



LET
KNOWLEDGE
GROW

2027 CURRICULUM HANDBOOK



Loxton High School would like to acknowledge the First Peoples of the River Murray and Mallee Region, the Ngaiawang, Ngawait, Nganguruku, Erawirung, Ngintait, Ngaralte & Ngarkat people, the traditional owners of the land on which we reside on and pay our respects to their Elders past and present and extend that respect to other Aboriginal and Torres Strait Islanders who live, work and visit our Loxton High School Community.

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My Mastery, Agency and Purpose (MyMAP)

Loxton High School operates a comprehensive MyMAP program of 200 minutes a week for Year 7 to 12 students. MyMAP is structured for students to focus on their personal growth, self-awareness, positive wellbeing and opportunities for informed decision-making regarding their future pathways. The MyMAP program nurtures creativity, curiosity and independence to prepare for successful futures. The Thrive Capabilities underpin the MyMAP Program and include:

- Human Connectedness
- Belonging
- Zest for Life
- Agency
- Ability to Transfer Learning
- Deep Understanding and Skilful Action

Each student will create and develop their own Learner Profile specific to their journey. As students progressively move through the MyMAP program, greater student ownership and connection to the world beyond Loxton High School will occur. Each year, students will earn their badge moving them closer to developing a deep sense of self, purpose and fulfilment.

Three themes run through the MyMAP Program:

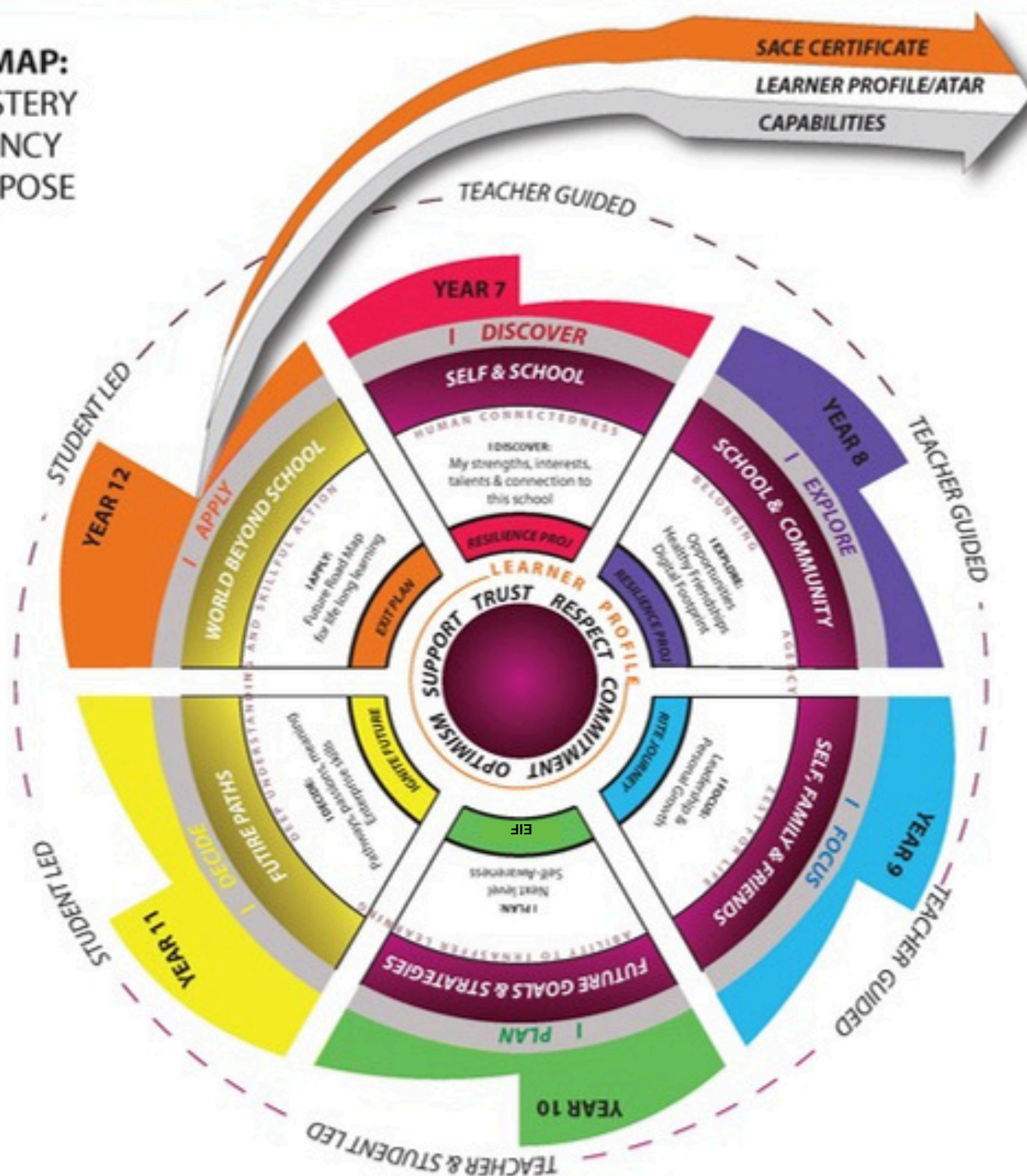
- Managing Well Being
- Managing Learning
- Life and Career Education

The Department for Education Child Protection Curriculum will be taught in MyMAP and Health Education programs with a focus on:

- The Right to be Safe;
- Relationships;
- Recognising and Reporting Abuse;
- Protective Strategies.

MyMAP - LEARNER PROFILE

MyMAP:
MASTERY
AGENCY
PURPOSE



THRIVE: (underpins all levels of MyMap)

Human Connectedness
Belonging
Zest for Life (lifelong learning)
Agency
Ability to Transfer Learning
Deep Understanding and Skilful Action

My Mastery, Agency and Purpose (MyMAP)

YEAR 7 - 'I Discover'

Students develop a sense of belonging at LHS and work on their capabilities to prepare for their life journey. Positive and caring culture is promoted, where students feel safe and connected, allowing them to holistically develop and grow. Students discover what healthy friendships consist of, their strengths, interests, talents and their connectedness to LHS. This is achieved through the Resilience Project and the Child Protection Curriculum. Students start their journey of developing their Learner Profile which will showcase the knowledge, skills and capabilities of the whole student.

YEAR 8 - 'I Explore'

Students continue to develop their sense of belonging at LHS and opportunities are provided for students to create connectedness with the local community. Students explore relationships and develop strategies to effectively communicate with those around them in a safe and supportive environment. Students are encouraged to make the most of the opportunities presented to them and build their confidence and resilience to be a thriving learner. This will be achieved through the Resilience Project and the Child Protection Curriculum. Students will continue to develop their Learner Profile.

YEAR 9 - 'I Focus'

The Rite Journey is the foundation to the Year 9 MyMAP program, guiding students on their transition into adulthood. Students are in single gender MyMAP classes designed to help build their capabilities to become self-aware, responsible and resilient. Throughout The Rite Journey, students explore and discover: their identity, connection, communication, challenge and celebration. It allows students to reflect on their experiences of the world and develop greater understanding of themselves and awareness of their beliefs. The Rite Journey (TRJ) subject is an extension of TRJ in MyMAP studied across the year. The program is designed to facilitate healthy transitions into adulthood and empowers young people to explore their potential and understand who they are and who they want to be. The program is traditionally delivered in single sex classes where students have the opportunity to learn about the changes they are going through and how to make informed choices about the decisions they inevitably face as they enter adulthood. The program centres on challenge and rite of passage opportunities, as well as relationships, sharing and reflection.

YEAR 10 - 'I Plan'

Students continue to explore and build their self-awareness, wellbeing and Learner Profile through the subject Exploring Identities and Futures (EIF), which is part of the Year 10 MyMAP program. They are given the space and opportunity to extend their thinking beyond what they want to do, and to consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them. Through this exploration students continue to build their self-awareness and wellbeing by learning and using strategies from the Open Parachute program and Child Protection Curriculum. On completion of the Exploring Identities and Futures (EIF) a student who achieves a C grade or higher in this compulsory subject will earn 10 credits towards their South Australian Certificate of Education (SACE).

YEAR 11 - 'I Decide'

Students begin to make decisions based upon their identified interests, passions and strengths as explored and documented in the Learner Profile. Opportunities for growth include extending Life Skills, Wellbeing, Study Skills, Careers/Pathway Options and Enterprise Skills to ignite their future.

YEAR 12 - 'I Apply'

In Year 12 MyMAP students study the theme 'I Apply'. Students look to apply the skills and strategies of MyMAP as they begin their future roadmap to lifelong learning, well-being, and employment. During sessions students have access to a range of information and support relating to post school pathways, well-being and the development of study skills.

Middle School Curriculum

In 2020, Loxton High School undertook a comprehensive review of the curriculum. Our findings led to the development of five guiding principles, which have been used to design and develop the Junior School curriculum, these include:

Make It Real and Relevant

Students will know what they are learning, why they are learning and know how to apply their learning in a multitude of situations because they will be solving real-life challenges. Their learning will be relevant to them and connected to their context.

Make it Active and Engaging

Students will be active in their learning no matter the topic or subject. Students will apply their learning to practical tasks and further learn through experimentation. Each day, students will encounter a range of hands-on activities that emerge from inquiry-based learning. Student learning will be evident in a myriad of ways; artefacts, websites, essays, experiments and algorithms. This will enable authentic integration of the skills and capabilities within learning scenarios.

Make it Affirming

Students will build trusting and honest relationships. They will develop an agile, strength-based view of themselves as learners, able to explore a variety of passions, build resilience and apply independent living skills. Students will build mindfulness, respect, empathy and support for each other.

Make it Dynamic

Students will develop into agile, adaptive, and responsive learners. They will experience structured learning opportunities, as well as opportunities to determine the best ways to learn concepts inside and outside the classroom. Students will discern the most effective medium in which to present their understanding to foster engagement, creativity, and opportunity to work at a higher level.

Make it Innovative

Students will develop the ability to connect learning and transfer discipline specific knowledge and skills across disciplines to see a real purpose behind the curriculum. Students will solve real-world problems through discipline expertise.

Traditionally the subjects within the eight Australian Curriculum Learning Areas have been taught with little connection between them. Based on extensive research and our commitment to the curriculum guiding principles, the Australian Curriculum subjects at Loxton High School will be taught in five purposefully connected learning clusters. Students will continue to be explicitly taught disciplinary subject skills and content and work in classes with their allocated subject teachers. They will also experience interdisciplinary learning, where two or more subjects within the learning cluster will combine at different times throughout the year, enabling students to transfer knowledge and skills across subjects as they analyse problems or ideas to explain and/or create solutions to challenging problems.

YEAR 7 CURRICULUM

Year 7 students engage with the South Australian Curriculum as well as topics that hold local significance for the school community. They will also have the opportunity to participate in all subject areas, allowing them to begin exploring their passions and interests.

YEAR 7

MyMAP morning and afternoon 2 Lessons	English 5 Lessons (includes 1 x ICRA)	Maths 4 Lessons	HPE 4 Lessons	Sem 1 Geog. 4 Lessons	Science 4 Lessons	German 4 Lessons	Perform. Arts 4 Lessons	Visual Arts 4 Lessons
				Sem 2 History 4 Lessons	Science 4 Lessons	Ag. 4 Lessons	Home Ec. 4 Lessons	Tech 4 Lessons
					Digital Tech 4 Lessons			

YEAR 8 CURRICULUM

Year 8 students undertake the South Australian Curriculum alongside areas of local importance relevant to the school community. They will continue to experience a broad range of subjects, further developing their interests and discovering new opportunities for learning.

YEAR 8								
MyMAP morning and afternoon 2 Lessons	English 5 Lessons (includes 1 x ICRA)	Maths 4 Lessons	HPE 4 Lessons	Sem 1 History 4 Lessons	Science 4 Lessons	German 4 Lessons	Perform. Arts 4 Lessons	Visual Arts 4 Lessons
				Sem 2 Geog. 4 Lessons	Science 4 Lessons	Ag. 4 Lessons	Home Ec. 4 Lessons	Tech 4 Lessons
					Digital Tech 4 Lessons			

YEAR 9 CURRICULUM

Students in Year 9 progress to Middle Schooling, continuing to study the South Australian Curriculum compulsory core subjects and those of local significance to the school community. Students will also experience a small choice of subjects, where they can begin exploring their passion and interests.

YEAR 9							
MyMAP morning and afternoon 2 Lessons	The Rite Journey 2 Lessons	English 5 Lessons	Maths 5 Lessons	HPE 4 Lessons	Science 4 Lessons	History 4 Lessons	4 x Electives 4 Lessons Performing Arts - Drama Performing Arts - Music Visual Arts – Art Visual Arts – Design German Agriculture A Agriculture B Home Economics Tech Tinkers Systems Technology Technology Studies
						Geog. 4 Lessons	

Senior School (Years 10 - 12)

At Senior School we recognise the growing independence of our students. Study at Year 12 allows students to manage some of their study time during the day and, as many have part-time employment, to balance school and job commitments. Home Study is granted by the MyMAP teacher, in conjunction with parents, for two sessions per week.

Senior School students are expected to provide leadership and support to younger students. We aim for departing Senior School students to be self-directed, knowledgeable learners, independent, mature adults and to possess the ethics and values for responsible citizenship.

In Senior School, students study the South Australian Certificate of Education (SACE). The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment. It helps students develop the skills and knowledge they need to succeed, whether they are aiming for further education and training, university, an apprenticeship or direct entry to the workforce. Students may combine study at school with other forms of training or education. These more flexible forms of study are negotiated on an individual basis and usually involve Community Learning and/or Vocational Education (VET) pathways or locally delivered programs. The Certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

At Loxton High School, Year 11 students study six Stage 1 subjects per semester, whilst most Year 12 students undertake four year-long Stage 2 subjects, plus the Activating Identities and Futures (AIF) completed during Year 11.

In Year 10, students undertake Exploring Identities and Futures (EIF) as a part of the MyMAP program.

What are some of the features of the SACE?

As part of the SACE, students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board;
- are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken;
- receive A - E grades in every Stage 1 subject and A+ - E- in every Stage 2 subject. These grades are based on Performance Standards;
- are expected to gain and demonstrate essential skills and knowledge for their future, focussing on Literacy, Numeracy, Information and Communication Technology (ICT), Ethical Understanding, Intercultural Understanding, Personal and Social, and Critical and Creative Thinking capabilities;
- have 30 per cent of their work in every Stage 2 subject externally assessed. This is done in various ways, including exams, practical performances and presentations;
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

Further information is available for families from the SACE website <https://www.sace.sa.edu.au/>

South Australia Certificate of Education (SACE)

What are the requirements to achieve the SACE?

To gain the SACE students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Exploring Identities and Futures (EIF) at Stage 1 (undertaken in Year 10), worth 10 credits.
- at least 20 credits towards literacy from a range of English/English as a Second Language studies.
- at least 10 credits towards numeracy from a range of Mathematics subjects.
- a major project of extended studies called the Activating Identities and Futures (AIF) at Stage 2, worth 10 credits (undertaken in Year 11 or 12).
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully. In addition to the compulsory subjects, students choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

What are the subjects?

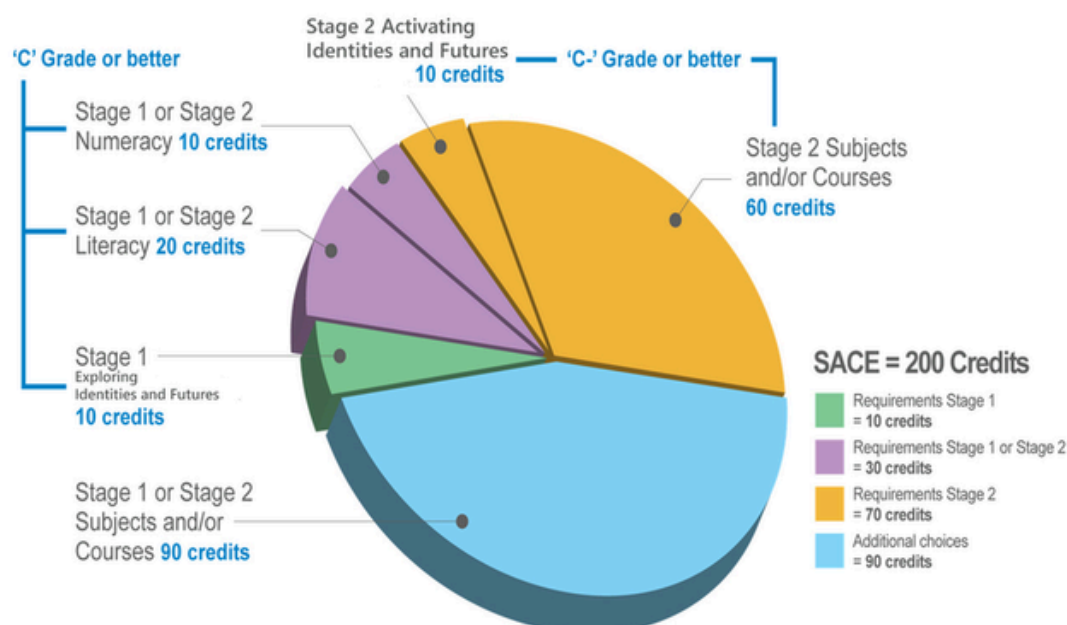
The full list of the Stage 1 and 2 subjects offered at Loxton High School is listed in this handbook with subject descriptors. The range of subjects running at Loxton High School is dependent on sufficient numbers of students enrolling in the subject and staff expertise being available to teach the subject.

University and TAFE Entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify prerequisite subjects for some of their courses.

Full details of university and TAFE entry requirements for 2023 onwards are included in the Tertiary Entrance Booklet which has been published online only, by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information: www.satac.edu.au/satac-publications.



YEAR 10 CURRICULUM

At Year 10 students continue studying compulsory core subjects but also make more choices covering their areas of interest and specialisation relating to possible post school pathways.

In Year 10 students have their first exposure to a subject of the South Australian Certificate of Education (SACE), which is an internationally recognised qualification awarded to students who successfully complete their Senior Secondary education (Years 11 and 12). The SACE Stage 1 Exploring Identities and Futures (EIF) is undertaken by Year 10 students as part of the MyMAP program. It allows students to explore career pathways, seek information on post-secondary education requirements, and select Year 11 and 12 subjects relevant to their chosen pathways.

YEAR 10						
MyMAP morning and afternoon 2 Lessons	English 5 Lessons	Maths 5 Lessons	HPE 4 Lessons	History 4 Lessons	Science 4 Lessons	1 x Semester HPE 5 Lessons
				Geog. 4 Lessons		5 x Electives 5 Lessons Nextgen Tech Music Drama Visual Arts – Art Visual Arts – Design Canoeing & Recreation Sports Coaching Volleyball / Exercise Physiology and Biomechanics German Horticulture Agriculture Mallee Farming Technologies Design & Technology CADD (Computer Aided Design & Drawing) Tech Trek Creative Textiles Food Specialisation Focus on Metal Focus on Wood Practical Technology for Girls Business Studies Project: ME SAASTA Power Cup & SAASTA Shield (ATSI students only) Future Ready Foundations (selected students only)

STAGE ONE - YEAR 11 CURRICULUM

Year 11 students study six Stage 1 subjects per semester, which includes three compulsory subjects, of which the students must achieve a C grade or higher to achieve their SACE. The subject descriptors will detail whether the subject must have been studied at Year 10 to ensure students have set themselves up for success in studying the subject at Stage 1. Please note, not all subjects have this requirement.

There are some subjects with an A or B label, students can choose to study either or both subjects. Subjects labelled with a 1 or 2 indicate that the subject labelled 1 must be studied before the subject labelled 2.

Individualised curriculum patterns may be negotiated with a member from the Senior Learning Team.

