MOUNT BARKER
HIGH SCHOOL
Not for ourselves alone

2026
Curriculum Guide

Respect - Perseverance - Resilience - Community

Welcome

To Students and Parents

We are pleased to share with you the 2026 year 7 to year 12 curriculum guide, which has been developed to support students in selecting subjects that will help them achieve success both at school and in their lives beyond.

At Mount Barker High School, we are committed to providing an education that both supports and challenges students to pursue their dreams and aspirations. Our curriculum is aligned with state and national expectations, and we also offer a range of specific programs tailored to meet the unique needs of our school community.

In line with the Alice Springs (Mparntwe) Education Declaration (2020), our aim is to promote excellence and equity, ensuring that all young Australians become confident and creative individuals, successful lifelong learners, and informed members of the community.

Subject selection at the secondary level plays a vital role in shaping students' future pathways, including further study and employment. When choosing subjects, students are encouraged to consider options that:

- are challenging and allow them to work to their strengths;
- provide essential background knowledge for future goals;
- they enjoy and find engaging; and
- keep future options open.

We hope the information provided in the curriculum guide is helpful. We encourage students and families to make use of the school's subject counselling and support services to assist in making informed decisions about future pathways.

David Garrett
Principal

Content

Content

Learning at Mount Barker High School

Year 7

Full year
English
Health and Physical Education
Mathematics

Semester
German
Japanese
Problem-Based Learning
Science

Term
Art
Drama
Geography
History
Media Art
Music
Paddock to Plate
Technology

Year 8

Full year
English
Mathematics
Science

Semester
Design and Technology
Geography
Health and Physical Education
History
Problem-Based Learning

Term
Agriculture
Food and Textiles Technology

Semester choice subjects
German
Japanese
Art
Drama
Media Art
Music

Year 9

Full year
English
Mathematics
Science

Semester
Health and Physical Education
History

Semester choice subjects
Agriculture
Art
Design and Technology
Digital Technology
Drama
Food Technology
German
Japanese
Geography
Media Art
Music
Outdoor Education
Physical Education - Sports Academy
STEM Challenges
Textiles Creations
Wood Technology

Year 10

Full year
English
Mathematics
Science

Semester
Exploring Identities and Futures (Stage 1 subject)
History
Health and Physical Education
or
Recreational Health and Physical Education

Semester choice subjects
Agriculture
Ancient Studies
Art
Child Studies
Digital Technology
Drama
Energy Technology
Extension Science
Food and Nutrition
Geography
German full year
Historical Studies
Japanese full year
Media Production - Integrated Learning (Stage 1 subject)
Metal Technology
Music
Outdoor Education
Photography
Physical Education - Sports Academy
Society and Culture
STEM in Industry
Textiles Creations Advanced
Wood Technology

Year 11

Full year
One English subject
English
English Literary Studies
Essential English (semester)

Semester
Activating Identities and Futures (Stage 2 subject)

One Mathematics subject
Essential Mathematics
General Mathematics A
Mathematics A

Semester choice subjects
Aboriginal Studies
Agriculture
Agriculture - Integrated Learning
Automotive Technology - Integrated Learning
Biology
Business Innovation
Chemistry
Child Studies
Community Studies
Digital Technology
Drama
Earth and Environmental Science
Fashion Design and Technology
Food and Hospitality
Furniture Construction
General Mathematics B
Geography
Health and Wellbeing
History - Integrated Learning
Legal Studies
Mathematics B
Mathematics C
Modern History
Multimedia
Music Advanced
Music Experience
Outdoor Education - Aquatics Journeys
Outdoor Education - Land Journeys
Photography
Physical Education
Physics
Psychology
Research Practices
Society and Culture
Tourism
Visual Art
Welding and Machining
Workplace Practices

Year 12

Full year
Agricultural Production
Agriculture - Integrated Learning
Biology
Business Innovation
Chemistry
Child Studies
Community Studies
Creative Arts
Drama
Earth and Environmental Science
English
English Literary Studies
Essential English
Food and Hospitality
Furniture Construction
General Mathematics
Health and Wellbeing
History - Integrated Learning
Legal Studies
Mathematical Methods
Metals and Engineering
Modern History
Music Performance - Ensemble and Solo
Outdoor Education
Photography
Physical Education
Physics
Psychology
Society and Culture
Specialist Mathematics
Sports Coaching - Integrated Learning
Workplace Practices

Content

Australian Curriculum

The Australian Curriculum outlines the learning entitlement of all students and serves as a foundation for their future learning, personal growth, and active participation in the Australian community. It defines what young Australians should learn as they progress through their schooling and supports high-quality teaching that meets the needs of all students.

The curriculum sets out what students should be taught by specifying both the content and the expected learning outcomes at various stages of schooling, through clearly defined achievement standards.

Each learning area or subject within the Australian Curriculum includes:

- a rationale and set of aims
- an overview of how the learning area is structured
- year-level descriptions
- content descriptions (knowledge, understanding, and skills) that teachers are expected to deliver
- achievement standards that describe the expected quality of learning, including depth of understanding, extent of knowledge, and sophistication of skills

This framework ensures consistency and equity in education across Australia, while allowing schools to tailor learning experiences to meet the needs of their communities.

For more detailed information, we encourage you to visit the official Australian Curriculum website: www.australiancurriculum.edu.au

Assigning English and Mathematics classes

How are students assigned to English and Mathematics classes?

At Mount Barker High School, we aspire to provide all students with the most appropriate academic challenge. To help with this process, we are continually reflecting on a range of information to help guide decisions, including:

- PAT literacy and numeracy data
- NAPLAN data
- learning needs identified on One Plan
- academic success
- information from teachers and parents

Based on this information, our learning area teams recommend the most appropriate subject for students. We offer several options: Connect English, English, English Literary Studies, Connect Mathematics, General Mathematics and Mathematics Extension.

Connect classes are for identified students who benefit from additional foundation skills in the chosen subject. These classes are smaller and generally have additional school services officer support. These classes start from year 7 in Mathematics and year 8 in English with the intention that a base level of literacy and numeracy is achieved, which is the best preparation for students for SACE.

English Literary Studies and Mathematics Extension classes are for students who thrive with some additional level of challenge. Students complete a curriculum that asks them to think more deeply, critically and analytically about their work in preparation for English Literary Studies or Mathematical Methods and Specialist Mathematics in year 12.

English and Mathematics classes are formed using a clustering approach, bringing together students with a range of strengths and abilities, which research suggests best supports the learning of all students. We review all literacy and numeracy class allocations at the end of each term to evaluate if this is still the best option for the individual. This review results in students moving between classes with the recommendation of the learning area teams and confirmation from families.

Please contact the Assistant Principal: Innovative Pedagogies and Curriculum for further information about this topic.

Agriculture Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Paddock to Plate	Agriculture	Agriculture A	Agriculture A	Agriculture A	Agricultural Production
				OR	OR
		Agriculture B	Agriculture B	Agriculture A - Integrated Learning	Agriculture - Integrated Learning
				Agriculture B	
				OR	
				Agriculture B - Integrated Learning	

Must study at least one semester

Must study together

Subject pathway

New for 2026

Compulsory

Content

Cross-Disciplinary Studies Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Problem-Based Learning	Problem-Based Learning		Exploring Identities and Futures	Activating Identities and Futures	Community Studies - No ATAR
				Community Studies	Workplace Practices
				Research Practices	
				Workplace Practices	

Must study at least one semester

Must be studied together

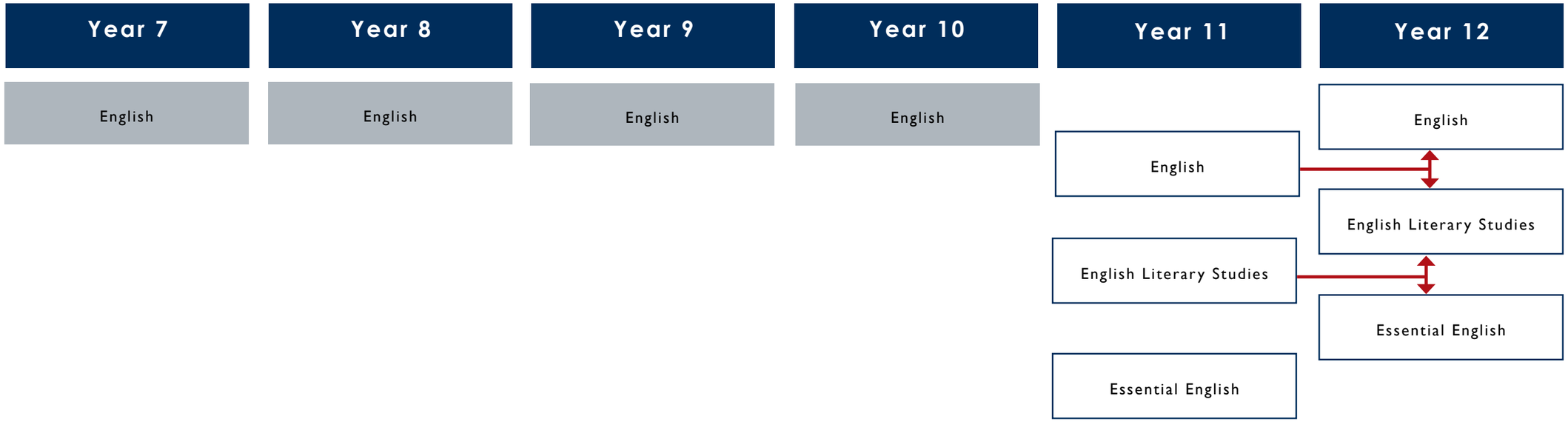
Subject pathway

New for 2026

Compulsory

English Flow Chart

Click on the subject to go to the subject description



Content

Health and Physical Education Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health and Physial Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Wellbeing	Health and Wellbeing
		Outdoor Education	OR Recreational Health and Physical Education	Outdoor Education - Aquatics Journeys	Outdoor Education
		Physical Education - Sports Academy	Outdoor Education	Outdoor Education - Land Journeys	Physical Education OR Sports Coaching - Integrated Learning
			Physical Education - Sports Academy	Physical Education A	
				Physical Education B	

Must study at least one semester

Must be studied together

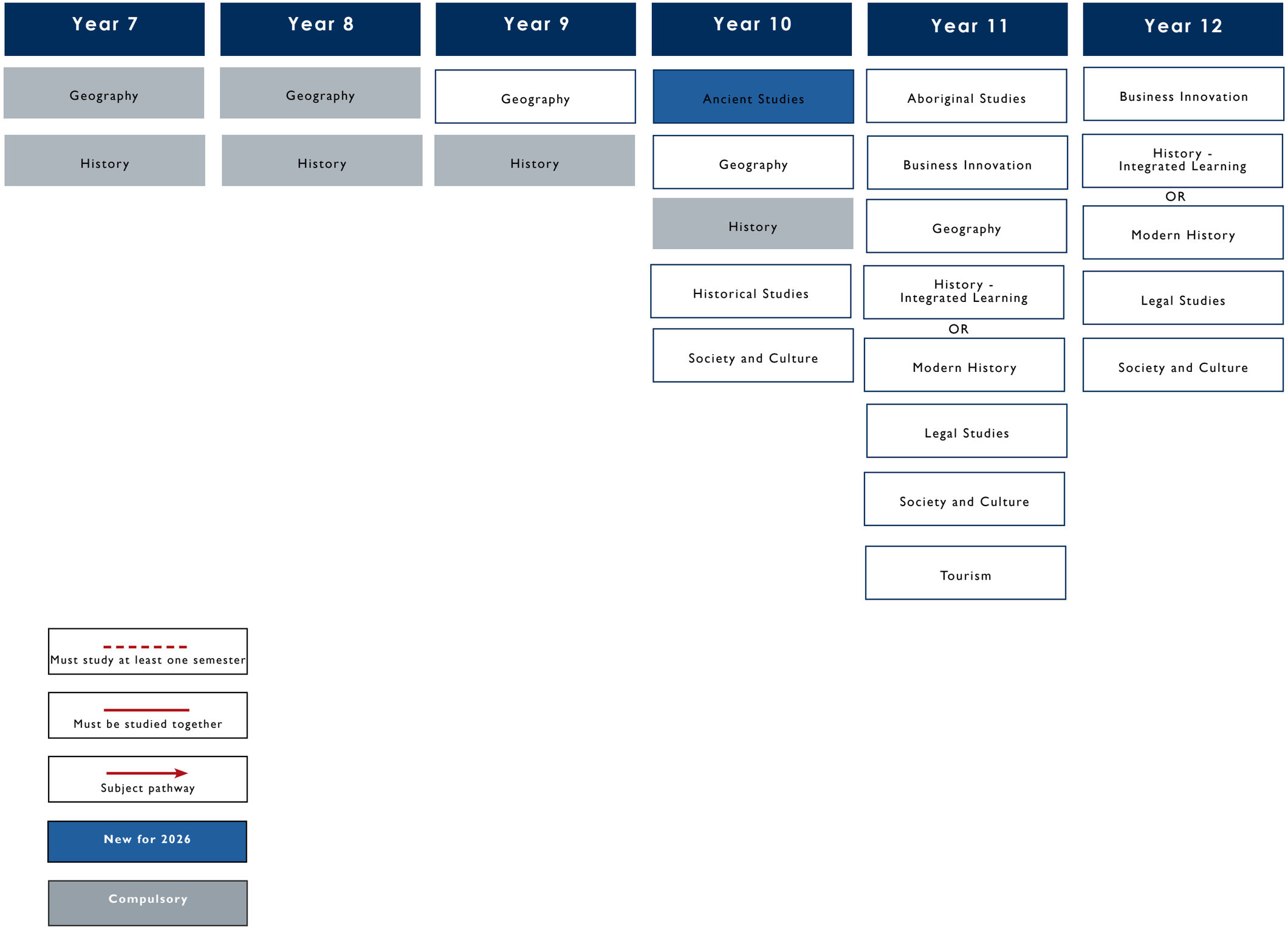
Subject pathway

New for 2026

Compulsory

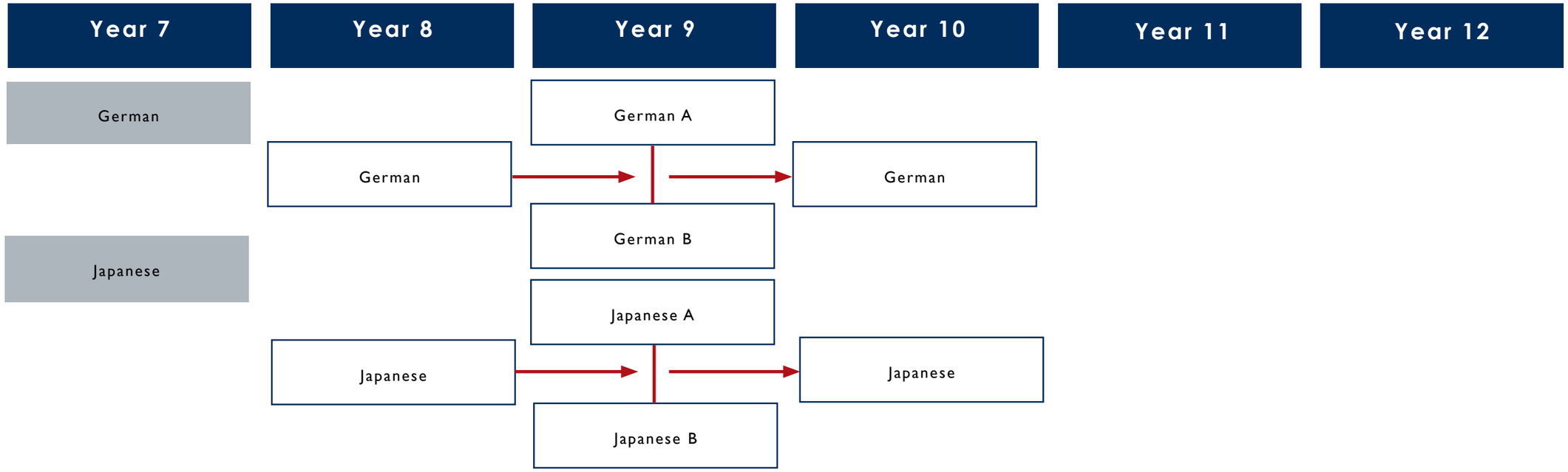
Humanities and Social Sciences Flow Chart

