study
- Relationships and sexual health Assignment

Additional Requirements
None

Future Pathways
Stage 1 Health
Stage 1 Community Studies
Stage 1 Child Studies
Stage 1 Food and Hospitality

Health & Physical Education

Length: Semester

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Health and Physical Education students study physical activity and health and its place in the lives of individuals and groups of people. Students look at factors that influence identities, relationships, decisions attitudes and beliefs. Students access health information and propose ways to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students develop leadership, fair play and cooperation across a range of contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations.

Content
- Target Games
- Net/Wall Games
- Inclusivity and Lifelong Participation

Assessment
- Skills Checklists
- Performance Analysis
- Sport and Physical Activity in communities

Additional Requirements
None

Future Pathways
Stage 1 Physical Education
Stage 1 Integrated Learning (Sport Studies)

Health & Physical Education (Basketball & Soccer Academies)

Length: Semester

Compulsory or Elective: Compulsory / in lieu of Health & Physical Education

Prerequisites: Selection trials and criteria apply. Current playing experience is required.

Subject Description
In Health and Physical Education (Basketball and Soccer Academies) students further develop their practical skills in basketball or soccer. Students access health information and propose ways to improve fitness and physical activity levels in their communities. They examine the role physical activity and sport has played historically in defining cultures and cultural identities. Students develop leadership, fair play and cooperation across a range of contexts, including basketball or soccer. They apply and transfer specialised basketball or soccer concepts and strategies to new and challenging situations.

Content
- Movement analysis
- Game Play and Tactics
- Inclusivity and Lifelong Participation

Assessment
- Skills Checklists
- Performance Analysis
- Sport and Physical Activity in communities

Additional Requirements
Course fee: $100 (uniform, transport, specialist coaches, further opportunities)

Future Pathways
Stage 1 Physical Education
(Basketball and Soccer Academies)
Stage 1 Integrated Learning (Sport Studies)

YEAR 10 Health and PE

Outdoor Education

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Outdoor education is the study of the human connection to natural environments through outdoor activities. Students develop their self-reliance and build relationships with people and natural environments. Students develop awareness of environmental issues through observation and gain an understanding of environmental sustainability, cultural perspectives. Students participate in bushwalking, orienteering and biking activities. They increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection. The course includes a three-day, two-night camp, bushwalking outdoor excursions that students are required to attend.

Content
- Environmental awareness
- Outdoor activities
- Camp preparation and reflection

Assessment
- Natural environments
- Camp leadership and working with others
- Adventure activities

Additional Requirements
$100 course fee, which includes camp fees and activity transport costs.

Future Pathways
Stage 1 Outdoor Education

Physical Education

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In the Physical Education elective students study human physical activity and its place in the lives of individuals and groups of people. Students learn to apply more specialised sport and movement skills and refine their own and others' movement performances. It is designed to build upon students' interests and previous experiences in Physical Education to develop a comprehensive framework of skills, knowledge and values that will facilitate an informed and active lifestyle. This program is designed for students to develop an understanding toward the senior years Physical Education curriculum.

Content
- Data analysis in sport
- Fitness and Training Principles
- Peer Teaching

Assessment
- Data and performance analysis
- Fitness principles
- Self and peer reflections and evaluations

Additional Requirements
None

Future Pathways
Stage 1 Physical Education
Stage 1 Integrated Learning (Sport Studies)

Physical Education (Basketball & Soccer Academies)

Length: Semester

Compulsory or Elective: Elective

Prerequisites: Selection trials and criteria apply. Current playing experience is required

Subject Description
Students study human physical activity and its place in the lives of individuals and groups of people. Students learn to apply more specialised sport and movement skills and refine their own and others' movement performances. It is designed to build upon students' interests and previous experiences in basketball or soccer to develop a comprehensive framework of skills, knowledge and values that will an active lifestyle. This program is designed for students to develop an understanding toward the senior years Physical Education curriculum. Students are exposed to specialist coaching, strength and conditioning development and access to high quality facilities, including St Clair Recreation Centre regularly.

Content
- Biomechanics
- Coaching courses
- Goal setting
- Individual skill Development
- Nutrition & body needs
- Officiating courses
- Performance analysis

Assessment
- Skill acquisition assignment
- Fitness principles for Basketball/Soccer
- Exercise physiology and Basketball/Soccer

Additional Requirements
Course fee: $100 (uniform, transport, specialist coaches, further opportunities)

Future Pathways
Stage 1 Physical Education
(Basketball and Soccer Academies)
Stage 1 Integrated Learning (Sport Studies)

YEAR 10 Languages

Indonesian

Length: Year

Compulsory or Elective: Elective

Prerequisites: Successful completion of one semester or more of Indonesian at a 'C' grade or higher or teacher recommendation

Subject Description
Students communicate in Indonesian with increased complexity of expression, communication and creation of different genres in different contexts. They communicate in language about communities in Australia and Indonesia, cultures, customs and traditions. They discuss environmental issues in Indonesia and Australia and the impact on Indonesia's peoples. They explore a variety of traditional and contemporary arts in Indonesia. They consider the concept of health from Eastern and Western perspectives and look at traditional medicine in Indonesia.

Students engage with a range of more complex Indonesian texts, comprehending, translating, analysing, evaluating and reflecting on written and spoken Indonesian. They will create texts in Indonesian, including discussions, interactions, conversations, written and multimodal texts. They will develop key thinking and learning strategies to solve challenges in language learning and strengthen their knowledge of texts and grammatical systems.

Content
- Arts in Indonesia
- Health and traditional medicine
- The environment
- Festivals and ceremonies

Assessment
- Researched report on a traditional or contemporary art
- Sinetron - a dramatic television narrative
- Researched infographic
- Reading comprehension

Additional Requirements
None

Future Pathways
Stage 1 Continuers Indonesian

Vietnamese

Length: Year

Compulsory or Elective: Elective

Prerequisites: Successful completion of one semester or more of Vietnamese at a 'C' grade or higher or teacher recommendation

Subject Description
Students communicate in Vietnamese with increased complexity of expression, communication and creation of different genres in different contexts. They engage with a range of text types including authentic texts. Students discuss language features in texts and apply these features to their own speaking and writing. They explore the geography of Vietnam using Google Maps and giving direction, and consider the environment, as well as the impact of activities on people and communities. They investigate the journey and experiences of Vietnamese migrants and learn about the skills, they bring and their rich contributions to the community. They learn about Vietnamese culture, history, customs and traditions. They will develop key thinking and learning strategies to understand unknown words and sentences and strengthen their knowledge of texts and grammar.

Content
- Geography of Vietnam & mapping skills
- The environment
- The migrant experience
- Vietnamese culture, history and customs

Assessment
- Travelling in Vietnam – giving directions from one location to another
- Research assessment - pollution in Vietnam
- Interviewing a Vietnamese migrant in language
- A researched oral presentation about a Vietnamese historical event.

Additional Requirements
None

Future Pathways
Stage 1 Vietnamese (Continuers)
Stage 1 Vietnamese (Background)

YEAR 10 Mathematics

Mathematics

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 10 Mathematics provides a sound understanding to complete Mathematical Methods, General Mathematics or Essential Mathematics at Stage 1 of the SACE however it is recommended to study Advanced Mathematics in conjunction for better preparation to study Stage 1 Specialist Mathematics and Mathematical Methods in Year 11.

Content
<u>Number and Algebra</u>
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Nonlinear Relationships

<u>Measurement and Geometry</u>
- Using units of Measurement
- Geometric Reasoning,
- Pythagoras and Trigonometry

<u>Statistics and Probability</u>
- Chance
- Data Representation and Interpretation

Assessment
- Measurement Test
- Financial Mathematics Test
- Financial Mathematics Investigation
- Linear Relationships Assignment
- Algebra Test
- Linear and Non Relationship Test
- Measurement Assignment
- Geometric Reasoning, Similarity and Congruency Test
- Pythagoras' Theorem and Right Angled Trigonometry Test
- Statistics and Data Representation Investigation

Additional Requirements
None

Future Pathways
Stage 1 Essential Mathematics 1 & 2
Stage 1 General Mathematics 1 & 2
Stage 1 Mathematical Methods 1 & 2
Stage 1 Specialist Mathematics 1 & 2

YEAR 10 Mathematics

Mathematics Advanced

Length: Semester

Compulsory or Elective: Elective

Prerequisites: Successful completion of Year 9 mathematics at a 'B' grade or teacher recommendation

Subject Description
This Mathematics course provides a sound basis for the study of any SACE Stage 1 Mathematics course, in particular Specialist Mathematics and Mathematical Methods. It develops skills necessary for coping with Stage 1 Specialist Mathematics and Mathematical Methods through the investigation of the Mathematics of analysing and modelling change, numbers, measurement, patterns and algebraic reasoning, exploring and analysing and modelling data, spatial sense and geometric reasoning. Students at this level will be utilising Graphic Technology and there will be a focus on problem solving skills. Note: Advanced Mathematics is not a compulsory unit before completing Stage 1 Mathematical Methods or Specialist Mathematics, however a C grade or better in this course ensures a recommendation and the knowledge needed for these subjects.

Content
- Geometry
- Advanced Trigonometry
- Quadratics and Polynomials
- Growth and Decay

Assessment
- Circle Geometry Test
- Advanced Trigonometry Test
- Logo Design Investigation
- Growth and Decay Test

Additional Requirements
None

Future Pathways
Stage 1 Mathematical Methods 1 & 2
Stage 1 Specialist Mathematics 1 & 2

YEAR 10 Science

Science

Length: Year

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
In Year 10, students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. They describe trends in patterns of global climate change and identify causal factors. They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. Within these themes, students explore perspectives from Aboriginal and Torres Strait Islander peoples, learning about past and current contributions to the field of science. Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They analyse the key factors that influence interactions between science and society.

Content
- The Periodic Table
- Reaction Conditions and Products
- Global Systems
- Origin of the Universe
- Energy Conservation
- Force and Motion
- Genetics and Heredity
- Evolution through Natural Selection

Assessment
- Science Inquiry Investigations
- Extended Responses
- Scientific Modelling
- Practical Reports
- Topic Tests

Additional Requirements
None

Future Pathways
Biology Stage 1
Chemistry SACE Stage 1
Physics SACE Stage 1
Psychology SACE Stage 1
Nutrition Stage 1
Scientific studies (Forensic Science) Stage 1

YEAR 10 Science

STEM(IE)

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
The STEM Innovation Experience (STEMIE) is a competitive educational program built around the interdisciplinary elements of science, technology, engineering, and mathematics (STEM). This program and subject enhances students' awareness of STEM in the wider community. In this program students are challenged to participate in a series of STEM-based tasks linked to curriculum and showcasing their learning. These STEM challenges are developed around a central theme, which varies each year. Students will engineer and prototype designs to complete an action, justify their mathematical considerations, use Arduino coding to create a device within set parameters for their technology component and complete scientific investigations and research around the central theme. Representatives from Woodville High School will present their learning at a regional showcase, where they will be judged against other schools from our region. If successful, students will progress to the STEMIE State Final to compete in unseen STEM challenges.

Content
University developed content associated with an annual theme. Challenges focussed on the integration of all STEM disciplines:
- Science
- Technology
- Engineering
- Mathematics

Assessment
- Action plan
- Collaborative project journal
- Multimodal presentation of findings
- Final products
- Peer and self-evaluation

Additional Requirements
None

Future Pathways
SACE Stage 1 Chemistry
SACE Stage 1 Physics
SACE Stage 1 Forensic Science

YEAR 10 Technologies

Automotive

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In this course, students will learn about and use tools, machines and processes to maintain and repair engines and motor vehicles. Students will work as a team to disassemble, diagnose and repair 4-stroke engines and other internal combustion engines. They will also explore the impact of the motor vehicle on society by looking at the history and development of transport, environmental impacts, and present and future developments. Other topics include an Online Learners' Test and aspects of road safety and motor vehicle ownership.

Content
- Workshop safety and maintenance
- Tools safety and maintenance
- Basic automotive systems

Assessment
- Engine check run and assembly (practical)
- Vehicle safety procedure
- Money matters - purchasing a motor vehicle
- Plan a road trip
- Use and maintenance of tools

Additional Requirements
None

Future Pathways
Stage 1 Automotive

Cafe Foods

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students will investigate issues relevant to producing food suitable for sale in a café.
This will include selecting and producing suitable foods to meet a brief, customer service skills, and working to a budget. Students will develop dishes suitable to be sold at a school café. They will also investigate a profession within the café food industry.

Content
- Baking and producing large portions of food
- Costing recipes and producing for profit
- Customer service skills
- Working in the food industry

Assessment
- Café food assignment
- Career investigation
- Budgeting and profits

Additional Requirements
None

Future Pathways
Stage 1 Food & Hospitality
Stage 1 Business Innovation
Cert 2 Food Processing

YEAR 10 Technologies

Design & Technology (Metal)

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 10, students develop skills in manipulating, joining and manufacturing products using metal as a medium. They develop skills to use a variety of tools and machines safely to product high quality metal products. Students work towards meeting a design brief by critiquing the products of others as well as producing and evaluating their own designs. Students plan their designs using both traditional drawings and CAD software.

Content
- Design process
- Materials exploration
- Manufacturing skills

Assessment
- Skills Task 1
- Skills Task 2
- Design Process and Solution

Additional Requirements
None

Future Pathways
Cert 2 Construction Pathways (D2C)
Stage 1 Metalwork

Design & Technology (Wood)

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 10 Students build the skills learned at Year 9 to form more complexity in constructions. They focus on developing skills working with wood as a material and begin to develop specialised skills to produce high quality products. They will also evaluate their outcomes and test against the design criteria as a measure of success.