COMPULSORY SUBJECTS	SEMESTERS	COMPULSORY SUBJECTS	SEMESTERS
English or Essential English	2 = 20 Credits	Mathematics (most students do a full year)	1 = 10 credits
		Activating Identities and Futures (AIF)	1 = 10 credits

YEAR 11

MyMAP morning and afternoon 2 Lessons	English 5 Lessons Essential English or English	Maths 5 Lessons Essential General Methods	8 x Electives (120 Credits) 5 Lessons			
		AIF 5 Lessons	Arts • Creative Arts • Music Advanced A/B • Music Experience A/B • Visual Arts - Art A • Visual Arts - Art B • Visual Arts - Design A • Visual Arts - Design B	Technologies • Child Studies • Food & Hospitality • Furniture Construction • Welding & Fabrication	HPE • Outdoor Education • Physical Education • Sports Studies	Science • Biology A • Biology B • Chemistry 1 • Chemistry 2 • Nutrition • Psychology • Physics A • Physics B
			Mathematics • Essential Mathematics 2 • General Mathematics 2 • Mathematical Methods 2 • Specialist Mathematics A • Specialist Mathematics B	Agriculture • Agriculture A • Agriculture B	Cross- Disciplinary • Business Innovation – Start-up or Existing Business • Independent Living • SAASTA • Sports Academy (RSSA) • VET (2 semesters)	HASS • Geography • History A • History B

STAGE TWO - YEAR 12 CURRICULUM

A full-time Year 12 student at Loxton High School studies the equivalent of 80 credits in their final year, which equates to four year-long Stage 2 subjects chosen from the summary of subjects. Students planning to further their studies at university are eligible for an ATAR by studying four full-year subjects (or equivalent).

The subject descriptors will detail whether the subject must have been studied at Stage 1 to have the necessary knowledge and skills to ensure success in studying the subject at Stage 2. Please note, not all subjects have this requirement.

YEAR 12

MyMAP

morning
and
afternoon

2 Lessons

4 x Electives (80 Credits)

5 Lessons
Whole year

Arts

- Creative Arts
- Music Advanced A/B
- Music Experience A/B
- Visual Arts - Art A
- Visual Arts - Art B
- Visual Arts - Design A
- Visual Arts - Design B

Mathematics

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

HASS

- Geography
- Modern History
- Legal Studies (RSSA)

Technologies

- Child Studies
- Food & Hospitality
- Furniture Construction
- Welding & Fabrication

Science

- Biology
- Chemistry
- Nutrition
- Psychology
- Physics

English

- English Literary Studies (
- English

HPE

- Outdoor Education
- Physical Education
- Sports Studies

Cross- Disciplinary

- Business Innovation
- Industry Connections
- Community Connections
- Workplace Practices
- SAASTA
- VET

Agriculture

- Agricultural Production

What is RSSA?

The Riverland Secondary Schools Alliance (RSSA) is a collaborative partnership between:

- Berri Regional Secondary College
- Loxton High School
- Renmark High School
- Waikerie High School
- Swan Reach Area School

This alliance was established to strengthen opportunities for students across the Riverland by combining the expertise, resources, and leadership capacity of each school. The RSSA works collectively to address regional challenges by designing and delivering innovative, sustainable, and equitable education models.

RSSA supports a range of shared programs that benefit Riverland students, including:

- Technical Pathways Program – Accredited vocational learning through Registered Training Organisations (RTOs)
- RSSA Sporting Program – Regional sporting pathways and interschool competitions
- RSSA Local Delivery Program – Collaborative subject delivery across schools
- The RSSA Skills Hub – Industry-connected learning, skill development, and immersive short courses

What is the RSSA Local Delivery Program?

The RSSA Local Delivery Program is one of the Alliance's key initiatives that expands subject offerings and learning opportunities across the region. It addresses equity and access by allowing students to study a broader range of SACE subjects—particularly those that may not be viable to run at individual schools.

Key Features

- **Blended Learning:** Weekly live lessons delivered from a host school, accessible either online or in person.
- **Expanded Subject Access:** Students can enrol in subjects not otherwise available at their school.
- **In-Person Requirements:** Some subjects include scheduled face-to-face learning days at the delivery school. These vary by subject and are communicated in advance.
- **Regional Transport:** Travel for face-to-face sessions is arranged through the RSSA transport program.
- **Technology-Enabled Learning:** All students are supported through a consistent Learning Management System (e.g. Microsoft Teams, Daymap), with access to live and recorded sessions.

YEAR 7

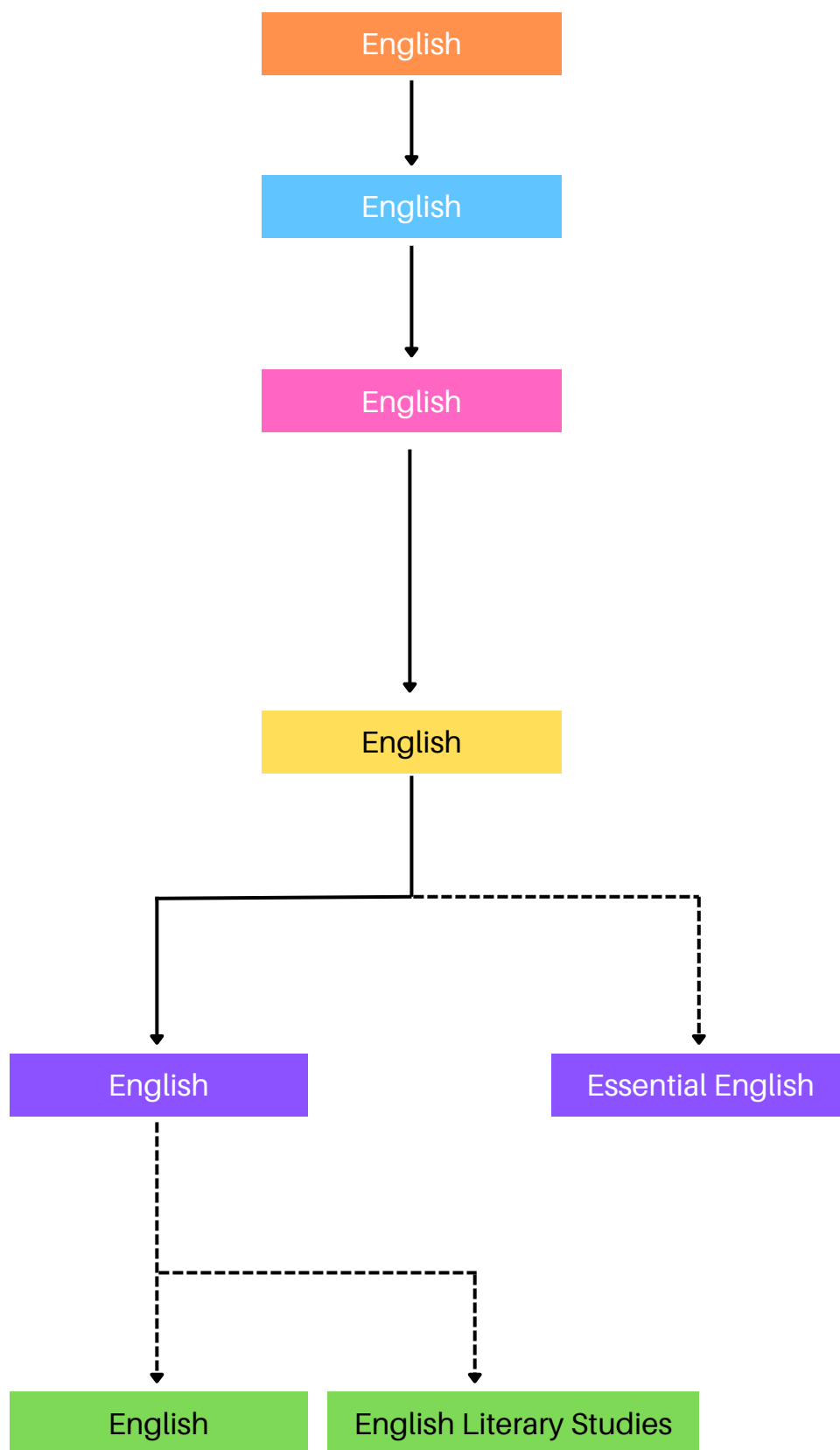
YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2





ENGLISH

YEARS 7 - 10 ENGLISH

SUBJECT DESCRIPTION: English is delivered as a year-long subject from Year 7 through Year 10, structured around the three interrelated strands of Language, Literature, and Literacy. Students practise and refine their skills in speaking, listening, reading, viewing, and writing, building upon knowledge and concepts developed in earlier years. Learning experiences include shared class texts, independent reading programs, and participation in the Premier's Reading Challenge.

In Year 10, English offers students the opportunity to strengthen their literacy and language skills through the study of a variety of texts and completion of writing tasks for different audiences and purposes. Critical engagement with literature is encouraged, and students are supported in developing their analytical abilities.

Participation in Public Speaking and Debating competitions is encouraged in all year levels.

STAGE 1 ENGLISH - 1 & 2

CREDITS: 20 credits

SUBJECT DESCRIPTOR: This subject leads to English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts.

ASSESSMENT:

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

STAGE 1 ESSENTIAL ENGLISH - 1 & 2

CREDITS: 20 credits

SUBJECT DESCRIPTOR: This subject is designed for (1) students who are seeking to meet the SACE literacy requirement; (2) an English language development focus for students who are new arrivals in Australia; and (3) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.

This is a subject being offered for students to meet the minimum SACE requirements for Literacy at Stage 1 and is not for students who intend to study Stage 2 English Literary Studies or Stage 2 English.

ASSESSMENT:

- Responding to Texts
- Creating Texts



ENGLISH

STAGE 2 ENGLISH

CREDITS: 20 Credits

PREVIOUS STUDY REQUIRED: Stage 1 English

SUBJECT DESCRIPTOR: Students consider the purpose, style, audience and context of a range of texts. 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. Tasks involve reading, writing, listening, speaking and viewing.

ASSESSMENT:

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

STAGE 2 ENGLISH LITERARY STUDIES

CREDITS: 20 Credits

PREVIOUS STUDY REQUIRED: Completion of Stage 1 English with A or B result.

SUBJECT DESCRIPTOR: English Literary Studies focuses on the knowledge, skills, and critical thinking needed to interpret texts. Through shared and independent study, students explore how texts represent culture, identity, and human experience, and analyse the relationship between authors, texts, audiences, and contexts. Students learn to construct evidence-based arguments, engage with diverse interpretations, and reflect on the creative choices of authors. They apply these insights to produce analytical and creative texts that demonstrate clarity and depth of literary understanding.

ASSESSMENT:

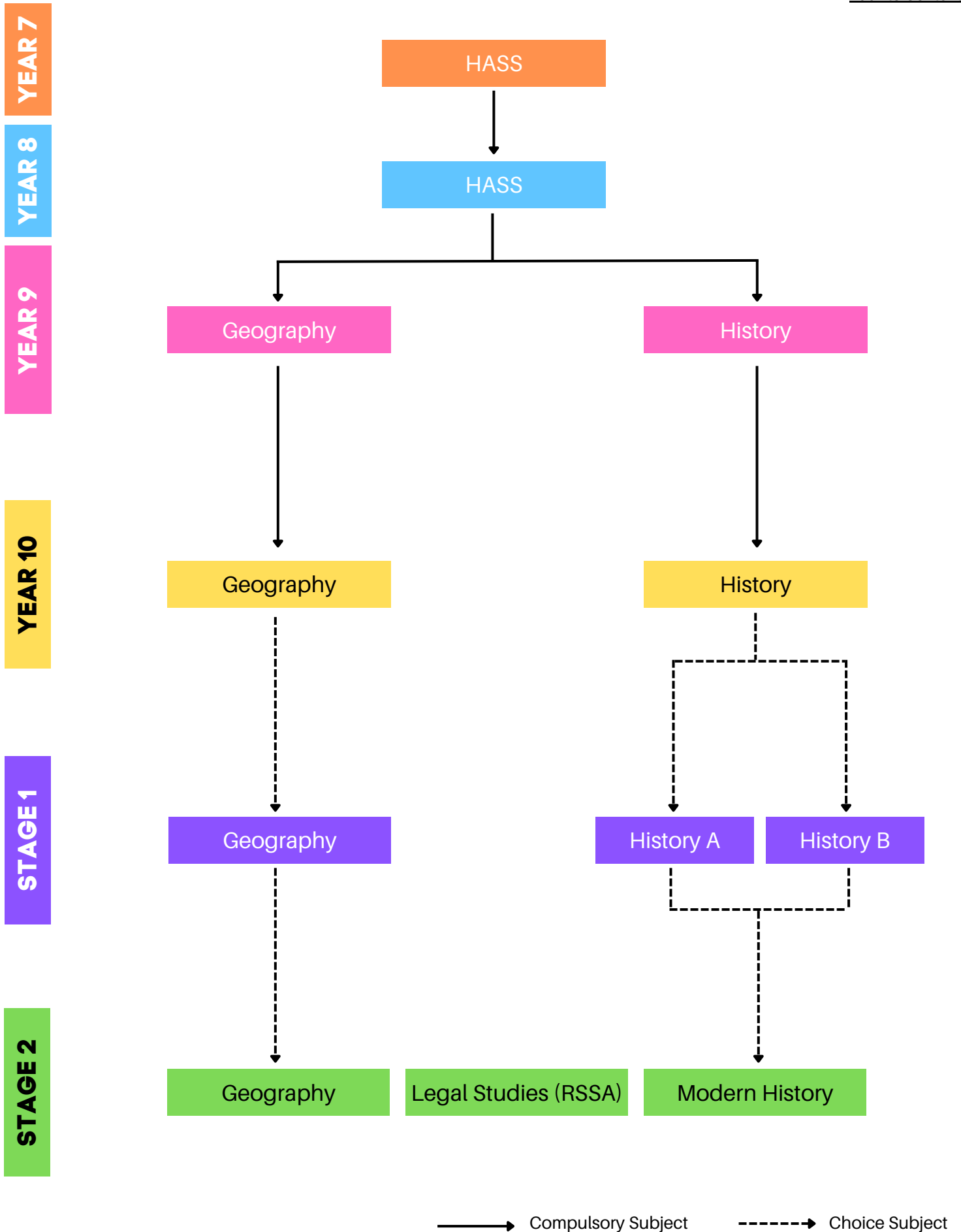
- Responding to Texts (50%)
- Creating Texts (20%)
- Text Study:
 - Part A: Comparative Text Study (15%)
 - Part B: Critical Reading (15%)
 - The critical reading is a 90-minute examination developed by the SACE Board.

Please note: If viable student numbers are not achieved at an individual school, this subject may be offered through the RSSA Local Delivery model.

Both Year 12 English subjects satisfy the English requirement for interstate universities.

HUMANITIES AND SOCIAL SCIENCES (HASS)

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HASS - Geography and History

YEARS 7 - 9 GEOGRAPHY

Geography in Years 7 to 9 empowers students to shape change for a socially just and sustainable future, inspiring curiosity and wonder about the diversity of the world's places, peoples, cultures, and environments. Students explore, analyse, and explain the characteristics of the places that make up our world, developing an understanding of why the world is the way it is and reflecting on their relationships and responsibilities within it.

Year 7 Topics:

- Water in the World
- Place and Liveability

Year 8 Topics:

- Mapping
- Landscapes & Landforms
- Changing Nations

Year 9 Topics:

- Mapping
- Biomes and Food Security
- Geographies of Interconnections
- Economics and Business

By questioning and analysing the interconnectedness and diversity of places, Geography enables students to contribute positively to the world around them.

ECONOMICS & BUSINESS

Through Economics and Business students explore aspects of economics and business that affect daily life. They learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

YEAR 7 - 9 HISTORY

In Year 7 and 8 History students investigate and develop knowledge, understanding and skills through their study of societies, events, movements and developments. History gives students the opportunity to make sense of the past and the present by developing historical skills including research, analysis, communication and interpretation of different perspectives.

Year 7 Topics:

- Ancient Egypt
- Deep Time History of Australia

Year 8 Topics:

- Medieval Europe
- The Polynesian Expansion
- The Black Death

Year 9 Topics:

- Industrial Revolution
- Imperialism
- World War I
- Movement of People

CIVICS & CITIZENSHIP

Civics and Citizenship provides students with skills and values to become active and informed citizens. Students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.



HASS - Geography

YEAR 10 GEOGRAPHY

SUBJECT DESCRIPTOR: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Year 10 Topics:

- Mapping
- Geographies of Human Well-being
- Environmental Change and Management

ADDITIONAL COST: Possible additional excursion cost approx. \$50.00

STAGE 1 GEOGRAPHY

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students develop understanding and application of key geographical concepts, and the interdependence of human and physical environments. They explore contemporary geographical issues, use local fieldwork opportunities, and examine geographical features, concepts and issues through the use of a range of skills and techniques, including spatial technologies

Students study topics within three key themes:

- Theme 1: Sustainable Places
- Theme 2: Local Issues
- Theme 3: Contemporary Issues

ASSESSMENT:

- Geographical Skills and Application Tasks
- Fieldwork

ADDITIONAL COST: Possible field trip at a cost of \$250-\$300.

STAGE 2 GEOGRAPHY

CREDITS: 20 Credits

Stage 1 Geography is advantageous.

SUBJECT DESCRIPTOR: Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. They become aware of the interconnectedness of the changes and links across each of the three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation, and global patterns of inequality.

ASSESSMENT:

School Assessment

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

External Assessment

- Examination (30%)

ADDITIONAL COST: Optional field trip approx. \$220.



HASS - History

YEAR 10 HISTORY

SUBJECT DESCRIPTOR: Students study The Modern World and Australia from 1918 to the present, with an emphasis on Australia in its global context. They learn how the twentieth century became a critical period in Australia's social, cultural, economic and political development.

History of the Modern World and Australia gives students the opportunity to make sense of the past and the present by developing historical skills including research, analysis, communication and interpretation of different perspectives.

Topics:

- World War II
- Rights and Freedoms
- The Globalising World

STAGE 1 HISTORY OVERVIEW

Students have the option to choose a semester or a full year of History at Stage 1, as outlined below.

SUBJECT DESCRIPTOR: History gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and issues, students gain an insight into human nature and the ways in which individuals and societies function.

ASSESSMENT:

- Historical Skills
- Historical Study

STAGE 1 HISTORY - A

CREDITS: 10 Credits

In History A students will study Decolonisation (Vietnam and the Vietnam War) and Social Movements (Civil Rights Movement).

STAGE 1 HISTORY - B

CREDITS: 10 Credits

In History B students will study Revolutions (Russia) and an Elective topic.

STAGE 2 MODERN HISTORY

CREDITS: 20 Credits

Stage 1 History is recommended.

SUBJECT DESCRIPTOR: Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present. History involves the investigation of human experience over time. Students study a topic from 'Modern Nations' (Germany 1918-1948) and also a topic from 'The World since 1945' (The Changing World Order 1945-). Students also refine their skills in Source Analysis. Students choose a key area for inquiry from one of the eleven suggested topics to form their Individual History Essay.

ASSESSMENT:

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

ADDITIONAL COST: Possible trip to the Adelaide Libraries.



HASS - Legal Studies

STAGE 2 LEGAL STUDIES

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: Legal Studies explores how laws and legal systems seek to balance competing tensions such as fairness and efficiency, rights and responsibilities, and certainty and flexibility. Students examine how laws are created, interpreted, and applied in Australia, and how legal institutions and individuals influence change.

Through inquiry and analysis of 'big questions', students explore sources of law, dispute resolution, and an optional focus such as the Constitution or rights-based issues. They evaluate legal principles, examine current cases, and consider perspectives to develop reasoned arguments and recommendations for legal reform.

Students complete assessments including a folio of tasks, an inquiry into a contemporary legal issue, and an external examination. This subject builds critical thinking, research, and civic literacy skills that support pathways in law, justice, and public service.