Click on the subject to go to the subject description



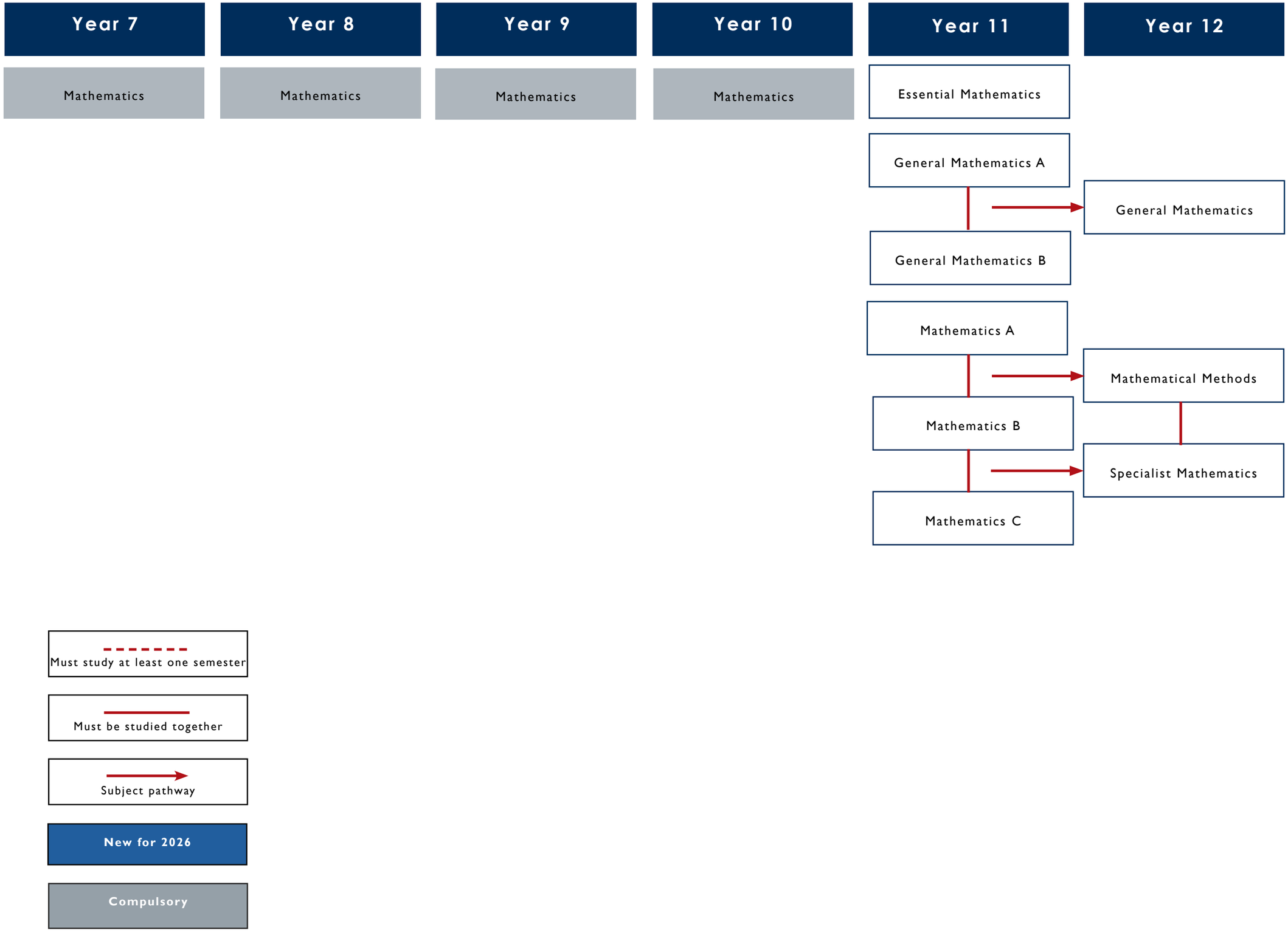
Languages Flow Chart

Click on the subject to go to the subject description



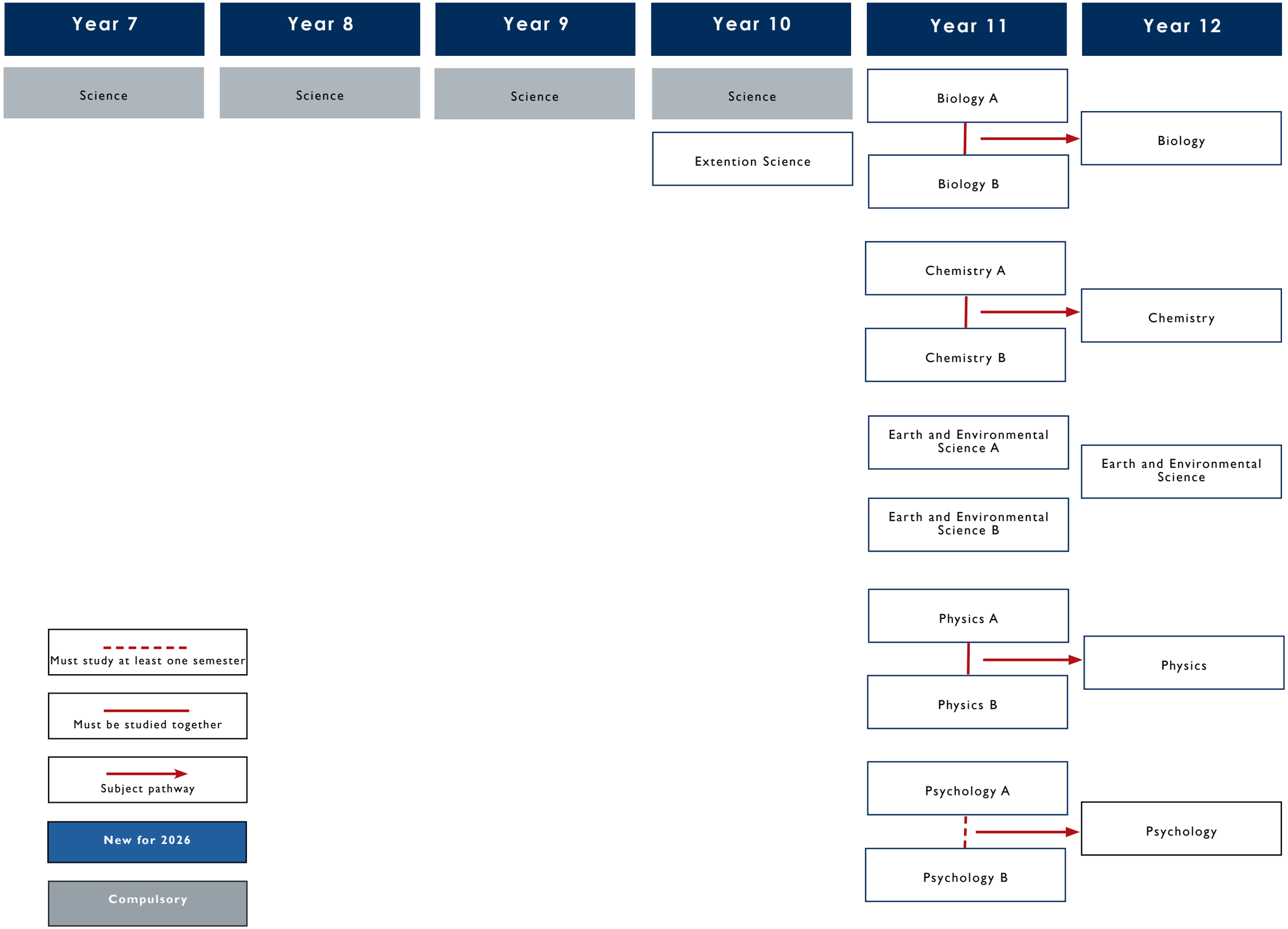
Mathematics Flow Chart

Click on the subject to go to the subject description



Science Flow Chart

Click on the subject to go to the subject description



Content

Technologies Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Technology	Design and Technology	Design and Technology	Digital Technology	Automotive Technology - Integrated Learning	Furniture Construction
		Digital Technology	Energy Technology	Digital Technology	Metals and Engineering
		STEM Challenges	Metal Technology	Furniture Construction	
		Wood Technology	STEM in Industry	Welding and Machining	
			Wood Technology		

Must study at least one semester

Must be studied together

Subject pathway

New for 2026

Compulsory

Technologies Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Food and Textiles Technology	Food Technology	Child Studies	Child Studies	Child Studies
		Textiles Creations	Food and Nutrition	Fashion Design Technology	Food and Hospitality
			Photography	Food and Hospitality	Photography
			Textiles Creations Advanced	Photography	

Must study at least one semester

Must be studied together

Subject pathway

New for 2026

Compulsory

Content

The Arts Flow Chart

Click on the subject to go to the subject description

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art	Art	Art A	Art A	Drama A	Creative Arts
Drama	Drama	Art B	Art B	Drama B	Drama
Media Art	Media Art	Drama A	Drama A	Multimedia	
Music	Music	Drama B	Drama B	Visual Art A	
		Media Art	Media Production - Integrated Learning	Visual Art B	
		Music A	Music A	Music Advanced	Music Performance - Ensemble and Solo
		Music B	Music B	Music Experience	

Must study at least one semester

Must be studied together

Subject pathway

New for 2026

Compulsory

Agriculture

Contact Ross Templeman

Year 7 Paddock to Plate
Term
Compulsory

Content

Students develop skills in agricultural practice, safety awareness, and an understanding of where their food comes from through theoretical tasks and engagement with the farm, . They also develop skills and confidence in cooking and preparing nutritious meals.

Students focus on plant production, gardens, transplanting and seed germination. They will prepare a dish based on their chosen vegetables.

Topics may include:
- Farm garden introduction
- Vegetable growing and usage
- Planting and harvesting process
- Garden maintenance
- Kitchen safety
- Nutrition understanding
- Cooking recipes

Assessment

Tasks may include:
- Gardening skills
- Garden safety assessment
- Garden design
- Cooking safety and skills
- Planning and reflection

Year 8 Agriculture
Term
Compulsory

Content

Students are introduced to the Australian agriculture industry of poultry and seeds.

Topics may include:
- Introduction: Farm navigation, general safety, biosecurity at the school farm and community
- Poultry: Common terminology, breeds, chicken anatomy, the egg-laying process, factors affecting egg yolks, types of poultry production systems, the structure of an egg, egg handling
- Oilseed, grains and pulses: Oilseeds in Australia and popular grains, growing and production

Assessment

Tasks may include:
- Research tasks
- Poultry terminology task
- Practical skills - chicken health and handling
- Introduction to oilseeds, grains and pulses workbook

Year 9 Agriculture A
Semester
Optional

Content

Students focus on various agricultural topics relating to insects, goats, and the dairy industry. Students will learn the knowledge underpinning each topic, safety around animals, and ethical and intercultural understandings.

Topics may include:
- Insects: Definition of insects, insect identification, beneficial insects with a focus on bees, pest insects and their impacts on agriculture
- Goats: Introduction to Boer goats and history, goat handling, haltering and leading, grooming and nutrition
- Dairy: Products, production types and calf rearing

Assessment

Tasks may include:
- Significant insects in agriculture
- Practical skills
- Peer goat teaching assessment

Year 9 Agriculture B
Semester
Optional

Content

Students explore various agricultural topics, including goat production, finance, hydroponics, and pigs. They will develop knowledge underpinning each topic, safety around animals, and ethical and intercultural understandings.

Topics may include:
- Goats: Royal Adelaide Show preparation, goat judging, vaccination and drenching, goat breeding and breeders
- Sheep production: Financial case study
- Hydroponics: Hydroponics vs. conventional vegetable growing, growing requirement for plants to thrive, parts of hydroponics systems, data collection
- Pigs: Feral pigs in Australia, pig organ xenotransplantation medical breakthroughs, debate on xenotransplantation, the popularity of pork as a source of protein in Australia vs the world

Assessment

Tasks may include:
- Goats: Knowledge for Royal Adelaide Show preparation tasks
- Sheep production: Lamb growth tasks
- Hydroponics: Vegetable growing and understanding tasks
- Pigs: Students select one of three topics

Agriculture

Contact Ross Templeman

Year 10 Agriculture A
Semester
Optional

Content

Students engage in routine cattle husbandry tasks. They conduct experiments to enhance their skills in experimental design and results analysis. Students will explore aspects of animal diseases, including causative agents, and learn about Australian biosecurity measures.

Topics may include:
- Beef cattle husbandry
- Experiment design
- Animal diseases and control

Assessment

Tasks may include:
- Beef cattle topic test
- Experiment practical report
- Biosecurity or diseases essay

Year 10 Agriculture B
Semester
Optional

Content

Students assist in the preparation of cattle and alpacas for the Royal Adelaide Show. They undertake study around sheep health, focusing on parasite (worm) egg counts.

Topics may include:
- Sheep and wool production
- Alpaca production
- Careers in agriculture

Assessment

Tasks may include:
- Careers in agriculture task
- Wool handling practicals
- Sheep management
- Alpaca workbook

Year 11 Agriculture A
Semester
Optional

Content

Students design an individual experiment on a factor affecting plant growth. They conduct an experiment to collect relevant data for a written report. Students explore breakthrough agricultural technology focusing on science as a human endeavour. Students also investigate integrated pest management practices and how pests found in Australian agriculture industries are managed. They assess feed availability in the paddocks and calculate feed budgets.

Assessment

Type 1: Agricultural reports 50%

Type 2: Skills and application tasks 50%

Additional Information

Students may need to purchase specific materials for their experiments if they are unavailable at school. This will only occur if the experiment proposed is realistic and achievable after a discussion with the teacher.

Year 11 Agriculture B
Semester
Optional

Content

Students handle cattle and learn ringcraft, performance in the judging ring, in preparation for the Royal Adelaide Show. Students explore A2 milk production, processes and benefits. They also conduct a self-designed plant experiment to determine boron toxicity. Students complete a practical dissection on a preserved stillborn piglet to learn about anatomy and physiology.

Assessment

Type 1: Agricultural reports 50%

Type 2: Skills and application tasks 50%

Additional Information

Students may need to purchase specific materials for their experiment if they are unavailable at school. This will only occur if the experiment proposed is realistic and achievable after a discussion with the teacher.

Agriculture

Contact Ross Templeman

Year 11 Agriculture A and B - IL
Semester
Optional

Content
Students focus on practical skills and experiential learning that integrates knowledge and skills from various disciplines and engage in hands-on projects and activities, fostering individual and collaborative learning experiences. It emphasises applying theoretical concepts in real-world contexts, promoting critical thinking, problem-solving, and effective communication.

Students undertake projects often involving community engagement, industry partnerships, or personal interest areas within agriculture. The flexible course structure allows personalised learning pathways that cater to students' interests and career aspirations. Assessment is based on the process and the product of learning, including reflective practices, project documentation, and presentations.

The course encourages students to reflect on their learning processes, set goals, and evaluate their progress. It prepares students for further education, training, or employment by equipping them with practical skills, confidence, and a holistic understanding of how different knowledge areas interconnect and can be applied in various contexts.

Assessment
Type 1: Practical inquiry 40%

Type 2: Connections 30%

Type 3: Personal venture 30%

Additional Information
Students may need to purchase specific materials for their project if they are not available at school. This would only occur if the project proposed is realistic and achievable after discussion with the teacher.

Assessment projects will differ in courses A and B.

Year 12 Agricultural Production
Full year
Optional

Content
Students design and conduct experiments around plant hormones. They investigate the effects of soil salinity on crops, examining how different levels of salinity impact growth and yield. Students select a contemporary agricultural topic to investigate, focusing on the interaction between agricultural science and society. They prepare and assess lambs for sale, gaining practical experience in evaluating livestock for market readiness.

Students engage in a range of practical and investigative activities that deepen their understanding of agricultural science. They design and conduct experiments exploring the actions of plant hormones and investigate the impact of soil salinity on crop growth.