Students develop deep solutions to problems in the form of a product solution. They explore solutions to their problem through use of the design process and create folios to highlight their thinking across each step. They investigate similar existing solutions and try to determine what makes these solutions successful, they then transfer this new knowledge into their own solution. They explore ways to visualise and plan their outcomes using traditional visualisation techniques and CAD software and use this stage to deconstruct any potential problems before development.

Content
- Design process
- Sustainability
- Technology and society
- Materials exploration
- Manufacturing skills

Assessment
- Skills Task 1
- Skills Task 2
- Design Process and Solution

Additional Requirements
None

Future Pathways
Cert 2 Construction Pathways (D2C)
Stage 1 Woodwork

Digital Technologies A & B

Length: Semester / Year

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Year 10 focuses on building students' technical specialisation in the area of IT. Students unpack the differences between coding and programming and develop these skills in the contexts of web development and game development.

Students will mainly focus on the investigation and planning stages of the design process and use this to inform best practice in their decision to solve problems in web development and game design. In web development students will learn how to code web pages using HTML and CSS languages. They will build their own assets in Photoshop and embed this in their coded website.

In the area of game development students will mainly explore the graphic interface of Unity and how they can build games with preloaded assets. They will begin to explore how to make connections with visual assets (characters and levels elements) and code and how code can create conditions that impact the user experience of the game.

Content
- The design process
- User experience
- Web development (HTML)
- Game development (Unity & C#)

Assessment
- Skills Task 1
- Skills Task 2
- Design Process Task

Additional Requirements
None

Future Pathways
Stage 1 Information Technology
Stage 1 Information Processing & Publishing

Fashion Design and Textiles

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students follow the Design, make and appraise 'design cycle' and generate items of clothing using both woven and knit fabrics. They will develop new knowledge and skills allowing them to understand how to use simple patterns and follow instructions in the construction process. Students investigate and analyse the properties of 'natural fibres' and delve in the processes used to turn these fibres into fabrics. Students will need to apply independent progression and self-regulated learning.

Content
- Using a pattern to generate a clothing item from woven fabric
- Interpreting simple commercial pattern instructions.
- Safe and appropriate use of sewing machines and equipment
- Investigate and analyse 'natural fibres' and the
- fabrics made from them

Assessment
- Portfolio of work
- Simple clothing item using a woven fabric
- Simple clothing item using a knit fabric
- Investigate the properties of a natural fibre used introducing woven textiles
- Analyse the materials and processes used to turn fibre to fabric.

Additional Requirements
All patterns, fabrics and notions will need to be supplied by students for garment construction.

Future Pathways
Stage 1 Design
Cert 3 Applied Fashion Design and Technology

YEAR 10 Technologies

Food Technology

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Students will use design and production processes to analyse how food production technologies can provide solutions which meet the needs of individuals and communities. This will involve developing home-made versions of convenience foods and explore food preservation techniques. They will also develop design solutions to generate a food product from a set list of ingredients. Investigate and explain how creativity, innovation and enterprise has contributed to the evolution of food products.

Content
- Compare mass-production and home production of a 'convenience food'
- Generate a recipe from a limited selection of food items
- Food preservation techniques

Assessment
- Portfolio of work
- Practical application analysing commercial vs home production
- Master Chef-style food invention
- Evolving ideas in food production and preservation

Additional Requirements
Students need to be prepared to cover the cost of ingredients they choose to use in design tasks, which would not be commonly available in the school pantry.

Future Pathways
Stage 1 Food & Hospitality
Stage 1 Nutrition
Cert 2 Food Processing

Food Technology and Horticulture: Aboriginal and Torres Strait Islander Contexts

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This subject has been developed to support students developing their knowledge of Food Technology and Horticulture through the lens of Aboriginal and Torres Strait Islander contexts. Throughout this Cross-Disciplinary subject, students will build on skills developed in year 9 to design and maintain a native garden within the school. This includes developing a seed propagation, planting, and harvesting schedule. Students will also develop their understanding of food from different cultures, investigating information about Aboriginal and Torres Strait Islander cultural people who have influenced Australia's food history. They will then go on to develop a design brief which considers how a food can be a used as a significant commemorative factor for days of national significance in the Aboriginal and Torres Strait Islander community. It incorporates both practical assessment and theory based around horticultural skills and knowledge, including Work Health and Safety practices. There is a strong focus on sustainability practices and promoting healthy lifestyles and nutrition based on gardening, harvesting and cooking.

Content
- Garden Design
- Seasonal Planting
- Safety and Maintenance
- Historical timeline of food in Australia
- Food cultures that Influences Australia's cuisine
- Food as a commemorative factor

Assessment
- Practical skills within the garden
- Folio of learning
- Seasonal produce promotion
- Designing food for a purpose
- History of Australian Cuisine
- Commemorative Food

Additional Requirements
None

Future Pathways
Aboriginal Studies
Stage 1 Horticulture

Horticulture (Stage 1)

Length Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Horticulture is a subject that is delivered in the school garden and the new Horticulture Centre. It incorporates both practical assessment and theory based around horticultural skills and knowledge, including Work Health and Safety practices. There is a strong focus on sustainability practices and promoting healthy lifestyles and nutrition based on gardening, harvesting and cooking. Students work both individually, and within a group to apply the skills they learn to grow their own vegetable bed in the garden, this includes all stages from learning about seasonal produce, seed propagation, planting, maintenance, harvesting and cooking or preserving.

Content
- Sustainability
- Nutrition
- Propagation
- Garden maintenance
- Pruning
- Work Health and Safety

Assessment
- Practical
- Group activities
- Folio and discussion

Additional Requirements
None

Future Study
Cert II: Land Conservation and Management

YEAR 10 Technologies

Jewellery

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
This course is a continuation of the skills learnt in year 9 Jewellery, it will also recap on skills to enable all students to refresh on knowledge. The course covers jewellery making skills such as saw piercing, riveting, silver soldering, stippling and many more. Students will take some of these skills and apply them to projects such as ring manufacture that can hold gems and stones. The course will also focus on the design process within the context of jewellery making. This includes researching jewellery and techniques; visually representing designs and ideation, developing the solution; and evaluating the outcome.

Content
- The design process
- Jewellery making techniques
- Visual communication techniques

Assessment
- Skills Task
- Folio
- Major Project

Additional Requirements
None

Future Pathways
Stage 1 Design and Technologies

Media Studies

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
The Year 10 Media Studies course is designed as an introduction into Media Studies at the SACE level. Students are introduced to the basic mechanisms of a Camera and how they work. They are introduced into the various modes of the Camera including Photography and Video and explore how manual settings can enhance their capture. They explore ways to edit their photos and videos using Adobe Lightroom and Adobe Premiere Pro, which are industry standard tools. Students are also reminded of the design process, this time in the context of Media Studies and use the process to gain inspiration and expand their creativity within the field.

Content
- SLR operation
- Shutter, aperture, ISO
- Composition
- Post production

Assessment
- Skills Task 1
- Skills Task 2
- Design Process Task

Additional Requirements
None

Future Pathways
Stage 1 Media Studies
Stage 1 Information Processing & Publishing

Systems and Controls

Length: Semester

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In Year 10 Students build the skills learned at Year 9 to form more complexity in the circuits that they build. They begin to explore the differences in traditional circuits and circuits that utilise microcontrollers.

Students develop deep solutions to problems in the form of a product solution. They explore solutions to their problem through use of the Design Process and create folios to highlight their thinking across each step. They investigate similar existing solutions and try to determine what makes these solutions successful, they then transfer this new knowledge into their own solution. They will begin to design and prototype their own circuits and utilise 21st century technologies, such as a laser cutter, 3D printers and prototyping applications to help form their solutions.

Content
- DC circuits
- Circuit design
- Electricity Theory
- Introduction to microcontrollers
- Soldering

Assessment
- Skills Task 1
- Skills Task 2
- Design Process Task

Additional Requirements
None

Future Pathways
Stage 1 Systems and Controls

> Students explore solutions to their problem through use of the Design Process and create folios to highlight their thinking across each step.

Year 11 - Stage 1
Course Selection

Recommendations to Year 11 students about subject selection.

Year 11
Course Selection

There are compulsory SACE subjects that all students are enrolled into in Year 11 and must pass to achieve the SACE

Year 11 students are expected to complete 7 subjects (70 credits) in Semester 1 and 6 subjects (60 credits) in Semester 2. The Research Project (RP) compulsory subject is a semester subject but runs for a full year to provide students additional time to achieve at the highest level. The RP is a Stage 2 subject and contributes to a student's ATAR at the end of Year 12.

Year 11 students only have a supervised study line when they have successfully completed the RP in Semester 2. The supervised study line provides students with the opportunity to complete work for other subjects.

SUBJECTS FOR YEAR 11 (STAGE 1)	
At Stage 1 students will study the following:	
2 Semesters (Full Year) • English/EALD • Research Project (RP)	**Please note: in many subjects there may be excursions and school events to enrich the curriculum content. These may incur an additional cost which is not included in your school fees. The subject teacher will advise parents/ caregivers and students in writing if this is the case.**
1 Semester • Mathematics (a full year is advised)	
Choice From: • Aboriginal Studies • The Arts • Cross-Disciplinary • English / EALD • HASS • Health and Physical Education • Languages • Mathematics • Science • Technologies • Vocational Education and Training (VET)	

STAGE 1

Aboriginal Studies

Aboriginal Studies A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In Aboriginal Studies, students learn from and with Aboriginal Peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal Peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal Peoples, and reflect on the impact of past events on the present. They develop respect for what narratives and accomplishments mean to different Aboriginal Peoples and communities.

Content

- Aboriginal Communities' initiatives
- The past influences the present
- Contemporary aboriginal art and how it reflects aboriginal narratives and accomplishments.

Assessment

- Learning Journey weighting (75%)
- Creative Presentation weighting (25%)

Additional Requirements

None

Future Pathways

Stage 2 Aboriginal Studies
Stage 2 Society & Culture

Aboriginal Perspectives A & B (Integrated Learning)

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. Throughout this subject, students will be building on knowledge they have developed throughout the , **Food and Horticulture and Creative Arts** subjects which were conducted through Aboriginal and Torres Strait Islander contexts. Students will use this knowledge to develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. They will share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/ or community. Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer- and self-assessment. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

Content

- There is s focus on students developing their area of interest through the lens of Aboriginal and Torres Strait Islander Perspectives.
- Developed according to the interests, capacities, and needs of the students.
- Integrated Learning is a focused study that has a purpose and a product or outcome.

Assessment

- Practical explorations
- Connection's task
- Personal ventures.

Additional Requirements

None

Future Pathways

Stage 2 Aboriginal Studies
Stage 2 Society & Culture

STAGE 1

The Arts

Dance A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Students will be involved in the explorative process of creating, making and presenting dance in small groups and as a class. Students will continue to learn skills in dance genres such as jazz, Hip-Hop and Contemporary, engaging in learning choreography and specific technique classes. Genre selection will vary to suit specific cohorts. Students will work towards a performance, where a minimum of 5 minutes of class dance works are presented to a live audience in a local theatre. Students continue to explore different methods of creating and manipulating movement, creating a dance film and a choreography folio. As well as this, students will analyse the works of dance pioneers in both a historical and modern day context.

Content

- Learn and perform choreography
- Participate in specific technique classes
- Develop and apply performance skills
- Explore, select and refine new dance movement in composition tasks
- Analyse the works of professional dance practitioners
- Reflect and document own practices and processes.

Assessment

- Creative Exploration (50%)
- Dance Contexts (20%)
- Skills Development (30%)

Additional Requirements

Students will be required to participate in rehearsals and performances outside of school hours.

Future Pathways

Stage 2 Dance

Drama A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In their first task, students apply the dramatic process to develop their individual and collaborative contributions to small group performances based on a class text. Students develop their learning and skills throughout their process and during the final performances in one or more roles, e.g. actor, designer, director, etc.

In their second task, students create a written or oral reflection which links their dramatic learning from one or more drama events they have experienced with their own learning in a role or roles, (e.g., actor, director, designer, filmmaker, scriptwriter, etc.). Students analyse and reflect on the ideas, techniques, skills, choices, and artistic impact of the event on its audience and the student's on own individual development as either an actor, designer or director. Each student explicitly draws links and makes connections between aspects and key moments of the events, and their own specific development as a dramatic artist.

In their final task, students choose to be either the director or designer of a hypothetical production and explore and experiment with possibilities about how they would use new technologies in their production.

Specific topics, texts and genres will vary between semesters.

Content

- Research, analysis and reflection of existing dramatic works
- Exploration of dramatic style and/or practitioner and replication of works
- Creation of dramatic elements in an on or off stage role.

STAGE 1

The Arts

Assessment
- Performance (40%)
- Responding to drama (30%)
- Creative Synthesis (40%)

Additional Requirements
Students will be required to participate in rehearsals and performances outside of school hours. Attendance at two live performances at approximately $20 per ticket.

Future Pathways
Stage 2 Drama

Music Advanced

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective / Compulsory (Special Music Students)

Prerequisites: Successful completion of Year 10 Elective Music at a 'C' grade or higher or Special Music students must also successfully complete Year 10 Special Music at a 'C' grade or higher or successful completion of an audition and theory grade/test.