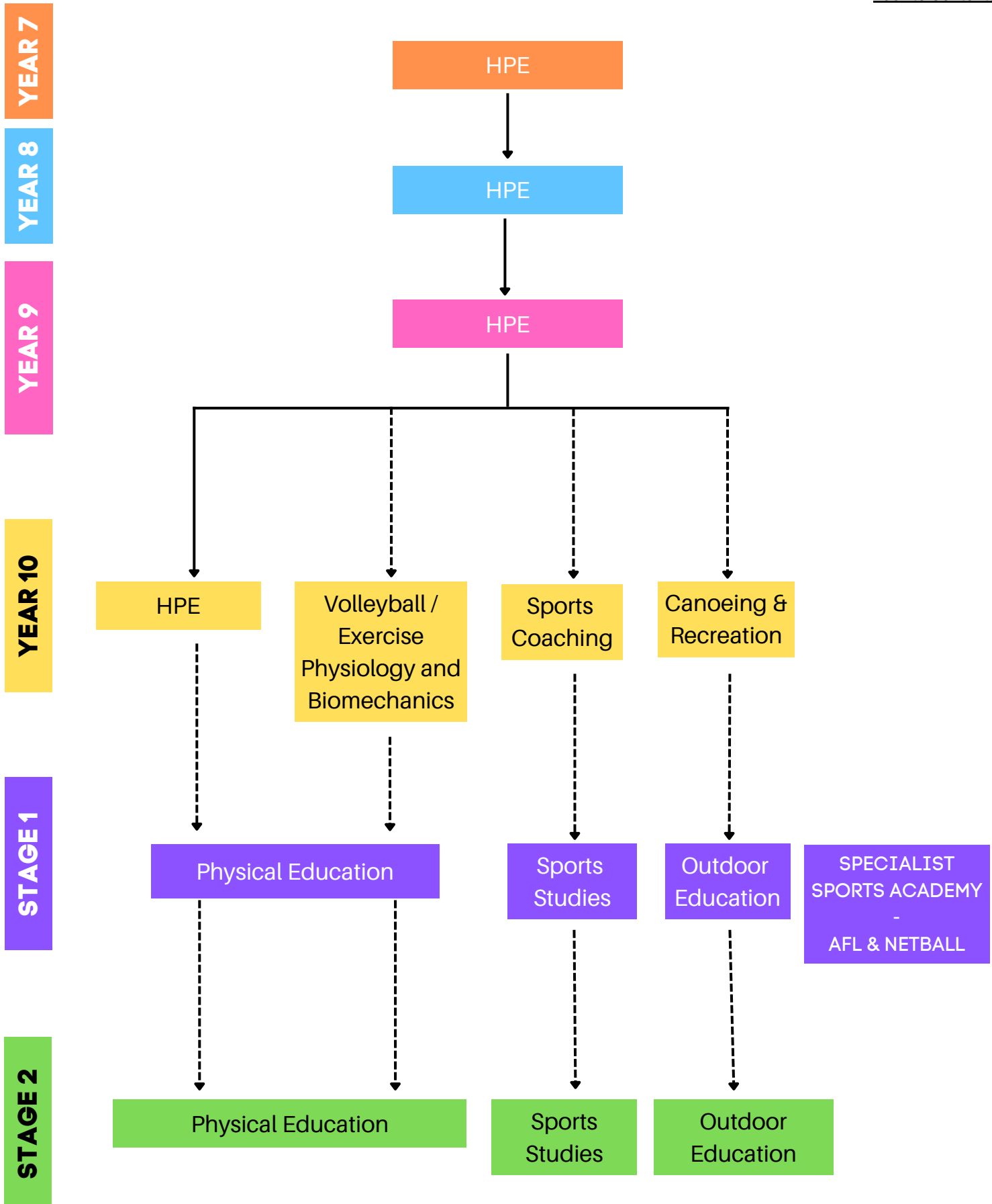
ASSESSMENT:

- Folio (40%)
- Inquiry (30%)
- Examination (30%)

MODE OF DELIVERY: Blended – Weekly lessons are delivered live from Loxton High School, with students able to choose whether to participate online or attend in person. In addition, students are required to attend two full-day face-to-face sessions terms 1-3 at Loxton High School

HEALTH & PHYSICAL EDUCATION (HPE)

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HEALTH & PHYSICAL EDUCATION

In Health and Physical Education students study the Child Protection and SHINE SA curriculum. Our mission is to create lifelong learners who can problem solve, think creatively and critically, communicate effectively and act ethically in a dynamic global environment. Students will explore the way in which people function physically, socially, and emotionally as individuals and members of groups.

Opportunities are provided for students to develop personal and social capabilities and develop resilience and empathy as active participants in their own and others' wellbeing. Students are encouraged to develop a positive disposition towards lifelong participation in regular physical activity and a wide range of skills which promote healthy active practices.

YEAR 7 - 8 HEALTH AND PHYSICAL EDUCATION

In Year 7 and 8 Health and Physical Education (HPE) students develop an understanding of themselves, learn strategies to make personal decisions, and are taught the importance of healthy behaviours and physical activity. Students learn a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. Physical Literacy, Mental Health, Fitness and Lifelong Activity, and Sexual Health and Relationships (SHINE SA Program) are key focuses for Health.

Students engage in physical activity to learn in, through and about movement. They learn and apply leadership, collaboration and group decision making processes when participating in a range of physical activities. Students apply and adapt the movement skills, concepts and strategies involved in Invasion Games, Net and Wall Games, and Striking and Fielding. Athletics, Fitness & Wellness, Group Challenge and Sport Education are also studied practically.

SHINE SA's Focus Schools Program is a comprehensive relationships and sexual health program for secondary schools. It is a primary prevention initiative that aims to build relationships skills, health literacy, e-safety and achieve long-term health and social outcomes.

The program taught through HPE empowers young people to:

- develop the knowledge and lifelong skills to enjoy respectful relationships
- make informed and safe decisions concerning relationships, reproduction, contraception, sexual health, and wellbeing
- understand where they can go for support

The Keeping Safe: Child Protection Curriculum (KS:CPC) taught through HPE and the MyMAP program is a child safety and respectful relationships curriculum providing age and developmentally appropriate activities for children and young people.

The KS:CPC helps children and young people to:

- Recognise, respond to and report abuse
- Understand ways to keep themselves safe
- Keep safe online
- Know their trusted networks and where to go for help



HEALTH & PHYSICAL EDUCATION

YEAR 9 HEALTH & PHYSICAL EDUCATION

SUBJECT DESCRIPTOR: The full-year course further enhances students' personal and social development through an emphasis on specialised movement skills and more complex movement strategies and concepts. Students investigate a range of health issues relevant to young people. They evaluate and apply health information from a range of sources to inform health decisions and behaviours.

Students analyse, adapt and refine movement skills and concepts in a range of challenging movement situations to enhance performance. They reflect on successful movement solutions and apply and transfer these to new movement challenges. Students will refine and consolidate their personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Year 9 Focus areas include:

- Healthy Choices (Drug/Alcohol education)
- Relationships and Sexual Health SHINE SA
- Challenge & Adventure, Net/Wall Games, Invasion Games, Striking & Fielding Games, Athletics, Sport Education

YEAR 10 HEALTH & PHYSICAL EDUCATION

SUBJECT DESCRIPTOR: A semester course designed for students to learn to critically analyse and apply health and physical activity information to devise and implement personalised plans to establish and maintain health and active participation.

Students learn to apply more specialised movement skills and complex strategies and concepts in different movement environments. Students engage in a range of activities in varied environments to develop skills and dispositions necessary for lifelong participation in physical activities.

Focus areas:

- Athletics, Target Games, Invasion Games
- Personalised Fitness Program
- Relationships and Sexual Health (SHINE SA Program)
- Child Protection

YEAR 10 VOLLEYBALL/EXERCISE PHYSIOLOGY AND BIOMECHANICS

SUBJECT DESCRIPTOR: This semester course is designed for students with a special interest in Volleyball. It is an intensive focus on individual skills, game strategies and umpiring. Students undertake topics in Exercise Physiology including Energy Nutrients and Energy Systems with an application to Volleyball.

Biomechanics of the body and skill improvement are further areas of study that complement the practical nature of this course. The theory components develop an understanding of human physical performance and a steppingstone for Stage 1 PE.

ASSESSMENT: Consists of observation checklists of skill performance, journal writing and biomechanical laboratories.



HEALTH & PHYSICAL EDUCATION

STAGE 1 PHYSICAL EDUCATION

CREDITS: 10 Credits

Year 10 HPE, Physiology/Volleyball is recommended.

SUBJECT DESCRIPTOR: Opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories and fitness activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of capabilities and skills such as critical and creative thinking, communication and collaboration. PE promotes learning 'in' (make meaning of personal movement experiences), 'through' (using movement to strengthen personal, intellectual and social skill development), 'about' (understanding exercise physiology, skill acquisition, learning theories and inclusivity and barriers to physical activity) physical activity.

ASSESSMENT:

- Assessment Type 1: Performance Improvement - Volleyball or Badminton
- Assessment Type 2: Physical Activity Investigation - Invasion Games

STAGE 2 PHYSICAL EDUCATION

CREDITS: 20 Credits

Stage 1 Physical Education is recommended.

SUBJECT DESCRIPTOR: Stage 2 Physical Education consists of an educational framework that promotes deep learning, 'in, through and about' physical activity. Students explore the participation in and performance of human physical activities. 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.

Stage 2 PE has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Opportunities are provided for students to undertake and learn through, a wide range of authentic physical activities e.g., sports, laboratories and fitness.

ASSESSMENT:

- Diagnostics: Two tasks to collect and analyse data through physical activities, e.g., Badminton and FAST 5 Netball. (30%)
- Improvement Analysis: Portfolio of evidence and evaluation on a personal journey of fitness improvement, skill acquisition and/or biomechanical improvement. (40%)
- Group Dynamics: Collaborative task with individual evidence based on volleyball. (30%)

ADDITIONAL COST: Approximately \$400
(Improvement Analysis: City to Bay)



HPE - Sports Studies

YEAR 10 SPORTS COACHING

SUBJECT DESCRIPTOR: Students develop their coaching and leadership skills while understanding the principles of coaching, skill acquisition and stages of learning through theory and practical activities. Students will also learn how to evaluate and improve their own coaching performance by applying reflective and analytical skills. Theory learnt in class is applied to practical situations through peer coaching and primary school coaching sessions. Students will complete the online course Community Coaching General Principles, developed to assist coaches to learn the basic skills of coaching, particularly those coaches working with children.

ASSESSMENT: Consists of journal writing, completion of online course and observation checklists for practical coaching sessions.

STAGE 1 SPORTS STUDIES

CREDITS: 10 Credits

Year 10 Sports Coaching is recommended

SUBJECT DESCRIPTOR: Students make links between aspects of their lives and learning through involvement in a variety of sporting activities in the school and wider community. They use weekly journals to reflect on their learning and progress. Students work collaboratively with others to plan, implement and coach a sport unit to a group of junior school students. They investigate an area of the program that is of interest to them and through the process, develop their chosen capability.

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

- Practical: Badminton & Basketball
- Connections: Coaching task
- Personal Venture

STAGE 2 SPORTS STUDIES

CREDITS: 20 Credits

Stage 1 Sports Studies is recommended

SUBJECT DESCRIPTOR: Students are involved in three activities; basketball, weights and fitness, and squash, reflecting on their skills and development in a journal. They undertake a connections group task, with a focus on collaboration, while reflecting on their contribution by applying reflective and analytical skills. Each student is required to complete an external project which involves a community coaching activity.

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

- Practical (40%)
- Connections (30%)

External assessment:

- Personal Endeavour (30%)
-

ADDITIONAL COST: \$80 to pay for community resources.



HPE - Outdoor Education

YEAR 10 CANOEING & RECREATION

SUBJECT DESCRIPTOR: In one half of the semester, students undertake a practical kayaking course covering basic skills on the river. Theory lessons develop their skills/knowledge in water safety, risk assessment and management, navigation, leadership, camp craft and expedition planning. This culminates in an overnight canoeing expedition down Katarapko Creek. In the other half of the semester, students participate in outdoor recreation activities at school and in the community. Students will explore a local environmental issue and have the opportunity to obtain their Boat Operators licence as part of a river safety unit.

ASSESSMENT: Weekly checklist /reflections for kayaking, an investigation on a local environmental issue and river safety and a planning task for the expedition.

ADDITIONAL COSTS: Approx. \$20 for expedition. \$19 for Special Permit theory test (optional)

STAGE 1 OUTDOOR EDUCATION

CREDITS: 10 Credits

Canoeing and Recreation is recommended.

SUBJECT DESCRIPTOR: Outdoor activities help students develop their skills, knowledge and appreciation of the environment and conservation. Students develop leadership, group and organisational skills through planning and practical based activities. Students are required to plan, prepare for and share in the leadership responsibilities of two expeditions, a 3-day bushwalk in Mambray Creek or Deep Creek and a 2-day

canoeing expedition in the Chowilla region. It is important that students have a sound fitness base and a keen interest in outdoor pursuits.

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

- AT1: All about Natural Environments (40%)
- AT2: Experiences in Natural Environments (60%)

ADDITIONAL COST: \$120 - \$150 (for the cost of the expeditions).

STAGE 2 OUTDOOR EDUCATION

CREDITS: 20 Credits

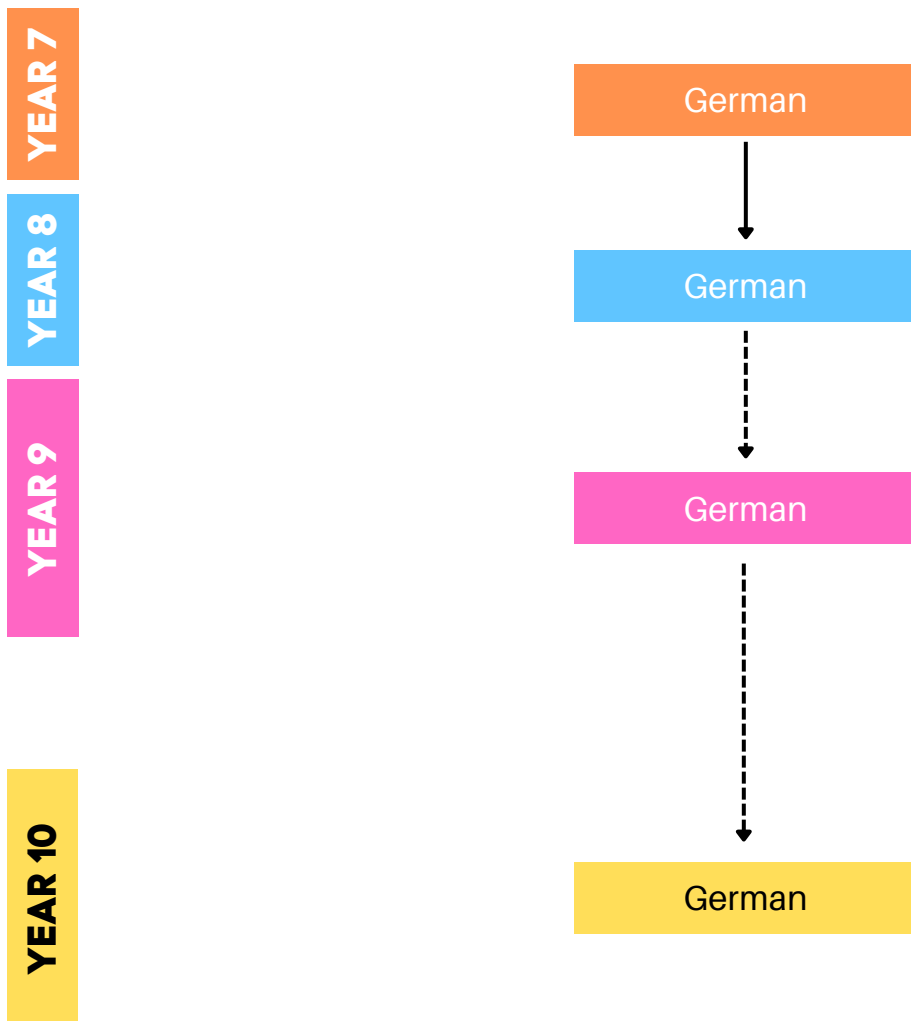
Year 11 Outdoor Education is recommended.

SUBJECT DESCRIPTOR: Students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences. Students critically analyse relationships between human actions and decisions, and ecosystems to develop positive strategies to contribute to conservation and sustainability of natural environments. Students engage in direct and personal experiences in a variety of natural environments to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills.

ASSESSMENT:

- AT1: All about Natural Environments (20%)
- AT2: Experiences in Natural Environments (50%)
 - 3-4 day surf camp to Corny Point, 3 day bushwalk to Dhillba Guuranda-Innes National Park, 3 day self-sufficient bushwalk to Deep Creek Conservation Park
- AT3: Connections with Natural Environments (30%)

ADDITIONAL COST: Approximately \$300 for camps





LANGUAGES

YEAR 7 - 8 GERMAN

In German, students learn to communicate in German, both orally and in writing. Topics include: introducing yourself; the family; hobbies; animals; colours; and numbers. Basic grammar and some aspects of German culture and geography are also covered.



YEAR 9 GERMAN

YEAR 10 GERMAN

German at Year 9 and 10 is a one-semester course.

SUBJECT DESCRIPTOR: Students continue to learn to communicate in German, both orally and in writing. They also extend their knowledge of grammar and their cultural knowledge of the German-speaking countries. Students are assessed on their listening, speaking, reading and writing skills.

Year 9 topics include but are not limited to: School, Sport, Clothing, Daily Routine, Talking about Free Time and Food.

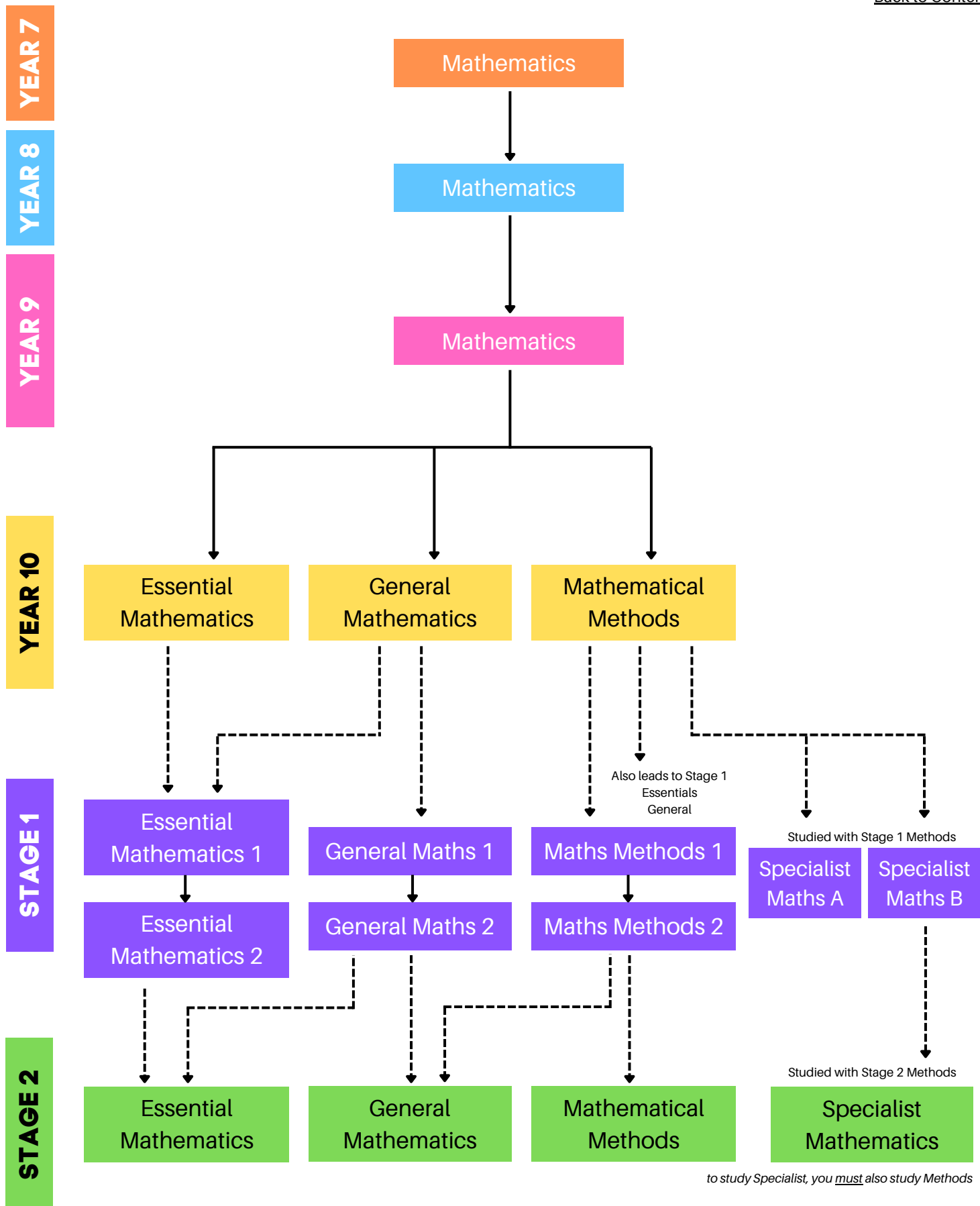
Year 10 topics include but are not limited to: Shopping, the House, Health and Illnesses and Holidays.