Student selects a contemporary agricultural topic to examine how agricultural science interacts with society. They prepare and assess lambs for sale and perform husbandry practices on newborn lambs under the direct supervision of their teacher. They also compare intensive (indoor/confined) and extensive (outdoor/free-range) animal production systems, evaluating the outcomes for animal welfare. Students undertake individual investigations, such as examining lamb production in a feedlot, to apply their learning in real-world contexts.

Assessment
Type 1: Agricultural reports 30%

Type 2: Skills and application tasks 40%

Type 3: Production investigation 30%

Additional Information
Students may need to purchase specific experiment materials if unavailable at school. This would only occur if the experiment is realistic and achievable after a discussion with the teacher.

Year 12 Agriculture - IL
Full year
Optional

Content
Students focuses on practical skills and experiential learning. Students integrates knowledge and skills from various disciplines, with a focus on agriculture. This course encourages students to engage in hands-on projects and activities, fostering individual and collaborative learning experiences. It emphasises applying theoretical concepts in real-world contexts, promoting critical thinking, problem-solving, and effective communication.

Students undertake projects often involving community engagement, industry partnerships, or personal interest areas within agriculture. The flexible course structure allows personalised learning pathways that cater to students' interests and career aspirations. Assessment is based on the process and the product of learning, including reflective practices, project documentation, and presentations.

The course encourages students to reflect on their learning processes, set goals, and evaluate their progress. This course prepares students for further education, training, or employment by equipping them with practical skills, confidence, and a holistic understanding of how different knowledge areas interconnect and can be applied in various contexts.

Assessment
Type 1: Practical inquiry 40%

Type 2: Connections 30%

Type 3: Personal venture 30%

Additional Information
Students may need to purchase specific materials for their project if they are not available at school. This would only occur if the project proposed is realistic and achievable after discussion with the teacher.

Cross-Disciplinary Studies

Contact Heath Masters

Year 7 Problem-Based Learning
Semester
Compulsory

Content

Student focus on building the Australian curriculum's general capabilities and cross-curricular priorities. General capabilities are best described as the transferrable soft skills that students need to develop to prepare for higher levels of education, the world of work, and life in general. Students will also learn about the Department for Education's priorities of:

- Sustainability
- Australian democracy
- Entrepreneurial thinking

Topics may include:

- Democracy in our school: Civics and citizenship focus
- Sustainability: Ethical understanding, natural and physical world

Assessment

Tasks may include:

- Group presentations
- Teamwork checklists
- Peer and self-assessments
- Individual research
- Multimodal presentation

Year 8 Problem-Based Learning
Semester
Compulsory

Content

Students focus on developing the Australian curriculum's general capabilities and cross-curricular priorities. The general capabilities are best described as the transferrable soft skills students must develop to best prepare for higher levels of education, work, and life in general. Students will also learn about the Department for Education's priorities of:

- Sustainability
- Aboriginal and Torres Strait Islander histories and cultures
- Faith in Australian democracy
- Entrepreneurial thinking

Topics may include:

- Young entrepreneurs: Critical and creative thinking, economics and business, and entrepreneurial thinking
- Democracy in our community: Civics and citizenship focus

Assessment

Tasks may include:

- Group presentations
- Teamwork checklists
- Peer and self-assessment
- Individual research
- Multimodal presentation

Year 10 Exploring Identites and Futures
Semester
Compulsory

Content

Students to explore who they are and who they want to be. They reflect on their identity, values, capabilities, and interests to make informed decisions about their futures. Through personal reflection and action, students develop self-awareness and begin building the general capabilities needed for success in senior schooling, work, and life.

Topics may include:

- Identity, strengths, values, and aspirations
- Learning styles and personal qualities
- Connections with peers, family, and community
- Purposeful action linked to future goals

Assessment

Type 1: Folio 80%

Type 2: Review 20%

Year 11 Activating Identities and Futures
Semester
Compulsory

Content

Students take greater ownership and agency over their learning as they select relevant strategies to explore, create and plan to progress an area of personal interest towards a learning output.

Students explore ideas related to an area of personal interest through self-directed inquiry. They draw on knowledge, skills, and capabilities developed throughout their education to apply them in this new context and select relevant strategies to resolve the learning. The exploration focuses on developing capabilities and supporting students in their chosen pathways.

Students are encouraged to integrate their selected learning objectives into developing a learning showcase. This project allows students to pursue a passion project in which they can develop, create, experiment, or write about their chosen field of interest.

Assessment

Type 1: Portfolio 40%

Type 2: Progress checks 30%

Type 3: Appraisal 30%

Cross-Disciplinary Studies

Contact Heath Masters

Year 11 Community Studies
Semester
Optional

Content

Students plan, organise and carry out a chosen project. The project must total 60 work hours, from initial planning to completion. Previous projects have included coaching sporting teams, work readiness, creating a doll, developing a personal well-being plan, and many more. Whatever you think of can be worked into Community Studies.

Initially, students complete a contract of work outlining their project and the steps they will take to achieve their goal. During the project, students are expected to develop literacy, numeracy, and other SACE capabilities and interact with a mentor who will provide feedback on the project.

On completion of the project, students are required to present their project to an audience that usually consists of the teacher and mentor and write a reflection on their learning.

Assessment

Type 1: Contract of work 70%

Type 2: Reflection 30%

Year 11 Research Practices
Semester
Optional

Content

Students explore a range of research approaches and skills with a specific focus on the ethical and effective use of Artificial Intelligence (AI) in research contexts. They learn how AI can support idea generation, question development, and critical thinking. Students evaluate AI-generated content for credibility, bias, and sound reasoning, and reflect on how AI influences their research process.

Teachers and students collaboratively select at least one topic from each of the following areas for a focused study:

- Exploring research approaches using AI
- Exploring research skills including data gathering and source evaluation

Assessment

Type 1: Folio 75%

Type 2: Source analysis 25%

Year 11 Workplace Practices
Semester
Optional

Content

Students cultivate a comprehensive knowledge, skill set, and understanding of the nature, type, and structure of the workplace. This initiative aims to address the needs of senior students requiring targeted pathway planning to access post-school options. Additionally, it enhances the value for students participating in Vocational Education and Training (VET) programs, as it can be utilised for course assessment purposes.

The learning requirements summarise the knowledge, skills, and understanding students must develop and demonstrate through their learning in Workplace Practices.

Students are expected to:

- Demonstrate knowledge and understanding of industry and work
- Develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry, and the workplace
- Work independently and with others
- Review, reflect, and report on their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

Assessment

Type 1: Folio 40%

Type 2: Performance 30%

Type 3: Reflection 30%

Year 12 Community Studies - No ATAR
Full year
Optional

Content

Students plan, organise and carry out a chosen project. The project must consist of 120 hours of work in total, from initial planning to completion. Previous projects have included: coaching sporting teams, restoring furniture, developing a website, writing a script and many more. Whatever you can think of can be worked into Community Studies.

Initially, students complete a contract of work outlining their project and the steps they will take to achieve their goal. During the project, students are expected to develop literacy, numeracy, and other SACE capabilities and interact with a mentor who will provide feedback on the project.

On completion of the project, students are required to present their project to an audience that usually consists of the teacher and mentor and write a reflection on their learning.

Assessment

Type 1: Contract of work 70%

Type 2: Reflection 30%

Additional Information

Community Studies will contribute to SACE completion, but cannot be used for University entry (ATAR)

Content

Cross-Disciplinary Studies

Contact Heath Masters

Year 12 Workplace Practices
Full year
Optional

Content

Students cultivate a comprehensive knowledge, skill set, and understanding of the nature, type, and structure of the workplace. This initiative aims to address the needs of senior students requiring targeted pathway planning to access post-school options. Additionally, it enhances the value for students participating in Vocational Education and Training (VET) programs, as it can be utilised for course assessment purposes.

The learning requirements summarise the knowledge, skills, and understanding students are expected to develop and demonstrate through their learning in Stage 1 Workplace Practices.

In this subject, students are expected to:

- Demonstrate knowledge and understanding of industry and work
- Develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry, and the workplace
- Work independently and with others
- Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

Assessment

Type 1: Folio 25%

Type 2: Performance 25%

Type 3: Reflection 20%

Type 4: Investigation 30%

English

Contact Thomas Gilder

Year 7 English
Full year
Compulsory

Content

Students focus on developing knowledge, understanding, skills, and processes of speaking, listening, reading, viewing, and writing with purpose, clarity, and confidence in the fields of language (knowing about the English language), literature (appreciating, understanding, analysing, and creating literature), and literacy (expanding the skills of English usage).

Assessment

Students complete various written, oral, and multimodal tasks to demonstrate their language skills, knowledge, and understanding, and they are assessed against the Australian Curriculum Achievement Standards.

By the end of year 7, students demonstrate:

- Knowledge of how texts are structured and how this is dependent on purpose, audience and context
- An understanding of how language features, images and vocabulary affect meaning and influence audience response
- An understanding of ideas and issues in texts through examining, responding to and creating literature
- Appropriate construction of imaginative, informative, persuasive, media and everyday texts, using a range of language features and images
- Speaking and writing, including handwriting, to demonstrate skills, knowledge and understanding of grammar, punctuation, spelling and increasingly subject-specific vocabulary
- Drafting, proof-reading and editing skills

Year 8 English
Full year
Compulsory

Content

Students focus on developing knowledge, understanding, skills and processes of speaking, listening, reading, viewing and writing with purpose, clarity and confidence within the fields of language (knowing about the English language), literature (appreciating, understanding, analysing and creating literature) and literacy (expanding the skills of English usage).

Assessment

Students complete various written, oral, and multimodal tasks to demonstrate their language skills, knowledge, and understanding, and they are assessed against the Australian curriculum achievement standards.

By the end of year 8, students demonstrate:

- Knowledge of a range of texts, including written, spoken and multimodal forms
- Reading and listening for understanding
- Examining, responding to and creating literature
- Appropriate construction of imaginative, informative, persuasive, media and everyday texts
- Speaking and writing to demonstrate skills, knowledge and understanding
- Drafting, proof-reading and editing skills

Year 9 English
Full year
Compulsory

Content

Students focus on developing the knowledge, understanding, skills and processes of speaking, listening, reading, viewing and writing with purpose, clarity and confidence within the fields of language (knowing about the English language), literature (appreciating, understanding, analysing and creating literature) and literacy (expanding the skills of English usage).

Assessment

Students complete various written, oral, and multimodal tasks to demonstrate their language skills, knowledge, and understanding, and they are assessed against the Australian curriculum achievement standards.

By the end of year 9, students demonstrate:

- Knowledge of a range of texts, including written, spoken and multimodal forms
- Reading and listening for understanding
- Examining, responding to and creating literature
- Appropriate construction of imaginative, informative, persuasive, media and everyday texts that explore different perspectives
- Speaking and writing to demonstrate skills, knowledge and understanding
- Drafting, proof-reading and editing skills

Year 10 English
Full year
Compulsory

Content

Year 10 English is made up of a semester of Stage 1 Essential English (10 SACE credits) and a semester of year 10 English.

Semester 1 - Stage 1 Essential English
Students respond to and create texts in and for various personal, social, cultural, community, and/or workplace contexts. They gain an understanding and interpretation of information, ideas, and perspectives in texts and consider how language choices create meaning.

Students have the opportunity to choose one thematic English topic to study for the semester. This choice empowers students to take ownership of their learning journey, enabling them to engage with a topic that interests them or aligns with their existing skills and knowledge.

Topics may include:

- Professional pathways, children's literature, gaming beyond the screen and community advertising.

Assessment

Type 1: Respond to texts 50%

Type 2: Create texts 50%

Semester 2 - Year 10 English
Students develop knowledge, understanding, skills and processes of speaking, listening, reading, viewing and writing with purpose, clarity and confidence within the fields of language (knowing about the English language), literature (appreciating, understanding, analysing and creating literature) and literacy (expanding the skills of English usage).

Assessment

Students complete various written, oral, and multimodal tasks to demonstrate their language skills, knowledge, and understanding, and they are assessed against the Australian curriculum achievement standards.

- Perspectives about diverse topics
- Drafting, proof-reading and editing skills

English

Contact Thomas Gilder

Year 11 English
Full year
Compulsory

Content

Students develop key knowledge, skills and understandings when analysing ideas and perspectives in texts and the language and stylistic features used in texts. Students apply their knowledge and understanding of accurate language use and conventions when creating oral, written and multimodal texts for specific purposes, contexts and audiences.

Topics may include:
Respond to texts

- Students examine a range of texts, analysing the purpose and impact of language features, stylistic features and conventions on audiences

Create texts

- Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts and audiences in written, oral and/or multi-modal forms

Undertake an intertextual study

- Students analyse connections between texts, exploring and evaluating similarities and differences and how texts are constructed to influence audience response

Assessment

Type 1: Respond to texts 50%

Type 2: Create texts 25%

Type 3: Intertextual study 25%

Year 11 English Literary Studies
Full year
Compulsory

Content

Students develop key knowledge, skills and understandings when analysing complex ideas and perspectives in mainly written texts and the language and stylistic features used in texts. Students apply their knowledge and understanding of accurate language use and conventions when creating oral, written, and multimodal texts for specific purposes, contexts and audiences.

Topics may include:
Respond to texts

- Students examine a range of complex texts, analysing the purpose and impact of language features, stylistic features and conventions on audiences

Create texts

- Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts and audiences in written, oral and/or multi-modal forms

Undertake an intertextual study

- Students analyse complex connections between texts, exploring and evaluating similarities and differences and how texts are constructed to influence audience response
- Students undertake a study of one of Shakespeare's plays

Assessment

Type 1: Respond to texts 50%

Type 2: Create texts 25%

Type 3: Intertextual study 25%

Year 11 Essential English
Semester
Compulsory

Content

Students develop communication skills through reading, writing, listening and speaking. They gain an understanding and interpretion of information, ideas and perspectives in texts from social, cultural, community, workplace and/or imagined contexts, and respond to how the structure and language of texts vary for different audiences, purposes and contexts. When creating texts, students consider purpose, context and audience, and apply their knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

Topics may include:
Respond to texts

- Students locate and extract information, develop strategies for collecting and processing information, and respond to how language is used in various contexts.

Create texts

- Students create written, oral, visual, digital and multimodal texts using appropriate language features, content and mediums for different purposes, audiences and contexts.

Assessment

Type 1: Respond to texts 50%

Type 2: Create texts 50%

Additional information
relating to all
year 11 English subjects

To meet the SACE literacy requirement in year 11, students must achieve a C grade in 20 credits of English subjects.

Students will be enrolled in English, English Literary Studies, or Essential English based on teacher recommendations and parent approval. Teacher recommendations are based on previous achievements, PAT results, career pathways, and teacher content knowledge.

Students must study a full year of English or English Literary Studies for a pathway to year 12.

Essential English is not a pathway to year 12 English. It is a course designed to support compulsory SACE completion.

English

Contact Thomas Gilder

Year 12 English
Full year
Optional

Content

Students develop English skills and, in particular, the communication process. They recognise the conventions of different text types and contexts and consider the role of language in communications between individuals, groups and organisations.

Topics may include:
Respond to texts

- Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives texts convey.

Create texts

- Students create a range of texts for various purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, they develop their voices and perspectives.

Undertake a comparative analysis

- Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts represent ideas, perspectives, and/or aspects of culture and influence audiences.

Assessment

Type 1: Responding to texts 30%

Type 2: Creating texts 40%

Type 3: Comparative analysis 30%

Additional Information

Year 12 English attracts two adjustment factor points for university entrance and meets the English prerequisite for interstate universities.

Year 12 English Literary Studies
Full year
Optional

Content

Students develop their knowledge, skills and understandings when analysing complex ideas and perspectives in mainly written texts and the language and stylistic features used in text.

Topics may include:
Respond to texts

- Through their study of literary texts, students understand how readers are influenced to respond to their own and others' cultural experiences and how audiences' expectations shape perceptions of texts and their significance.

Create texts

- Students create texts that enable them to apply the knowledge, skills, and understandings developed by studying literary texts in various forms.

Undertake a comparative analysis

- Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts represent ideas, perspectives, and/or aspects of culture and influence audiences.