Subject Description
Students develop the ability to perform as a soloist in a variety of genres and styles with attention to appropriate tempo, clear tone, good intonation, technique, dynamics and communication skills. They will continue to hone their ability to perform as part of an ensemble. Students will learn to invent, structure and develop musical ideas for specific instruments/ensembles and present a written score of their compositions/arrangements. Students will develop good knowledge of the theoretical concepts and techniques of music and aural acuity, and be able to apply these concepts in their own performances, arrangements, compositions and analysis.

Content
- knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on their own learning in music.

Assessment
- Creative Works (4 Tasks) (60%)
- Musical Literacy (3 Tasks) (40%)

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least 1 co-curricular ensemble.

Future Pathways
Stage 2 Music (Solo Performance)
Stage 2 Music (Ensemble Performance)
Stage 2 Music (Studies)
Stage 2 Music (Explorations)

Visual Art A & B

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Year 10 Art and/or Design or teacher recommendation

Subject Description
Folio - Students produce one folio that documents their visual learning, in support of their one or two works of art or design.

Practical - all practicals are resolved from visual thinking and learning documented in the folio. It consists of:
- Art Practical Work - a work of art may be a single resolved practical or a body of resolved work. Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.
- Practitioner's statement - students prepare a written practitioner's statement for one resolved practical.

Visual Study - A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills.

Content
- Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
- Demonstrate visual thinking through the development and evaluation of ideas
- Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
- Explore and apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
- Communicate knowledge and understanding of their own and other practitioners' works of art or design
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

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

NOTE: It is strongly recommended that students intending to study the Stage 2 subjects of Visual Arts Studies (Art) or Visual Arts Studies (Design) should enrol in either Visual Arts A or Visual Arts B in Stage 1.

Additional Requirements
A3 display folder

Future Pathways
- Stage 2 Visual Art Studies
- Stage 2 Art Practical

STAGE 1 Cross Disciplinary

Research Project (Stage 2)

Length: Year (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description
Research Project is a 10 credit Stage 2 subject that is offered at Stage 1 at Woodville High School. This is a compulsory subject in which students must achieve a C grade or better. In the Research Project, students choose a research topic that is based on an area of interest, and allows for the development of a capability (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural Capability) relevant to their research. Students develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings. They evaluate the research undertaken and reflect on the relevance of the chosen capability to themselves and their research project and on the quality of their outcome.

Assessment
- Folio (30%)
- Research Outcome (40%)
- Evaluation (30%)

Additional Requirements
None

Future Study
None

Community Connections

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In this subject students negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for a contract of work. They identify and apply existing knowledge and skills, including literacy and numeracy, and identify one or more capabilities for focused development. Students work individually and with others and take practical action in the community. They evaluate and reflect critically on the completion of the contract, the feedback received and their own learning.

Content
In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the community
- Communication and the community
- Foods and the community
- Health, recreation, and the community
- Science, technology, and the community
- Work and the community.

Assessment
- Contract of work Assessment, folio, and presentation (70%)
- Reflection (30%)

Additional Requirements
None

Future Study
Stage 2 Community Connections A

STAGE 1 English

English General 1

Length: Semester (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: Teacher recommendation

Subject Description
This subject meets 10 units of the compulsory SACE Literacy at Stage 1. It offers options for students who wish to study Essential English, English or English Literary Studies at Stage 2 depending on achievement. There are three elements of content in Stage 1 English, responding to texts, creating texts, and an intertextual study. Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Students who achieve a C grade or better in a full year subject achieve literacy requirements.

Content
- The Communication Model as a framework of the conventions, language and stylistic features of texts.
- Macro-genres to explain choice of target audience and language features to position readers' responses.
- Transformative text that demonstrates application of knowledge and skills.
- Digital literacy is embedded in content, methodologies and text production.

Assessment
- Responding to Texts (25%)
- Creating Texts (50%)
- Intertextual Study (25%)

Additional Requirements
None

Future Pathways
Stage 2 Essential English
Stage 2 English
Stage 2 English Literary Studies

English General 2

Length: Semester (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: Teacher recommendation

Subject Description
This subject meets 10 units of the compulsory SACE Literacy at Stage 1. This subject is designed for students who wish to study English or English Literary Studies at Stage 2. There are three elements of content in Stage 1 English, responding to texts, creating texts, and an intertextual Study. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in a full year subject achieve literacy requirements.

Content
- The Communication Model as a framework of the conventions, language and stylistic features of texts.
- Macro-genres to explain choice of target audience and language features to position readers' responses.
- Explore critical theory, analysing texts from different critical perspectives.
- After studying and analysing a literature text, produce a comparative literary essay demonstrating knowledge, skills and application.
- Digital literacy is embedded in content, methodologies and text production.

Assessment
- Responding to Texts (50%)
- Creating Texts (25%)
- Intertextual Study (25%)

Additional Requirements
None

Future Pathways
TAFE Apprenticeships or traineeships
Stage 2 Essential English
Stage 2 English (B grade)
Stage 2 English Literary Studies (A grade)

STAGE 1

English

English Literary Studies 1

Length: Semester (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: Teacher recommendation

Subject Description

This subject meets 10 units of the compulsory SACE Literacy at Stage 1. This subject is designed for students who wish to study English or English Literary Studies at Stage 2. There are three elements of content in Stage 1 English as demonstrated in the assessment types. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. There is a greater emphasis on literature texts to allow students options of Stage 2 English or Stage 2 English Literary Studies. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in a full year subject achieve literacy requirements.

Content

- The Communication Model as a framework of the conventions, language and stylistic features of texts.
- Macro-genres to explain choice of target audience and language features to position readers' responses.
- Transformative text that demonstrates application of knowledge and skills.
- Digital literacy is embedded in content, methodologies and text production.

Assessment

- Responding to Texts (25%)
- Creating Texts (50%)
- Intertextual Study (25%)

Additional Requirements

None

Future Pathways

Semester 2 Stage 1 English General
Semester 2 Stage 1 English Literature (Advanced)

English Literary Studies 2

Length: Semester (10 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: Teacher recommendation

Subject Description

This subject meets 10 units of the compulsory SACE Literacy at Stage 1. This subject is designed for students who wish to study English or English Literary Studies at Stage 2. There are three elements of content in Stage 1 English as demonstrated in the assessment types. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. There is a greater emphasis on literature texts to allow students options of Stage 2 English or Stage 2 English Literary Studies. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in a full year subject achieve literacy requirements.

Content

- The Communication Model as a framework of the conventions, language and stylistic features of texts.
- Macro-genres to explain choice of target audience and language features to position readers' responses.
- Explore Critical Theory, analysing texts from different critical perspectives.
- After studying and analysing a literature text, produce a comparative literary essay demonstrating knowledge, skills and application.
- Digital Literacy is embedded in content, methodologies and text production.

Assessment

- Responding to Texts (50%)
- Creating Texts (25%)
- Intertextual Study (25%)

Additional Requirements

None

Future Pathways

Stage 2 English General
Stage 2 English Literary Studies

Essential English 1 and 2

Length: Year (20 SACE Credits)

Compulsory or Elective: Compulsory

Prerequisites: None

Subject Description

This subject is suitable for students who do not plan to study English in Stage 2. It is appropriate for those who plan to seek employment and/or complete TAFE study following Year 12. The content of the teaching and learning program will centre on ways in which students use language to establish and maintain connections with people in different contexts. The specific contexts chosen for study may be social, cultural, community or workplace. Teachers work with students in planning the learning program to support the achievement of students' goals. This subject develops the student's skills in communication, comprehension, language and text analysis, and creating texts.

Content

- Responding to texts - reading a wide range of texts to locate, comprehend and interpret information, ideas in texts. Students examine and respond to how language is used in various social, cultural, community and workplace contexts. Students identify and develop an understanding of ways in which language is composed for different purposes, audiences, and contexts and consider how structural and language features are used to create meaning.
- Creating texts - examines the links between language and the context in which texts are created. Students develop appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. Create a range of texts using appropriate language features, conventions, content, and mediums for different purposes, audiences and contexts.

Assessment

- Two Responding to Texts Tasks (50%)
- Two Creating Texts Tasks (50%)

Additional Requirements

None

Future Pathways:

Stage 2 Essential English

EAL

Length: Year (20 SACE Credits)

Compulsory or Elective: Compulsory (20 credits of Literacy are compulsory)

Prerequisites: SACE EAL Eligibility, Teacher Recommendation

Subject Description

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

In Stage 1 EAL students will analyse various persuasive language strategies and appeals to ethos, pathos and logos, analysing a persuasive speech and creating their own persuasive campaign. They review and evaluate texts, evaluating how well they meet their purpose and suit the target audience. Students reflect on their lives, cultures and research about the benefits of music, leading a discussion on how music is important in their lives. They summarise and analyse news articles organise, undertake and evaluate an informative interview. They explore imaginative narratives, creating a narrative text.

Content

- Sustainability and climate change
- The importance of music in our lives
- Colonisation and reconciliation
- Language Study: In the news
- Healthy relationships
- Genres studied: persuasive texts, interviews, book reviews, analysis reports, narratives.

Assessment

- Responding to texts oral (25%)
- Responding to texts written (25%)
- Interactive Study (25%)
- Language Study (25%)

Additional Requirements

None

Future Pathways

Stage 2 Essential English

STAGE 1

HASS

Accounting

Length: Semester (10 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Accounting is the language of business and is used to tell the financial story of an entity. In Stage 1 Accounting, students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore the changing forms of accounting information and examine the use of digital and emerging technologies. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. Students apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders.

Content
- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting
- Financial literacy
- Stakeholder information and decision-making
- Innovation.

Assessment
- Accounting Skills (75%)
- Accounting Inquiry (25%)

Additional Requirements
None

Future Pathways
Stage 2 Accounting

Business & Innovation A & B

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Business Innovation can be studied as a semester (10 SACE Credits) or 2 semester (20 credits) subject. Students will work through the design process and business model summary to produce a product or service in response to a problem.

Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

This course involves problem solving, innovation, marketing, as well as business management and communication. The tasks students engage in build upon each other and build up to a final “Shark Tank” style pitch in front of a panel. Through developing their critical and creative thinking skills students will gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills.

Content
- Identify customer business problems
- Generation of possible business solutions
- Business model summary

Assessment
- Business Skills (70%)
- Business Pitch (30%)

Additional Requirements
None

Future Pathways
Stage 2 Business and Innovation.

Geography

Length: Semester (10 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

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

Students will develop a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students will promote a more sustainable way of life and an awareness of social and spatial inequalities culminating in social action.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Content
- Urban Sustainability & Liveability
- Natural Hazards

Assessment
- Geographical Skills and Applications (70%)
- Fieldwork (30%)

Additional Requirements
None

Future Pathways
Stage 2 Society and Culture

Legal Studies A & B

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students 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 should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law, and systems used in other jurisdictions.

Legal Studies is explored through the mechanism of asking ‘big questions’. Big questions are typically open ended, stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. Big questions encourage debate and active learning. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Content
- Rights
- Fairness and Justice
- Power
- Change

Assessment
- Analytical Response (35%)
- Inquiry (35%)
- Presentation (30%)

Additional Requirements
None

Future Pathways
Stage 2 Legal Studies
Stage 2 Society and Culture
Stage 2 Aboriginal Studies

STAGE 1

HASS

Modern History

Length: Semester (10 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

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 explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Content

- Social Movements
- Decolonisation

Assessment

- Historical Skills (75%)
- Historical Study (25%)

Additional Requirements

None

Future Pathways

Stage 2 Society and Culture

Society & Culture A & B

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Content

- Current social or cultural issue
- Forces for social change or continuity
- Popular culture
- Refugees and migrant experiences and contributions to societies.

Assessment

- Sources Analysis (50%)
- Group Activity (25%)
- Investigation (50%)

Additional Requirements

None

Future Pathways

Stage 2 Society and Culture
Stage 2 Aboriginal Studies
Stage 2 Legal Studies

Spiritualities, Religion & Meaning

Length: Semester (10 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Australia is a land of many spiritualities and religions. This subject allows students to develop inquiry questions based on one or more "big ideas", to explore issues, concepts and ideas, and to reflect on personal and shared meaning within one or more spiritualities and /or religions.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content

- Growth, belonging, and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues investigation.

Additional Requirements

None

Future Pathways

Stage 2 Spiritualities, Religion & Meaning

STAGE 1

HASS

Workplace Practices A & B

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Through the study of Industry and Work Knowledge students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts. Students also investigate vocational learning as general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace. In this subject students will develop their capability for communication by collaborating with others to work effectively in teams, interacting with customers, colleagues, and employers in ways appropriate to the workplace environment, and negotiating tasks and selecting and using a range of workplace information and communication technologies.

Content

- Industry and Work Knowledge
- Vocational Learning through a 60 hour structure work placement or Vocational Education Training through VET modules
- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning

Assessment

- Folio (40%)
- Performance (30%)
- Reflection (30%)

Additional Requirements

None

Future Pathways

Stage 2 Workplace Practices

STAGE 1

Health and PE

Child Studies

Length: Semester (10 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In this course, students will investigate the skills of parenting and develop an understanding of the stages of development of a child from 3 – 8 years of age. Students will gain an insight into the responsibilities of caring for a child and the importance of a safe environment. They will also look at the importance of play for the developing child and appropriate nutrition at the various stages of development. Students will also investigate a contemporary issue in reaction to the health and wellbeing of children.