Additional Information: Students are given the opportunity to enter the National German Film Competition. Students who continue with German have the opportunity to participate in a student exchange program in Year 10/11.

ADDITIONAL COST: Possible excursion; approximately \$30-\$35.

MATHEMATICS

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MATHEMATICS

YEAR 7 - 9 MATHEMATICS

SUBJECT DESCRIPTOR: Year 7 - 9 Mathematics is structured around the strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students are actively engaged in learning, acquiring and practising essential skills while developing their understanding, fluency, problem-solving abilities, and reasoning across each strand. The integration of technology—including scientific and graphic calculators as well as computer software—supports and enriches the learning experience. Programs are adapted as needed to both support and extend individual student learning.

YEAR 10 MATHEMATICS OVERVIEW

SUBJECT DESCRIPTOR: Mathematics is a full year of study structured around the strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Learning in Mathematics is an active process where students acquire and practise skills, whilst developing their understanding, fluency, problem solving and reasoning in the three strands. Learning is enhanced by the use of appropriate technology; scientific and graphic calculators and computer software.

YEAR 10 ESSENTIAL MATHEMATICS

Students who choose Year 10 Essential Mathematics will aim to achieve some of the Year 10 Australian Curriculum, supplemented with other concepts focused on trade skills and numeracy. This will include topics such as Measurement, Financial Mathematics, Statistics, and a focus on building number skills to support VETRO testing. *This subject will prepare students for the study of Year 11 Essential Mathematics.*

YEAR 10 GENERAL MATHEMATICS

Students who choose Year 10 General Maths will aim to achieve most the Year 10 Australian Curriculum standard, but will have more of a focus on real-world applications that apply to trades. This will include topics such as Measurement, Statistics, Financial Maths, Chance, Linear Relationships, and Trigonometry.

This subject will prepare students for the study of Year 11 General or Essential Mathematics.

YEAR 10 MATHEMATICAL METHODS

Students who choose Year 10 Mathematical Methods will cover the same Year 10 Australian Curriculum content as the General Mathematics course, with the addition of algebraic and graphical concepts. This will include topics such as Measurement, Statistics, Financial Mathematics, Chance, Linear Relationships, Trigonometry, Non-linear Relationships and Deductive Geometry.

This subject will prepare students for the study of all levels of Mathematics at Year 11.

ADDITIONAL COSTS: All students require a Scientific Calculator (preferred model: Abacus SX-II Matrix n) which is approx. \$30 from the book room.



MATHEMATICS

STAGE 1 ESSENTIAL MATHEMATICS - 1 & 2

CREDITS: 10 or 20 Credits

PREREQUISITE: Any level of Year 10 Mathematics

SUBJECT DESCRIPTOR: Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a selection of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to basic life skills, and practical problem-solving in everyday and workplace contexts.

Depending on enrolments, this subject may run in conjunction with Stage 1 General Mathematics in semester 1.

ASSESSMENT:

- Skills and Application Tasks (75%)
- Folio (25%)

STAGE 1 GENERAL MATHEMATICS - 1 & 2

CREDITS: 10 or 20 Credits

PREREQUISITE: Successful completion of Year 10 General Mathematics or Year 10 Mathematical Methods.

SUBJECT DESCRIPTOR: General Mathematics enhances students' mathematical skills, empowering them with practical problem-solving abilities. Its diverse topics encompass a wide range of real-world applications, such as personal finance management, statistical investigations, linear function modelling, and measurement and geometry.

With a strong focus on computational proficiency, students develop their ability to apply their mathematical skills with flexibility and resourcefulness. This subject is ideally suited for students aspiring to pursue a career in trades and vocations and those wanting to enter tertiary courses requiring a non-specialised background in mathematics..

Depending on enrolments, this subject may run in conjunction with Stage 1 Essential Mathematics in semester 1.

ASSESSMENT:

- Skills and Application Tasks (75%)
- Investigation (25%)



MATHEMATICS

STAGE 1 MATHEMATICAL METHODS - 1 & 2

CREDITS: 10 or 20 Credits

PREREQUISITE: Successful completion of Year 10 Mathematical Methods required.

SUBJECT DESCRIPTOR: Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed during Year 10. It is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic, geometric and statistical thinking.

Mathematical Methods consists of the topics Functions and Graphs, Polynomials, Trigonometry, Counting and Statistics, Growth and Decay, and Differential Calculus.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer programming, the sciences and statistics.

ASSESSMENT:

- Skills and Application Tasks (75%)
- Investigation (25%)

STAGE 1 SPECIALIST MATHEMATICS - A & B

CREDITS: 10 or 20 Credits

PREREQUISITE: Successful completion of Year 10 Mathematical Methods required.

SUBJECT DESCRIPTOR: Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Students may elect to study the subject for either one or two semesters. Students wishing to continue through to Stage 2 Specialist Mathematics must successfully complete Stage 1 Specialist Mathematics B.

ASSESSMENT:

- Skills and Application Tasks (75%)
- Investigation (25%)

Please note: If viable student numbers are not achieved at an individual school, this subject may be offered through the RSSA Local Delivery model.



MATHEMATICS

STAGE 2 ESSENTIAL MATHEMATICS

CREDITS: 20 Credits

PREREQUISITE: Successful completion of any Mathematics course in Stage 1.

SUBJECT DESCRIPTOR: Stage 2 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including 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.

ASSESSMENT:

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

STAGE 2 GENERAL MATHEMATICS

CREDITS: 20 Credits

PREREQUISITE: Successful completion of General Mathematics or Mathematical Methods in Stage 1.

SUBJECT DESCRIPTOR: General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics including modelling with linear relationships, modelling with measurement, statistical models, financial models and discrete models. Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

ASSESSMENT:

- Skills and Assessment Tasks (40%)
- Mathematical Investigation (30%)
- Examination (30%)



MATHEMATICS

STAGE 2 MATHEMATICAL METHODS

CREDITS: 20 Credits

PREREQUISITE: Successful completion of Stage 1 Mathematical Methods 1 & 2.

SUBJECT DESCRIPTOR: Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

ASSESSMENT:

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)
- Examination (30%)

ADDITIONAL COSTS - ALL LEVELS OF STAGE 2 MATHEMATICS AND STAGE 1 MATHEMATICAL

METHODS: Students require a CASIO Graphic Calculator (FX-1 AU). It is recommended students purchase their own through the schools portal. Optional Revision Guide (approx. \$35)

STAGE 2 SPECIALIST MATHEMATICS

CREDITS: 20 Credits

PREREQUISITE: Successful completion of Stage 1 Mathematical Methods 1 & 2 and Stage 1 Specialist Mathematics B.

SUBJECT DESCRIPTOR: Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods. Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

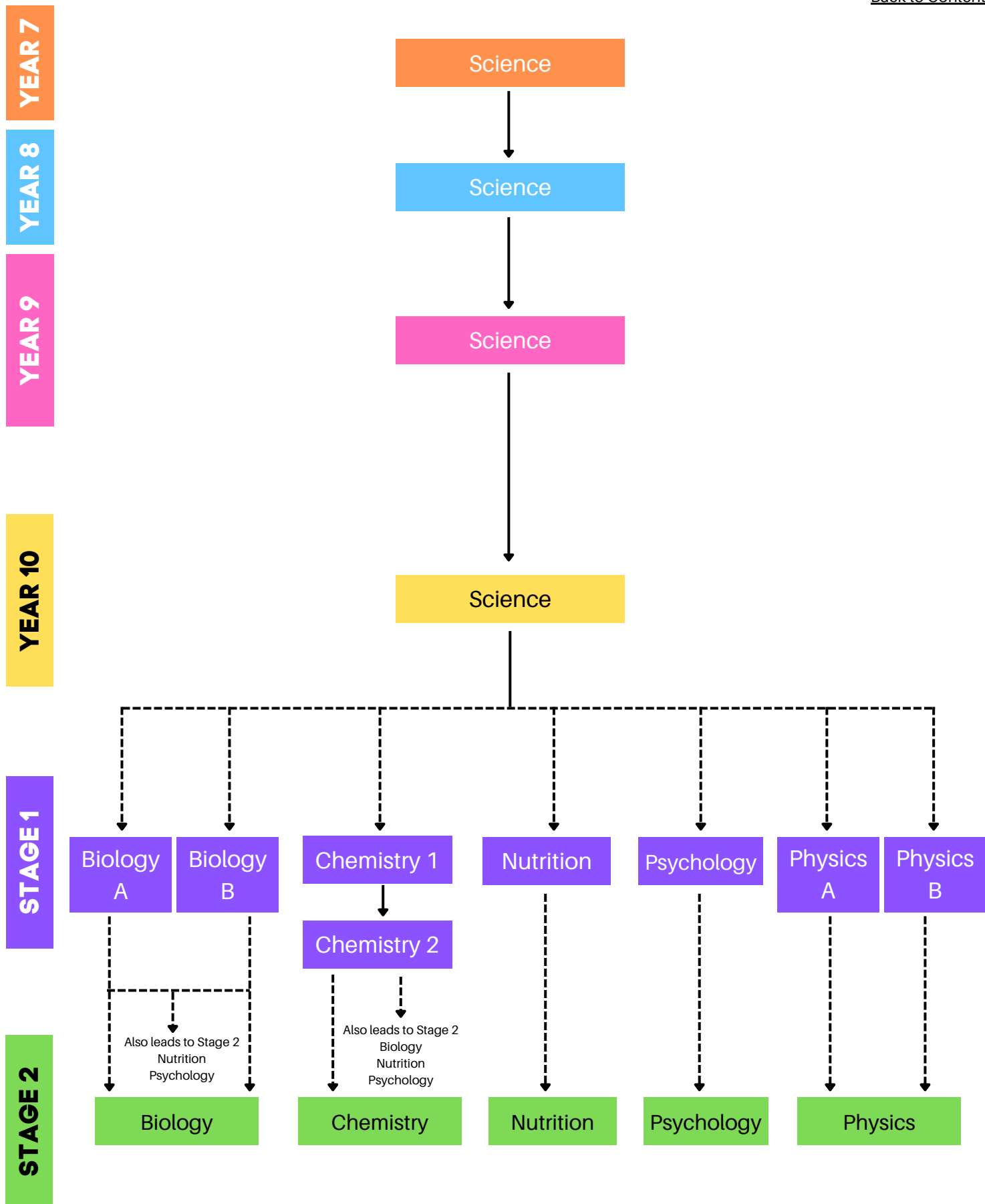
ASSESSMENT:

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)
- Examination (30%)

Please note: If viable student numbers are not achieved at an individual school, this subject may be offered through the RSSA Local Delivery model.

SCIENCE

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SCIENCE

YEAR 7 - 10 SCIENCE

Year 7 -10 Science is structured around the disciplines:

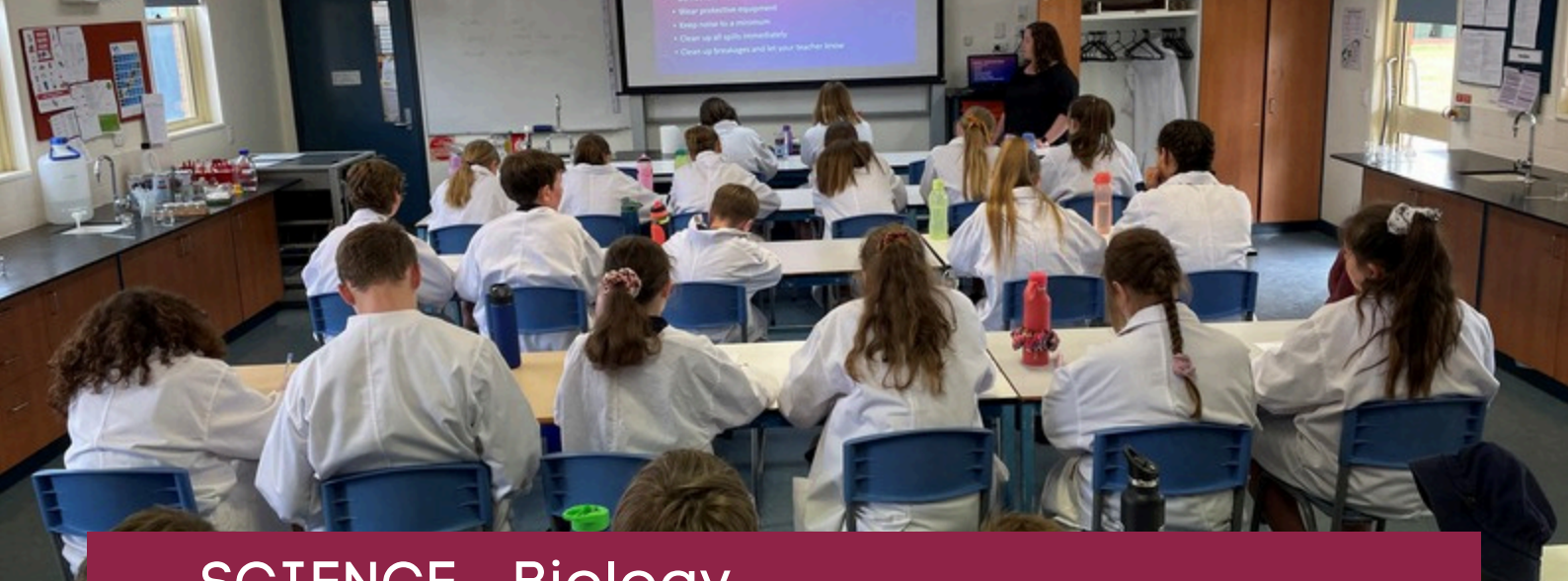
- Biology
- Chemistry
- Physics
- Earth Science

In Years 7 to 10, students study Science through the South Australian Curriculum, acquiring knowledge and understanding of a range of scientific concepts while exploring their connections to everyday life.

Students develop their inquiry skills and learn how scientific concepts and technologies have been developed by scientists.

Practical investigations provide opportunities for students to discover and test theories through relevant experiments, encouraging the application of scientific thinking in real-world contexts.

ADDITIONAL COSTS: In Year 10 students are encouraged to take part in the Science and Engineering Challenge.



SCIENCE - Biology

STAGE 1 BIOLOGY - A

CREDITS: 10 Credits

PREREQUISITE: Successful completion of the Year 10 Science course.

SUBJECT DESCRIPTOR: In Biology A, students study living things with practical skills developed throughout each topic. Controlled experiments, scientific explanations and reports are incorporated into the course.

Major topics: Cells and Microorganisms and Infectious Disease.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

STAGE 1 BIOLOGY - B

CREDITS: 10 Credits

PREREQUISITE: Successful completion of the Year 10 Science course.

SUBJECT DESCRIPTOR: In Biology B, students study living things with practical skills developed throughout each topic. Students study Physiology of Human Body Systems and Plants as well as Ecology and Ecosystems.

Major topics: Body Systems and Plants and Biodiversity and Ecosystem Dynamics.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

STAGE 2 BIOLOGY

CREDITS: 20 Credits

PREREQUISITE: Successful completion of at least one semester of Biology at Stage 1 or, by negotiation, students who have successfully completed Chemistry, Psychology or Nutrition at Stage 1.

SUBJECT DESCRIPTOR: The study of Biology is constructed around inquiry into, and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems in microscopic cellular structures through to evolution of organisms. Students will study the following four themes: DNA and Proteins, Cells as the Basis of Life, Homeostasis, and Evolution.

ASSESSMENT:

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

ADDITIONAL COSTS:

SASTA Study Guide, approximately \$30.
Biology Work Book, approximately \$50.



SCIENCE - Chemistry

STAGE 1 CHEMISTRY - 1

CREDITS: 10 Credits

PREREQUISITE: Successful completion of the Year 10 Science course.

SUBJECT DESCRIPTOR: Students investigate, through practicals, the properties of substances and look at scientific theories that are used to explain and predict their behaviour. Areas of study include metals and non-metals, how atoms join together and organic chemistry.

Chemistry 1 is essential for Stage 2 Chemistry and very good preparation for Stage 2 Biology. It is essential for students considering most Science / Biological / Medical / Engineering courses at Tertiary level.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

ADDITIONAL COSTS: Students are strongly encouraged to enter the RACI Chemistry competition.

STAGE 1 CHEMISTRY - 2

CREDITS: 10 Credits

PREREQUISITE: Stage 1 Chemistry 1

SUBJECT DESCRIPTOR: Students consider acids, alkalis and their behaviour; exploration, refining and use of various metals; systems of chemical calculations and their application to solutions and gases.

Environmental Chemistry is studied in areas such as the atmosphere and its gases, including acid rain and global warming.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

STAGE 2 CHEMISTRY

CREDITS: 20 Credits

PREREQUISITE: Stage 1 Chemistry 1 & 2.

SUBJECT DESCRIPTOR: Students understand 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. Science inquiry skills and science as a human endeavour are integral to a student's learning, interwoven into four key topics.

Topics: 1: Monitoring the Environment; 2: Managing Chemical Processes; 3: Organic and Biological Chemistry; 4: Managing Resources.

ASSESSMENT:

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

ADDITIONAL COSTS:

SASTA Study Guide, approx. \$30.

Essentials Work Book, approx. \$50.

Students are strongly encouraged to enter the RACI Chemistry Competition.



SCIENCE - Nutrition

STAGE 1 NUTRITION

CREDITS: 10 Credits

Year 10 Science and/or Year 10 Physiology/Volleyball is recommended.

SUBJECT DESCRIPTOR: Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. Students acquire knowledge and critically examine factors that influence food choices, which enables them to modify lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

ASSESSMENT

- Investigations Folio (Practical & Issues Investigation)
- Skills & Application Tasks

STAGE 2 NUTRITION

CREDITS: 20 Credits

PREREQUISITE Successful completion of a Stage 1 Science subject. Stage 1 Nutrition recommended.

SUBJECT DESCRIPTOR: Nutrition 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 will 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 population demographics and their food and nutrition needs will be impacted by food availability and product development. They suggest solutions to complex issues informed by current research and Australian consumer protection practices.

ASSESSMENT:

- Investigations Folio (30%)
- Skills & Application Tasks (40%)
- Examination (30%)



SCIENCE - Psychology

STAGE 1 PSYCHOLOGY

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Topics studied may include Neuropsychology and Emotion.

ASSESSMENT:

- Investigation Folio (SHE task and practical report)
- Skills and Application Tasks (tests)

STAGE 2 PSYCHOLOGY

CREDITS: 20 Credits

PREREQUISITE: Successful completion of a Stage 1 Science subject. Stage 1 Psychology preferred.

SUBJECT DESCRIPTOR: Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Psychology draws on learning from both the life sciences and humanities, using scientific practices to describe and explain human nature, and investigate ways in which it can be changed.

The topics of study are:

- 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 COST: Optional Revision Guide approx \$50



SCIENCE - Physics

STAGE 1 PHYSICS - A

CREDITS: 10 Credits

PREREQUISITE: Year 10 Science.

SUBJECT DESCRIPTOR: Students study various aspects of the topics: Nuclear Motion and Radioactivity, Heat, Linear Motion and Forces and Gravitational Fields through practical work and class exercises. This course relates the concepts taught to application and everyday life.