Undertake a critical reading examination

- The examination will consist of a critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

Assessment

Type 1: Responding to texts 50%

Type 2: Creating texts 20%

Type 3: Text study 30%

Additional Information

Year 12 English Literary Studies attracts two adjustment factor points for university entrance and meets the English prerequisite for interstate universities.

Year 12 Essential English
Full year
Optional

Content

Students extend their communication skills through reading, viewing, writing, listening, and speaking. They consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts and examine the effect of language choices, conventions, and stylistic features in various texts for different audiences.

Topics may include:
Respond to texts

- Students respond to various texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Create texts

- Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Undertake a language study

- The language study focuses on people's use of language outside of the classroom. Students consider the use of language in their chosen context, including the communication of information, ideas, and perspectives.

Assessment

Type 1: Responding to texts 30%

Type 2: Creating texts 40%

Type 3: Language study 30%

Additional Information

Essential English does not meet the prerequisite for interstate universities.

Health and Physical Education

Contact Matthew Honner

Year 7 Health and Physical Education
Full year
Compulsory

Content

Students will engage in both a health component and a practical component.

The health component aims to improve students' ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions now and in the future. Topics include communication, relationships, puberty, the reproductive system, gender stereotypes and power, harassment, diversity, safe behaviours, decision-making, and seeking help. The health component also includes units that focus on the importance of diet and exercise in maintaining a healthy lifestyle.

The practical component includes a range of sporting activities that encourage students to improve their basic ball handling, coordination, gameplay, and physical fitness skills. The focus is on developing skills and game knowledge to improve performance; however, students will be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment

Tasks may include:

- Healthy eating folio
- Physical activity investigation
- Movement concepts in sport
- Fair play game development
- SHINE folio
- SEPEP: Sport education unit
- Practical assessments may include netball, soft-cross, soccer, table tennis, fitness testing, athletics, grip ball, gymnastics, volleyball, T-ball, AFL, floor hockey

Additional Information

Practical participation is an essential element of the curriculum. Students who cannot participate on medical/health grounds require notes from parents/carers.

Year 8 Health and Physical Education
Semester
Compulsory

Content

Students will engage in both a health component and a practical component.

The health component aims to improve students' ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions now and in the future. Topics include puberty, sexual harassment, self-image, relationships, sexting and cyberbullying, safe and unsafe practices, and decision-making.

The practical component includes a range of sporting activities that encourage students to improve their basic ball handling, coordination, gameplay, and physical fitness skills. The focus is on developing skills and game knowledge to improve performance. However, students will be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment

Tasks may include:

- Discussion text: Pooch decision-making task
- Health journal
- Brochure/pamphlet/poster: Mental health
- The human body: Skeletal and muscular systems
- Collation and analysis of fitness testing data
- Sports performance analysis: Introduction to data analysis
- Practical assessments may include touch football, basketball, tennis, cricket, fitness and athletics - peer, self and teacher assessed

Additional Information

Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

Year 9 Health and Physical Education
Semester
Compulsory

Content

Students will engage in both a health component and a practical component.

The health component of the course is based on the SHINE program. Participation aims to improve the student's ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions now and in the future. Topics include respect, sexuality, diversity, relationships, gender/ power/ stereotypes, safe sex, negotiation and consent.

The practical component extends the range of sports activities students have covered in the compulsory courses in year 8. The focus is on developing game skills and knowledge to improve performance; however, students will also be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment

Tasks may include:

- Discussion text: Impact of technology on young people
- Health journal
- Biography: Athlete character strengths
- The human body: Respiratory and cardiovascular systems
- Collation and analysis of fitness testing data
- Poster/brochure: Social behaviours (drugs and alcohol)
- Movement concepts for success: Utilising space in invasion games
- Practical assessments may include korfball, ultimate frisbee, volleyball, softball, fitness and athletics - peer, self and teacher assessed
- Sports coaching practical (SEPEP)

Additional Information

Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

Year 9 Outdoor Education
Semester
Optional

Content

Students with a strong interest in the outdoors can begin their outdoor education journey in year 9. The course allows students to investigate the relationship between outdoor activities and natural environments. They complete four one-day experiences in natural environments related to practical experiences, including bushwalking, surfing, kayaking and orienteering.

Throughout the course, students begin to develop an understanding of ecosystems and the impact of human actions and decisions through the study of natural environments and wilderness areas.

This course allows students to experience personal growth and develop social and teamwork skills and reflect on their relationship with and connection to nature.

Assessment

Tasks may include:

- Personal and social skills in the outdoors
- Risk and safety
- Environmental awareness
- Safety and sustainability

Additional Information

There is a levy of $300 for this subject to cover the cost of transport and instructors at recreational activities.

Camps and excursions have moderate to high physiological demands. Students require a good level of physical fitness to complete the course's practical components successfully.

Health and Physical Education

Contact Matthew Honner

Year 9 Physical Education-Sports Academy
Semester
Optional

Content
Students are provided with an opportunity to develop further fundamental 'sports science' knowledge in preparation for Stage 1 and 2 Physical Education studies. Areas of study focus on developing the whole athlete and may include fitness testing and analysis, psychology in sport, sports nutrition, injury prevention and management, and body systems.

The practical component extends the range of sports activities covered in the compulsory courses in years 8 and 9. The focus is on the continued development of game skills and knowledge to improve performance; however, students will also be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment
Tasks may include:
- Nutrition in sports
- Movement concepts in sport
- Sports psychology
- Injury prevention and management
- Practical assessments
- Practical performances: Peer, self and teacher assessed

Additional Information
Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

Year 10 Health and Physical Education
Semester
Compulsory

Content
Students improve their ability to develop healthy relationships, confidence and happiness within themselves and their bodies and make safe, well-informed decisions through the SHINE curriculum.

Topics may include respect, sexuality, diversity, relationships, gender/power/stereotypes, safe sex, negotiation and consent. The health component also includes units that focus on the impact of culture in sport.

The practical component extends the range of sports activities students have covered in the compulsory courses in years 8 and 9. The focus is on developing skills and game knowledge to improve performance; however, students will also be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment
Tasks may include:
- Discussion text: Gender and power
- Health journal
- Practical performances: Peer, self and teacher assessed
- Investigation: Lifelong physical activity
- Investigation: Movement analysis
- Practical assessments may include badminton, netball, tchoukball, football (9-a-side), fitness and athletics

Additional Information
Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

At year 10, students can choose between 'standard' Health and Physical Education and Recreational Health and Physical Education.

Year 10 Recreational Health and Physical Education
Semester
Compulsory

Content
Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. This course includes a range of sports and activities focusing on positive participation, development of knowledge and skill, and collaboration with peers. Students investigate alternatives to conventional sports and consider how these are important to cultural identity and their importance to individual and community health.

The health component of the course includes the SHINE program. Participation aims to improve student' ability to develop healthy relationships, confidence and happiness within themselves and their bodies and make safe, well-informed decisions in the future.

Topics may include respect, sexuality, diversity, relationships, gender/power/stereotypes, safer sex, negotiation and consent.

Assessment
Tasks may include:
- SHINE: Journal and gender analysis
- Recreational physical activity: Peer, self and teacher assessed
- Investigation: Eat well, live well
- Investigation: Personal health plan
- Practical assessments may include badminton, bocce, croquet, lawn bowls, squash, table tennis, ten-pin bowling, tennis, frisbee golf and yoga

Additional Information
Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

At year 10, students can choose between 'standard' Health and Physical Education and Recreational Health and Physical Education.

Year 10 Outdoor Education
Semester
Optional

Content
Students investigate the relationship between outdoor activities and natural environments. They complete three experiences in natural environments related to planning, group management, personal growth, risk management, and minimal-impact strategies.

Students develop an understanding of environments and the impact of human actions and decisions. This subject allows students to experience personal growth and develop social and teamwork skills. They will also reflect on their relationship with and connection to nature.

Assessment
Tasks may include:
About natural environments
- Human impacts

Experiences in natural environment
- Camp planning
- Camp reflection
- Bouldering skills and reflection

Additional Information
A subject levy of $375 is payable before the first camp/excursion.

Camps and excursions have moderate to high physiological demands. Students will require a good level of physical fitness to complete the course's practical components successfully.

Health and Physical Education

Contact Matthew Honner

Year 10 Physical Education - Sports Academy
Semester
Optional

Content
Students are provided with an opportunity to develop further fundamental 'sports science' knowledge in preparation for Stage 1 and 2 Physical Education studies. Units of study include anatomy and physiology, performance analysis, skill acquisition, biomechanics, and training methods and principles.

The practical component extends the range of sports activities students have covered in the compulsory courses in years 8, 9, and 10. The focus is on the continued development of game skills and knowledge to improve performance; however, students will also be expected to develop and display personal qualities, attitudes, and behaviours consistent with positive outcomes for individuals and groups.

Assessment
Tasks may include:
- Energy systems in sports
- Skill acquisition and biomechanics
- Sports coaching
- Training methods and principles
- Developing a training program
- Coaching styles
- Practical assessments
- Practical performances: Peer, self and teacher assessed

Additional Information
Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

Year 11 Health and Wellbeing
Semester
Compulsory

Content
Students develop the knowledge, skills, and understandings needed to explore the factors that influence health and well-being, and to make informed decisions that support positive outcomes. They apply health literacy to critically evaluate current trends and issues affecting individuals and communities.

Through reflection, students consider personal and collective actions that contribute to sustainable health improvements, locally, nationally, and globally.

As part of their learning, students will work in small groups to design and investigate a health awareness initiative aimed at improving the well-being of both the school community and the wider Mount Barker community.

Students will identify and explore empathetic and ethical considerations, particularly those related to respectful relationships and domestic violence.

Assessment
Type : Practical action 60%

Type 2: Issues inquiry 40%

Year 11 Outdoor Education - Aquatic Journeys
Semester
Optional

Content
Students connect with natural environments and develop an understanding of ecosystems and the impact of human actions on ecosystems. They develop knowledge and understanding of environmental systems and conservation through class and practical experiences.

This course enables students to develop skills in planning and preparation for outdoor journeys, considering risk and conservation practices. They develop teamwork and practical skills. Students evaluate and reflect on their learning progression and skill development, working in groups, and their relationship with and connection to nature.

Assessment
Type 1: About natural environments 40%

Type 2: Experiences in the natural environment 60%

Additional Information
A subject levy of $375 is payable before the first camp/excursion.

Camps and excursions have moderate to high physiological demands. Students will require a good level of physical fitness to complete the course's practical components successfully.

Year 11 Outdoor Education - Land Journeys
Semester-
Optional

Content
Students investigate the relationship between outdoor activities and natural environments. They complete three experiences in natural environments related to planning, group management, personal growth, risk management, and minimal-impact strategies.

Students develop an understanding of environments and the impact of human actions and decisions. This course allows students to experience personal growth and develop social and teamwork skills. Students reflect on their relationship with and connection to nature.

Assessment
Type 1: About natural environments 40%

Type 2: Experiences in natural environment 60%

Additional Information
A subject levy of $375 is payable before the first camp/excursion.

Camps and excursions have moderate to high physiological demands. Students will require a good level of physical fitness to complete the course's practical components successfully.

Health and Physical Education

Contact Matthew Honner

Year 11 Physical Education A

Semester
Optional

Content

Students learn a range of authentic sports, theme-based games, laboratories, fitness and recreational activities. These activities are negotiated based on class size, student interest and availability of facilities.

Students explore movement concepts and strategies through physical activities, promoting participation and performance outcomes. These movement concepts and strategies may include body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions and making decisions.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and reflect on strategies to improve participation and performance. Technology is used to collect, collate and analyse data such as video footage, heart rates, fitness tests and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on strategies to improve performance and participation.

Assessment

Type 1: Performance and improvement 50%

Type 2: Physical activity invesitgation 50%

Additional Information

Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from parents or carers.

Year 11 Physical Education B

Semester
Optional

Content

Students learn a range of authentic sports, theme-based games, laboratories, fitness, and recreational activities. These activities are negotiated based on class size, student interest and availability of facilities.

Students explore movement concepts and strategies through physical activities, promoting participation and performance outcomes. These movement concepts and strategies may include body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions and making decisions.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and reflect on strategies to improve participation and performance. Technology is used to collect, collate, and analyse data such as video footage, heart rates, fitness tests, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways to improve performance and participation.

Assessment

Type 1: Performance and improvement 50%

Type 2: Physical activity and investigation 50%

Additional Information

Practical participation is an essential element of the curriculum. Students who cannot participate due to medical or health reasons require notes from their parents.

Physical Education B can be taken as a stand-alone subject or in addition to Physical Education A. It shares some similarities to Physical Education A. However, it provides different sporting contexts, learning experiences and assessments.

Year 12 Health and Wellbeing

Full year
Optional

Content

Students develop the knowledge, skills, and understandings required to explore and analyse the influences on health and wellbeing. They learn to make informed decisions and consider the role of health and wellbeing across personal, community, and global contexts. Emphasis is placed on understanding health determinants, addressing inequities, identifying barriers, and applying strategies to promote positive outcomes.

Students plan and implement a four-week health initiative aimed at achieving a personal health goal, followed by an evaluation of the program's effectiveness. They collaborate in small groups to design and deliver lunchtime activities that promote health within the school and the wider Mount Barker community, including researching, planning, and assessing the needs of a specific target group.

Students investigate an issue related to risky behaviours, analyse its scale and trends, and evaluate existing programs with recommendations for improvement. In exploring the concept of human rights, students identify an issue they care about and design a global advocacy campaign using a social media platform.

Students independently research a contemporary health and wellbeing issue, develop a question or hypothesis, and conduct an investigation that leads to analysis and evidence-based recommendations.

Assessment

Type 1: Initiative 40%

Type 2: Folio 30%

Type 3: Inquiry 30%

Year 12 Outdoor Education

Full year
Optional

Content

Students engage in experiential learning based on three focus areas; conservation and sustainability, human connections with nature, and personal growth and development. Students develop skills, knowledge and understanding of safe and sustainable outdoor experiences.

Students engage in direct and personal experiences in various natural environments to reflect on their study of natural areas and their potential to promote personal and group development, health and wellbeing, environmental learning and sustainable living.

Assessment

Type 1: About the natural environment 20%

Type 2: Experiences in the natural environment 50%

Type 3: Connection with the natural environments 30%

Additional Information

A subject levy of $600 is payable before the first camp/excursion.

Camps and excursions have moderate to high physiological demands. Students will require a good level of physical fitness to complete the course's practical components successfully.

Content

Health and Physical Education

Contact Matthew Honner

Year 12 Physical Education
Full year
Optional

Content

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capabilities and investigate the factors that influence improved participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Students explore physiological demands and skill-related data related to two different sports.

Students undertake a personal sporting or physical activity improvement journey. There is a strong emphasis on training principles and methods, data collection and analysis, and reflection and feedback.Students work with peers to create a sporting competition. They perform at least two specific roles to improve their team's participation and performance.

Assessment

Type 1: Diagnostics 30%

Type 2: Self-improvement portfolio 40%

Type 3: Group dynamics 30%

Additional Information

At year 12, students can choose between Physical Education and Sports Coaching - Integrated Learning.

Year 12 Sports Coaching - IL
Full year
Optional

Content

Students engage with a subject framework that connects personal experiences with academic learning. With a focus on sports coaching, they explore coaching principles and practices, develop leadership and communication skills, and reflect on their own growth and performance. Students plan and deliver coaching sessions, analyse athlete development, and investigate how coaching influences participation and performance. Through both collaborative and individual tasks, they apply theoretical knowledge in practical settings, evaluate coaching strategies, and consider ethical and inclusive approaches to sport.

Students are encouraged to make meaningful connections between their learning and real-world contexts, fostering both personal and community development. Through these experiences, students deepen their understanding of themselves as learners, build their capabilities, and apply critical thinking skills through inquiry into areas of personal interest. Emphasis is placed on practical involvement and the ability to reflect on and evaluate personal growth through the sports and activities undertaken.