Content

- Literacy task - make a book
- Food & Children - make a nutritious meal
- Group Task - plan a party
- Research task - contemporary issue

Assessment

- 4 Common Assessment Tasks - One per Topic
- 2 Task Related Practicals
- 1 Collaborative Group Task
- 1 Investigation

Additional Requirements

The practical components require students to supply their own materials.

Future Pathways

Stage 2 Community Studies
Stage 2 Child Studies

Health and Wellbeing

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description

In this subject, students develop empathetic and ethical understanding of wellbeing. Students will apply knowledge and understanding of health and wellbeing concepts to contemporary issues and to make informed decisions.

Students will critically analyse and reflect on health and wellbeing trends and issues. As part of the course students will take action to improve health and wellbeing outcomes collaboratively. They will reflect on their social action.

Content

- Health Literacy
- Health determinants
- Social equity
- Health promotion

Assessment

- Practical Action - Individual (30%)
- Practical - Collaborative (30%)
- Issue Inquiry (40%)

Additional Requirements

None

Future Pathways

Stage 2 Health and Wellbeing

STAGE 1

Health and PE

Outdoor Education A

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Outdoor education is the study of the human connection to natural environments through outdoor activities. Students develop their self-reliance and build relationships with people and natural environments. Students develop awareness of environmental issues through observation and gain an understanding of environmental sustainability, cultural perspectives. Students participate in bushwalking, orienteering and biking activities. They increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures. The course includes a three-day, two-night camp, bushwalking outdoor excursions that students are required to attend.

Content
- Environmental awareness and sustainability
- Risk and safety
- Teamwork and leadership
- Outdoor activities
- Camp planning and reflection

Assessment
- Environmental Folio (40%)
- Trip Planning and review (20%)
- Camp Reflection (40%)

Additional Requirements
Course Cost: $100 to be paid upon course commencement and is non refundable, however payment plans can be negotiated. This cost covers school provided equipment and repairs, transport, camp and excursion fees.

Future Pathways
Stage 2 Integrated Learning (Outdoor Recreation)

Outdoor Education B

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Outdoor education is the study of the human connection to natural environments through outdoor activities. Students develop their self-reliance and build relationships with people and natural environments. Students develop awareness of environmental issues through observation and gain an understanding of environmental sustainability, cultural perspectives. Students participate in kayaking, surfing and aquatic activities. They increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures. The course includes a three-day, two-night aquatics camp, surfing and kayaking excursions that students are required to attend.

Content
- Marine and coastal awareness and sustainability
- Risk and safety
- Leadership
- Camp planning and reflection
- Outdoor activities

Assessment
- Environmental Folio (40%)
- Trip Planning and review (20%)
- Camp Reflection (40%)

Additional Requirements
Course Cost: $100 to be paid upon course commencement and is non refundable, however payment plans can be negotiated. This cost covers school provided equipment and repairs, transport, camp and excursion fees.

Future Pathways
Stage 2 Outdoor Recreation

Physical Education A

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity, and understanding the various movement concepts and strategies that underpin physical activity and game play.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities. The practical activities selected will be dependent on the class cohort.

Content
- Participation and inclusivity of games
- Skill acquisition

Assessment
- Performance Improvement (50%)
- Physical Activity Investigation (50%)

Additional Requirements
None

Future Pathways
Stage 2 Physical Education
Stage 2 Integrated Learning (Sport Studies)
Stage 2 Health and Wellbeing

Physical Education B

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity, and understanding the various movement concepts and strategies that underpin physical activity and game play.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities. The practical activities selected will be dependent on the class cohort.

Content
- Energy Systems
- Factors effecting performance

Assessment
- Performance Improvement (50%)
- Physical Activity Investigation (50%)

Additional Requirements
None

Future Pathways
Stage 2 Physical Education
Stage 2 Integrated Learning (Sport Studies)
Stage 2 Health and Wellbeing

STAGE 1

Health and PE

Physical Education (Basketball and Soccer Academies)

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Selection trials and criteria apply. Current playing experience is required

Subject Description

This is the continuation of the Basketball and Soccer Academies for students who have been accepted into the academies.

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity, and understanding the various movement concepts and strategies that underpin physical activity and game play.

This class has a specialist focus on soccer and basketball.

Content

- Participation and inclusivity of games
- Skill acquisition

Assessment

- Performance Improvement (50%)
- Physical Activity Investigation (50%)

Additional Requirements

Course fee: $100 (uniform, transport, facility use, further opportunities)

Future Pathways

Stage 2 Physical Education
Stage 2 Integrated Learning (Sport Studies)
Stage 2 Health and Wellbeing

Sport Studies (Integrated Learning)

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Students who are part of the Basketball and Soccer Academies are encouraged to select this subject in Semester 2. All content in this subject will be related back to the practicals of Basketball and Soccer.

Sport Studies is an Integrated Learning subject that enables students to make links between aspects of their lives and their learning. Students develop an awareness of the sports industry, coaching principles, training programs, event management, risk and safety management. They are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to community, club or school sport. Students will develop community sport connections and critical thinking skills, technological capacity, activity leadership and teamwork skills through volunteering, completing activities and participation in hands-on learning. Through the lens of sport and recreation students develop their learning about real-world situations, events, and training programs, while also growing their knowledge about themselves as learners, and their capabilities.

Content

- Sport and recreation in Australia
- Events and tournaments
- Sport coaching
- Fitness and training programs
- Jobs in sport and recreation

Assessment

- Practical Inquiry
- Connections
- Personal Endeavour

Additional Requirements

Course fee: $100 (uniform, transport, specialist coaches, further opportunities)

Future Pathways

Stage 2 Integrated Learning (Sport Studies)

STAGE 1

Languages

Indonesian 1 & 2 (Continuers)

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Year 10 Indonesian at a 'C' grade or higher or teacher recommendation and SACE Eligibility Continuers Languages

Subject Description

In this course, students will explore themes relating to their personal world, their education and their aspirations. They will learn about arts, craft and entertainment including traditional and modern performances of dance, drama and puppetry and discuss them in Indonesian. They will discover the art of Batik making and analyse Indonesian television. Students will extend their cultural and linguistic knowledge to consider current social, environmental and economic issues. Students will explore text types including conversation, discussion, essays, articles, reviews, formal letters, reports, postcards and narratives. They will use more complex grammar and analyse the difference between written and spoken language, and formal and informal language.

Content

- Traditional dance, music & Wayang
- Modern music, dance, film & TV
- Batik fabric making
- Health
- Social issues
- Environmental issues
- Education, work and careers

Assessment

- Interaction (20%)
- Text Production (20%)
- Text Analysis (20%)
- Investigation (40%)

Additional Requirements

Indonesian must be studied for a full year for students to be able to continue to Stage 2 Indonesian Continuers.

Future Pathways

Stage 2 Indonesian (Continuers)

Vietnamese 1 & 2 (Background Speakers)

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Background speaker, linguistic fluency

Subject Description

In Stage 1 Vietnamese Background, students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. Students explore environmental issues in Vietnam and how they affect communities and the people in them. They consider the way culture is adapted and changed, looking at evolving roles of technology, education and gender. They look at the development of Vietnam's economy, society and employment opportunities. In their Investigation, students research a topic negotiated with the teacher, preparing an oral response in Vietnamese and a reflective written response in English. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

Content

- Educational change and employment opportunities in Vietnam
- Environmental issues in Vietnam
- The impact of globalisation and technology in Vietnam
- Cultural evolution and adaptation
- The impact of economic change and social development
- The changing roles of women and men.

Assessment

- Interaction (20%)
- Text Production (20%)
- Text Analysis (20%)
- Investigation (40%)

Additional Requirements

None

Future Pathways

Stage 2 Vietnamese (Background Speakers)

STAGE 1

Languages

Vietnamese 1 & 2 (Continuers)

Length: Semester (10 SACE credits) / Year (20 Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Year 10 Vietnamese at a 'C' grade or higher or SACE Eligibility (Continuers Languages)

Subject Description

This course focuses on developing students' confidence and skills communicating in both spoken and written Vietnamese. Students extend their vocabulary and knowledge of grammatical structures through a range of language activities, texts and genres in order to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students reflect on their culture, identity and values, considering Vietnam and the cultural diversity in Australia. They investigate the topic of peer pressure, looking at texts and considering how it relates to themselves and their peers. They discuss celebrations, holidays and festivals, considering customs, traditions and participation. In their Investigation, students research a topic negotiated with the teacher, preparing an oral response in Vietnamese and a reflective written response in English. Students reflect on how the research experience has influenced their thinking and how culture, values and ideas were represented in their research.

Students reflect on their culture, identity and values, considering Vietnam and the cultural diversity in Australia.

Content

- Self, identity and values
- Cultural diversity in Australia
- Peer pressure
- Celebrations and festivals
- Holidays

Assessment

- Interaction (20%)
- Text Production (20%)
- Text Analysis (20%)
- Investigation (40%)

Additional Requirements

None

Future Pathways

Stage 2 Vietnamese (Continuers)

STAGE 1

Mathematics

Essential Mathematics 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Compulsory or Elective (can be used towards the compulsory numeracy component)

Prerequisites: None

Subject Description

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content

Essential Mathematics 1 consists of the following three topics:

- Calculations, time, and ratio
- Earning and spending
- Geometry

Essential Mathematics 2 consists of the following four topics:

- Data in context
- Measurement
- Investing
- Open topic

Assessment

- Skills and Application Task 1 (25%)
- Skills and Application Task 2 (25%)
- Folio Task 1 (25%)
- Folio Task 2 (25%)

Additional Requirements

None

Future Pathways

Stage 2 Essential Mathematics

General Mathematics 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Compulsory or Elective (can be used towards the compulsory numeracy component)

Prerequisites: Teacher recommendation

Subject Description

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 ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Content

General Mathematics 1 consists of the following three topics:

- Investing and borrowing
- Measurement
- Statistical investigation

General Mathematics 2 consists of the following three topics

- Applications of trigonometry
- Linear and exponential functions and their graphs
- Matrices and networks

Assessment

- Skills and Application Task 1 (21.67%)
- Skills and Application Task 2 (21.67%)
- Skills and Application Task 3 (21.67%)
- Mathematical Investigation (35%)

Additional Requirements

None

Future Pathways

Stage 2 General Mathematics
(Must complete 2 semesters at Stage 1)
Stage 2 Essential Mathematics

STAGE 1

Mathematics

Mathematical Methods 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Compulsory or Elective (can be used towards the compulsory numeracy component)

Prerequisites: Successful completion of Year 10 Mathematics at a 'B' grade or teacher recommendation

Subject Description

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, 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 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Content

Mathematical Methods 1 consists of the following three topics:

- Functions and graphs
- Polynomials
- Trigonometry

Mathematical Methods 2 consists of the following three topics:

- Counting and statistics
- Growth and decay
- Introduction to differential calculus

Assessment

- Skills and Application Task 1 (25%)
- Skills and Application Task 2 (25%)
- Skills and Application Task 3 (25%)
- Mathematical Investigation (25%)

Additional Requirements

Students are required to have their own graphics calculator to be able to practice using it outside of class. The model used at school is the TI-84 plus.

Future Pathways

Stage 2 Mathematical Methods (must complete Mathematical Methods 1 and 2 and Specialist Mathematics 1).

Specialist Mathematics 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Compulsory or Elective (can be used towards the compulsory numeracy component)

Prerequisites: Successful completion of Year 10 Mathematics at a 'B' grade or teacher recommendation

Subject Description

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, 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 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Content

Specialist Mathematics 1 consists of the following three topics:

- Vectors in the plane
- Further trigonometry
- Real and complex numbers.

Specialist Mathematics 2 consists of the following three topics:

- Arithmetic and geometric sequences and series
- Geometry
- Matrices

Assessment

- Skills and Application Task 1 (25%)
- Skills and Application Task 2 (25%)
- Skills and Application Task 3 (25%)
- Mathematical Investigation (25%)

Additional Requirements

Students are required to have their own graphics calculator to be able to practice using it outside of class. The model used at school is the TI-84 plus.

Future Pathways

Stage 2 Specialist Mathematics (must complete 2 semesters of Mathematical Methods and Specialist Mathematics at Stage 1).

STAGE 1

Science

Biology 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

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

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

For a semester (10-credit) subject, students study concepts from at least two topics.

For a full year (20-credit) subject, students study concepts from all four topics.

- Cells and microorganisms
- Infectious disease
- Multicellular organisms
- Biodiversity and ecosystem dynamics

Assessment

- Investigations Folio, including reports and research (50%)
- Skills and Applications Tasks, including tests and exams (50%)

Additional Requirements

Stage 1 Subject Workbook from SASTA or Essentials Education (recommended).

Future Pathways

Stage 2 Biology (requires full year completion at Stage 1)
Stage 2 Nutrition

STAGE 1

Science

Chemistry 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

For a semester (10-credit) subject, students study concepts from at least three topics.

For a full year (20-credit) subject, students study concepts from all six topics.

- Materials and their atoms
- Combinations of atoms
- Molecules
- Mixtures and solutions
- Acid and bases
- Redox reactions

Assessment

- Investigations Folio, including reports and research (50%)
- Skills and Applications Tasks, including tests and exams (50%)

Additional Requirements

Stage 1 Subject Workbook from SASTA or Essentials Education (recommended) and a Scientific Calculator.