This subject is essential for students considering most Science and/or Engineering courses at Tertiary level. It is a prerequisite for Year 12 Physics.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

STAGE 1 PHYSICS - B

CREDITS: 10 Credits

PREREQUISITE: Successful completion of the Year 10 Science course.

SUBJECT DESCRIPTOR: Students study various aspects of the topics: Energy and Momentum, Electric Circuits and Electric and Magnetic Fields through practical work and class exercises. This course relates the concepts taught to application and everyday life.

This subject is essential for students considering most Science and/or Engineering courses at Tertiary level.

ASSESSMENT:

- Investigation Folio (SHE task and practical reports)
- Skills and Application Tasks (tests)

STAGE 2 PHYSICS

CREDITS: 20 Credits

PREREQUISITE: Stage 1 Physics A and/or B.

SUBJECT DESCRIPTOR: The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of Motion and Relativity, Electricity and Magnetism, Light and Atoms. As well as applying knowledge to solve problems, students develop skills in designing investigations, communication, research and analysis of data.

ASSESSMENT:

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

ADDITIONAL COSTS: Optional additional resources: SASTA Study Guide, approximately \$25. Physics Workbook, approximately \$50.

AGRICULTURE

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YEAR 7

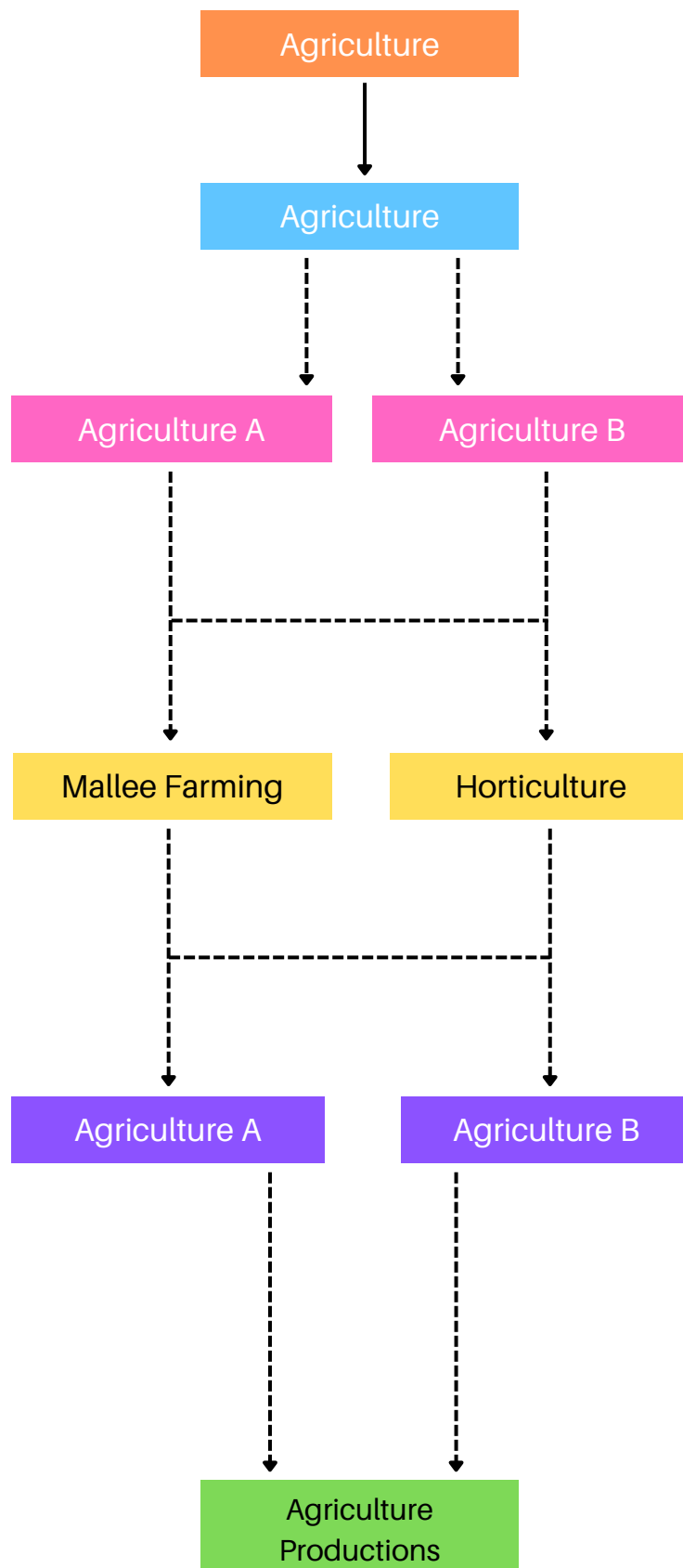
YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2



→ Compulsory Subject

- - - - - → Choice Subject



AGRICULTURE

YEAR 7 AGRICULTURE

In Year 7 Agriculture students work in small groups to establish and maintain a vegetable garden. Students learn plant structures, functions and their partnerships with people, develop an understanding of soil science and the importance of sustainable soil use. They will also explore different management strategies to ensure the success of their garden. There is a marketing and financial focus as students will market and sell their produce.

YEAR 8 AGRICULTURE

In Year 8 Agriculture students explore intensive livestock industries in Australia. Students are involved in the management of the school pigs and poultry and gain an understanding of both the egg and meat industries. Students learn about the factors that food and fibre producers need to balance with a focus on productivity, biosecurity and welfare. They apply this learning as they develop a design brief for sustainable intensive animal production enterprise.

YEAR 9 AGRICULTURE A

SUBJECT DESCRIPTOR: This subject is divided into three topics:

- Sheep and Wool Production
- Vineyard Management
- Plant Propagation

Students manage the school sheep and develop skills in shearing and wool classing. Vineyard Management covers the day-to-day management of a vineyard, including irrigation, weed control, harvest, pruning and disease control. Students learn about various methods of plant propagation including seed collection, growing from seed and cuttings. They also maintain the plant nursery and prepare plants for sale. Various excursions are undertaken to expose students to best-practice occurring in the Riverland.

YEAR 9 AGRICULTURE B

SUBJECT DESCRIPTOR: This subject is divided into three topics:

- Beef Cattle Production
- Emerging Technologies in Agriculture
- Protected Cropping (Greenhouse Production)

Students are introduced to beef cattle production and develop skills in cattle handling and husbandry. They research emerging technologies in Agriculture and the benefits of introducing such technologies to various farm enterprises and the school Agriculture Block. Students will be involved in setting up and running the new state-of-the-art greenhouse investigating various production techniques and a range of plants to grow and sell. Various excursions are undertaken to expose students to best-practice occurring in the Riverland.



AGRICULTURE

YEAR 10 AG - MALLEE FARMING

SUBJECT DESCRIPTOR: This subject is divided into two topics:

- Dryland Mallee Farming
- Beef Cattle Production

In Mallee Farming students focus on management skills and learn about crop types and rotations, weed/disease control and machinery.

Beef Cattle Production includes husbandry, carcass assessment and day-to-day management of the led steers. Students have the opportunity to attend the Live Steer Competition at the Adelaide Show. The class visits local farms and businesses to be exposed to best-practices occurring in the Riverland.

ADDITIONAL COST: Adelaide Show Led Steer Competition approximately \$220 (optional).

YEAR 10 AG - HORTICULTURE

SUBJECT DESCRIPTOR: This subject is divided into two topics:

- Growing Tree Crops
- Value-adding and Marketing Produce

Students gain an understanding of the practical aspects of tree crop production (eg almonds, apples, dates and citrus) and irrigation. They focus on growing and marketing produce on the Agriculture block, and by value adding to agricultural products for sale. Students have the opportunity to develop and market their own value-added products.

The class visits many orchards and local businesses to be exposed to best practices occurring in the Riverland.

STAGE 1 AGRICULTURE - A

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students learn a background in Dryland Farming, Horticulture and Animal Production. Practical work and excursions are essential when linking to local farming enterprises and businesses. Topics covered include: Animal Nutrition and Feedlotting and Farm Chemical Safety.

Various excursions are undertaken to expose students to best-practice occurring in the Riverland.

ASSESSMENT:

- Assessment Type 1: Agricultural Reports
- Assessment Type 2: Applications

STAGE 1 AGRICULTURE - B

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students learn a background in Dryland Farming, Horticulture, and Animal Production. Practical work and excursions are essential when linking to local farming enterprises and businesses. Topics cover Agronomy, Agribusiness, and emerging technologies, focusing on crop management, budgeting, gross margins, and improving farm practices through technology.

ASSESSMENT:

- Assessment Type 1: Agricultural Reports
- Assessment Type 2: Applications



AGRICULTURE

STAGE 2 AGRICULTURAL PRODUCTION

CREDITS: 20 Credits

PREVIOUS STUDY REQUIRED: No previous study of Agriculture is required but an interest and willingness to work hard is essential.

SUBJECT DESCRIPTOR: Stage 2 focuses on the techniques, procedures and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. The following topics allow students to develop and extend their skills, knowledge, and understanding of agricultural principles and practices.

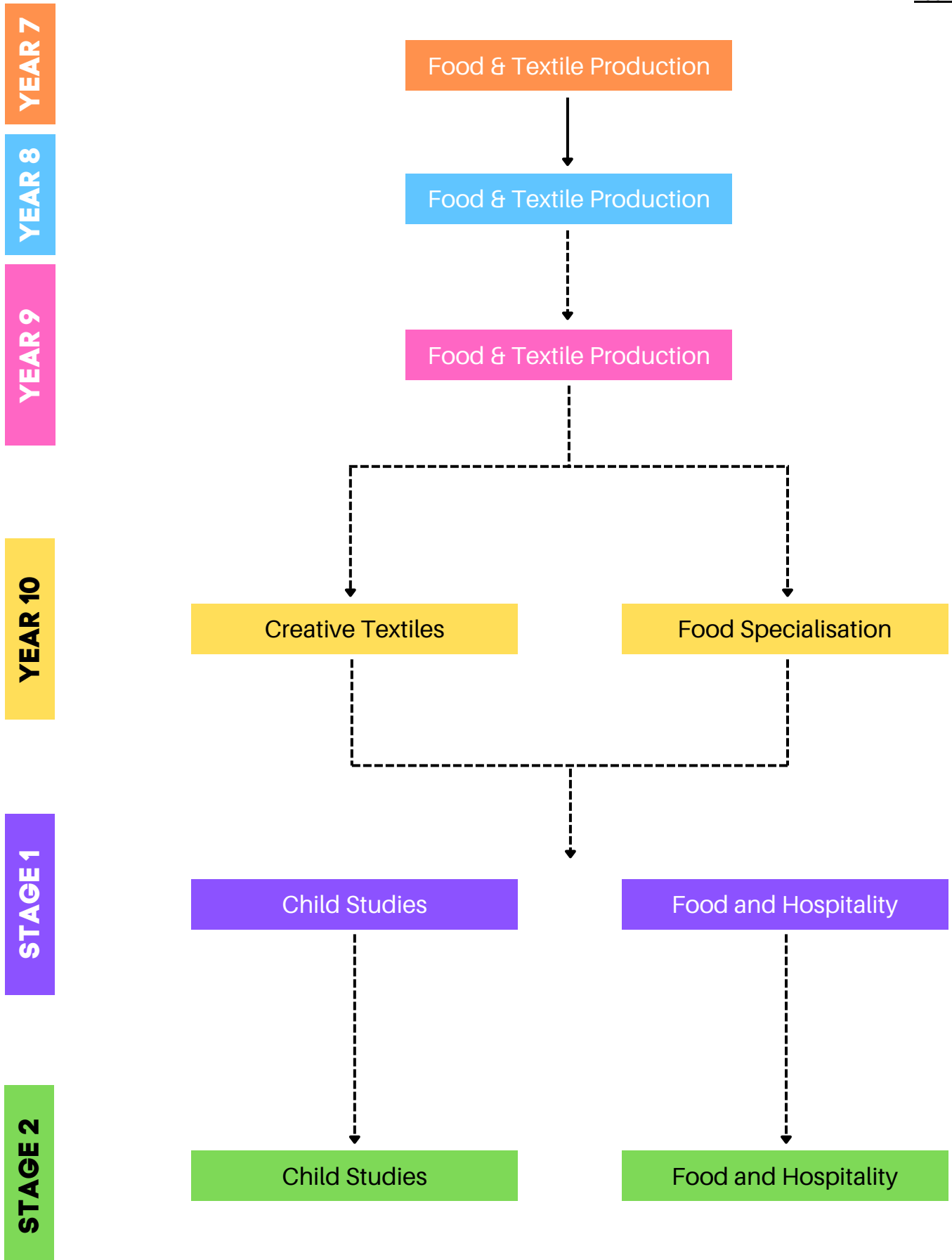
- Topic 1: Animal Production
- Topic 2: Plant Production
- Topic 3: Resource Management
- Topic 4: Agribusiness

ASSESSMENT:

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

TECHNOLOGIES (Home Economics)

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CREATIVE INDUSTRIES

YEAR 7 - 8 HOME ECONOMICS

Home Economics is a composite course providing experiences with food and fabric.

In the food area, students are introduced to healthy eating practices based on the Australian Guide to Healthy Eating. Students develop basic food preparation skills and become aware of safe food handling procedures.

In the fabric area, students investigate the sources and uses of fabrics in their everyday life, assess the properties of fibres and learn how to operate a sewing machine, constructing a range of textile items showcasing a variety of technical skills.

Integrated Learning

Year 7s use skills studied in Home Economics and Material and Systems Technology to create a sustainable item.

ADDITIONAL COSTS:

Food: Students are required to bring simple ingredients for weekly practicals to supplement the cost of recipes e.g. an egg. They are given a list of ingredients they must bring to school at the start of the term, to assist with organisation at home.

Fabric: All fabric, notions and sewing thread are supplied for students.



TECHNOLOGIES - Home Economics

YEAR 9 FOOD AND TEXTILE PRODUCTION

This subject includes one term of food production and one term of textile production.

SUBJECT DESCRIPTOR: In the Food area, students investigate dietary needs of individuals in a catering capacity. They also undertake an online food safety course. The major task will focus on catering which is negotiated and may include mass production of a food product to sell.

In Textiles, students develop their sewing capabilities using a variety of technologies, including our computerised sewing machine and overlockers. Students will create a lanyard and a pair of boxer shorts. They also investigate ethical and sustainability issues within the textile industry.

ADDITIONAL COSTS

Food: Students are required to bring simple ingredients for weekly practicals to supplement the cost of recipes e.g. an egg. They are given one week's notice to assist with organisation at home. They are required to supply ingredients for their assessment task.

Textiles: The fabric and lobster clasp are supplied for the lanyard, as well as fabric for technique samples. All thread is supplied by the Home Economics faculty. Students are required to purchase the elastic and fabric for their boxer shorts.

YEAR 10 HOME EC - CREATIVE TEXTILES

SUBJECT DESCRIPTOR: This course is very practical in nature and is designed for students who wish to further develop their sewing skills. Students produce samples of various construction/ decoration techniques.

Students make three sewing projects during the first term to develop their skills and allow them to experiment with a range of textile technologies. During the second term students make a free choice textile project which is negotiable but may involve:

- Making an item of clothing
- Homewares e.g. cushions, bean bags
- Quilting
- Constructing a bag

Theory work will involve students investigating 'an era of fashion', cultural influences on clothing and creating a 'mood board' for their free choice project.

ASSESSMENT: Students need to complete the required practical pieces, including sample work, plus written evaluations.

ADDITIONAL COSTS: Fabric for two projects will need to be purchased. Basic notions and fabric for small projects and samples will be supplied.



TECHNOLOGIES - Home Economics

YEAR 10 HOME EC - FOOD SPECIALISATION

SUBJECT DESCRIPTOR: This subject develops students' practical skills in the areas of food preparation and presentation. The scope of practical experience relates to the impact of culture on food styles, methods of cookery and the chemistry of food. Students develop their cookery techniques, time management and partnership abilities further.

ASSESSMENT:

- Food and culture assignment (research, practical, evaluation)
- Delish Dessert assignment (action plan, practical, evaluation)

STAGE 1 FOOD AND HOSPITALITY

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students explore the diverse purposes of the hospitality industry in meeting the needs of local people and visitors and examine factors that influence people's food choices. Weekly cookery practicals are undertaken to develop skills and understanding of food processes.

This subject is intended for students who wish to pursue further studies, a career in the Food and Hospitality industry or personal interest and development of practical cookery skills.

ASSESSMENT:

- Practical Activity
- Group Activity
- Investigation

STAGE 2 FOOD AND HOSPITALITY

CREDITS: 20 Credits

Year 10 Food Specialisation and/or Stage 1 Food and Hospitality is recommended.

SUBJECT DESCRIPTOR: Students focus on the impact of the industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers, and also develop a variety of research, management and practical cookery skills.

ASSESSMENT:

School-based Assessment

- Practical Activity (50%)
- Group Activity (20%)

External Assessment

- Investigation (30%)

ADDITIONAL COSTS - FOOD SUBJECTS: Students will be required to bring some simple ingredients for weekly practicals. They will need to supply all ingredients for summative practical tasks (approximately \$30 per task).



TECHNOLOGIES - Child Studies

STAGE 1 CHILD STUDIES

CREDITS: 10 Credits

NOTE: Complements the VET Children's Services course.

SUBJECT DESCRIPTOR: This practically orientated subject examines the period of childhood from conception to eight years in issues relating to growth, health and well-being of children. Through interaction with parents, professionals, children and schools in the local community, students have the opportunity to gain a greater understanding of the diverse range of values and beliefs about parenting, pregnancy, and the care of children.

ASSESSMENT:

- Practical Activity
- Group Activity
- Investigation

ADDITIONAL COSTS: Some small quantities of food/fabric, depending on practical assignments chosen by the student. Hire of the Simulated Baby program (approximately \$30).

STAGE 2 CHILD STUDIES

CREDITS: 20 Credits

Stage 1 Child Studies is recommended.

NOTE: Complements the VET Children's Services course

SUBJECT DESCRIPTOR: This subject focusses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting, caregiving and teaching young children. They gain an understanding of the growth and development of children, and the impact technology can have on a child's development. Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

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

School-based Assessment

- Practical Activity (50%)
- Group Activity (20%)

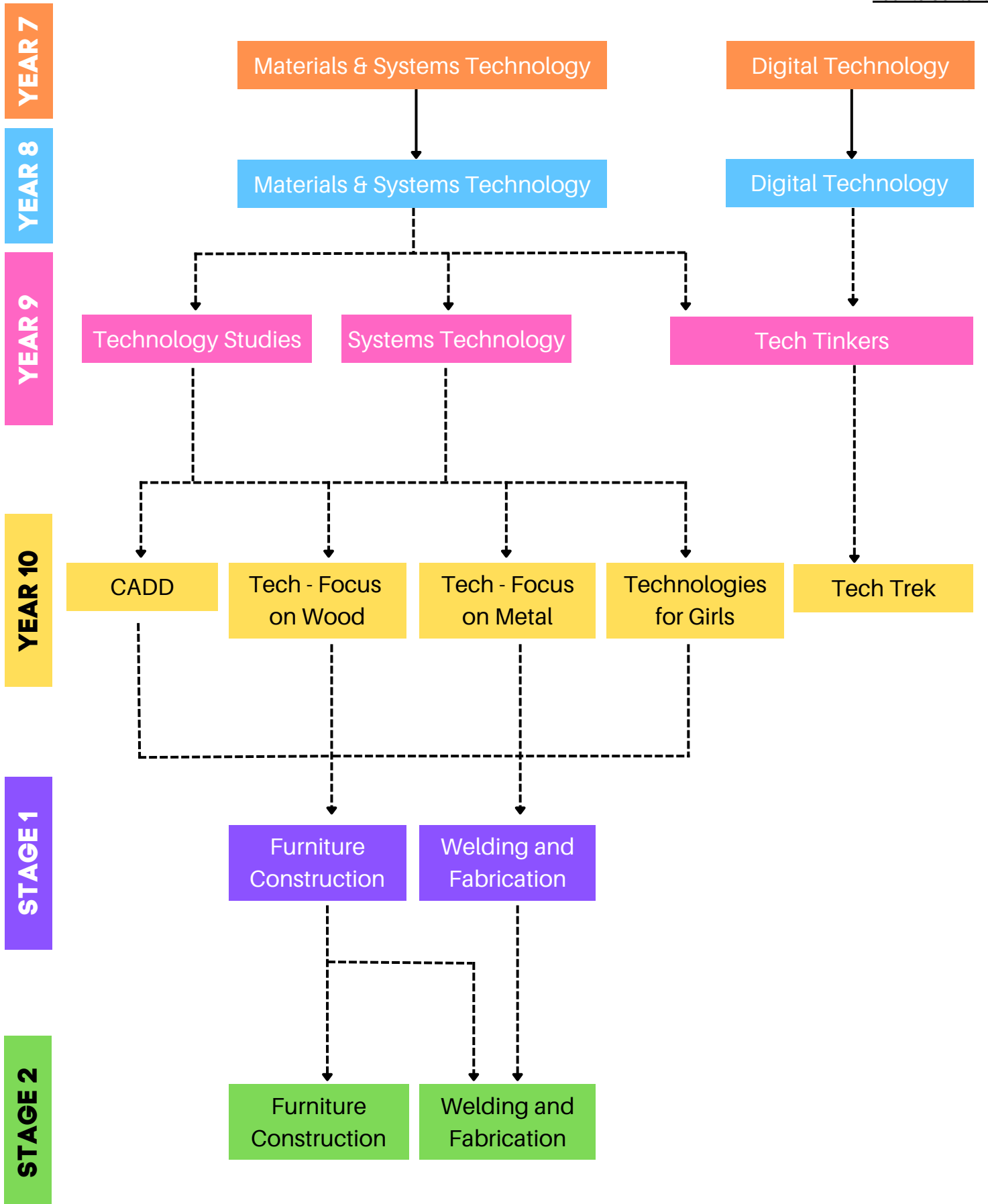
External Assessment

- Investigation (30%)

ADDITIONAL COSTS: Resources/materials required for summative assessments - five or six in total for the year (approximately \$30 per task).