Assessment

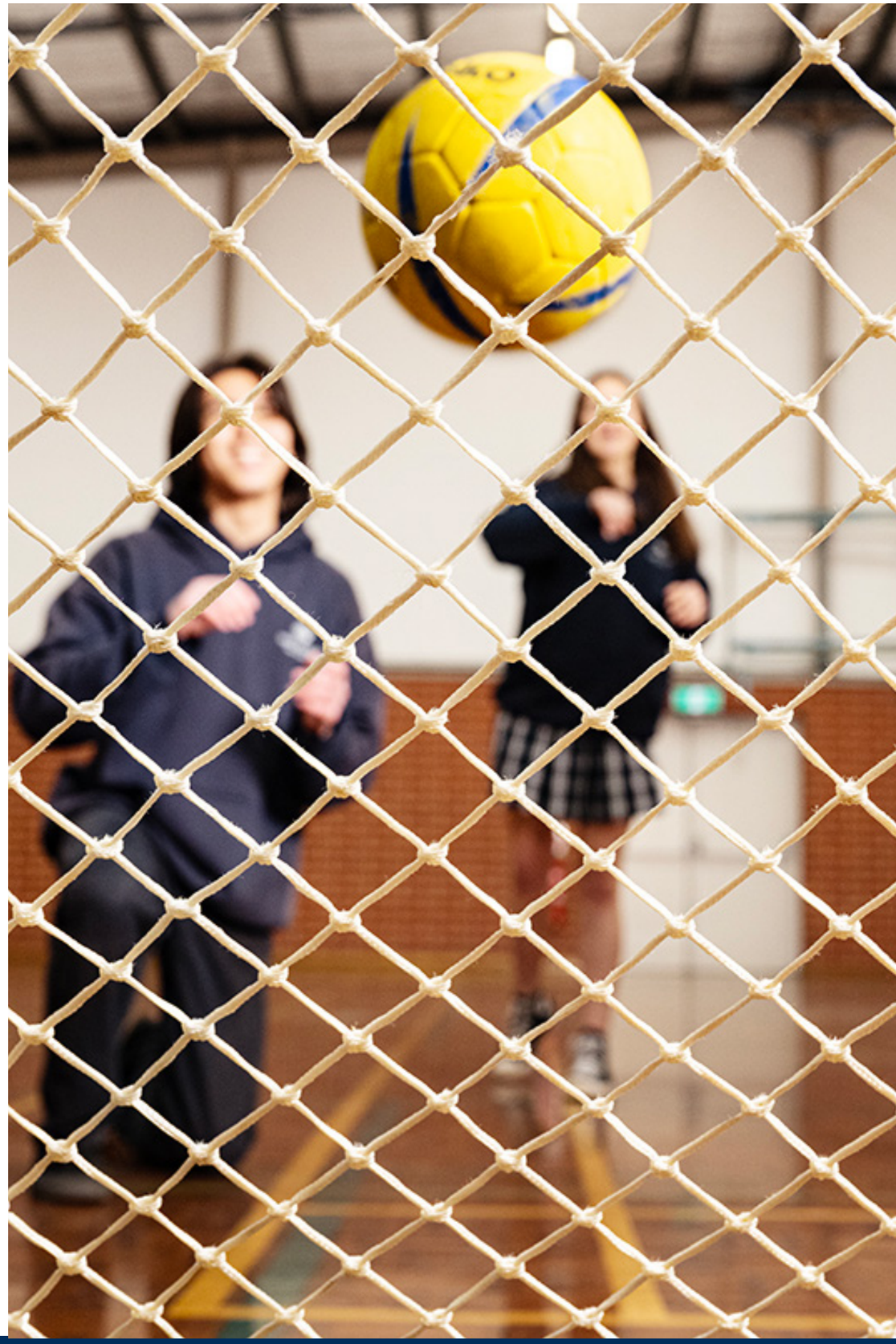
Type 1: Practical inquiry 40%

Type 2: Connections 30%

Type 3: Personal endeavour 30%

Additional Information

At year 12, students can choose between Physical Education and Sports Coaching - Integrated Learning.



Humanities and Social Sciences

Contact Heath Masters

Year 7 Geography
Term
Compulsory

Content

Students focus on two units of study: water in the world and place and liveability.

Water in the world focuses on water as a renewable environmental resource. This unit examines its many uses and the ways it is perceived and valued.

Place and liveability focuses on the concept of place by investigating liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives.

Topics may include:
Water in the world
- How water connects communities and affects place
- Fires, floods, and droughts - welcome to Australia

Place and liveability
- Worldwide water solutions
- Perfect places

Assessment

Tasks may include:
Water in the world
- Students watch 'The boy who harnessed the wind' and then research pre-existing solutions or create their own

Place and liveability
- Students create a model, drawing, or computer model of an ideal based on a particular family or group of people

Year 7 History
Term
Compulsory

Content

Students focus on a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). This was a time when humans were only just discovering culture and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history in a range of societies in places including Australia, Rome, and China.

The course provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Topics may include:
- Investigating the ancient past (historical methods)
- Investigating the ancient past (ancient Australia)
- The Mediterranean world (Rome)
- First People (Indigenous Australians)

Assessment

Tasks may include:
- Historical investigation: Students choose one historical mystery or controversy and create their own interpretation of events to solve the mystery. Students investigate the methods and tools historians, and archaeologists used to gather evidence and reflect on the reliability of sources used to solve the mystery.
- E-folio of evidence: Students create a folio of evidence over weeks studying aspects of Ancient China. Activities may range from investigating an area of interest to analyzing a source or reporting on a notable figure.

Year 8 Geography
Semester
Compulsory

Content

Students focus on two units of study: landforms and landscapes and changing nations.

Landforms and landscapes focuses on investigating the features and formations of landscapes and landforms and the human impacts on and management strategies for our environment. Students learn to interpret and analyse climate data to predict and identify trends.

Changing nations focuses on human geography, specifically urbanisation and migration. Students learn about megacities by comparing Tokyo in Japan or Shanghai in China to Mexico City in Mexico or New York City in the United States. Students assess the challenges and opportunities afforded by these megacities against Australia's own cities (typically Adelaide or Melbourne). Through this inquiry, students learn to pose questions and draw conclusions about the nature of urbanisation before exploring migration patterns and their impact on the management and planning of Australia's urban future.

Assessment

Tasks may include:
- Model or poster design on an Australian landform
- Field report
- Exposition and comparative presentation

Year 8 History
Semester
Compulsory

Content

Students study the history of the ancient period to the beginning of the modern period (c. 650 - 1750 AD). This was when major civilisations worldwide came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The course provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Topics may include:
- The Vikings (790 - 1066)
- Medieval Europe (590 -1500)
- The Black Death in Asia, Europe and Africa (14th Century Plague)
- The Polynesian Expansion across the Pacific (700 -1756) or Rise of Shogunates in Japan

Assessment

Tasks may include:
- Source analysis: Find primary and secondary sources to answer the question, 'How did the beliefs of the Church affect society?'
- Explanation: Either the changes in castles, how Medieval Europe changed due to the Crusades, or the factors that weakened the feudal system
- Analyse the causes of the Black Death and evaluate which were the most damaging
- Research one Polynesian society and present information about their cultural traditions and links to the environment.

Humanities and Social Sciences

Contact Heath Masters

Year 9 Geography
Semester
Optional

Content

Students focus on two units of study: biomes and food security and geographies of interconnections.

Biomes and food security investigates how organisms and their environment contribute to food and fibre production. Students learn about the role climates, soils, and vegetation have on food productivity, how humans impact these factors, and how technology can be used to overcome emerging challenges to food security.

Geographies of interconnections explores how people are connected through technology, trade and travel. Students learn about the effects of international demand for food products on biodiversity worldwide while developing the skills to reflect on and respond to environmental and economic challenges.

Assessment

Tasks may include:
- Biome investigation
- Poverty and food security presentation
- Food waste infographic
- Country comparison report

Year 9 History
Semester
Compulsory

Content

Students study the history of the making of the modern world from 1750 to 1918. This period of history culminated in World War I, 1914–1918, the 'war to end all wars'.

Topics may include:
- Movement of people (1750-1901): Students investigate how life changed in the period through the study of 'The Industrial Revolution' and 'The Movement of People'
- Making a nation (1788-1914): Students will study the extension of settlement, including the effects of contact between European settlers in Australia and Indigenous people, and the living and working conditions in Australia around the turn of the twentieth century (1900)
- World War I (1914-1918): Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in the world and Australian history

Assessment

Tasks may include:
- Create an interactive poster using QR-coded links to demonstrate their ability to source relevant information relating to 'The Industrial Revolution'
- Create a time capsule of sources based on a specific event in Australian history circa early 1900s
- Construct a timeline of the key events of WWI in a decorative manner
- Journey of a WWI soldier: Students choose a soldier from WWI, research their journey, and present their findings for the Anzac Spirit Award
- Analyse various sources about the Western Front and respond to the question: 'Why did Australian troops find life on the Western Front so difficult?'

Year 10 Ancient Studies
Semester
Optional

Content

Students focus on strengthening their historical inquiry and source analysis skills in preparation for Stage 1 History based subjects. Students investigate the belief systems of Ancient Egypt and evaluate the causes and significance of the Peloponnesian War in Ancient Greece.

Assessment

Tasks may inlcude:
- Archaeological dig: Engage in a simulated archaeological dig, applying research and analytical skills. This task culminates in the development of a curated museum exhibit based on their findings.
- Discussion: Explore an open-ended question concerning the nature of power in Ancient Greece. This task emphasises research and critical thinking, requiring students to develop and communicate a persuasive argument.
- Source analysis: Students are provided with extended exposure to primary sources and encourages the development of thoughtful secondary interpretations.

Year 10 Geography
Semester
Optional

Content

students focus on two units of study: environment change and management and geographies of human well-being.

Environmental change and management investigates environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews, including those of Aboriginal and Torres Strait Islander people. Students investigate a specific type of environment and environmental change in Australia and one other country.

Geographies of human well-being investigates global, national, and local differences between places. This unit examines the different concepts and measures of human well-being and the causes of global differences in these measures between countries. Students explore spatial differences in well-being within and between countries and evaluate the differences from various perspectives.

Assessment

Tasks may include:
- India's rural/urban divide comparative poster
- Comparing countries well-being investigation
- Local fieldwork report
- Environmental impacts of agriculture task

Additional Information

This subject may include fieldwork excursions.

Humanities and Social Sciences

Contact Heath Masters

Year 10 History
Semester
Compulsory

Content

Students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Topics may include:

- World War II (1939-1945): Students investigate wartime experiences through an in-depth study of World War II, which includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement
- Rights and freedoms (1945-present): Students investigate struggles for human rights, which include how rights and freedoms have been ignored, demanded or achieved in Australia and the broader world context

Assessment

Tasks may include:

- WWII Battle Plan: In groups, using what they know about the weather, terrain, and people involved, students create a battle plan which can be presented in a 3D format or as a documentary-style video
- Source analysis: The use of atomic bombs to end WWII
- Discussion: How effective have activists achieved change for Aboriginal and Torres Strait Islander people?
- Examination

Year 10 Historical Studies
Semester
Optional

Content

Students extend their humanities knowledge by learning topics relevant to the real world and the community. Students who have an interest in history can pursue the subject further. Teaching skills such as critical thinking and ethical and analytical reasoning gives students an advantage across all subject areas, particularly the humanities.

Topics may include:

- French Revolution
- American Revolution
- Vietnam War

Assessment

Tasks may include:

- Ancient folio: Students create a shared information platform that will present an analysis of the revised social hierarchy post-French Revolution
- Historical report: Students develop a source analysis of the key figures of the Boston Tea Party (American Revolution)

Year 10 Society and Culture
Semester
Optional

Content

Students extend their humanities-based knowledge through topics with real-world and community relevance. It provides a sound pathway for students studying Stage 1 and 2 Society and Culture.

Topics may include:

- Popular culture: Develop an understanding of the nature of popular culture by examining the distinguishing characteristics that identify a popular culture
- Social inclusion and exclusion: Develop an understanding of how societies include and exclude individuals and groups and what the potential and real outcomes are of inclusion and exclusion
- Social issues: Examine a negotiated social issue in an Australian or global context. The issue can be current or recently debated. It's important that students examine both sides of an argument and gather evidence for both, concluding in a research-based summary.

Assessment

Tasks may include:

- Popular culture investigation: Investigation of a popular culture which involves a focus on the relationship between the consumers and producers, with particular emphasis on contemporary issues
- Socially valued resource programs analytical presentation: Research of a government program based on improving key social indicators and analyse the program
- Social change exposition: Research a current, prevalent issue in society, examining both sides to formulate an unbiased argument

Year 11 Aboriginal Studies
Semester
Optional

Content

Students learn from and with Aboriginal people and communities. This engagement is integral to developing and extending respectful ways of thinking, communicating, understanding, and acting.Through their learning, students draw on elements of history, sociology, politics, arts, and literature. Students demonstrate their knowledge and understanding of Aboriginal narratives and reflect on their learning from Aboriginal people, communities, and/or other sources of Aboriginal voice.

Through self-assessment, students evaluate their learning and consider how their thinking on the subject has changed. Students research and use what they have learned from and with Aboriginal people and/or communities to undertake their creative presentation. They demonstrate their knowledge and understanding of how the past influences the present and deconstruct and analyse the experiences of Aboriginal people and/or communities.

Assessment

Type 1: Learning journey 75%

Type 2: Creative presentation 25%

Additional Information

Students will be required to pay for excursion costs and/or costs to participate in a camp.

Humanities and Social Sciences

Contact Heath Masters

Year 11 Business Innovation
Semester
Optional

Content
Students develop skills in innovation and entrepreneurship ready for today's workplace. Students develop and apply what they have learned to start-ups or existing businesses. By implementing design thinking and real-life business models, students learn to make and solve decisions to either market new products or engage directly with local businesses to solve their 'real-life' problems. They collaborate to build ideas and collect and analyse business information to make decisions.

Topics may include:
- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local and digital connections. Students then create a business pitch to market their solutions.

Assessment
Type 1: Business skills 70%

Type 2: Business pitch 30%

Year 11 Geography
Semester
Optional

Content
Students research, analyse, and develop ideas while researching geographic concepts that affect the local community.

Students learn to communicate personal ideas and concepts based on their geographic understandings. They engage in a fieldwork trip to apply the concepts they have learned about rapid urbanisation and environmental degradation to our local community.

Assessment
Type 1: Skills and application tasks 70%

Type 2: Fieldwork report 30%

Additional Information
Students may be required to purchase/source additional materials depending on practical designs and requirements.

Year 11 History - IL
Semester
Optional

Content
Students can choose their own historical period to focus on according to their interests, capacities, and needs. It can be undertaken by a group of students who collaborate or by an individual student with access to opportunities to collaborate with others, either face-to-face or in a digital environment.

Assessment
Students negotiate assessment task formats with their teacher.

Type 1: Practical exploration 30%

Type 2: Connections 40%

Type 3 Personal ventures 30%

Additional Information
Students can enrol in this subject or be converted from year 11 Modern History early in the semester.

Year 11 Legal Studies
Semester
Optional

Content
Students explores the nature of the Australian legal system within a global context. Students gain an understanding of the structures of the legal system and how society's diversity influences it. The experiences gained by students about the legal system will enable them to participate as active and informed citizens in a democratic society. Students will analyse the dispute resolution process through the criminal and civil court systems and critically analyse whether the system is fair and equitable.

Students cover compulsory the focus area, law and communities, and two optional focus areas, including justice and society, relationship and the law, young people and the law, and law-making.

Assessment
Type 1: Analytical response 30%

Type 2: Inquiry 30%

Type 3: Presentation 40%

Humanities and Social Sciences

Contact Heath Masters

Year 11 Modern History
Semester
Optional

Content

Students explore changes in the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate how people, groups, and institutions challenge political structures, social organisations, and economic models to transform societies.

Topics may include:
- Imperialism
- Decolonisation
- Indigenous peoples
- Social movements
- Revolution
- Elective topic

Assessment

Type 1: Historical skills 70%

Type 2: Historical study 30%

Year 11 Society and Culture
Semester
Optional

Content

Students explore and analyse the interactions of people, societies, cultures, and environments. They learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate how people function in groups and communicate within and across cultural groups.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. Students develop the skills to critically analyse a range of viewpoints about people, societies, and issues, understand the diversity within and across societies, and extend their awareness of the connections between and interdependence of societies and cultures.