Future Pathways

Stage 2 Chemistry
(requires full year completion at Stage 1)
Stage 2 Nutrition

Forensic Science A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation (Science and Mathematics)

Subject Description

Forensic science forms an important part of the criminal justice system and is thus a critical element of an effectively functioning society. Forensic science is based on evidence gathered by clearly following the principles of scientific inquiry and allows students to develop useful skills in analytical and critical thinking. Through a focus on practical science and inquiry skills, as well as scientific ways of observing, questioning and thinking, students will learn how to gather and analyse evidence. They will develop skills in drawing calculated conclusions and explaining those conclusions with clearly justified reasoning.

Students will match blood and hair samples, identify and take fingerprints, evaluate handwriting and autopsy results, go through witness testimonials and learn how to identify deception in people. They will use logic to draw evidence together and make a justified conclusion about criminal cases.

An inquiry approach to forensic science enables students input in defining the scope of their learning. They will identify investigable questions, deconstruct complex ideas, design research using scientific approaches. Students will learn to use data effectively. They will analyse and critique their findings working collaboratively with other students. Forensic science investigations will be informed by the application of key scientific ideas, skills, concepts, and understanding.

Content

- Introduction to forensics
- Analysing the crime scene
- Fingerprinting
- Blood and blood spatters
- Trace evidence
- Handwriting analysis
- Toxicology
- Finalising a case

Assessment

- Inquiry folio, including reports and research using science inquiry skills and including an investigation that focuses on science as a human endeavour (70%)
- Collaborative investigation and evaluation (30%)

Additional Requirements

None

STAGE 1

Science

Nutrition A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Students develop critical literacy and numeracy skills and a deep understanding of nutrients, which enables them to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection. Through this understanding, students develop their personal and social capabilities, and ethical and intercultural understanding. Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices. Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Content

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition literacy and numeracy
- Nutrition and technology

Assessment

- Investigations Folio, including reports and research (50%)
- Skills and Applications Tasks, including tests and exams (50%)

Additional Requirements

Stage 1 Subject Workbook from SASTA or Essentials Education (recommended).

Future Pathways

Stage 2 Nutrition

Physics 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation (Science and Mathematics)

Subject Description

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

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

For a semester (10-credit) subject, students study concepts from at least three topics.

For a full year (20-credit) subject, students study concepts from all six topics.

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Assessment

- Investigations Folio, including reports and research (50%)
- Skills and Applications Tasks, including tests and exams (50%)

Additional Requirements

Stage 1 Subject Workbook from SASTA or Essentials Education (recommended) and a Scientific Calculator.

Future Pathways

Stage 2 Physics (requires full year completion at Stage 1)

STAGE 1 Science

Psychology 1 & 2

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

This subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences. The skills learnt through psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

Content

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context
- Negotiated Topic

Assessment

- Investigations Folio, including reports and research (50%)
- Skills and Applications Tasks, including tests and exams (50%)

Additional Requirements

None

Future Pathways

SACE Stage 2 Psychology

STAGE 1 Technologies

Automotive

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

This unit extends and builds on content and practical skills gained in Yr 10 Technology subjects. Students at the end of the course are expected to demonstrate competency in tool selection and use related to automotive maintenance and repair. Such tools and machines include vehicle hoists, wheel dollies, basic welding, panel repair, pneumatic tools, measuring devices and service manual interpretation etc. Students will be able to identify automotive systems, their operation and basic fault diagnosis and repair and conduct basic servicing schedules. The course will also include visits to work places and venues to expose students to facets of the automotive industry. The students will also look at the history of motor vehicle development and the implications of finite resources and sustainability of the industry and technological developments that are shaping the motor vehicle today and into the future. There is scope in the course for students to apply their knowledge and skill development to a major practical project. Projects may include; automotive system demos, go kart assembly, mini bike, motorized trike, or a specific product selected by the teacher. The emphasis being on the application of a motor to power a vehicle.

Content

- Internal combustion
- 4 stroke / 2 stroke engines
- Engine diagnosis
- Engine disassembly
- Workshop safety and maintenance
- Tools safety and maintenance
- Automotive Systems

Assessment

- Skills Task 1 (20%)
- Skills Task 2 (20%)
- Design Process and Solution (60%)

Additional Requirements

None

Future Pathways

Cert I Automotive
School Based Apprenticeship - Light Vehicle Mechanics
School Based Apprenticeship - Diesel Mechanics

Design and Technology (Metal)

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

In Stage 1 Materials Solutions – Metal, students investigate and analyse the functional characteristics of materials and components used with in the metalwork classroom. They report on how the characteristics of the materials used can influence future products. Students develop skills to manipulate and join metals using machinery safely. They evaluate their processes in skill development and production.

Content

- Workshop Safety
- Use of machinery
- Welding
- Design development

Assessment

- Skills Task 1
- Skills Task 2
- Design Process and Product

Additional Requirements

None

Future Pathways

Stage 2 Design and Technology (Metal)
Cert II Engineering Pathways
Cert III Engineering – Fabrication Trade

STAGE 1

Technologies

Design and Technology (Wood)

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Design and Technology subject
In Stage 1 Materials Solutions – Wood, students investigate and analyse existing products to inform their future designs. They develop skills in joining wood and use these skills to produce a high-quality product they have designed. Students evaluate the skills learned and the product/s designed as part of the course.

Content
- Workshop Safety
- Wood Joining
- Selection and manipulation of materials
- Design development

Assessment
- Skills Task 1
- Skills Task 2
- Design Process and Product

Additional Requirements
None

Future Pathways
Stage 2 Design and Technology (Wood)
Certificate III in Cabinet Making
Certificate III in Carpentry and Joinery

Food & Hospitality A

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
The Stage 1 Food and Hospitality – A course will focus on introducing students to the Food and Hospitality Industry. Students will understand and demonstrate their knowledge of industry hygiene standards and prevention of food contamination. They consider issues within the takeaway industry and produce healthier alternatives to known dishes.

Students collaborate with their peers to manage time and resources to complete practical tasks. They follow hospitality industry standards and expectations to cater to customers' needs and prevent food suitably for the context of the task.

Content
- Safe food practices
- Food production, management of time and resources
- Catering to customer needs
- Food presentation

Assessment
- Practical Activities (50%)
- Group Task (25%)
- Investigation (25%)

Additional Requirements
- Students may have some practical tasks outside of lesson times.
- There may be a small cost involved in some practicals dependant on student choice.

Future Pathways
Stage 2 Food and Hospitality
Cert II Food Processing (Café Skills)

Food & Hospitality B

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
The Stage 1 Food and Hospitality – B course will investigate social diversity and current trends within the Food and Hospitality Industry. Students will explore cultural influences within Australia's food choices focussing on festival food, they will consider the health and safety procedures that are applicable to small food stalls. Students investigate the idea of 'brunch' and how it has been influenced by social media. They will develop customer service skills and practice the service of food at a school event. They also explore the issue of sustainability within the Food and Hospitality by interacting with local sustainable business and creating restaurant quality dishes with low food miles.

Content
- Social media and food
- Street and festival food
- Sustainability and local food choices
- Catering for a school event

Assessment
- Practical Activities (50%)
- Group Task (25%)
- Investigation (25%)

Additional Requirements
- Students may have some practical tasks outside of lesson times.
- There may be a small cost involved in some practicals dependant on student choice.

Future Pathways
Stage 2 Food and Hospitality
Cert II Food Processing (Café Skills)

Graphic Design and Marketing

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
In Graphic Design and Marketing students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Photoshop, Lightroom, Acrobat, InDesign, Dimension are core softwares that are used to build products. Examples of materials in digital format include web-based pages, folded documents, Instagram promotions and interactive forms of publications.

Content
- Contrast, repetition, alignment, proximity
- Adobe suite
- Publishing for print
- Exporting for digital usage

Assessment
- Skills Task 1 (25%)
- Skills Task 2 (25%)
- Product and Documentation (30%)
- Issues Analysis (20%)

Additional Requirements
None

Future Pathways
Stage 2 Graphic Design and Marketing

STAGE 1

Technologies

Horticulture

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
Horticulture is a 10 credit subject that is delivered in the school garden and the new Horticulture Centre. It incorporates both practical assessment and theory based around horticultural skills and knowledge, including Work Health and Safety practices. There is a strong focus on sustainability practices and promoting healthy lifestyles and nutrition based on gardening, harvesting and cooking. Students work both individually, and within a group to apply the skills they learn to grow their own vegetable bed in the garden, this includes all stages from learning about seasonal produce, seed propagation, planting, maintenance, harvesting and cooking or preserving.

Content
- Sustainability
- Nutrition
- Propagation
- Garden maintenance
- Pruning
- Work Health and Safety

Assessment
- Practical
- Group Activities
- Folio and Discussion

Additional Requirements
None

Future Pathways
Cert II: Land Conservation and Management

Information Technology A & B (Gaming Development)

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
In Year 11 Information Technology, students continue building their skills in coding, within the context of video game development. They will learn to use Unity Game Engine to create and manipulate assets. They will dive deeper into C# coding and use the language to create a set of conditions that the end user must adhere to when playing their game. The course will focus on the 2D element of unity and students use the design process to explore existing games and plan elements of their own game. They will then build their own two dimensional level and provide self evaluation in comparison to the investigation stage of their design process.

Content
- The design process
- Manipulating assets using C# (Coding)
- User experience
- Unity game engine
- 2D game design

Assessment
- Skills Task 1 (25%)
- Skills Task 2 (25%)
- Design Process and Solution (50%)

Additional Requirements
None

Future Pathways
Stage 2 Information Technology (Gaming)

Media Studies A & B

Length: Semester (10 SACE Credits) / Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Media studies at Year 11 is taught under the Digital Communications discipline of SACE. Digital communication solutions involves images, sound, film, drones and photography to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. Photoshop, Lightroom and Acrobat are core software that are used to build products. Examples of materials in digital format include folio's, A4 photographs, eBooks and interactive forms of publications.

Content
- Creative cloud skilling
- Mastering your camera
- Composition and technique skills
- Design folio & product

Assessment
- Skills Task 1 (30%)
- Skills Task 2 (30%)
- Design Development and Solution (40%)

Additional Requirements
- Students own SD card is required
- Bus / Train Tickets for Excursions

Future Pathways
Stage 2 Media Studies

Systems and Controls

Length: Semester (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description
Engineering is an advanced Design & Technologies subject. Students use available technologies to solve real world, challenge-based problems. Using the Design Process, students will work in teams to design the best solution to a problem. Students will develop skills in manufacturing using equipment such as laser cutters, 3D printers, and CAD/CAM software. Combining manufacture with electronic prototyping systems, students will create working systems that incorporate both electronic and mechanical engineering.

Content
- Basic electronics
- Circuit theory
- Microcontroller circuits
- Robotics
- Sensors (input/output circuits)

Assessment
- Skills Task 1 (20%)
- Skills Task 2 (20%)
- Design Development and Solution (60%)

Additional Requirements
None

Future Pathways
Stage 2 Design and Technology

Year 12 - Stage 2 Course Selection

Recommendations to Year 12 students about subject selection.

Year 12 Course Selection

To be eligible for the ATAR used for university entrance, Year 12 students **must choose four 20 credit Stage 2 subjects.** This enables students to maximise their options for future pathways as well as for tertiary entrance.

Some flexibility exists to allow students to choose to study three 20 credit Stage 2 subjects, plus 1 or more 10 credit subjects.

The pattern of study can be selected by negotiation, and may be recommended to support students who are undertaking Modified SACE subjects, VET or other recognised learning programs.

Every Stage 2 subject will have a 30% external assessment, which means an expert from outside the school will assess the student's work. 70% of the subject's assessment is school based. These standards will also be checked by an expert panel from outside the school as part of the SACE Board's quality assurance processes.

Students who have not achieved passing grades in the compulsory Stage 1 numeracy and literacy subjects and the Exploring Identities and Futures (EIF) subject and the Stage 2 Research Project (RP), will need to complete these subjects offline in their own time. This will be in addition to other enrolled subjects.

When not engaged in face to face contact with teachers, Year 12 students are programmed into independent study time. This study time is scheduled in Lower Penny. Students are expected to use their time wisely and efficiently at school. Flexible timetables and Home Study are available to you in Year 12 and you will be supported in making effective use of your time.

SUBJECTS FOR YEAR 12 (STAGE 2)	
At Stage 2 students will study the following:	**Please note: in many subjects there may be excursions and school events to enrich the curriculum content. These may incur an additional cost which is not included in your school fees. The subject teacher will advise parents/ caregivers and students in writing if this is the case.**
2 Semesters (Full Year) Choice From: • Aboriginal Studies • The Arts • Cross-Disciplinary • English / EALD • HASS • Health and Physical Education • Languages • Mathematics • Science • Technologies • Vocational Education and Training (VET)	

STAGE 2

Aboriginal Studies

Aboriginal Studies

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of any Stage 1 HASS subject at 'C' grade or higher

Subject Description

In Aboriginal Studies, students learn from and with Aboriginal Peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal Peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal Peoples, and reflect on the impact of past events on the present and the future. They develop respect for what narratives and accomplishments mean to different Aboriginal Peoples and communities. Students analyse the historical and contemporary experiences that are of significance to Aboriginal Peoples and communities. They examine the intergenerational influence and impact of government policies, past and present, on the health and wellbeing of Aboriginal Peoples and communities today. Students investigate experiences of ongoing resistance and survival, and learn about initiatives and accomplishments developed in response to these experiences.