TECHNOLOGIES (Tech)

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TECHNOLOGIES - Digital Technologies

YEAR 7 - 8 DIGITAL TECHNOLOGY

Studies in Digital Technology provides students with the opportunities to develop knowledge and understanding of Digital Systems and Representation of Data. This course is a basic introduction to skill development in creating solutions using design and computational thinking.

YEAR 9 TECH TINKERS

SUBJECT DESCRIPTOR: Students will be given the opportunity to:

- Participate in hands-on activities, building and programming robots to develop coding skills and understand how software controls hardware.
- Tackle real-world challenges that foster collaborative and innovative problem-solving.
- Explore industries using robotic technology—healthcare, horticulture, manufacturing, and space exploration—through excursions, videos, and industry interactions.
- Engage in project-based learning, developing effective project management strategies.
- Present solutions to audiences such as local businesses or industry groups.

Topics:

- Introduction to Robotics and coding
- Hardware and software integration
- Problem solving skills
- Real-world applications of robotics
- Project-based learning
- Presentation skills
- Industry engagement
- Ethical and social considerations

ASSESSMENT: The assessment will be based on 2 assessment types:

- Specialised skills tasks
- Design process and solution

YEAR 10 TECH TREK

SUBJECT DESCRIPTOR: Students will be given the opportunity to:

- Immerse themselves in a variety of digital platforms relevant to a range of industries through guided challenges, expanding their perspectives and inspiring creative solutions to identified problems.
- Produce digital solution projects of their own choice, with an emphasis on computational thinking, design and programming.
- Apply the Design Thinking process to work independently and collaboratively in identifying real-world problems and developing practical, innovative technological solutions.
- Use a range of project management skills to manage their learning and projects effectively, ensuring the successful development of their solutions.
- Present their solutions to a relevant audience, such as local businesses or industry groups.

Topics

Digital Solutions Projects will be negotiated according to student interest areas and resources available; possibilities include:

- | | |
|------------------------|---------------------|
| • AI Development | • Robotics |
| • Game Development | • Drones |
| • Coding | • AR/VR Technology |
| • Dream PC Build | • App development |
| • Humans of Minecraft | • Data Analytics |
| • Metaverse adventures | • Automated Systems |
| • Maker space | |

ASSESSMENT:

Project Skills (60%)

Digital Solution, with an evaluation (40%)



TECHNOLOGIES - Design and Tech

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology.

YEAR 9 SYSTEMS TECHNOLOGY

SUBJECT DESCRIPTOR: Students undertake a module of Woodwork and Metalwork construction where complex joining techniques are incorporated into practical problem-solving tasks and projects. With teacher direction and negotiation, students study a number of 'systems' based modules of work that will be selected from but not limited to – forming plastics, CADD drawing, Lego Robotics, machines and mechanics, pneumatics, hydraulics, 3D printing and aeronautics.

YEAR 9 TECHNOLOGY STUDIES

SUBJECT DESCRIPTOR: Students develop construction skills in the areas of Woodwork, Metalwork, Plastics and Systems. The focus of this unit is to introduce students to a range of equipment, machines and hand tools, including the latest production processes, e.g. 3D printing, that assist in construction. This unit of work culminates in the production of a carbon-dioxide (CO₂) powered vehicle incorporating the use of a wide range of materials, systems and Computer Aided Manufacturing techniques.

YEAR 10 TECHNOLOGY FOR GIRLS

SUBJECT DESCRIPTOR: This unit is designed to give a broad exposure to fabrication techniques using timber, metal and plastic. Students will use the CADD package to design their work. Practical outcomes are the production of a minor materials project e.g. a jewellery chest, as well as a self-designed project made from a range of materials. There will also be a basic car care module involving simple safety checks; what to do in an emergency and how to safely change a flat tyre. This unit will enable students to choose Technology subjects at Stage 1.

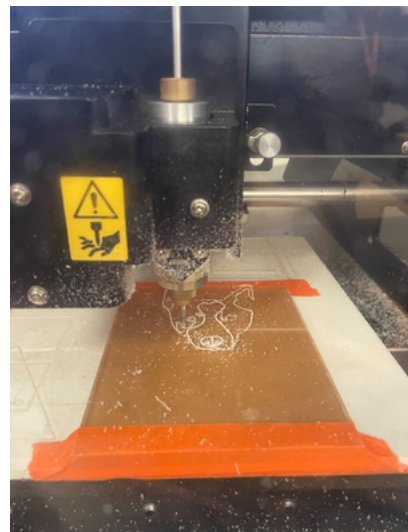


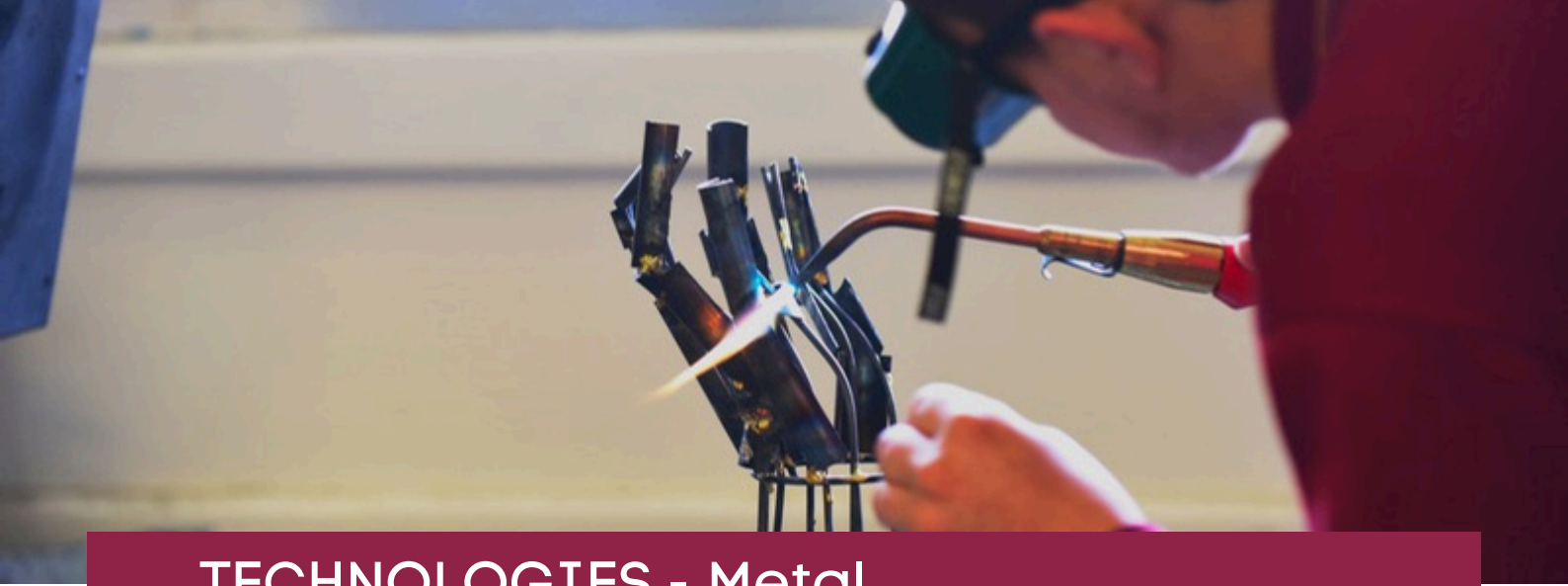
TECHNOLOGIES - CADD

SUBJECT DESCRIPTOR: In CADD students use an industry standard computer application called “Autodesk Inventor” to design and draw mechanical, technical and architectural drawings. Students draw 3-D models that can then be converted to 2-D drawings. Students are given a copy of the software that they can load onto their home computer. Designs can be turned into models using the 3D printers or other CAM machinery available. These drawing skills can be utilised and are a huge advantage in all Stage 1 and 2 Wood and Metal courses, as well as preparing students for careers in the trades or university.

YEAR 10 CADD

ASSESSMENT: Consists of practical assignments supported with some written documentation. Drawings can be modelled using the 3D printer or associated CAM machines.





TECHNOLOGIES - Metal

YEAR 10 TECH - FOCUS ON METAL

SUBJECT DESCRIPTOR: This unit introduces students to square tubing as the predominant material. Welding techniques concentrate on Bronze & Fusion Gas welding. Students are also introduced to principles of electric welding, MIG welding and the use of power tools and machines.

Students design and make a small welded item that would be of use around the home or farm. Advanced students are introduced to the metal lathe.

STAGE 1 WELDING AND FABRICATION

CREDITS: 10 Credits

Year 10 Metalwork is recommended.

SUBJECT DESCRIPTOR: In Welding and Fabricating students undertake a variety of welding techniques using Gas, MIG, TIG and Arc welders. These skills and related knowledge are developed through practical projects. Students design and produce a major welded article for their main assessment task. Students are introduced to the latest production technology including the CNC plasma cutter.

ASSESSMENT:

- Skills and Application Tasks
- Folio
- Product

STAGE 2 WELDING AND FABRICATION

CREDITS: 20 Credits

Year 10 Metalwork or Stage 1 Welding and Fabrication is recommended.

SUBJECT DESCRIPTOR: In Welding and Fabrication students further develop and refine their engineering skills using a wide range of welding and fabricating techniques. Students analyse existing fabricated projects and design and construct similar products themselves.

ASSESSMENT:

- Skills and Applications tasks – ability to use the equipment, tools and materials.
- Product – final piece of equipment made.
- Folio of Designing Work – evidence of planning their work. This folio is assessed externally.

ADDITIONAL COSTS: In all Year 10 to Stage 2 Design and Technology classes, except for CADD, students are required to pay for materials used in the production of their major project. Costs vary depending on size, complexity and materials used. Typically, costs start at approximately \$40 but students have control of this at the design stage.



TECHNOLOGIES - Wood

YEAR 10 TECH - FOCUS ON WOOD

SUBJECT DESCRIPTOR: This unit introduces students to a range of power tools and machines that are commonly used in the production of small-framed items of furniture such as tables and stools. Students are introduced to the latest production processes including the CNC router and CAD. After producing a skills task, students design and make a small-framed project.

STAGE 1 FURNITURE CONSTRUCTION

CREDITS: 10 Credits
Year 10 Woodwork is recommended.

SUBJECT DESCRIPTOR: In Furniture Construction students apply creative modern and appropriate traditional furniture construction techniques in the designing and manufacture of individual articles of furniture, with a focus on cabinet construction. Students have the opportunity to continue development in the use of the latest technology including the CNC router.

ASSESSMENT:

- Skills and Application Tasks
- Folio
- Product

STAGE 2 FURNITURE CONSTRUCTION

CREDITS: 20 Credits
Year 10 Woodwork or Stage 1 Furniture is recommended.

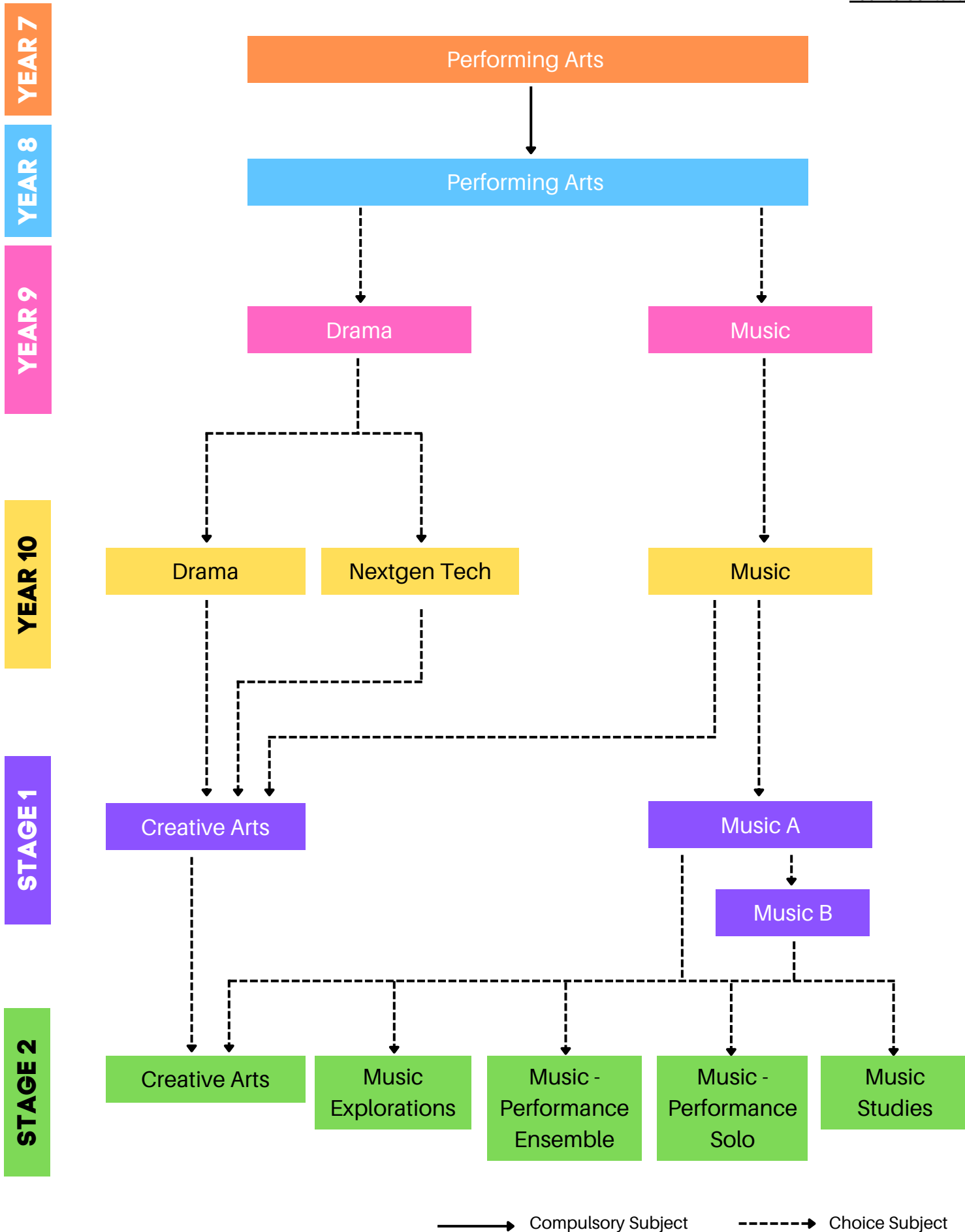
SUBJECT DESCRIPTOR: Furniture Construction students use a range of construction techniques and furniture making systems to produce a piece of furniture in either a traditional or more modern contemporary style. Students have access to all the machines, equipment and materials in the workshop to produce a quality item of furniture. Students analyse existing pieces of furniture and design and construct similar products themselves.

ASSESSMENT:

- Skills and Applications tasks – ability to use the equipment, tools and materials.
- Product – final piece of furniture made.
- Folio of Designing Work – evidence of planning their work.

THE ARTS (Performing Arts)

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THE ARTS - Creative Arts

YEAR 10 NEXTGEN TECH

SUBJECT DESCRIPTOR: With the growing importance of digital technologies within society, this course will enable students to explore existing and emerging software and technologies across various industries. Students will use the design thinking process and project management skills to develop their own content and solutions, with a strong practical focus on learning through experimentation.

The subject lays a foundation for further studies in Creative Arts, Visual Arts, Business Innovation, Music, and other subjects at Stage 1 and 2, particularly in developing visual presentations.

Topics:

Students will have the opportunity to explore from the following:

- AR/VR
- Gaming
- Photography
- Changemakers
- Music Mix Desk
- Digital media
- Product design
- Podcasting
- Digital programs

ASSESSMENT: Creation of digital content and presentations specialising in their chosen area of interest.

CREATIVE ARTS OVERVIEW

SUBJECT DESCRIPTOR: Students undertake a specialised study within or across one or more Arts disciplines. They research a practitioner or genre of interest, and then actively develop skills in their chosen area and perform or present an Arts product. Products may take the form of, but not limited to, choreography, photography, plays, films, animations, concerts, fashion, special effects makeup, music or sound production sculptures, radio broadcast, visual arts, magic show, community performances, vocal groups, musicals, and craft.

STAGE 1 CREATIVE ARTS

CREDITS: 10 Credits

ASSESSMENT:

- *Investigation:* Of an artist or exponent or genre in chosen area (20%)
- *Skills Assessment:* Demonstrating skill development in the students chosen area along with a record and reflection on their learning (30%)
- *Product:* Students produce one creative arts product and along with support materials recording their learning and the creative process (50%)

STAGE 2 CREATIVE ARTS

CREDITS: 20 Credits

ASSESSMENT:

- *Investigation:* Students research an artist or exponent or genre in their chosen area and present through written/oral/multimodal (20%)
- *Skills Assessment:* Students demonstrate skill development in their chosen area along with a record and reflection on their learning (30%)
- *Product:* Students produce one creative arts product along with support materials, and record their learning and the creative process (50%)

ASSESSMENT:

- *Investigation:* Students complete one or two research tasks with a focus on practitioners or creative artforms (20%)
- *Product:* Students produce one major or two minor products, detail their creative process and a provide personal reflection (50%)

EXTERNAL ASSESSMENT

- *Folio of Practical Skills:* Focused exploration and application of skills. Students present up to 12 pieces of evidence and a record and reflection on their learning (30%)

ADDITIONAL COSTS- Stage 1 and 2

An excursion to Adelaide occurs in Term 1 to visit the SACE Art Show, creative arts businesses and the Adelaide Fringe. This may be an overnight or a day trip.



THE ARTS - Performing Arts - Drama

YEAR 9 DRAMA

SUBJECT DESCRIPTOR: This one-semester subject is suitable for all students who would like to extend their Drama skills. The course starts with a review of the basic skills learned in Year 8 and then deepens and broadens those skills.

The course focuses on extending the skills in implementing the elements of Drama with a focus on improvisation, character and script development. Students will study monologue, scripted and unscripted drama.

ADDITIONAL COSTS: Small costs for excursions and travelling performances, either at school or the Chaffey Theatre.

YEAR 10 DRAMA

SUBJECT DESCRIPTOR: This one semester subject can be a pathway into Creative Arts at Stage 1 and Stage 2. Students will explore drama from a range of styles and deepen their performance, making and reflection skills.