Assessment

Type 1: Source analysis 50%

Type 2: Group activity 25%

Type 3: Investigation 25%

Year 11 Tourism
Semester
Optional

Content

Students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity.

Topics may include:
- Developing an understanding of tourism from the perspectives of the host community, tourism business, government bodies, and travellers
- Investigating tourism locally, nationally, and globally
- Consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments
- Exploring tourism as a business and its impact on the economy
- Exploring the opportunities and benefits, as well as problems and threats, to people and the environment
- Identifying and investigating tourism trends, developments, or contemporary issues
- Applying their knowledge, skills, and understanding of tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options

Assessment

Type 1: Case study 25%

Type 2: Source analysis 20%

Type 3: Practical activity 30%

Type 4: Investigation 30%

Year 12 Business Innovation
Full year
Optional

Content

Students use design, thinking and planning processes to find and solve business problems. By working collaboratively with their peers to explore ideas and solutions, they will test, iterate and apply critical and creative thinking to make decisions to complex, 'real-life' problems, with the thinking of designers and innovators.

The course is structured around three key contexts: designing business, sustaining business, and transforming business. The teacher selects two key contexts to formulate the course. The focus is on innovation, project management, financial literacy, and global, local, and digital perspectives.

Assessment

Type 1: Business skills 40%

Type 2: Business model 30%

Type 3: Business plan and pitch 30%

Additional Information

Students may visit businesses on excursions or outside school time for interviews.

Humanities and Social Sciences

Contact Heath Masters

Year 12 History - IL
Full year
Optional

Content
Students choose their own historical period to focus on according to the interests, capacities, and needs of the students. It can be undertaken by a group of students who collaborate or by an individual student who has access to opportunities to collaborate with others, either face-to-face or in a digital environment.

Students can choose to enrol in this subject or be converted from year 12 Modern History early in the semester.

Assessment
Students negotiate assessment task formats with their teacher.
Type 1: Practical inquiry 40%

Type 2: Connections 30%

Type 3: Personal endeavour 30%

Year 12 Legal Studies
Full year
Optional

Content
Students explores the way the political and legal systems operate through our courts and parliament. This enables students to become more informed about our legal system and make judgements about the effectiveness of the system.

Students study three focus areas (focus area 1 and 2 are compulsory and the teacher must choose one option area):
- Focus area 1: Sources of law
- Focus area 2: Dispute resolution
- Option area 1: Constitution
- Option area 2: When rights collide

Assessment
Type 1: Folio 40%

Type 2: Inquiry 30%

Type 3: Examination 30%

Year 12 Modern History
Full year
Optional

Content
Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped its development. They develop insights into the characteristics of a modern nation and the crises and challenges that have confronted it. Students consider the ways in which the nation has dealt with internal divisions and external challenges and the paths that it has taken.

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and their impact on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power and how others have sought to forge their own destiny.

Assessment
Type 1: Historical skills 50%

Type 2: Historical study 20%

Type 3: Examination 30%

Year 12 Society and Culture
Full year
Optional

Content
Students explore and analyse the interactions of people, societies, cultures and environments. They learn about how societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate how people function in groups and communicate within and across cultural groups. Students develop skills, experience, and understanding of how individual and group involvement can influence change, and they consider the consequences of a range of possible social actions.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

Topics may include:
- Cultural diversity
- Contemporary challenges
- Global issues
- One free-choice investigation

Assessment
Type 1: Folio 50%

Type 2: Interaction 20%

Type 3: Investigation 30%

Languages

Contact Thomas Gilder

Year 7 German
Semester
Compulsory

Content

Students develop the ability to read, speak and write in German, and are introduced to aspects of German life and culture.

Topics may include:

- Germany and German-speaking countries
- German customs, culture and geography
- Common social interactions
- Family and home life
- Descriptive writing
- Understanding, practising and analysing systems of language including grammatical patterns, tenses, word order, spelling, polite form, dialects, linguistic features and meta-language.

Assessment

Students are assessed as they read, write, listen, and speak in German. They are also assessed on their understanding of language structure and culture. Assessment items include role-plays, oral presentations, posters, maps, letters, and creative writing.

Year 7 Japanese
Semester
Compulsory

Content

Students develop the ability to read, speak, and write in Japanese and are iintroduced to aspects of Japanese life and culture.

Topics may include:

- Japan and Japanese-speaking countries
- Japanese customs, culture and geography
- Common social interactions
- Family and home life
- Descriptive writing
- Understanding, practising and analysing language systems, including grammatical patterns, tenses, word order, spelling, polite form, dialects, linguistic features and meta-language.

Assessment

Students are assessed as they read, write, listen, and speak in Japanese. They are also assessed on their understanding of language structure and culture. Assessment items include role-plays, oral presentations, posters, maps, letters, and creative writing.

Year 8 German
Semester
Compulsory

Content

Students develop the ability to read, speak, and write in German andare introduced to aspects of German life and culture.

Topics may include:

- Germany and German-speaking countries
- German customs, culture and geography
- Common social interactions
- Family and home life
- Descriptive writing
- Understanding, practising and analysing language systems, including grammatical patterns, tenses, word order, spelling, polite form, dialects, linguistic features and meta-language.

Assessment

Students are assessed as they read, write, listen to, and speak German. They are also assessed on their understanding of language structure and culture. Assessment items include role-plays, oral presentations, posters, maps, letters, and creative writing.

Year 8 Japanese
Semester
Compulsory

Content

Students develop the ability to read, speak, and write in Japanese and are introduced to aspects of Japanese life and culture.

Topics may include:

- Japan and Japanese-speaking countries
- Japanese customs, culture and geography
- Common social interactions
- Family and home life
- Descriptive writing
- Understanding, practising and analysing language systems, including grammatical patterns, tenses, word order, spelling, polite form, dialects, linguistic features and meta-language.

Assessment

Students are assessed as they read, write, listen and speak Japanese. Understanding of language structure and culture is also assessed. Assessment items include role-plays, oral presentations, posters, maps, letters and creative writing.

Languages

Contact Thomas Gilder

Year 9 German A
Semester
Optional

Content

Students further develop and consolidate their ability to read, speak, and write German and to facilitate an appreciation of German life and culture.

Topics may include:

- Common social interactions
- Looking at German federal states and getting to know Bavaria, specifically the lakeside town of Tutzing
- Giving directions and naming buildings and places around students' hometowns
- Exploring the concept of 'Heimat'
- Talking about clothes
- Ordering in a restaurant
- Healthy lifestyles
- German history
- Descriptions using more complex grammatical structures
- Germany and the global community
- Translation
- Advanced understanding, practising and analysing language systems, including grammar, spelling, polite form, dialects, linguistic features and meta-language.

Assessment

Students are assessed as they read, write, listen to, and speak German. Understanding of language structure and culture is also assessed. Assessment items include research projects, oral presentations and PowerPoints, performances, written work, role-plays, essays, letters and creative writing.

Additional Information

Completing German A is a prerequisite for German B. German A and B must be completed to proceed to year 10 German.

Year 9 German B
Semester
Optional

Content

Students further develop and consolidate their ability to read, speak, and write in German and to facilitate an appreciation of German life and culture.

Topics may include:

- Common social interactions
- Looking at Berlin, Germany's capital
- German history
- German music and popular music genres
- Daily routines
- Soccor and popular sports
- German foods and recipes
- Holiday plans
- Descriptions using more complex grammatical structures
- Germany and the global community
- Translation
- Advanced understanding, practising and analysing language systems, including grammar, spelling, polite form, dialects, linguistic features and meta-language

Assessment

Students are assessed as they read, write, listen to, and speak German. Understanding of language structure and culture is also assessed. Assessment items include research projects, oral presentations and PowerPoints, performances, written work, role-plays, essays, letters and creative writing.

Additional Information

Completing German A is a prerequisite for German B. German A and B must be completed to proceed to year 10.

Year 9 Japanese A
Semester
Optional

Content

Students further develop and consolidate their ability to read, speak, and write in Japanese and to facilitate an appreciation of Japanese life and culture.

Topics may include:

- Consolidating the students' ability to read the Hiragana script
- Introducing students to the standard method of writing the three Japanese scripts
- Building on the vocabulary and grammatical structure introduced in year 8
- Reviewing how to talk about family and pets as well as introductions and numbers
- The role of grammatical 'particles' in the Japanese language
- What role does etiquette play in Japanese culture, and how it affects language
- Indicating preferences for things
- Talking about months and days of the week
- Indicating where you are from and where you live

Assessment

Students are assessed as they read, write, listen to, and speak Japanese. They are also assessed on their understanding of language structure and culture. Assessment items include research projects, oral presentations and PowerPoints, performances, written work, role-plays, essays, letters, and creative writing.

Additional Information

Completion of Japanese A is a prerequisite for Japanese B. Japanese A and B must be completed to proceed to year 10 Japanese.

Year 9 Japanese B
Semester
Optional

Content

Students further develop and consolidate their ability to read, speak, and write in Japanese and to facilitate an appreciation of Japanese life and culture.

Topics may include:

- Common social interactions
- Looking at Japanese federal states
- Giving directions and naming buildings and places around students' hometowns
- Exploring the concept of 'Homutaun'
- Talking about clothes
- Ordering in a restaurant
- Healthy Lifestyles
- Japanese history
- Descriptions using more complex grammatical structures
- Japan and the global community
- Translation
- Advanced understanding, practising and analysing systems of language, including grammar, spelling, polite form, dialects, linguistic features and meta-language

Assessment

Students are assessed as they read, write, listen to, and speak in Japanese. They are also assessed on their understanding of language structure and culture. Assessment items include research projects, oral presentations and PowerPoints, performances, written work, role-plays, essays, letters, and creative writing.

Additional Information

Completion of Japanese A is a prerequisite for Japanese B. Japanese A and B must be completed to year 10 Japanese.

Languages

Contact Thomas Gilder

Year 10 German
Full year
Optional

Content

Students further develop and consolidate their ability to read, speak and write in German, and facilitate an appreciation of German life and culture.

Topics may include:

- Entertainment and youth culture in Berlin
- Problems facing young people and relationships with parents and friends
- Accommodation, sightseeing, directions, cars and trains
- Student exchange, lifestyles, how and where people live
- After-school activities, recycling, the environment and climate change
- Sports and sporting events
- Concepts of identity, nationality, homeland and migration
- German culture and traditions
- Technology in the German classroom
- Germany, Europe and the global community
- Translation
- Advanced understanding, practising and analysing systems of language, including grammar, spelling, polite form, dialects, linguistic features and meta-language

Assessment

Students are assessed as they read, write, listen to, and speak German. Understanding of language structure and culture is also assessed. Assessment items include research projects, oral presentations, performances, written work, role-plays, essays, letters and creative writing.

Additional Information

Students must have studied German A and B in year 9 to be able to study German in year 10.

Year 10 Japanese
Full year
Optional

Content

Students further develop and consolidate their ability to read, speak and write in Japanese, and facilitate an appreciation of Japanese culture.

Topics may include:

- Entertainment and youth culture in Japan
- Problems facing young people and relationships with parents and friends
- Accommodation, sightseeing, directions, cars and trains
- Student exchange, lifestyles, how and where people live
- After-school activities, recycling, the environment and climate change
- Sports and sporting events
- Concepts of identity, nationality, homeland and migration
- Japanese culture and traditions
- Technology in the Japanese classroom
- Translation
- Advanced understanding, practising and analysing systems of language, including grammar, spelling, polite form, dialects, linguistic features and meta-language

Assessment

Students are assessed as they read, write, listen to, and speak Japanese. Understanding of language structure and culture is also assessed. Assessment items include research projects, oral presentations, performances, written work, role-plays, essays, letters and creative writing.

Additional Information

Completing year 9 Japanese A and B is strongly advised if students consider studying Japanese in year 10.

Mathematics

Contact Amanda Clark

Year 7 Mathematics
Full year
Compulsory

Content

Students develop their mathematical and problem-solving skills.

Topics may include:

- Number and place value
- Real numbers
- Money and finance
- Patterns and algebra
- Coordinate geometry
- Measurement
- Geometric reasoning
- Chance and data representation

Assessment

Students complete topic tests, investigations, and activities involving information and communications technologies.

Year 8 Mathematics
Full year
Compulsory

Content

Students develop their mathematical and problem-solving skills.

Topics may include:

- Directed numbers
- Fractions, decimals and percentages
- Measurement
- Algebra
- Coordinate geometry
- Rates and ratios
- Time

Assessment

Students complete topic tests, investigations, and activities involving information and communications technologies.

Year 9 Mathematics
Full year
Compulsory

Content

Students gain skills in the theoretical concepts of mathematics, focusing on problem-solving and higher-order thinking skills.

Topics may include:

- Statistics
- Probability
- Algebra
- Pythagoras' theorem
- Trigonometry
- Coordinate geometry
- Financial mathematics

Assessment

Students complete topic tests, investigations, and activities involving information and communication technologies.

Year 10 Mathematics
Full year
Compulsory

Content

Students develop skills for dealing with mathematical applications in the real world. Technology, such as online graphing resources, will consolidate concepts and allow students to investigate higher-level mathematics ideas.

Topics may include:

- Measurement
- Linear equations
- Quadratics
- Statistics
- Trigonometry
- Geometry
- Financial mathematics
- Probability
- Networks

Assessment

Students complete topic tests, investigations, and activities involving information and communication technologies.

Mathematics

Contact Amanda Clark

Year 11 Essential Mathematics
Semester
Optional

Content
Students focus on mathematical skills in practical problem-based ways to solve everyday problems.

Topics may include:
- Financial mathematics
- Measurement
- Basic calculations with and without a calculator
- Statistics

Assessment
Type 1: Skills and applications tasks 75%

Type 2: Mathematical investigation 25%

Year 11 General Mathematics A
Semester
Optional

Content
Students focus on the mathematical abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Topics may include:
- Investment and borrowing
- Measurement
- Statistics

Assessment
Type 1: Skills and applications tasks 75%

Type 2: Mathematical investigation 25%

Year 11 General Mathematics B
Semester
Optional

Content
Students focus on the mathematical abilities and skills required in the workplace and everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving to communicate the relationships observed and the problems solved to others.

Topics may include:
- Linear and exponential functions
- Network and matrices
- Right and non-right angled trigonometry

Assessment
Type 1: Skills and applications tasks 75%

Type 2: Mathematical investigation 25%

Additional Information
Students must complete both semesters of General Mathematics (A and B) if they intend to do year 12 General Mathematics.

Year 11 Mathematics A
Semester
Optional

Content
Students focus on the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem-solving with the goal of communicating the relationships observed and the problems solved.

Students gain knowledge of theoretical concepts in mathematics and focus on higher-order thinking skills to solve complex problems. Graphics calculators are used to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Topics may include:
- Relations and functions
- Polynomials
- Trigonometry

Assessment
Type 1: Skills and applications tasks 75%

Type 2: Mathematical investigation 25%

Additional Information
This course gives students the necessary skills to enter Mathematics B and Mathematics C in semester 2.

Students must select Mathematics A and B to study year 12 Mathematical Methods.

Students must select Mathematics A, B and C to study year 12 Specialist Mathematics.

Mathematics

Contact Amanda Clark

Year 11 Mathematics B
Semester
Optional

Content

Students participate in a wide variety of problem-solving activities. This course gives students the abilities and skills required in the workplace and everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving to communicate the relationships observed and the problems solved to others.

Students learn mathematical theoretical concepts and focus on their higher-order thinking skills in solving complex problems. Graphics calculators consolidate concepts and provide further opportunities for students to investigate mathematical phenomena.

Topics may include:
- Statistics and counting
- Growth and decay
- Introduction to differential calculus
- This course will provide students with the necessary skills to enter Mathematics C.

Assessment

Type 1: Skills and application tasks 75%

Type 2: Mathematical investigation 25%

Additional Information

Students must select Mathematics A and B to study year 12 Mathematical Methods.

Students must select Mathematics A, B and C to study year 12 Specialist Mathematics.