Content

- Histories
- Aboriginal Cultures and Identities
- Contemporary Issues
- Aboriginal Arts

Assessment

- Response (30%)
- Report (20%)
- Text production (20%)
- Investigation (30%)

Additional Requirements

None

Future Pathways

Bachelor of Arts (Indigenous Studies)
Bachelor of Education
Bachelor of Archaeology
Bachelor of Journalism

STAGE 2

The Arts

Dance

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Dance at a 'C' grade **or** higher or successful completion of an audition.

Subject Description

Students will be involved in the explorative process of creating, making and presenting dance in small groups and as a class. Students apply skills learned over time in dance genres such as jazz, hip-hop and contemporary, engaging in learning choreography and specific technique classes. Genre selection will vary to suit specific cohorts. Students will work towards a performance, where a minimum of 10 minutes of class dance works are presented to a live audience in a local theatre. Students demonstrate their understanding of creating and manipulating movement, creating a short dance film, an original composition work, and a choreography folio. As well as this, students will demonstrate their ability to seek and apply feedback to achieve specific fitness and technical goals within a Skills Development Portfolio.

Content

- Learn and perform choreography
- Participate in specific technique classes
- Develop and apply performance skills
- Explore, select and refine new dance movement in composition tasks
- Analyse the works of professional dance practitioners
- Reflect and document own practices and processes.

Assessment

- Performance Folio (40%)
- Dance Contexts (30%)
- Skills Development Portfolio (30%)

Additional Requirements

Students will be required to participate in rehearsals and performances outside of school hours.

Future Pathways

Bachelor of Creative Arts (Dance)
Careers in the Dance Industry: Dancer, Choreographer, Fitness Instructor (Pilates, Yoga), Marketing, Costume Design, Arts Administrator, physical therapist, dance medicine specialist.

Drama

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Drama at a 'C' grade or higher

Subject Description

In this course, students have three major assessment tasks. In the first, students apply the dramatic process to develop their individual and collaborative contributions to a whole class group production. They develop their learning and skills throughout the production process and during the final performances in one or more roles. They keep records of development through video, photographs, and verbal reflection throughout the process. After the production, each student assembles and presents evidence of their learning and skills development in one of three creative choices.

In the second task students create a written or oral reflection and evaluation which integrates their dramatic learning from two drama events they have experienced and develops a concept (or vision) as director, designer, actor or producer of their hypothetical production of a shared text. They rehearse and present an oral presentation of their concept (or vision) including well-chosen examples in the form of a pitch to their hypothetical cast and crew, on day one of their process.

In the final task, students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.

STAGE 2

The Arts

Content
- Explore and understand dramatic theories, texts, styles, conventions, roles, and processes
- Experiment with dramatic theories, ideas, aesthetics, processes, and technologies
- Apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
- Apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products
- Analyse and evaluate dramatic theories, practice, works, styles, events, and/or practitioners from a range of personal, local, global, contemporary, and/or historical contexts.

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

Additional Requirements
After hours attendance at rehearsals and performances. Attendance at two live performances at approximately $20 per ticket.

Future Pathways
Bachelor of Arts (Performing Arts)
Bachelor of Creative Arts (Drama)
Diploma of Performing Arts
TAFE courses based on Drama and the Creative Arts, Media, Design. Performer or Designer in the Creative Arts Industry including acting, technician, make-up design, writer, etc.

Music - Explorations

Length: Year - (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Advanced Music at 'C' grade or higher

Subject Description
Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Content
- Develop and apply knowledge and understanding of musical elements in exploring and experimenting with music
- Explore and experiment with musical styles, influences, techniques, and/or production
- Apply musical literacy skills
- Analyse and discuss musical works
- Synthesise findings from exploration of and experimentation with music, and express musical ideas
- Reflect on and critique their own learning within music.

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

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least one co-curricular ensemble.

Future Pathways
Bachelor of Music
Bachelor of Music
Diploma of Music
Diploma of Music Industry
Certificate III in Music Industry

Music Performance - Ensemble

Length: Year (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Music Advanced at 'C' grade or higher or successful completion of off-line Music Ensemble

Subject Description
Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Content
- Apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble
- Apply musical skills and techniques in refining and performing musical works
- Interpret creative works and express musical ideas
- Demonstrate responsive collaboration within an ensemble
- Discuss key musical elements of the repertoire
- Critique and evaluate their own learning within music.

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

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least one co-curricular ensemble.

Future Pathways
Bachelor of Music
Bachelor of Music
Diploma of Music
Diploma of Music Industry
Certificate III in Music Industry

Music Performance - Solo

Length: Year (10 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Music Advanced at a 'C' grade of higher

Subject Description
Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Content
- Apply knowledge and understanding of style, structure, and conventions in performing musical works
- Apply musical skills and techniques in refining and performing musical works
- Interpret creative works and express musical ideas
- Develop stage presence and skills in engaging an audience
- Discuss key musical elements of their chosen repertoire
- Critique and evaluate their own learning within music.

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

Additional Requirements
Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least one co-curricular ensemble.

Future Pathways
Bachelor of Music
Bachelor of Music
Diploma of Music
Diploma of Music Industry
Certificate III in Music Industry

STAGE 2

The Arts

Music Studies

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Music Advanced at a 'C' grade or higher

Subject Description

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music. Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

Content

- Students apply knowledge and understanding of musical elements
- Students apply musical skills and techniques in developing, refining, and presenting creative works
- Students apply a range of musical literacy skills, including aural perception and notation
- Students deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements
- Students synthesise findings and express musical ideas
- Students reflect on musical influences on their own creative works.

Assessment

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

Additional Requirements

Instrument hire, excursion costs, performance uniform hire, students are expected to be involved in at least one co-curricular ensemble.

Future Pathways

Bachelor of Music
Bachelor of Music
Diploma of Music

Visual Arts (Art & Design)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Art and/or Design at a 'C' grade or higher

Subject Description

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical con- texts. The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. Three areas of study are covered: Visual Thinking, Practical Resolution and Visual Arts in Context.

Content

- Conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
- Apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
- Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions

Assessment

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

Additional Requirements

A3 display folder

Future Pathways

Bachelor of Visual Arts
Bachelor of Fine Arts
Bachelor of Art Teaching

At Woodville High School, I enjoy being able to express myself through the Specialist Music Program. It has not only helped me gain confidence and crucial life skills, but has also grown my passion for music and the arts.

Jemimah

STAGE 2

Cross Disciplinary

Community Studies A

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: None

Subject Description
In this subject students negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for a contract of work. They identify and apply existing knowledge and skills, including literacy and numeracy, and identify one or more capabilities for focused development. Students work individually and with others and take practical action in the community. They evaluate and reflect critically on the completion of the contract, the feedback received and their own learning.

Content
In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

Assessment
- Contract of work Assessment, folio, and presentation (70%)
- Reflection (30%)

Additional Requirements
None

Future Study
TAFE related courses, apprenticeships, traineeships and employment.

Industry Connections

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Career counselling appointment with the VET/Careers Coordinator. Please note: This is not a TAS approved subject and does not contribute towards an ATAR. This subject can be used for SACE completion only.

Subject Description
Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about an industry, while developing their capabilities and employability skills through an industry-related project.

Industry Connections enables students to explore and feel connected to learning that is relevant and of interest to them, while also exploring and applying their learning to future pathways. It allows students to select an area of interest or skills for individual focused development. They make relevant industry connections when planning their industry project to ensure relevance to the industry (this can be at an individual or cohort level). Through this connection they link the benefits and future possibilities of how their project relates to the industry and themselves.

The industry focus will be informed by the individual students choosing this subject.
The industry focus will enable students to focus on their learning about an industry in applied and practical ways, including where VET certification options are not accessible or available. Students will also be enrolled in mentoring and career/work preparation workshops in partnership with the Australian Business and Community Network (ABCN).

Content
- Industry research
- Industry immersion activities/training
- Development of capabilities and employability skills
- Future career and transition planning

Assessment
- Work Skills Portfolio – 50%
- Reflection – 20% (1500 words, 9 minutes if oral presentation, or equivalent in multimodal form)
- Industry Project – 30% (1500 words, 9 minutes if oral presentation, or equivalent in multimodal form)

Additional Requirements
$120 White Card Training (if applicable to vocational pathway)
Working with Children Check (if applicable to vocational pathway)
$90 First Aid Training (if applicable to vocational pathway)
Proof of Vaccination status - COVID and Flu (if applicable to vocational pathway)
Costings are subject to change and may be adjusted if the student receives school card funding.

Future Study
VET training
School based apprenticeships/traineeships

> Industry Connections enables students to explore and feel connected to learning that is relevant and of interest to them, while also exploring and applying their learning to future pathways.

STAGE 2

English

English General

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Grade of B or better in Stage 1 English General or Stage 1 English Literature /or teacher recommendation

Subject Description

In Stage 2 English students 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. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students 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. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content

Responding to texts: Shared studies of:

- Novel
- Film
- Instructional videos

Creating Texts

- A recount of a significant event
- A How-to-video
- A feature article
- A macro-genre (writer's statement) in response to one of the above discussing conventions, language and stylistic choices

Externally assessed

- 2000 word comparative analysis of two independently chosen texts

Assessment

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

Additional Requirements

None

Future Pathways

Journalism
Teaching
Creative Writing
Public Relations
Law

English Literary Studies

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 English at an B level and/or teacher recommendation.

Subject Description

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content

Responding to texts - Shared studies of:

- Novel
- Drama text
- Film
- Poetry

Creating Texts

- Free choice creative text
- Independently chosen Transformation and Writer's statement

Externally assessed

- 1500 word comparative essay - comparing one shared text with an independently chosen text
- Critical reading exam and practice exams

Assessment

Responding to Texts (50%)
Creating Texts (20%)
Comparative Text Study (15%)
Critical Reading exam (15%)

Additional Requirements

None

Future Pathways

Media and Journalism
Teaching and academic career
Creative Writing
Public Relations, Advertising and Marketing
Law

Essential English

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 English at 'C' grade or higher

Subject Description

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Eligible students may be placed in an EALD cohort.

Content

Responding to texts - Shared studies of:

- Response to documentary film
- Analysis of picture book
- Analysis of an advocacy speech

Creating Texts

- Expository text
- Advocacy speech
- Inspirational peech

Language Study

- Students define a focus for an individual study from one of the topics studied in the program: editorials, advertising, reports, visual essay or creative writing.

Assessment

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

Additional Requirements

None

Future Pathways

TAFE
Professional training

STAGE 2

English

EAL Essential English

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 EAL at 'C' grade or higher

Subject Description

Stage 2 Essential English (EAL) uses the SACE Stage 2 Essential English course to support EAL students for whom English is a second language or an additional language or dialect. This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. In Stage 2 Essential EAL students will analyse various persuasive language strategies and appeals to ethos, pathos and logos, analysing an advocacy speech and creating their own advocacy speech on an issue they feel passionate about. They investigate, analyse and evaluate the conventions of a documentary and a picture book, create an engaging narrative or ainformative news article , conduct a language study on an aspect of language in the community. To finish the year, they will review an experience, providing critical analysis of the event.

> Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

Content

-
- Advocacy: Human rights, animal rights & environmental activism
- Text genres: speeches, picture books, reviews, documentaries
- Language in our communities
- Informative, persuasive, critical and creative communication

Assessment

- Responding to texts (30%)
- Creating texts (40%)
- Language Study (30%)

Additional Requirements

None

Future Pathways

Stage 2 Essential English supports pathways for most tertiary study options and workforce participation.

STAGE 2

HASS

Accounting

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Accounting at 'C' grade or higher or Successful completion of Stage 1 General Maths at 'C' grade or higher

Subject Description

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

Content

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice.

Assessment

- Assessment Type 1 Accounting Concepts and solutions (40%)
- Assessment Type 2 Accounting Advice (30%)
- External Assessment 2 hour exam (30%)

Additional Requirements

None

Future Pathways

Diploma of Accounting
Diploma of Accounting/Bachelor of Accounting Flinders University Pathway
Bachelor of Accounting
Bachelor of Commerce

Business Innovation

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of any Stage 1 HASS subject at 'C' grade or higher

Subject Description

Following on from Stage 1, students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Students will gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Content

- Designing business
- Sustaining business
- Transforming business

Assessment

- Folio (30%)
- Practical Task (20%)
- Issues Study (20%)
- Situation Analysis Report (30%)

Additional Requirements

None

Future Pathways

Bachelor of Business
Bachelor of Commerce
Bachelor of Project Management
Bachelor of Innovation and Entrepreneurship
Diploma in Business and Marketing

STAGE 2

HASS

Legal Studies (Integrated Learning)

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Legal Studies at 'C' grade or higher or successful completion of Stage 1 English General at 'C' grade or higher

Subject Description

At Stage 2, students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. They examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.

Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

An Integrated Learning (IL) version of Stage 2 Legal Studies is available..It is a non-exam version of Legal Studies that includes a legal/political investigation instead of an exam. IL still provides students with an ATAR score so long as a second IL subject is not being done at Stage 2 level.

Content

- The australian legal system
- Constitutional government
- Law making
- Justice system

Assessment

- Folio (50%)
- Inquiry (20%)
- Examination (30%)

Additional Requirements

None

Future Pathways

Bachelor of Law (double degree)
Bachelor of Arts
Diploma of Law

Society & Culture

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of any Stage 1 HASS subject at 'C' grade or higher

Subject Description

In Society and Culture students have the opportunity to explore social issues like youth culture and cultural diversity, using the key skills of social inquiry. This involves utilising both primary and secondary sources to conduct their research. Students are exposed to a variety of topics, guest speakers and role plays. They even conduct their own social action using collaborative group work. Moreover they play the role of social scientists whilst conducting their own investigation into a topic of choice. Students will learn how social, political and cultural factors affect different societies, and how people function and communicate in and across cultural groups. They will develop the ability to influence their own futures through social action and cultural understanding.