ADDITIONAL COSTS:

- Resources/materials for projects that may not be able to be sourced from school resources.
- Small costs for materials and industry experiences.



THE ARTS - Performing Arts - Music

YEAR 9 MUSIC

SUBJECT DESCRIPTION: Students study four areas in Year 9 Music including Indigenous music, music technology, song analysis and graphic notation.

Composition: Students will investigate through applying theory knowledge to

- Notation in composing a melody
- Using technology and/or live instruments to create and mix a music track

Theory: Students study the application of elements of music in song. Students will work through the Grade 1 AMEB Blitz book.

Analysis and Reflection: Students will study music from contemporary and past times. Students will analyse and reflect on recorded and/or live performances.

YEAR 10 MUSIC

PREVIOUS STUDY REQUIRED: It is an advantage but not essential for students to have undertaken Music study either at Year 9 at school or to Grade 2 AMEB standard practical.

SUBJECT DESCRIPTION: Students will explore a variety of music genres, learning about the origins of those genres and playing them as an ensemble. Students will develop ensemble and solo performance skills, and continue to build on their song analysis, theory and composition skills. Students will be given the opportunity to practice and develop improvisation skills

STAGE 1 MUSIC - A AND B

Music A runs in Semester 1, Music B runs in Semester 2. Students choose to enrol (after consultation with the Music teacher) in either 10 or 20 credit Stage 1 Music Experience or Stage 1 Music Advanced.

CREDITS: 10 or 20 Credits

PREREQUISITE: It is desirable for students to have either:

- Successfully completed Year 10 Music or
- Completed 3rd Grade AMEB practical exam or equivalent practical.

SUBJECT DESCRIPTOR:

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

Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music. Both subjects provide pathways to Stage 2 music subjects.

ASSESSMENT:

Creative Works (50%)

Musical Literacy (50%)

ADDITIONAL COSTS - 9-12 MUSIC:

- Small costs for performances
- Instrument hire if the student does not own the instrument being studied
- Instrumental lesson fees if private lessons are undertaken
- Possible Accompanist fee*
- Small cost for possible Arts excursion



THE ARTS - Performing Arts - Music

STAGE 2 MUSIC - EXPLORATIONS

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: 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.

ASSESSMENT:

School assessment (70%)

- Musical Literacy, Explorations

External assessment (30%)

- Creative Connections

STAGE 2 MUSIC - PERFORMANCE ENSEMBLE

CREDITS: 10 Credits

PREREQUISITE: Students must have either:

- Successfully completed Stage 1 Music or
- Completed 4th Grade AMEB practical exam or equivalent practical.

SUBJECT DESCRIPTOR: 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.

ASSESSMENT:

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2:
Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)



THE ARTS - Performing Arts - Music

STAGE 2 MUSIC - PERFORMANCE SOLO

CREDITS: 10 Credits

PREREQUISITE: Students must have either:

- Successfully completed Stage 1 Music or
- Completed 4th Grade AMEB practical exam or equivalent practical.

SUBJECT DESCRIPTOR: 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, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and 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.

ASSESSMENT:

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2:
Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)

STAGE 2 MUSIC - STUDIES

CREDITS: 10 Credits

PREREQUISITE: Students must have either:

- Successfully completed Stage 1 Music or
- Completed 4th Grade AMEB practical exam or equivalent practical.

SUBJECT DESCRIPTOR: Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. 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.

ASSESSMENT:

School assessment (70%)

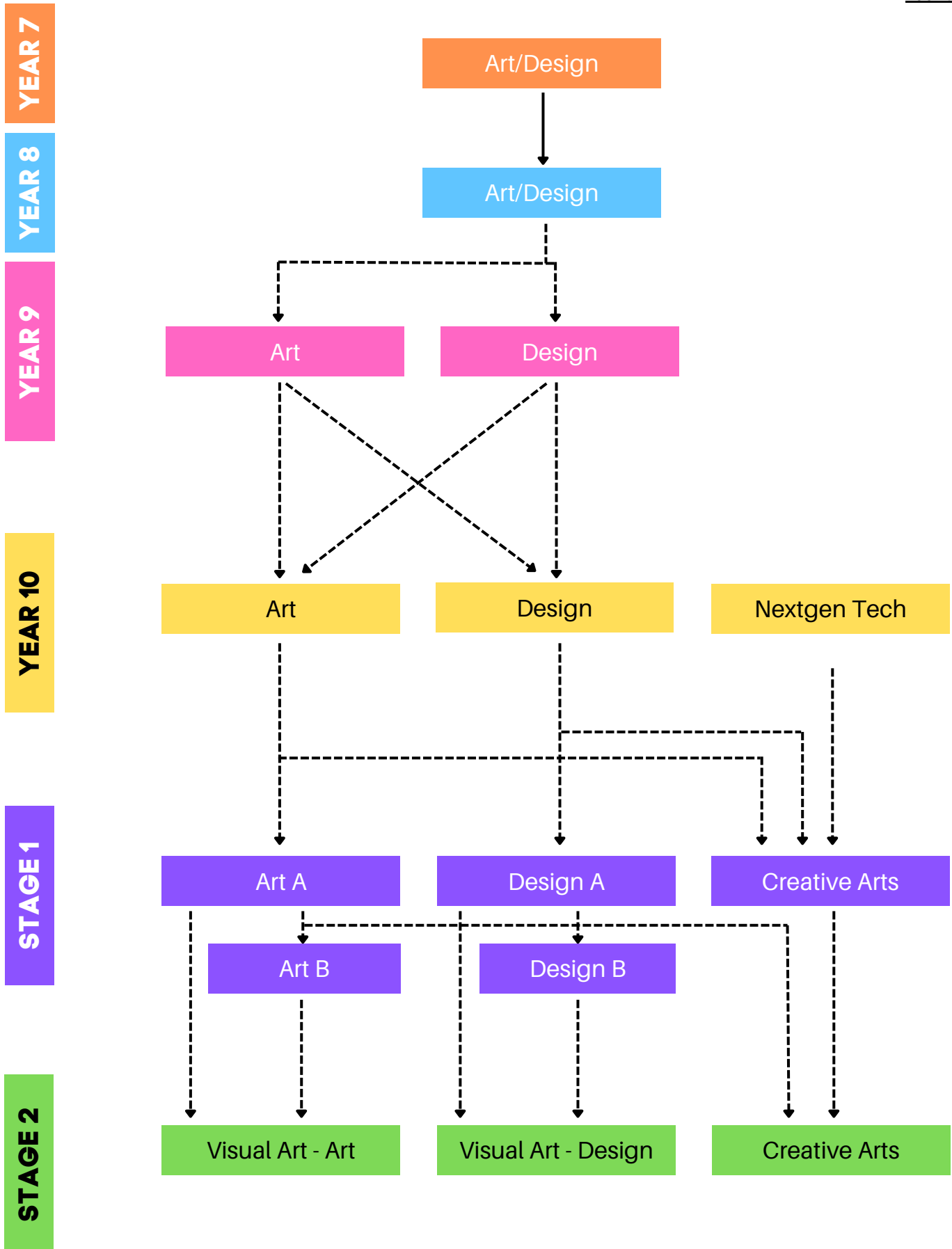
- Creative works, Musical literacy

External assessment (30%)

- Examination

THE ARTS (Visual Arts)

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—————> Compulsory Subject

- - - - -> Choice Subject



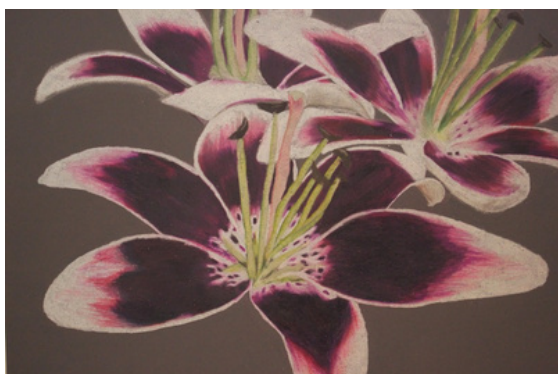
THE ARTS - Visual Arts - Art

YEAR 9 ART

SUBJECT DESCRIPTOR: Students extend skills developed in Year 8 through the further investigation of:

- Drawing
- Painting
- Relief Printing
- Ceramics
- Digital Design
- Art Appreciation

Students study drawing, painting, printmaking, and ceramics while learning key concepts and terminologies to enhance their Art appreciation. Composition, colour theory and painting techniques are taught to complete a major canvas painting. A clay sculpture is produced to represent their understanding of form and how art can be used to express meaning. A study of artworks created by other cultures and artists is embedded into the course.



YEAR 10 ART

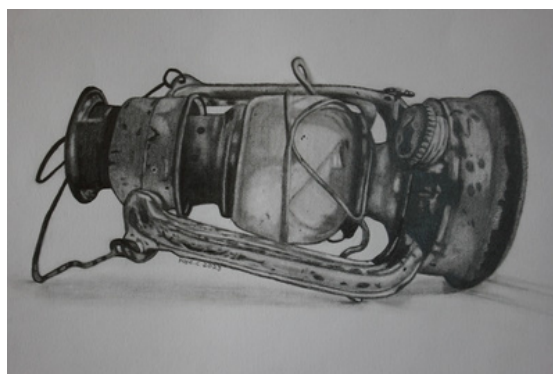
SUBJECT DESCRIPTOR: Students extend skills developed in Year 9 through the further investigation of:

- Drawing
- Painting
- Relief Printing
- Ceramics
- Digital Design
- Art Appreciation

Students study key concepts and terminologies to enhance their Art appreciation. Students will study composition, colour theory, drawing and painting techniques to complete major art pieces. A study of how other artists express meaning and represent culture through their work is also embedded into this course with a series of media focussed tasks.

ADDITIONAL COSTS - 9 & 10 ART:

Students will need to purchase a set of paint brushes and canvas through the school for approximately \$15.



NB: Students will be issued with an Adobe CC License, entitling them to use the package on a device at home and school, subsidised by the school.



THE ARTS - Visual Arts - Art

Students can choose a full year of Art and/or Design, undertaken through single semesters, as outlined below.

STAGE 1 ART - A (Semester 1)

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students develop skills in drawing and illustration through the study of a series of artists. A range of drawing media is explored in order to complete a polished piece of work on a set theme.

ASSESSMENT:

- *Visual Study:* 10 - A3 pages; study of Children's Book Illustrators and their media, skills and techniques. (30%)
- *Folio:* 12-15 - A3 pages showing the development of ideas and skills to create a Heritage Self Portrait. (40%)
- *Practical:* Final A3 Heritage Self Portrait and associated Practitioner's Statement. (30%)

ADDITIONAL COSTS: An excursion to Adelaide occurs in Term 1 to visit the SACE Art Show, The Art Gallery of SA and other related venues. This may be an overnight or a day trip. A local excursion may be scheduled for Semester 2.

STAGE 1 ART - B (Semester 2)

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students develop skills in painting through the study of a series of artists. A range of painting media is explored in order to complete a polished piece of work on a set theme. Students focus on painting skills, media and techniques in preparation for Year 12 Visual Art.

ASSESSMENT:

- *Visual Study:* 10 - A3 pages; study of famous Artists and their painting techniques. (30%)
- *Folio:* 12-15 - A3 pages showing the development of ideas and skills to create a 'Social Justice Heroes' themed painting. (40%)
- *Practical:* Final canvas painting based upon 'Social Justice Heroes' and associated Practitioner's Statement. (30%)

STAGE 1

ADDITIONAL COSTS: Students will be required to purchase their own canvas for the practical task, which may cost anywhere from \$10-\$50 depending on the size and quality of canvas they want. Students will need to purchase a set of paint brushes through the school for approximately \$10.

NB: Students will be issued with an Adobe CC License, entitling them to use the package on a device at home and school, subsidised by the school.

Stage 2 Art subject descriptor is located after the following pages.



THE ARTS - Visual Arts - Design

YEAR 9 DESIGN

SUBJECT DESCRIPTOR: Students extend upon the skills developed in Year 8 through the further investigation of:

- Product Design
- Fashion Design
- Environmental Design
- Digital Design
- Design Appreciation
- Photography

Design seeks to expose students to the world of form and function, and how a product or concept is continuously improved upon/re-designed. Emphasis is placed upon developing lateral thinking, problem solving and visual communication. A focus on emerging technologies linking to the Innovation Hub will be explored ie. laser cutter, silhouette cutter etc.



YEAR 10 DESIGN

SUBJECT DESCRIPTOR: Students extend upon the skills developed in Year 9 through the further investigation of:

- Graphic Design
- Product Design
- Fashion Design
- Environmental Design
- Study of a Designer
- Digital Design
- Photography

Students re-cap the Design Elements and Principles as the foundation for all Art and Design and apply this knowledge to learn from other practitioners and expand upon the refinement of their own work. Graphic Design, Fashion Design and Architecture/Interior Design are a focus and students will be working through the design process to resolve a series of set briefs. Skills in using Photoshop and Illustrator are refined for students to use as presentation tools, along with more traditional forms of visual communication, along with AI platforms and innovation technologies.



NB: Students will be issued with an Adobe CC License, entitling them to use the package on a device at home and school, subsidised by the school.



THE ARTS - Visual Arts - Design

STAGE 1 DESIGN A - Graphics & Special Effects

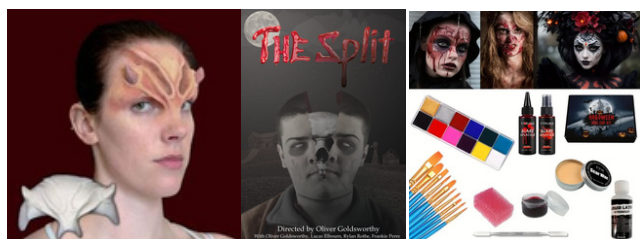
CREDITS: 10 Credits

SUBJECT DESCRIPTOR: This unit explores the art of horror-inspired special effects make-up/prosthetics and digital simulations using Photoshop. Students will learn about key techniques, tools, and practitioners in both fields, gaining insights into how these artists create compelling and terrifying visuals. All skills will then be applied to a Horror Movie Poster of their own design using Photoshop.

ASSESSMENT:

- Folio 40% - 15-A3 pages of developmental work exploring concepts and testing skills/effects for own Horror Poster
- Practical 30% - Polished A3 sized Horror Poster using a range of techniques AND a 250-word Practitioner Statement.
- Visual Study 30%- 10- A3 page study of three practitioners (Rick Baker, Jodi Steele & Andrei Oprinca), using Special effects Make-up/Prosthetics or Photoshop skills to simulate horror inspired imagery.

ADDITIONAL COSTS: Some special effect make-up may incur a charge of \$15 per student. A Photoshop licence will be provided.



NB: Students will be issued with an Adobe CC License, entitling them to use the package on a device at home and school, subsidised by the school.

STAGE 1 DESIGN - B (Semester 2)

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students focus on Fashion Illustration from a design movement and Architectural Design over the semester.

ASSESSMENT:

- *Visual Study:* 10 - A3 pages; Study of Fashion Illustration from a design movement, focussing on key designers. (30%)
- *Folio:* 15 - A3 pages showing the development of concepts and skills to create an Architectural Floor Plan, Mood Board and Interior Perspective view of a residence set on a specific site plan. (40%)
- *Practical:* Final Architectural Mood Board, Floor Plan and Interior Perspective view of Residential Architectural Design (30%)

ADDITIONAL COSTS: Students will be required to purchase their own mounting and/or large format printing for the practical task, which may cost from \$8 - \$15 depending on the size they want.



THE ARTS - Visual Arts

Students can choose a full year of Art or Design (they cannot do both). Students will meet with staff at the end of Stage 1 to receive a 'Survival Guide' and prompts for undertaking holiday research to prepare for Stage 2.

STAGE 2 ART

CREDITS: 20 Credits

PREVIOUS STUDY REQUIRED: One semester of Art or Design at Year 11 would be an advantage.

SUBJECT DESCRIPTOR: Students will explore artists, artworks, movements, messages and themes that extend upon their aptitudes, abilities and beliefs to create significant bodies of work.

ASSESSMENT:

- *Visual Study:* 20 x A3 pages; study of a topic of student's choice. (See SACE website or survival guide for ideas) (30%)
- *Folio:* Up to 40 A3 pages showing the development of ideas and skills for their own practical pieces. (See SACE website or survival guide for ideas) (40%)
- *Practical:* 2 x Final resolved artworks, based on the messages explored by the student in the Folio. (30%)

ADDITIONAL COSTS - STAGE 1 ART A & STAGE 2:

An excursion to Adelaide occurs in Term 1 to visit the SACE Art Show, The Art Gallery of SA and other related venues. This may be an overnight or a day trip.

STAGE 2 DESIGN

CREDITS: 20 Credits

PREVIOUS STUDY REQUIRED: One semester of Art or Design at Year 11 would be an advantage.

SUBJECT DESCRIPTOR: Students are encouraged to explore designers, design icons, form and function, movements, messages and themes that extend upon their aptitudes, abilities and beliefs to create significant bodies of designed work.

ASSESSMENT:

- *Visual Study:* 20 x A3 pages; study of a topic of student's choice. (See SACE website or survival guide for ideas) (30%)
- *Folio:* Up to 40 A3 pages showing the development of ideas and skills for their own practical pieces. (See SACE website or survival guide for ideas) (40%)
- *Practical:* A body of resolved designed pieces, based on the brief explored by the student as shown in each Folio. (30%)

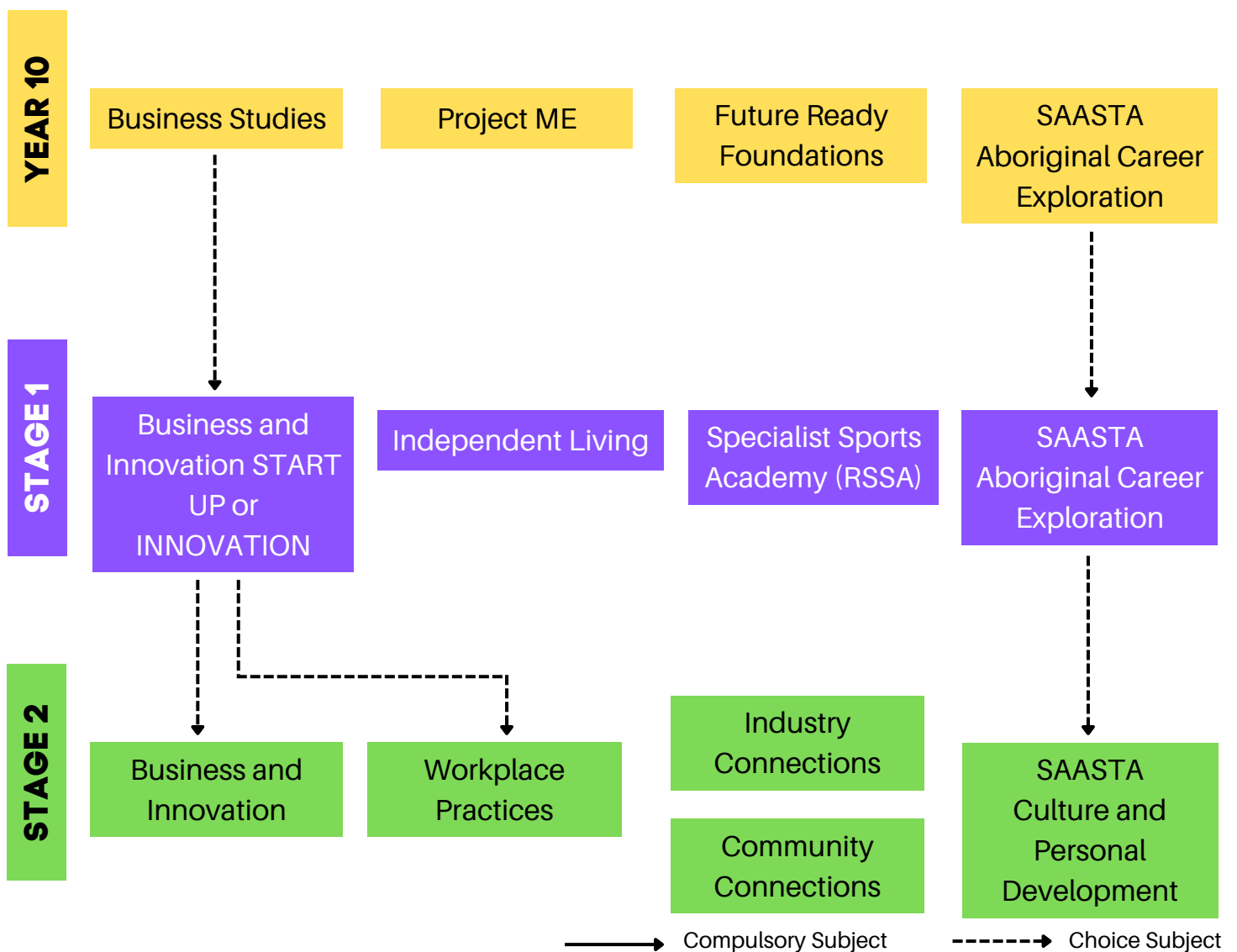
ADDITIONAL COSTS - STAGE 1 DESIGN A & STAGE 2 DESIGN:

An excursion to Adelaide occurs in Term 1 to visit the SACE Art Show, The Art Gallery of SA and other related venues. This may be an overnight or a day trip.