Year 11 Mathematics C
Semester
Optional

Content

Students study a selection of topics which may include:
- Geometry
- Vectors in the plane
- Further trigonometry
- Real and complex numbers
- Matrices

Assessment

Type 1: Skills and applications tasks 75%

Type 2: Mathematical investigation 25%

Additional Information

Students must study Mathematics A and B to study Mathematics C. Preferred pre-requisite achievement of a C or better in Mathematics A.

Students must select Mathematics A, B and C to study year 12 Specialist Mathematics.

Year 12 General Mathematics
Full year
Optional

Content

Students focus on applying mathematical skills to practical problem-solving.

Students may develop a range of applications of mathematical skills, including:
- Personal finance management
- Statistical investigation process
- Modelling using linear and non-linear functions
- Networks and matrices
- Discrete models
- Examinable topics include finance, statistics and discrete models. Graphics calculators are used.

Assessment

Type 1: Skills and application tasks 40%

Type 2: Mathematical investigations 30%

Type 3: Examination 30%

Additional Information

Successful completion of General Mathematics at year 12 prepares students for entry to tertiary courses and occupations requiring a general background in mathematics.

Students require the MASA General Mathematics Study Guide.

Year 12 Mathematical Methods
Full year
Optional

Content

Students develop knowledge, skills, and understanding of mathematical techniques and analyse, interpret, and communicate mathematical information.

Topics may include:
- Further differentiation and applications
- Integral calculus
- Logarithmic functions
- Discrete random variables
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Assessment

Type 1: Skills and applications tasks 50%

Type 2: Mathematical investigation folio 20%

Type 3: Examination 30%

Content

Mathematics

Contact Amanda Clark

Year 12 Specialist Mathematics
Full year
Optional

Additional information relating to Mathematics subjects

Content

Students develop knowledge, skills and understanding of mathematical techniques and analyse, interpret and communicate mathematical information.

Topics may include:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three-dimensions
- Integration techniques and applications
- Rates of change and differential equations

Assessment

Type 1: Skills and applications tasks 50%

Type 2: Mathematical Investigation folio 20%

Type 3: Examination 30%

Additional Information

Students require an approved SACE graphics calculator (recommended TI-84 Plus CE)

Year 12 Specialist Mathematics must be studied in conjunction with year 12 Mathematical Methods.

Students require a scientific calculator (recommended Casio fx-82AU PLUS II) for years 7, 8, 9, 10 Mathematics and year 11 Essential Mathematics.

Students require an approved SACE graphics calculator (recommended TI-84 Plus CE) for year 11 General Mathematics, year 11 Mathematics A,B, and C, and all year 12 Mathematics subjects.

In years 7, 8 and 9 Mathematics subjects students are enrolled in Connect Mathematics or Mathematics based on teacher recommendations and parent approval. Teacher recommendations are based on previous achievements, PAT and NAPLAN results.

In year 10, 11 and 12 Mathematics subjects, students will be enrolled in Mathematics classes based on teacher recommendations and parent approval. Teacher recommendations are based on previous achievements, PAT results and career pathways. Negotiations can be made if a specific pathway is required for students.

To meet the SACE numeracy requirement, students must achieve a C grade in 10 credits of year 11 Mathematics.

Science

Contact Ross Templeman

Year 7 Science
Semester
Compulsory

Content
Students study scientific concepts and explore how they relate to everyday life. Students develop their inquiry skills through practical investigations, which allow them to formulate and test hypotheses and draw conclusions.

Topics may include:
- Chemical sciences: particle theory and separating substances
- Biological sciences: classification and food webs
- Physical sciences: energy and simple machines
- Earth and space sciences: seasons and the Moon

Assessment
Tasks may include:
- Design an experiment by collaboratively identifying and controlling variables to develop a step-by-step method for interpreting and analysing data and evaluating the scientific method.
- Topic tests
- Informative poster on a given topic
- Fieldwork booklet

Year 8 Science
Full year
Compulsory

Content
Students study scientific concepts and explore how they relate to everyday life. Students develop their inquiry skills through practical investigations, which allow them to formulate and test hypotheses and draw conclusions.

Topics may include:
- Chemical sciences: matter and physical/ chemical changes
- Biological sciences: cells and body systems
- Physical sciences: energy, transfer and transformations
- Earth and space sciences: rocks and plate tectonics

Assessment
Tasks may include:
- Completion of an experiment by completing a given method to collect, interpret and analyse data
- Design an experiment by collaboratively identifying and controlling variables to design a step-by-step method to interpret and analyse data and evaluate the scientific method
- Science as a human endeavour task
- Topic tests
- A multimodal product such as a website, video, stop motion
- Informative poster on a given topic
- Oral presentation

Year 9 Science
Full year
Compulsory

Content
Students study scientific concepts and explore how they relate to everyday life. Students develop their inquiry skills through practical investigations, which allow them to formulate and test hypotheses and draw conclusions.

Topics may include:
- Chemical sciences: Atoms, radioactivity
- Biological sciences: Homeostasis, asexual and sexual reproduction
- Physical sciences: Energy transfer, waves and wave properties, light and sound
- Earth and space sciences: Carbon cycle, Earth's spheres

Assessment
Tasks may include:
- Completion of an experiment by completing a given method to collect, interpret and analyse data
- Design an experiment by collaboratively identifying and controlling variables to design a step-by-step method to be able to interpret and analyse data, as well as evaluate the scientific method
- Science as a human endeavour task
- Topic tests
- A multimodal product such as a website, video, stop motion
- Informative poster on a given topic
- Oral presentation

Year 10 Extension Science
Semester
Optional

Content
Students study scientific concepts through a critical lens and explore the deeper application of science. Students develop their inquiry skills through practical investigations, which allow them to analyse results, evaluate procedures, and draw conclusions.

Topics may include:
- Chemical sciences: acids and bases
- Biological sciences: biotechnology
- Physical sciences: momentum

Assessment
Tasks may include:
- Completion of an experiment by completing a given method to collect, interpret and analyse data
- Science as a human endeavour task
- Practical skills tests
- Examination

Science

Contact Ross Templeman

Year 10 Science
Full year
Compulsory

Content

Students study scientific concepts and explore how they relate to everyday life. They develop their inquiry skills through practical investigations, which allow them to formulate and test hypotheses and draw conclusions.

Topics may include:

- Chemical sciences: properties of atoms and chemical reactions
- Biological sciences: natural selection, evolution, DNA and genetics
- Physical sciences: motion and energy
- Earth and space sciences: Earth systems and space science

Assessment

Tasks may include:

- Completion of an experiment by completing a given method to collect, interpret and analyse data
- Design experiments by collaboratively identifying and controlling variables to design a step-by-step method to be able to interpret and analyse data, as well as evaluate the scientific method
- Science as a human endeavour task
- Topic tests
- A multimodal product such as a website, video, stop motion
- Informative poster on a given topic
- Oral presentation
- Examination

Year 11 Biology A
Semester
Optional

Content

Students explore the diversity of life on Earth and the complex interactions within ecosystems. They examine how ecosystems function, how species adapt to their environments, and the impact of natural and human-induced changes on biodiversity. Students investigate ecological relationships, population dynamics, and strategies for conservation. The topic also introduces the biology of infectious diseases, focusing on how pathogens spread, how the body defends itself, and the impact of disease on populations.

Topics may include:
Biodiversity and ecosystem dynamics

- Students explore the variety of life on Earth and how ecosystems function, including species interactions, environmental change, and conservation.

Infectious diseases

- Students investigate how pathogens spread, how the body responds, and the impact of disease on individuals and populations.

Assessment

Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information

Students must select Biology A and Biology B, along with teacher recommendations, in order to study year 12 Biology.

Year 11 Biology B
Semester
Optional

Content

Students explore the structure and function of cells as the basic units of life. The subject focuses on how multicellular organisms rely on specialised cells and systems for the exchange of materials such as gases, nutrients, and wastes. Students explore how cells work together in multicellular organisms to perform specialised functions, supporting growth, repair, and survival. Through practical investigations and scientific analysis, students develop a deeper understanding of how life is organised and sustained.

Topics may include:
Cells and Microorganisms

- Students examine cell structure and function, the role of microorganisms, and processes like diffusion and active transport for moving substances in and out of cells.

Multicellular Organisms

- Students explore how specialised cells and systems work together to support life, including the exchange of gases, nutrients, and wastes.

Assessment

Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information

Students must select Biology A and Biology B, along with teacher recommendations, in order to study year 12 Biology.

Year 11 Chemistry A
Semester
Optional

Content

Students develop knowledge, skills and understanding of chemical science's theory and practical applications.

Topics may include:

- Materials and their atoms
- Combinations of atoms
- Mixtures and solutions
- Molecules

Assessment

Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information

Students must select Chemistry A and Chemistry B, along with teacher recommendations, in order to study year 12 Chemistry.

Science

Contact Ross Templeman

Year 11 Chemistry B
Semester
Optional

Content
Students develop knowledge, skills and understanding of chemical science's theory and practical applications.

Topics may include:
- Molecules
- Mixtures and solutions
- Acids and bases
- REDOX reactions

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information
Students must select Chemistry A and Chemistry B, along with teacher recommendations, in order to study year 12 Chemistry.

Year 11 Earth and Environmental Science A
Semester
Optional

Content
Students explore the origins and development of the Earth and universe through an integrated study of geology, paleontology, and cosmology. Through the study of rocks, minerals, and fossils, students will learn how Earth has changed over time, uncovering evidence of past environments, life forms, and major geological events. Through laboratory and fieldwork, students can engage in a hands-on approach to learning, developing and extending their inquiry skills.

Topics may include:
Origin of the Earth:
- By exploring the origin of the universe, and such theories as the Nebular and giant impact hypotheses, predictions can be made on the origin of stars, planets, and life on Earth.

Turbulent Earth:
- How natural hazards such as earthquakes, volcanic eruptions, tsunamis affect life on Earth.

Evolution and extinction:
- By studying fossils and ancient life forms, students can investigate how organisms have changed over time and how major extinction events, environmental shifts, and evolutionary processes have shaped life on Earth.

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information
Attendance at fieldwork excursions is compulsory and provided at no cost to students.

Year 11 Earth and Environmental Science B
Semester
Optional

Content
Students explore the interconnected systems of the ocean and atmosphere through the study of marine science, meteorology, and climatology. This course offers an in-depth exploration of the principles and practices that help preserve natural resources, maintain biodiversity, and combat environmental challenges.

Through laboratory and fieldwork, students can engage in a hands-on approach to learning, developing and extending their inquiry skills.

Topics may include:
Marine Science
- By studying ocean currents, marine ecosystems, and ocean-atmosphere interactions, students can understand the vital role oceans play in Earth's systems.

Extreme weather
- By examining atmospheric conditions and extreme weather events such as cyclones, storms, and heatwaves, students explore how natural disasters develop and impact communities.

Our changing climate
- By investigating long-term climate trends and human influences, students gain insight into Earth's changing climate and its global effects.
-

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information
Attendance at fieldwork excursions is compulsory and provided at no cost to students.

Year 11 Physics A
Semester
Optional

Content
Students focus on using models, laws, and theories to understand matter, forces, energy, and their interactions better. Physics is based on evidence obtained from observations, measurements, and active experimentation.

Topics may include:
- Linear motion and forces
- Energy and momentum
- Heat

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and application tasks 50%

Additional Information
Students must select Physics A and Physics B, along with teacher recommendations, in order to study year 12 Physics.

Science

Contact Ross Templeman

Year 11 Physics B
Semester
Optional

Content
Students focus on using models, laws, and theories to better understand matter, forces, energy, and their interactions. Physics is based on evidence obtained from observations, measurements, and active experimentation.

Topics may include:
- Electric circuits
- Waves
- Nuclear models and radioactivity

Assessment
Type 1: Investigations folio 40%

Type 2: Skills and applications tasks 60%

Additional Information
Students must select Physics A and Physics B, along with teacher recommendations, in order to study year 12 Physics.

Year 11 Psychology A
Semester
Optional

Content
Students focus on understanding their own and others' behaviours. Psychology builds on the scientific method by involving students in the collection and analysis of data.

This course allows students to investigate human behaviour, the underlying processes, and the factors that influence it. Students can apply psychological knowledge to education, employment and relationships.

Topics may include:
- Introduction to psychology
- Cognitive psychology
- Emotion

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Additional Information
Students must select either Psychology A or Psychology B, along with teacher recommendations, in order to study year 12 Psychology.

Year 11 Psychology B
Semester
Optional

Content
Students gain a deeper understanding of their own behaviour and that of others. Through the study of psychology, students apply the scientific method to investigate human behaviour, exploring the underlying cognitive, emotional, and biological processes that shape it. By collecting and analysing data, students develop critical thinking and research skills. Psychological concepts are made relevant through real-world applications in areas such as education, work, and personal relationships.

Topics may include
Neuropsychology
- Students explore how the brain influences behaviour by studying brain structure, the nervous system, and neurological disorders.

Forensic pychology
- Students examine how psychology is applied in legal settings, including criminal behaviour, eyewitness memory, and offender profiling.

Assessment
Type 1: Investigations folio 50%

Type 2: Skills and applications tasks 50%

Year 12 Biology
Full year
Optional

Content
Students focus on developing an understanding of living systems and the interactions between organisms and their environments. They investigate key biological concepts such as cellular processes, genetics and inheritance, evolution, and ecosystems. Through practical and inquiry-based investigations, they apply scientific thinking, analyse data, and evaluate biological issues with real-world relevance. The subject builds skills in scientific communication, analysis, and ethical understanding.

Topics may include
DNA and proteins
- Students learn how genetic information is stored in DNA and used to build proteins essential for life.

Cells as the basis of life
- Students explore cell structure, function, and processes that sustain life at the cellular level.

Homeostasis
- Students investigate how organisms maintain stable internal conditions despite external changes.

Evolution
- Students examine how species change over time through natural selection and genetic variation.

Assessment
Type 1: Investigations folio 30%

Type 2: Skills and applications tasks 40%

Type 3: Examindation 30%

Additional Information
It is highly recommended that students purchase the Stage 2 Biology Study Guide.

Science

Contact Ross Templeman

Year 12 Chemistry
Full year
Optional

Content
Students develop knowledge, skills and understanding of the theory and practical applications associated with chemical science.

Topics may include:
- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment
Type 1: Investigations folio 30%

Type 2: Skills and applications tasks 40%

Type 3: Examination 30%

Additional Information
It is highly recommended that students purchase a revision guide.

Year 12 Earth and Environmental Science
Full year
Optional

Content
Students explore the Earth's systems and how they interact to support life. They investigate topics such as natural resources, environmental change, sustainability, and the impact of human activities on ecosystems. Through scientific inquiry and practical investigations, students develop skills in data analysis, problem-solving, and evaluating environmental issues. The subject encourages informed decision-making and responsible action in relation to the Earth's future.

Topics may include:
Earth's systems
- Students explore the interactions between the geosphere, atmosphere, hydrosphere, and biosphere that shape Earth's environment.

Earth's resources
- Students investigate how natural resources are formed, used, and managed, including their environmental and economic impacts.

Earth's sustainable future
- Students examine strategies for sustainable living and resource management to reduce human impact on the planet.
-

Climate change
- Students study the evidence, causes, and consequences of climate change, and explore ways to mitigate its effects.

Assessment
Type 1: Investigations folio 30%

Type 2: Skills and applications tasks 40%

Type 3: Earth system study 30%

Additional Information
Attendance at fieldwork excursions is expected and provided at no cost to students.

Year 12 Physics
Full year
Optional

Content
Students focus on using models, laws, and theories to better understand matter, forces, energy, and their interactions. Physics is based on evidence obtained from observations, measurements, and active experimentation.

Topics may include:
- Motionnd relativity
- Electricity and magnetism
- Light and atoms

Assessment
Type 1: Investigations folio 30%

Type 2: Skills and applications tasks 40%

Type 3: Examination 30%

Additional Information
It is highly recommended that students purchase a revision guide.

Year 12 Psychology
Full year
Optional

Content
Students develop an understanding of their own and others' behaviours. Psychology builds on the scientific method by involving students in the collection and analysis of data.

This course allows students to investigate human behaviour, the underlying processes, and the factors that influence it. Students can apply psychological knowledge to areas such as education, employment and relationships.