Content

- Youth culture
- Social ethics
- Contemporary contexts of Aboriginal and Torres Strait Islander peoples
- A question of rights

Assessment

- Folio (50%)
- Interaction (Group work and Oral) (20%)
- Investigation (30%)

Additional Requirements

None

Future Pathways

Bachelor of Arts (Indigenous Studies)
Bachelor of Education
Bachelor of Archaeology
Bachelor of Journalism

Workplace Practices

Length: Year (20 SACE credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

At Stage 2, students develop knowledge skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Content

The subject comprises 3 focus areas of study:

- Industry and work knowledge
- Vocational learning
- Vocational education and training

Assessment

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

Additional Requirements

None

Future Pathways

Building and Construction
Hair and Beauty
Health and Lifestyle
Hospitality and Tourism
Information Technology
Primary Industries and Science

STAGE 2

Health and PE

Child Studies

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of English or EAL, and/or Teacher Recommendation

Subject Description

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an under-standing of the growth and development of children. They will make and justify decisions about is-sues related to child development; select and use appropriate technology to prepare learning activities for children in a culturally diverse society; investigate, critically analyse, and evaluate contemporary trends and/or issues related to the health and wellbeing of children.

The subject enables students to develop a variety of research, management, and practical skills.

Content

- Media & Children
- Literacy Task - design an 'e-book'.
- First foods - compare homemade and commercial food.
- Mindfulness task - design a Mindfulness activity.
- Numeracy task - design a teaching and learning aid.
- Group task - plan and design an appropriate physical activity.
- Investigation task - contemporary Issue related to health and wellbeing of children.

Assessment

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

Additional Requirements

The Practical components may require students to supply their own materials.

Future Pathways

Foods and the Community (Community Studies)
Vocational Education and Training pathways (VET) through TAFE.

Health and Wellbeing

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Completion of Stage 1 Health is highly recommended or teacher recommendation

Subject Description

In this subject, students develop empathetic and ethical understanding of health and wellbeing issues. Students will apply knowledge and understanding of health and wellbeing concepts to contemporary issues and to make informed decisions.

Students will critically analyse and evaluate health and wellbeing trends and issues in diverse contexts. As part of the course students will plan, create and implement action to improve health and wellbeing outcomes individually and collaboratively. They will evaluate personal and social action through reflective practice.

Content

- Health literacy
- Health determinants
- Social equity
- Health promotion

Assessment

- Initiative - Individual (20%)
- Initiative - Collaborative (20%)
- Folio- Risk taking (15%)
- Folio - Mental Health (15%)
- Inquiry Task (30%)

Additional Requirements

None

Future Pathways

Bachelor of Nursing or Midwifery
Bachelor of Social Work or Youth Work
Bachelor of Medicine
Bachelor of Physical Education and Health

Physical Education

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Satisfactory completion of Stage 1 Physical Education or teacher recommendation

Subject Description

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity, and understanding the various movement concepts and strategies that underpin physical activity and game play.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

Content

- Skill acquisition
- Biomechanics
- Energy systems
- Training programs

Assessment

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

Additional Requirements

$100 course fee

Future Pathways

Bachelor of Health Sciences
Bachelor of Human Movement
Bachelor of Education
Certificate III in Fitness
Certificate IV in Fitness

Outdoor Recreation (Integrated Learning)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Teacher recommendation

Subject Description

Outdoor Recreation is an Integrated Learning subject that enables students to make links between aspects of their lives and their learning. Students develop an awareness of the outdoor industry, risk and safety management. They are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to community, club or school sport. Students will develop community sport connections and critical thinking skills, technological capacity, activity leadership and teamwork skills through volunteering, completing activities and participation in hands-on learning. Through the lens of outdoor recreation students develop their learning about real-world situations, events, and training programs, while also growing their knowledge about themselves as learners, and their capabilities.

Content

- Outdoor recreation in Australia
- Outdoor Activities (including aquatics, orienteering and other activities depending on the cohort)
- Jobs in outdoor recreation

Assessment

- Practical Inquiry
- Connections
- Personal Endeavor

Additional Requirements

$100 course fee

Future Pathways

Bachelor of Sport and Recreation
Bachelor of Human Movement
Bachelor of Event Management
Certificate IV or Diploma in Fitness / Personal Training
Certificate IV or Diploma in Outdoor Recreation or Sport Development

STAGE 2

Health and PE

Sport Studies (Integrated Learning)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Basketball and Soccer Academy students only

Subject Description

This subject is for the continuation of the Basketball and Soccer Academies. All practical topics will be related to Basketball and Soccer.

Sport Studies is an Integrated Learning subject that enables students to make links between aspects of their lives and their learning. Students develop an awareness of the sports industry, coaching principles, training programs, event management, risk and safety management. Students share ideas and informed opinions and extend their social communication skills through contribution to community, club or school sport. Students will develop community sport connections and critical thinking skills, technological capacity, activity leadership and teamwork skills through volunteering, completing activities and participation in hands-on learning.

Content

- Sport and recreation in Australia
- Events and tournaments
- Sport coaching
- Fitness and training programs
- Jobs in sport and recreation

Assessment

- Practical Inquiry
- Connections
- Personal Endeavor

Additional Requirements

$100 course fee

Future Pathways

Bachelor of Sport and Recreation
Bachelor of Human Movement
Bachelor of Event Management
Certificate IV or Diploma in Fitness/Personal Training
Certificate IV or Diploma in Outdoor Recreation or Sport Development

Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

I love Woodville High School's Basketball and Soccer Acadamies as I get to showcase my skills to everyone. I also love the teachers at Our Woodville because they make learning fun and engaging.

David

STAGE 2

Languages

Indonesian (Continuers)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Stage 1 Continuers Indonesian or equivalent SACE Eligibility Continuers Languages

Subject Description

In this course students will explore more about Indonesian language and culture across themes of their personal world, the Indonesian speaking communities and the changing world. Students will communicate and make arrangements for activities and events, discuss health and fitness, consider their future goals for study, their career and travel and learn about student exchanges in Indonesia. Students will build on their knowledge of employment in Indonesia, branching out into investigating the kind of work undertaken in rural Indonesia, considering the issue of unemployment and investigating the issue of exploitation. Students will also consider the social, political, economic, religious and social contexts of Indonesia and groups in Indonesia.

At Stage 2 this course is offered off-site through School of Languages. or Open Access College https://schooloflanguages.sa.edu.au/

Content

- Traditional and contemporary arts and media
- Famous Indonesian people
- Student exchanges
- Obtaining assistance and service in Indonesia
- Work in rural and urban areas, exploitation of labour, unemployment in Indonesia
- Australian and Indonesian relations.

Assessment

- Folio (50%)
- In-Depth Study (20%)
- External Assessment: Examination (30%)

Additional Requirements

Enrolment through School of Languages (Out of hours learning).

Future Pathways

Bachelor of Languages
Diploma of Modern Languages
Bachelor of International Studies
Bachelor of Arts
Bachelor of Arts and Bachelor of Business/ Laws / Science

As Australia's closest neighbor, a trade partner and a predicted top 5 global economy in the coming years, knowledge of Indonesian Language and culture will support employability in most career fields. This includes Medicine, Trade, Finance, Science, Law, Education, Tourism and other sectors.

Indonesian is offered at Flinders University. It is also offered online through the University of New England and through Open University (which can be combined with another course).

There are opportunities for study in Indonesia through University of New England.

Vietnamese (Background Speakers)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Vietnamese (Background Speakers) at a 'C' grade or higher or equivalent background level, linguistic fluency

Subject Description

In Stage 2 Background Vietnamese, students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

Students continue their learning around the impact of tourism, employment opportunities, educational change in Vietnam and Vietnamese contributions to the Australian community and beyond. They analyse texts and evaluate the language used. Students undertake an academic in-depth study on a topic negotiated with the teacher, discussing their in-depth study orally and in writing in Vietnamese, and reflecting on the experience in English.

This subject has an external exam with two parts: the oral exam (discussion), and the written exam, which consists of listening and responding, reading and responding, and writing in Vietnamese.

Content

- Educational change and employment opportunities
- Impact of tourism in Vietnam
- Vietnamese contributions to the Australian community and beyond
- In-depth study: choice of topic.

Assessment

- Folio (50%)
- In-Depth Study (20%)
- External Assessment: Examination (30%)

Additional Requirements

None

Future Pathways

Bachelor of Arts
Bachelor of Asian Studies
Bachelor of Languages
Bachelor of International Studies
Bachelor of Teaching
Bachelor of Business/ Laws/ Commerce & Finance

STAGE 2

Languages

Vietnamese (Continuers)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Vietnamese (Continuers) at a 'C' grade or higher or Eligibility SACE Continuers Language (from Stage 1)

Subject Description

This course focuses on consolidating students' knowledge, understanding and communication skills in Vietnamese. Students refine their vocabulary and knowledge of grammatical structures comprehending, creating and translating a range of texts in order to express information, feelings, ideas and opinions. They analyse more complex texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students discuss the impact of tourism in Vietnam in Vietnamese. They continue their learning around their aspirations, future plans, pathways and the contribution of migrants to Australian society. Students undertake an academic in-depth study on a topic negotiated with the teacher, discussing their in-depth study orally and in writing in Vietnamese, and reflecting on the experience in English. This subject has an external exam which has two parts: the oral exam, which consists of conversation and discussion, and the written exam, which consists of listening and responding, reading and responding, and writing in Vietnamese.

Content

- Impact of tourism in Vietnam
- Future plans and pathways
- Contributions of migrants to Australia
- Choice of topic - In-depth study

Assessment

- Folio (50%)
- In-Depth Study (20%)
- External Assessment: Examination (30%)

Additional Requirements

None

Future Pathways

Bachelor of Arts
Bachelor of Asian Studies
Bachelor of Languages
Bachelor of International Studies
Bachelor of Teaching
Bachelor of Business/ Laws/ Commerce & Finance

These courses can include Vietnamese studied online through Australian National University. Vietnamese at ANU can be studied through Open University as part of a different course.

Learning Vietnamese benefits students in opening career pathways across multiple industries. Students can contribute to the development and enrichment of Australian society in areas such as commerce, agriculture, health, the arts, education, hospitality, tourism and international relations, translating and interpreting.

STAGE 2

Mathematics

Essential Mathematics

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Mathematics General 1 & 2 with a 'C' grade or higher or on teachers recommendation after completion of Stage 1 Essential Mathematics 1 & 2

Subject Description

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content

- Scales, plans, and models
- Measurement
- Business applications
- Statistics
- Investments and loans
- Open topic

Assessment

- Skills and Application Task 1 (6%)
- Skills and Application Task 2 (6%)
- Skills and Application Task 3 (6%)
- Skills and Application Task 4 (6%)
- Skills and Application Task 5 (6%)
- Mathematical Investigation 1 (20%)
- Mathematical Investigation 2 (20%)
- One 130 minute External Examination (30%)

Additional Requirements

None

Future Pathways

Vocational Courses
Business Courses

General Mathematics

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Mathematics General 1 & 2 with a 'B' grade or higher or on teachers recommendation

Subject Description

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. Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

Content

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models
- Open topic

Assessment

- Skills and Application Task 1 (8%)
- Skills and Application Task 2 (8%)
- Skills and Application Task 3 (8%)
- Skills and Application Task 4 (8%)
- Skills and Application Task 5 (8%)
- Mathematical Investigation 1 (15%)
- Mathematical Investigation 2 (15%)
- One 130 minute External Examination (30%)

Additional Requirements

Students are required to have their own graphics calculator to be able to practice using it outside of class. The model used at school is the TI-84 plus.

Future Pathways

Bachelor of Finance
Bachelor of Accounting
Bachelor of Economics

STAGE 2

Mathematics

Mathematical Methods

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Mathematical Methods 1 & 2, & Specialist Mathematics 1 at a 'B' grade or higher or on teacher recommendation.

Subject Description

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. The skills and outcomes expected to be demonstrated by students are determined by the SACE and its supporting documentation. Upon successful completion of this course South Australian Universities will award 2 points to the students overall aggregate score bar certain exceptions.

Content

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals.

Assessment

- Skills and Application Task 1 (8.33%)
- Skills and Application Task 2 (8.33%)
- Skills and Application Task 3 (8.33%)
- Skills and Application Task 4 (8.33%)
- Skills and Application Task 5 (8.33%)
- Skills and Application Tasks 6 (8.33%)
- One Mathematical Investigation (20%)
- One 130 minute External Examination (30%)

Additional Requirements

Students are required to have their own graphics calculator to be able to practice using it outside of class. The model used at school is the TI-84 plus.

Future Pathways

Bachelor of Applied Data Analytics
Bachelor of Aviation
Bachelor of Building Surveying and Certification
Bachelor of Computer Science combined degrees
Bachelor of Construction Management
Bachelor of Dental Surgery
Bachelor of Laws and Bachelor of Accounting
Bachelor of Mathematics/Master of Teaching
Bachelor of Medicine and Bachelor of Surgery
Bachelor of Occupational Therapy
Bachelor of Physiotherapy (Honours)
Bachelor of Science Combined Degrees

Specialist Mathematics

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Students are to have completed Stage 1 Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2 at a 'B' grade or higher or on teacher recommendation.