NB: Students will be issued with an Adobe CC License, entitling them to use the package on a device at home and school, subsidised by the school.

CROSS DISCIPLINARY

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CROSS DISCIPLINARY - Business

YEAR 10 BUSINESS STUDIES

SUBJECT DESCRIPTOR: Students learn how to think creatively and develop solutions to real world problems, while developing the skills, knowledge, understanding and personal capabilities to participate and successfully compete in a fast-paced global society. Students work collaboratively and individually to develop viable business ideas. Students are able to compete in eSchool Shark Tank.

ASSESSMENT: Students are assessed on an individual basis as well as group tasks. Students are assessed on their business skills and completion of their business venture, accumulating in a Venture Showcase and Pitch.

STAGE 1 BUSINESS INNOVATION - START UP OR EXISTING

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Students will select between either Start-up or Existing Business.

BUSINESS INNOVATION: START-UP

Students develop knowledge, transferable skills, and understandings to engage in business contexts in the modern and connected world. Students use design thinking and assumption-based planning tools to find and solve customer problems. Risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions. Students work collaboratively and consider opportunities and challenges associated with start-up and existing businesses, analyse data to inform decision-making processes, communicate with a range of stakeholders, and use emerging technology.

BUSINESS INNOVATION: EXISTING

Students develop and apply their understanding of the learning strands using an existing business, product, or service. They identify problems or scenarios, or choose to engage directly with local businesses. Through a structured approach to business improvement and change management, students identify new opportunities while exploring and communicating costs and benefits of the overall business model. Students embrace emerging technology to remain competitive in the business market.

ASSESSMENT: Business Skills, Pitch and Business Model.

ADDITIONAL COSTS: A small cost may be involved in the running of their own business, and bus fares for possible excursions.

STAGE 2 BUSINESS AND INNOVATION

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: In Stage 2 Business Innovation students 'learn through doing', to innovate and think like designers to find and solve problems that matter to specific people in a business environment. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

ASSESSMENT:

School Assessment

- Business Skills (40%)
- Business Model (30%)

External Assessment

- Business Plan and Pitch (30%)



CROSS DISCIPLINARY

YEAR 10 PROJECT:ME

SUBJECT DESCRIPTOR: Students will be in charge of their own learning through a combination of real-world exploration, skills mastery and project-based learning. They will begin the course by undertaking a teacher led module which integrates the capabilities and skills required to complete a student led project. Student projects will be built on performing a task, real life experiences, construction application, and demonstrating direct evidence of learning. Students select and plan their project by firstly developing a proposal and seeking approval to ensure it is viable and also achievable in the allocated time. They will utilise a range of digital technologies, develop mastery of skills (based around the capabilities), undertake field experience, and document their project. Student projects could encompass: making something; helping someone; learning a new skill; trade up; solve it; pitch it; invest something.

ASSESSMENT – Integrated Learning:

1. Teacher Led Project (20%)
2. Student Led Project Portfolio (40%)
3. Student Led Project Presentation (20%)
4. Student Led Project Evaluation (20%)

ADDITIONAL COSTS: Students may incur some additional costs depending on their chosen project.

FUTURE READY FOUNDATIONS

SUBJECT DESCRIPTION: Selected students will be invited to choose this subject based on their literacy and numeracy skill development. Students will participate in a variety of hands-on activities that emphasise practical applications of literacy and numeracy, including but not limited to:

- Writing, reading, and responding to common texts
- Calculating fractions, decimals, and percentages
- Estimating and measuring common measurements
- Understanding and using digital technology

Students explore a range of concepts, processes and strategies in a variety of contexts and apply them to areas of interest to support effective decision making and development of skills that can be used in their other subjects and/or future pathways.

ASSESSMENT: Growth of general capabilities and dispositions.



CROSS DISCIPLINARY

STAGE 1 INDEPENDENT LIVING

CREDITS: 10 Credits

SUBJECT DESCRIPTOR: Independent Living is a practically orientated, cross-disciplinary subject in which students explore many aspects associated with leaving home and setting up for living independently. Topics include legal rights and responsibilities of tenants, insurance needs, buying a car, furnishing a flat, budgets, personal nutrition, food preparation and low-cost meals.

The course includes incursions and excursions to meet with local business or organisations to gain first-hand knowledge and advice.

ASSESSMENT: (School based) Students demonstrate evidence of their learning through the following assessment types:

- A Practical Task;
- A Group Activity; and
- A Personal Venture

ADDITIONAL COSTS: Students will be required to bring simple ingredients for some practical lessons. For one assessment practical, students will be required to bring all of the ingredients, approximately \$15.00

STAGE 2 WORKPLACE PRACTICES

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: In Workplace Practices students develop knowledge, skills and understanding 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).

There are three focus areas of study: Industry and Work Knowledge; Vocational Learning; Vocational Education and Training (VET).

For a 20-credit subject, students must include the following areas of study: Industry and Work Knowledge; Vocational Learning and/or Vocational Education and Training (VET).

ASSESSMENT:

- Folio
- Performance
- Reflection
- Investigation



CROSS DISCIPLINARY

COMMUNITY CONNECTIONS

(by teacher recommendation only)

CREDITS: 10 Credits or 20 Credits

SUBJECT DESCRIPTOR: Stage 2 Community Connections can be studied as a 10-credit subject or a 20-credit subject in any subject. Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

ASSESSMENT:

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Reflection (20%)
- Assessment Type 3: Community Application Activity (30%)



CROSS DISCIPLINARY

STAGE 1 SPECIALIST SPORTS ACADEMY - AUSTRALIAN FOOTBALL & NETBALL

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: The RSSA Specialist Sport Academy is a regional high-performance sport program for students in Years 10–12 with an interest in athlete development, sports performance, leadership, and future sport and recreation pathways.

Students participate in a combination of practical and classroom-based learning experiences focused on:

- Athlete development and performance
- Sports science and biomechanics
- Nutrition, recovery, and wellbeing
- Leadership and teamwork
- Coaching and performance analysis
- Communication and personal development
- Connection to community sport
- Pathways in elite sport

The academy supports students to develop transferable skills relevant to sport, health, recreation, coaching, community leadership, and future employment and study pathways.

Australian Football Stream

Students apply academy learning through the context of Australian Football, with practical experiences focused on skill development, game strategy, fitness, teamwork, leadership, and performance.

Netball Stream

Students apply academy learning through the context of netball, with practical experiences focused on technical skill development, game sense, movement, teamwork, communication, and performance.

DELIVERY SCHOOL: Berri Regional Secondary College

MODE OF DELIVERY: Face-to-face regional delivery program conducted each Friday, incorporating practical sport development, athlete education, and SACE-based learning.

SELECTION REQUIREMENTS: Students are required to complete an application process supported by a recommendation from their school. Selection may consider attendance, engagement, attitude, commitment to school and community sport, and capacity to manage academy and school expectations.

Stage 1 Integrated Learning (20 Credits)

Assessment:

- Practical Exploration - 30%
- Connections - 40%
- Personal Venture - 30%

Stage 2 Integrated Learning

Assessment:

School-based - 70%

- Practical Inquiry - 40%
- Connections - 30%

External - 30%

- Personal Endeavour - 30%



CROSS DISCIPLINARY

STAGE 2 INDUSTRY CONNECTIONS CAFE

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: Industry Connections Café provides Year 11 and 12 students with opportunities to develop practical hospitality, customer service, teamwork, and employability skills through participation in a simulated café environment. Students engage in authentic, hands-on learning experiences involving food preparation, barista skills, café operations, customer interaction, and small business concepts.

Through practical and collaborative learning, students develop skills in communication, initiative, organisation, problem-solving, and workplace readiness while exploring hospitality, tourism, food and beverage, customer service, and business-related industries.

This subject supports pathways into hospitality, tourism, food and beverage, customer service, business, and further vocational education and training.

DELIVERY SCHOOL: Berri Regional Secondary College

MODE OF DELIVERY: Face-to-face regional delivery program conducted each Thursday, incorporating practical hospitality learning, café operations, and industry-connected experiences.

Assessment:

School-based - 70%

- Work Skills Portfolio (50%)
- Reflection (20%)

External - 30%

- Industry Project (30%)



CROSS DISCIPLINARY

This program is available for Aboriginal and Torres Strait Islander students in Years 10–12. SAASTA supports students to strengthen their cultural identity, leadership, wellbeing, educational engagement, and future pathways through culturally responsive learning experiences connected to community, culture, sport, and SACE achievement.

All subjects contribute toward the attainment of the SACE. Students may have opportunities to participate in regional and statewide SAASTA experiences including the Aboriginal Power Cup (APC), SAASTA Shield, cultural activities, camps, leadership opportunities, and pathway development programs.

Participation in major SAASTA events is linked to demonstrated commitment to school, positive behaviour, attendance, engagement, and completion of learning requirements.

STAGE 1 SAASTA

CREDITS: 20 Stage 1 SACE Credits

This subject has been developed for Year 10 and 11 students, with learning experiences connected to both the Aboriginal Power Cup and SAASTA Shield. Students undertake a range of practical, cultural, collaborative, and inquiry-based tasks aimed at developing leadership skills, cultural knowledge, healthy lifestyles, and community connections.

Stage 1 Integrated Learning (Semester 1)

ASSESSMENT:

Practical Exploration - 30% - Aboriginal and Torres Strait Islander Sports Hall of Fame
Connections - 30% - Collaboration for Social Change
Personal Venture - 40% - Tribute to Voice Culture and Resilience (Aboriginal Power Cup Gurnsey/Polo/Banner Design)

Stage 1 Aboriginal Studies (Semester 2)

ASSESSMENT:

Learning Journey - 75%

·Community Experiences - Namatjira Portrait Prize (25%)

·Community Experiences - Representing Aboriginal Identities and Histories Through Film and Documentaries (25%)

·Community Enterprise - Celebrating Aboriginal Leadership, Initiatives, and Community Contributions (25%)

Creative Presentation - 25% - Aboriginal Superhero - Strength, Story, and Country - Comic Book

STAGE 2 SAASTA - ABORIGINAL STUDIES

CREDITS: 20 Stage 1 SACE Credits

Stage 2 SAASTA enables students to explore Aboriginal identities, histories, perspectives, leadership, and contemporary issues through culturally responsive and community-connected learning experiences. Students investigate themes of culture, truth-telling, advocacy, community change, and representation while developing research, collaboration, and critical thinking skills.

ASSESSMENT:

Learning Journey - 40%

·Cultural Expressions - SAASTA Aboriginal Power Cup Banner (20%)

·Diversity and Identities - Representing Aboriginal Identities and Histories through Film and Documentary: Understanding Diversity and Truth-Telling (10%)

·Contemporary Experiences - Community, Power and Change: Aboriginal Voices in Contemporary Australia (10%)

Social Action - 30% - Students collaboratively plan and implement a social action initiative

Acknowledgement - 30% - Acknowledging an Aboriginal person, organisation, or initiative



CROSS DISCIPLINARY - SAASTA

STAGE 2 INTEGRATED LEARNING - CULTURE AND PERSONAL DEVELOPMENT

CREDITS: 20 Credits

SUBJECT DESCRIPTOR: This subject has been developed for Year 12 students as an extension to the Aboriginal Power Cup and SAASTA Shield.

Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge.

The Practical Enquiry (40%) tasks are related to:

- Physical Performance (15%)
- Culture (10%)
- Healthy Lifestyle (15%)

In the Connections Activities (30%) students undertake cultural activities that engage the community.

For their Personal Endeavour (30%), students choose a sporting, health, personal development or cultural topic to investigate and report on.

Years 10-12 - Aboriginal Power Cup / SAASTA Shield

All students in Years 10-12 who meet the Key Performance Indicators (KPIs) are invited to attend the Aboriginal Power Cup (APC) and SAASTA Shield. The KPIs include positive behaviour, strong attendance (>80%) and strong academic effort in school and SAASTA subjects.

A majority of each team's points are gained through strong attendance at school and successfully completing their curriculum tasks. For the APC the two highest-ranked male and female teams earn the right to play off in the Grand Final on day three as a curtain raiser to a scheduled Port Adelaide Football Club AFL game at Adelaide Oval. For SAASTA Shield, the sports change every year and are determined before Term 3.

Please note: SAASTA are no longer offering any VET courses, hence why the Riverland SAASTA day will continue on Tuesdays, to enable student participation in the Regional VET Program.



EIF & AIF

YEAR 10 Exploring Identities and Futures (EIF)

SUBJECT DESCRIPTOR: Exploring Identities and Futures (EIF) is a 10-credit subject at Stage 1 which is delivered through the Year 10 MyMAP program. This subject supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do and consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

ASSESSMENT:

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Stage 2 Activating Identities and Futures (AIF)

SUBJECT DESCRIPTOR: Activating Identities and Futures (AIF) is a 10-credit subject at Stage 2. AIF aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them, is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies. AIF requires students to take greater ownership and agency over their learning as they select, test and explore relevant strategies and perspectives in the pursuit of a learning goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking and make informed decisions to enhance their learning. Each student will have a different learning journey they tailor to their learning goal.

ASSESSMENT:

- Assessment Type 1: Portfolio 35%
- Assessment Type 2: Progress Checks 35%
- Assessment Type 3: Appraisal 30%

COMMUNITY LEARNING SACE CREDITS

Students are able to earn SACE credits for Community Learning in two ways – Community-developed Programs and Self-directed Community Learning.

- Community-developed Programs include, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available.
- Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information on community learning, visit: <https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>

STUDENTS WITH DISABILITIES

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning.

Modified subjects are intended for students who have any of the following:

- severe multiple disabilities;
- moderate to profound intellectual disability;
- mild intellectual disability.

Consult the SACE Co-ordinator for information regarding Modified subjects.

INTERSTATE, OVERSEAS & ADULT STUDENTS

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about meeting the Stage 1 compulsory requirements, visit:

For adult students: <https://www.sace.sa.edu.au/studying/recognised-learning/other>

For interstate and overseas students: <https://www.sace.sa.edu.au/studying/recognised-learning/other>

STUDENTS ONLINE

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- Plan their SACE and look at different subjects, or subject and course combinations;
- Check their progress towards completing their SACE;
- Access their results.

Students can log in to Students Online using their SACE registration number and PIN at

<https://apps.sace.sa.edu.au/students-online/login.do>

Vocational Education and Pathways

RSSA Technical Pathways Programs

RSSA Technical Pathways Programs provide students with opportunities to complete nationally recognised vocational education and training (VET) qualifications while undertaking their SACE. Programs combine practical learning, industry engagement, and workplace skill development to support pathways into apprenticeships, traineeships, further study, and employment.

Delivery Locations: Berri Regional Secondary College, Berri TAFE SA, Renmark High School

Mode of Delivery: Technical Pathways Programs are delivered in partnership with Registered Training Organisations (RTOs). Programs are generally delivered face-to-face one day per week (Thursday).

Selection Requirements: Students are required to complete a VET Readiness Orientation (VETRO) process as part of their application. This includes a Language, Literacy, Numeracy and Digital Skills (LLND) assessment and may also include an interview and suitability review.

Additional Information: Some courses may incur additional costs that may or may not be covered by the school. Some courses also require work placement as part of the qualification. Many programs are delivered regionally and travel to another Riverland school or venue may be required through RSSA transport arrangements.

Qualification	RTO	Delivery Location
Certificate II Salon Assistant (SHB20216)	TAFE SA	Berri TAFE SA
Certificate II Automotive Servicing Technology (AUR20520)*	TAFE SA	Berri TAFE SA
Certificate II Construction Pathways (CPC20220)	NEVC	Berri Regional Secondary College & Renmark High School
Carpentry Advanced Skills Cluster	NEVC	Renmark High School
Certificate III Early Childhood Education and Care (CHC30121)**	Equals International	Renmark High School
Certificate III Health Services Assistance (HLT33115)	Equals International	Renmark High School
Certificate II Electrotechnology (UEE22020)	Equals International	Renmark High School
Certificate II Commercial Cookery (SIT20421)	TAFE SA	Berri TAFE SA
Certificate III Individual Support – Ageing & Disability (CHC33021)***	SA Learning Centre	Renmark High School
Certificate III Information Technology (ICT30120)	TAFE SA	Berri TAFE SA
Certificate II Engineering Pathways (MEM20422)	TAFE SA	Berri TAFE SA
Certificate II Hospitality (SIT20322)	TAFE SA	Berri TAFE SA
Certificate III Screen & Media (CUA31020)	AIE	Online
Certificate III Rural Operations (AHC32822)*	TAFE SA	Berri TAFE SA

* 18-month course

** 18-month course and 160 hours of placement required

*** 120 hours of placement required

Vocational Education and Pathways

How do I apply for a RTPP course?

- Step 1: Find the course that interests you
- Step 2: Speak to your school VET Coordinator if you have any questions.
- Step 3: Attend the Regional Taste of Training Day advertised through the daily notices.
- Step 5: Confirm your interest with your VET Coordinator.
- Step 6: Complete the Application form as part of your Subject Counselling, fill out necessary forms ensuring deadlines are met.
- Step 7: On the subject counselling day select VET as a subject option.
- Step 8: Sit the VETRO entrance test, and have evidence of industry immersion

Please feel free to contact the SACE/VET Coordinator for further information about the VET program. Or access course information through <https://rsa.eschoolsolutions.com.au>

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2

<https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>

Australian School-Based Apprenticeships (ASBA)

Students who are enrolled in SACE can commence their career in a variety of occupations by starting a School-Based Apprenticeship or Traineeship. They continue their study at school whilst they undertake training in their career, get paid for their work and gain credits towards their SACE.

Requirements:

- They must enter into a National Training Contract with an employer.
- They must work a minimum of an average of 8 hours a week. This may include periods outside of school hours.
- They must attend a Registered Training Organisation for formal training.

What are the qualification outcomes?

The successful completion of a School-Based Apprenticeship / Traineeship will provide:

- A Certificate II or III qualification, which is nationally recognised.
- Credits towards SACE.
- Certificate II or III qualifications and on the job experience which may be used towards a higher qualification as credit.

What are the benefits?

- Obtain an education and job simultaneously.
- Learn the latest knowledge and skills for the industry.
- Earn a wage for the time spent working as an employee on the job.
- Acquire nationally recognised qualifications.
- Gain hands on experience in a real job.
- Get a head start in a career and become fully qualified sooner.
- Understand the challenges in real working environments.

What do I need to do to obtain an Australian School-Based Apprenticeship (ASBA)/Traineeship?

- Identify the industry in which you wish to undertake an ASBA / Traineeship.
- Organise Work Experience (during school holidays, after school). Ensure you complete a Work Experience form.
- See the VET co-ordinator to complete Form 1285.
- ASBA's are extremely competitive and dependent upon an employer wishing to take on an apprentice.



**LOXTON HIGH SCHOOL
CURRICULUM HANDBOOK 2027**

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