Subject Description

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. Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods. The skills and outcomes expected to be demonstrated by students are determined by the SACE and its supporting documentation. Upon successful completion of this course South Australian Universities will award 2 points to the students overall aggregate score bar certain exceptions.

Content

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

Assessment

- Skills and Application Task 1 (8.33%)
- Skills and Application Task 2 (8.33%)
- Skills and Application Task 3 (8.33%)
- Skills and Application Task 4 (8.33%)
- Skills and Application Task 5 (8.33%)
- Skills and Application Tasks 6 (8.33%)
- One Mathematical Investigation (20%)
- One 130 minute External Examination (30%)

Additional Requirements

Students are required to have their own graphics calculator to be able to practice using it outside of class. The model used at school is the TI-84 plus.

Future Pathways

Bachelor of Engineering
Bachelor of Engineering Combined Degrees
Bachelor of Engineering (Honours)
Bachelor of Science (Honours) Enhanced Program for High Achievers
Bachelor of Science (Space Science and Astrophysics)

STAGE 2

Science

Biology

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Year 11 Biology (Year)

Subject Description

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

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, students apply their learning from these approaches to enhance their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

Assessment

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

Additional Requirements

- Stage 2 Subject Workbook from SASTA or Essentials Education
- SASTA Study Guide (optional)

Future Pathways

Bachelor of Accident Forensics
Bachelor of Agriculture
Bachelor of Allied Health
Bachelor of Dental Surgery
Bachelor of Environmental Science
Bachelor of Exercise and Sports Science
Bachelor of Exercise Science
Bachelor of Human Nutrition
Bachelor of Laboratory Medicine
Bachelor of Marine Biology and Aquaculture
Bachelor of Medical Radiation Science
Bachelor of Medicine
Bachelor of Nursing
Bachelor of Occupational Health and Safety
Bachelor of Occupational Therapy
Bachelor of Oral Health
Bachelor of Pharmaceutical Science
Bachelor of Pharmacy
Bachelor of Physiotherapy (Honours)
Bachelor of Podiatry
Bachelor of Science
Bachelor of Science (Biodiversity and Conservation)
Bachelor of Science (Biomedical Science)
Bachelor of Science Combined Degrees
Bachelor of Speech Pathology (Honours)
Bachelor of Teaching/Master of Teaching
Bachelor of Veterinary Technology
Bachelor of Wildlife Conservation Biology

Chemistry

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Year 11 Chemistry (Year)

Subject Description

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources (Energy, Water, Soil, Materials)

Assessment

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

Additional Requirements

- Stage 2 Subject Workbook from SASTA or Essentials Education
- SASTA Study Guide (optional)
- Scientific Calculator

Future Pathways

Bachelor of Accident Forensics
Bachelor of Agricultural Science
Bachelor of Allied Health
Bachelor of Animal Science
Bachelor of Biomedical Science
Bachelor of Biotechnology
Bachelor of Chemical Engineering
Bachelor of Dental Surgery
Bachelor of Environmental Engineering
Bachelor of Environmental Science
Bachelor of Food and Nutrition Science
Bachelor of Forensic and Analytical Science
Bachelor of Laboratory Medicine
Bachelor of Medical Radiation Science
Bachelor of Medicine
Bachelor of Nursing
Bachelor of Occupational Health and Safety
Bachelor of Occupational Therapy
Bachelor of Oral Health
Bachelor of Paramedic Science
Bachelor of Pharmaceutical Science
Bachelor of Pharmacy
Bachelor of Physiotherapy (Honours)
Bachelor of Podiatry
Bachelor of Science
Bachelor of Science (Biomedical Nanotechnology)
Bachelor of Science (Biomedical Science)
Bachelor of Speech Pathology (Honours)
Bachelor of Teaching/Master of Teaching
Bachelor of Viticulture and Oenology
Master of Engineering Materials

STAGE 2

Science

Nutrition

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Year 11 Nutrition or Chemistry or Biology (Semester)

Subject Description

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Critical literacy and numeracy skills and a deep understanding of nutrients enable students to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection. Through this understanding, students develop their personal and social capabilities, and ethical and intercultural understanding. Students explore the link between food systems, environmental impacts, climate change, and food sustainability.

They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Content

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition literacy and numeracy
- Nutrition and technology

Assessment

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

Additional Requirements

SASTA Study Guide (optional)

Future Pathways

Bachelor of Allied Health
Bachelor of Health and Medical Sciences
Bachelor of Health Sciences (Nutrition)
Bachelor of Health Sciences (Occupational Therapy)
Bachelor of Human Nutrition
Bachelor of Nutrition and Food Sciences
Bachelor of Science

Psychology

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Year 11 Psychology (Semester)

Subject Description

Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking as well as making inferences.

The skills learnt through psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

Content

- Psychology of the individual
- Psychological health and wellbeing
- Organisational psychology
- Social influence
- The psychology of learning

Assessment

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

Additional Requirements

SASTA Study Guide (optional)

Future Pathways

Bachelor of Applied Social Science (Counselling)
Bachelor of Applied Social Science (Youth Work)
Bachelor of Arts (Criminology)
Bachelor of Arts (Gender Studies)
Bachelor of Behavioural Science
Bachelor of Humanitarian Aid and Development
Bachelor of Nursing
Bachelor of Peace and Conflict Studies
Bachelor of Psychological Science
Bachelor of Psychology (Interpersonal Skills/Human Resource Management)
Bachelor of Social Work
Bachelor of Science
Bachelor of Science (Cognitive Neuroscience)
Bachelor of Teaching/Master of Teaching
Diploma of Counselling

STAGE 2

Science

Physics

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Passing Grade Year 11 Physics (Year) and Passing Grade Year 11 General Mathematics (Semester)

Subject Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Content

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment

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

Additional Requirements

Stage 2 Subject Workbook from SASTA or Essentials Education
SASTA Study Guide (optional)
Scientific Calculator

Future Pathways

Bachelor of Accident Forensics
Bachelor of Allied Health
Bachelor of Architectural and Structural Engineering
Bachelor of Aviation
Bachelor of Biomedical Engineering
Bachelor of Biotechnology
Bachelor of Civil and Structural Engineering
Bachelor of Electrical and Electronic Engineering
Bachelor of Energy and Advanced Materials
Bachelor of Engineering
Bachelor of Engineering (Civil and Construction Management)
Bachelor of Engineering (Mining)
Bachelor of Engineering (Robotics)
Bachelor of Environmental Engineering
Bachelor of Environmental Science
Bachelor of Laboratory Medicine
Bachelor of Mechanical and Mechatronic Engineering
Bachelor of Medical Radiation Science
Bachelor of Pharmaceutical Science
Bachelor of Pharmacy
Bachelor of Physiotherapy (Honours)
Bachelor of Science
Bachelor of Science (Biomedical Nanotechnology)
Bachelor of Science (Quantum Nanotechnology)
Bachelor of Science (Space Science and Astrophysics)
Bachelor of Teaching/Master of Teaching
Diploma of Building Design
Diploma of Construction Management
Master of Engineering (Water Resources Management)

STAGE 2

Technologies

Design and Technology (Metal)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Metalwork at a 'C' grade or higher

Subject Description

Metalwork at Year 12 involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials. Students build on the skills and knowledge learned from previous years in technology. They decide on the materials or systems that they would like to focus on for the duration of the course and explore solutions to problems that they define.

Content

- The design process
- Selection & manipulation of materials
- Combining various materials
- Usage and empathy

Assessment

Skills Task 1 (10%)
Skills Task 2 (10%)
Resource Study (30%)
Design Process and Solution (50%)

Additional Requirements

Some materials may incur a cost, depending on student design.

Future Pathways

Bachelor of Creative Arts
Certificate III in Engineering - Fabrication Trade

Design and Technology (Wood)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Woodwork at a 'C' grade or higher.

Subject Description

Woodwork at Year 12 involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials. Students build on the skills and knowledge learned from previous years in technology. They decide on the materials or systems that they would like to focus on for the duration of the course and explore solutions to problems that they define.

Content

- The design process
- Selection & manipulation of materials
- Combining various materials
- Usage and empathy

Assessment

Skills Task 1 (10%)
Skills Task 2 (10%)
Resource Study (30%)
Design Process and Solution (50%)

Additional Requirements

Some materials may incur a cost, depending on student design.

Future Pathways

Bachelor of Creative Arts
Certificate III in Cabinet Making
Certificate III in Carpentry and Joinery
Certificate III in Engineering - Fabrication Trade

STAGE 2

Technologies

Food & Hospitality Studies

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Food and Hopitality at a 'C' grade or higher

Subject Description

The Stage 2 Food and Hospitality course will focus on the dynamic nature of the Food and Hospitality Industry. Students explore the sociological, technological, economic, environmental, political and legal influences on individuals and communities accessing the Food and Hospitality Industry. They have the opportunity to be creative and enterprise independently and collaboratively to produce dishes suitable to be served in a variety of contexts. Students access local businesses and community members to support them to investigate current issues within the local Food and Hospitality Industry.

Content

- Food Hygiene
- Superfoods
- Sustainability in Restaurants
- Modern Australian Cuisine
- Celebration Desserts
- Collaborative Catering

Assessment

Practical Activities (50%)
Group Task (20%)
Investigation (30%)

Additional Requirements

Students may have some practical tasks outside of lesson times. There may be a small cost involved in some practicals dependant on student choice.

Future Pathways

Apprenticeship Opportunities include Baking (Baker), Meat Processing (Butcher) and Commercial Cookery (Cook/Chef).
Bachelor of Tourism, Hospitality and Events Management
Bachelor of Business (Hospitality Management)
Certificate III/IIIV in Baking
Certificate III in Bread Baking
Certificate III in Cake and Pastry
Certificate III/IIIV in Commercial Cookery
Certificate III/IIIV in Hospitality
Certificate III/IIIV in Patisserie
Diploma of Food Science and Technology

Graphic Design and Marketing

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Information Processing & Publishing at a 'C' grade or higher

Subject Description

Information Processing and Publishing focuses on the use of technology to design and implement information-processing publications. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts.

The course involves the development of products to be published in a digital and printed formats. Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Photoshop, Lightroom, Acrobat, InDesign, Dimension are core softwares that are used to build products. Examples of materials in digital format include web-based pages, folded documents, Instagram promotions and interactive forms of publications.

Content

- Creative Cloud / Adobe Suite
- The design principles
- Online shopping
- Creating printed and online material for a purpose
- Marketing / promotions

Assessment

Skills Task 1 (10%)
Skills Task 2 (10%)
Skills Task 3 (10%)
Skills Task 4 (10%)
Skills Task 5 (10%)
Product and Documentation (30%)
Issues Analysis (20%)

Additional Requirements

None

Future Pathways

Bachelor of Creative Arts
Bachelor of Design (Communication Design)
Bachelor of Media
Certificate IV in Design
Diploma of Graphic Design

STAGE 2

Technologies

Information Technology (Gaming Development)

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful completion of Stage 1 Information Technology - Gaming at a 'C' grade or higher

Subject Description

The Stage 2 Information Technology course will focus on further developing skills and dispositions in the area of Game Development. Students will build elements of video games using the Unity Game engine and explore various ways to apply the C# coding language to build game elements. The design process will be used to display student's thinking. There are 4 key pillars to design thinking. Investigation and Analysis, Development and Planning, Solution Realisation and Evaluation. Students investigate and analyse elements of existing games, They develop ideas using maps, plans and diagrams with annotations. Students will also create a solution to their chosen problem based on prior planning and evaluate the success of the game elements that were designed.

Content

- Game Mechanics
- Asset Creation
- Animation
- Level Design
- Ethics, Sustainability, Social and Economic Issues in the Game Industry
- Games Testing

Assessment

Skills Task 1 (10%)
Skills Task 2 (10%)
Resource Study (30%)
Design Process and Solution (50%)

Additional Requirements

None

Future Pathways

Bachelor of Information Technology (Games and Entertainment Design)
Bachelor of Information Technology (Mobile Application Development)
Bachelor of Information Technology (Software Development)
Bachelor of Software Engineering (Honours)

Media Studies

Length: Year (20 SACE Credits)

Compulsory or Elective: Elective

Prerequisites: Successful Completion of Stage 1 Media Studies at a 'C' grade or higher

Subject Description

Media studies at Year 12 is taught under the Digital Communications discipline of SACE. This area involves using symbols, signs, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Media Studies provide opportunities to develop design thinking, to investigate media solutions (photography or videography) to develop a plan, realise a solution and evaluate the outcome. Photoshop, Lightroom and Acrobat are core software that are used to build products. Examples of materials in digital format include folio's, A4 photographs, eBooks and interactive forms of publications.

Content

- Photography / videography
- Software manipulation
- Advanced camera techniques
- Testing of hardware and software
- The design process

Assessment

Skills Task 1 (10%)
Skills Task 2 (10%)
Design Process and Solution (50%)
Resource Study (30%)

Additional Requirements

- Students own SD card is required
- Bus / Train Tickets for Excursions

Future Pathways

Bachelor of Arts (Film Studies)
Bachelor of Film and Television
Bachelor of Media (Photographic Imaging)
Bachelor of Media with Bachelor of Creative Arts
Certificate IV in Photography and Photo Imaging
Diploma of Photography and Photo Imaging

2024 Course Handbook

Woodville High School

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