Topics may include:
- Psychology of the individual
- Psychological health and wellbeing
- Organisational psychology
- Social influence
- The psychology of learning

Assessment
Type 1: Investigations folio 30%

Type 2: Skills and applications tasks 40%

Type 3: Examination 30%

Additional Information
It is highly recommended that students purchase a study guide from SASTA.

Technologies

Contact Rebecca Ramm

Year 7 Technology
Term
Compulsory

Content

Students undertake both Design and Technology and Digital Technology. Students work collaboratively to investigate, design, create, test, evaluate and modify a robot to compete in (usually) two Vex IQ STEM Labs. These are small units of work designed specifically to promote collaboration and exploratory learning.

Students enjoy hands-on-learning activities that allow them to apply technology, science, math, and engineering skills as they enjoy a 21st-century learning experience. They explore concepts such as centre of mass, force, traction and gear trains and learn to program autonomous movements using block-based code.

Topics may include:
- Work health and safety (WHS) requirements
- Material properties
- Selection, cutting, joining of timber

Assessment

Students may be assessed on their robot design process through a digital engineering notebook produced for each unit of work. Their success in the challenges and their teamwork also forms part of the assessment.

Year 8 Design and Technology
Semester
Compulsory

Content

Students undertake both Design and Technology and Digital Technology. Students work individually and collaboratively to investigate, design, plan, manage, create, and evaluate physical and digital solutions.

Design and Technology (nine to ten weeks) includes the safe use of selected machines and tools in the workshop. Students create a night light using plastic, timber, and simple electronics.

Topics may include:
- Work health and safety (WHS) requirements
- Selection, cutting, joining of timber
- Laser cutting and etching of acrylic
- Use of plastics and timber in society
- Basic electronic circuit theory and soldering techniques
- Computer-Aided Design (CAD)

Digital Technology (nine to ten weeks) focuses on computer science, including the binary system, networking, and general computer programming concepts.

Topics may include:
- Text, image and audio representation in binary
- Data transmission in secured wired, wireless and mobile networks
- Acquisition and analysis of data
- Modifying and writing computer programs involving branching, iteration and functions

Assessment

Design and Technology, tasks may include:
- Night light design and construction
- Evaluation of the product and construction process
- Homework task about timber products

Digital Technology, tasks may include:
- Writing in binary
- Creating pixel art using spreadsheets
- Computer systems and binary testing
- Programming a micro:bit (microcomputer) to solve a series of programming challenges

Year 9 Design and Technology
Semester
Optional

Content

Students focus on metalwork and electronics for a term each.

Metalwork
Students use oxy-acetylene welding and hand-forming processes to produce their own products. Students develop individual and collaborative approaches to project management, completing a design folio to investigate, refine and communicate ideas. The design stage includes using Computer-Aided Design software to produce detailed drawings. The final stage is an evaluation task where students self-assess their work. Homework may include a careers investigation to understand how metalwork skills are used in the industry. Extension work may include MIG welders to make a metal art product.

Electronics
Students complete introductory tasks to explore the function of electronic components, circuits, and products. They assemble an electronic dice kit and use Adobe Illustrator to design and produce an acrylic case for the dice using a laser cutter. Extension tasks may include designing and producing an acrylic skill tester.

Assessment

Metalwork
Tasks may include:
- Workshop safety
- Design folio
- Metal project production
- Careers investigation
- Evaluation

Electronics
Tasks may include:
- Dice case design
- Dice assembly
- Electronics booklet

Technical drawing or reflection on sustainability issues of plastics/electrical equipment if time permits.

Year 9 Digital Technology
Semester
Optional

Content

Students learn to use a general-purpose programming language (Python) with a focus on computer games and robotics. They complete a variety of tasks to learn how to think logically, critically and creatively.

Students complete a robotics unit, using the engineering and design process to create their own robot to perform autonomous movements.

Topics may include:
- Operators, expressions, variables, data types, loops, conditions, functions
- Error types and debugging
- Problem-solving and planning using flowcharts
- Artificial Intelligence
- Data structures and graphics
- Importing modules such as Pygame
- Mouse and keyboard inputs
- On-screen collision detection
- Using sound and image files
- Working collaboratively and safely online

Assessment

Tasks may include:
- Achievement in a national programming competition (with recognition)
- Programming skills and applications tasks
- Programming assignment: Modification of a 2D computer game
- Robotics task: Design an autonomous paper-picking robot (or similar) using a Vex IQ classroom kit
- Written or multimodal evaluation/review

Additional Information

Students are required to have a working laptop. All software is freely available.

Technologies

Contact Rebecca Ramm

Year 9 STEM Challenges
Semester
Optional

Content

Students focus on engineering through design, testing, and development. They manufacture small projects, some from a fixed design and others based on their findings, in an effort to improve the design. Products are drawn in a Computer-Aided Design package, and the drawings used to produce laser-cut and 3D-printed items. Traditional hand tools and machines may be required for the final assembly of the small projects.

Topics may include:

- Principles of flight, aerodynamics, energy transfer, gearing and weight distribution
- Calculations of ratio, area and volume
- Measurement and scaling
- 2D and 3D drawings, sketches and Computer-Aided Designs
- Laser cutting and etching
- 3D printing
- Assembly of small projects
- Testing and evaluating

Assessment

Tasks may include designing, building and testing a:

- Balsa wood glider
- Electric boat
- Mouse-trap powered car
- Compressed air rocket

Each task may include:

- Introductory exercises with a skill focus
- Folio task and research
- Design task
- Practical application and assembly of student design
- Written evaluation

Year 9 Wood Technology
Semester
Optional

Content

Students utilise design thinking, knowledge and understanding of technologies, and process and production skills to produce designed timber solutions.

Students develop skills and confidence in hand and machine use, including safe operating procedures to construct a range of woodwork tasks. Students develop numeracy in measuring and marking to create accurate joints and assemblies. Students work independently and collaboratively to solve problems and manage increasingly sophisticated projects. They use Computer-Aided Design software to produce graphical representations of designs, including 3rd angle orthographic projection. Students use correct terminology in critical project evaluations.

Assessment

Tasks may include:

- Skills tasks using hand tools
- Material investigation
- Computer-Aided Design drawing
- A major project in the form of a timber stool or similar
- Evaluation of project

Additional Information

Although the school covers all project costs, students may wish to negotiate with the teacher for extra timber from the school to enhance projects at a cost or bring materials from home.

Year 10 Digital Technology
Semester
Optional

Content

Students enter a five-week annual coding competition from the University of Sydney to advance their programming skills. They will also learn to use HTML, the language behind websites. Students will continue their journey from year 9 and build their own 2D computer game from the ground up. This includes higher-level programming concepts than those covered in year 9 Digital Technology.

Topics may include:

- Selecting different types of data structures, such as arrays and dictionaries
- Defining classes that represent the attributes and behaviour of objects in the real world
- Using visualisation software tools to identify patterns and relationships between sets of data and information
- Designing algorithms to solve real-world problems and use flow charts and structured English (pseudocode)
- Considering different algorithms and selecting the most appropriate based on the type of problem

Assessment

Tasks may include:

- Programming skills and applications tasks (including recognition of achievement in the competition)
- Project folio including evidence of the planning, production and testing of a 2D computer game
- Completion of an HTML online course. Opportunity to enter WebComp (a separate national competition in website design)
- Written or multimodal evaluation

Year 10 Energy Technology
Semester
Optional

Content

Students explore different forms of energy and machines. They study various internal combustion engines to show the differences in design and efficiency.

Topics may include:

- Research various forms of energy and the machines that are used to convert energy, including brushless electric motors
- Design and assemble a brushless electric motor
- Disassembly and reassembly of a single-cylinder engine
- Study of various internal combustion engines

Assessment

Tasks may include:

- Unit review: Brushless motors
- Design folio: Brushless motor design
- Build a working model: Brushless motor
- Essay: Future energy needs

Technologies

Contact Rebecca Ramm

Year 10 Metal Technology
Semester
Optional

Content

Students focus on welding, machining, and following safe operating procedures when designing and building metal products.

The focus is on welding processes: oxy-acetylene welding (fusion and braze welding), metal inert gas (MIG) welding and manual metal arc welding (MMAW), also known as stick/arc welding. Students work through the design process to investigate, plan, generate, and evaluate their own square-framed projects. Materials are predominantly hollow steel tubes (square or round) with some flat steel as required.

Extention work focuses on the introduction to lathe operations.The project is a brass sprinkler head and involves facing, turning, drilling, thread tapping, and use of hand tools.

Assessment

Tasks may include:
- Design folio
- Series of sample welds
- Metal project production
- Evaluation of the metal project
- Welding process investigation
- Metal lathe operations
- Brass sprinkler head production
- Lathe presentation

Additional Information

Students receive a fixed amount of material to produce their design. Extra materials can be purchased through the school. Alternatively, students can negotiate with the teacher to bring extra material from home for their projects.

Year 10 STEM in Industry
Semester
Optional

Content

Students engage in an integrated unit of work that connects Science, Technology, Engineering, and Mathematics by collaborating with a selected industry partner to solve a real-world industry problem or analyse an actual industrial process.

The teacher selects the topic through negotiation with students and stakeholders before or at the beginning of the semester.

Topics may include:
- Engineering structures
- Prototyping and manufacturing
- Automation
- Applied mathematical principles
- Sustainability energy sources andrenewable energy
- Innovation, including prototyping and testing
- Physics concepts in practice
- Data collection and analysis
- Future technologies

Assessment

Tasks may include:
- Various formative and summative assessment tasks, including group work that generates a folio of evidence.
- Completion of a group presentation focusing on the learning completed throughout the semester and a solution to the problem-solving activity involving a local business or industry.

Additional Information

There may be a requirement for excursions, which will incur a small expense. Depending on the negotiated topic selected, students may be required to purchase their own supplies for their project if not supplied by the school.

Year 10 Wood Technology
Semester
Optional

Content

Students develop woodworking and project management skills through practical tasks. They investigate the properties of timber and compare different joints using strength tests. This knowledge helps inform the design process, which includes investigating, designing, planning and evaluating a framed wooden project. Students then manage the production process to complete their project.

Students develop knowledge and understanding of safe operating procedures, mortise and tenon joints, dowel and biscuit joints, as well as skills in measuring and marking tools, hand tools, handheld power tools and static machines.

Topics may include:
- Radial arm saw and/or drop saw
- Thicknesser
- Mortising machine
- Drum sander
- Orbital sander
- Biscuit cutter
- Drill press
- Bandsaw

Extension tasks may involve an introduction to the woodturning lathe to make a small item.

Assessment

Tasks may include:
- Design folio: Investigation, design and planning
- Joints investigation
- Short tasks: Timber preparation and timber fasteners
- Product record
- Evaluation

Additional Information

Students receive a fixed amount of material to produce their design. Extra materials can be purchased through the school. Alternatively, students can negotiate with the teacher to bring extra material from home for their projects.

Year 11 Automotive Technology - IL
Semester
Optional

Content

Students focus on vehicle systems, studying how they function and how to maintain them effectively. They explore various systems, perform fault-finding task. They identify areas that are prone to failure. This leads into a deeper investigation and analysis phase, where fault-finding skills are applied. Students design and plan repairs for identified issues. They carry out the planned repairs as part of an independent, practical assessment, demonstrating their understanding and technical ability.

Topics may include:
- Brake system
- Cooling system
- Fuel system
- Combustion system
- Ignition system
- Steering/suspension system

Assessment

Type 1: Skills and application tasks 40%

Type 2: Design process and solutions 60%

Technologies

Contact Rebecca Ramm

Year 11 Digital Technology
Semester
Optional

Content

Students develop their software development skills by investigating, designing, and planning a 2D computer game for a young audience. The game will be designed for mobiles, using game engine Godot.

Topics may include:

- Collaborative research of a game setting and associated ethics for a young audience
- Familiarisation with the game engine Godot through a series of programming tasks
- Designing a simple game for children
- Advanced programming of the game

Assessment

Type 1: Skills and application tasks 50%

Type 2: Digital solutions 50%

Additional Information

Successful completion of year 10 Digital Technology is assumed.

Year 11 Furniture Construction
Semester
Optional

Content

Students develop knowledge, skills, and understanding of framing and carcase construction through application tasks and a negotiated project,

Topics may include:

- Material characteristics and selection
- Carcase joining techniques - knockdown, biscuit, dowel, rebate, housing mortise and tenon joints
- Drawer construction
- Framed door panel construction
- Finishing techniques including iron-on veneers, routed edges, lacquer, oils

Assessment

Type 1: Skills and application tasks 25%

Type 2: Design process and product 75%

Additional Information

There may be a cost of the materials and finishes required to produce the chosen major project.

Year 11 Welding and Machining
Semester
Optional

Content

Students enhance their welding and lathe skills and apply them safely to design and build a metal product. Examples include desks, stools, stands, bench vices, BBQ plate grills, and go-kart frames.

Computer-Aided Design software skills are developed to produce accurate technical drawings, communicate designs to various audiences, and plan the production process. Students evaluate their design and production process.

Materials are predominantly hollow steel tubes (square or round) with some flat or solid steel as required. Students develop an understanding of Ssfe operating procedures and develop skills with hand tools, handheld power tools and a range of workshop equipment.

Topics may include:

- Oxy-acetylene plant
- MIG welder (Metal Inert Gas)
- Arc welder (MMAW-Manual Metal Arc Welding)
- Metal lathe
- Angle grinder
- Dril press
- Spray booth
- Hand forming tools

Assessment

Type 1 Skills and application tasks 40%

Type 2: Design process and solution 60%

Additional Information

Completion of year 10 Metal Technology is desirable.

Students receive a fixed amount of material to produce their design. Extra materials can be purchased through the school. Alternatively, students can negotiate with the teacher to bring extra material from home for their projects.

Year 12 Furniture Construction
Full year
Optional

Content

Students develop knowledge, skills, and understanding of framing and carcase construction through negotiated projects and application tasks. Attention is required to WH&S requirements in safe operating procedures.

Students learn to design and produce a side table using Fusion 360 software to create joints and product components. They follow a structured design process, investigating and analysing existing products related to their design brief. Students then develop and plan a range of concepts to generate potential solutions. Using practical skills, processes, and procedures, they construct a product that best meets the requirements of their brief. Finally, they evaluate both their design process and the finished product in response to the original brief.

Students investigate and analyse the functional characteristics and properties of two or more materials of their choice.

Assessment

Type 1: Skills and application tasks 20%

Type 2: Design process and product 50%

Type 3: Resource study 30%

Additional Information

Students may need to contribute to the cost of extra materials and finishes required to produce their chosen major project.

Content

Technologies

Contact Rebecca Ramm

Year 12 Metals and Engineering
Full year
Optional

Content

Students enhance their welding and lathe skills and apply them safely to tasks. These may include oxyacetylene, MIG (Metal Inert Gas), and arc welding (MMAW—Manual Metal Arc Welding).

Students design and produce a product. Examples include stools, stands, bench vices, BBQ plate grills, basketball hoops, go-kart frames, and more. They develop Computer-Aided Design software skills by producing accurate technical drawings to communicate designs with a range of audiences and plan the production process. Students evaluate their design and production process.

Students develop an understanding of safe operating procedures and develop skills with hand tools, handheld power tools and a range of workshop equipment,.

Topics may include:
- Oxyacetylene plant
- MIG welder (Metal Inert Gas)
- Arc welder (MMAW-Manual Metal Arc Welding)
- Metal lathe
- Angle grinder
- Drill press
- Linisher
- Spray booth
- Hand forming tools

Assessment

Type 1: Skills and application tasks 20%

Type 2: Design process and solution 50%

Type 3: Resource study 30%

Additional Information

Students receive a fixed amount of material to produce their design. Extra materials can be purchased through the school. Alternatively, students can negotiate with the teacher to bring extra material from home for their projects.

Technologies

Contact Rebecca Ramm

Year 8 Food and Textiles Technology
Term
Compulsory

Content

Students design, create and appraise textile and food products. They develop skills using specialised tools and equipment and learn how these relate to nutrition, sustainability, the fashion industry and the environment.

Topics may include:

- Food: Students develop skills in food preparation, kitchen and food safety, and recipe design. Students are introduced to the Australian Dietary Guidelines.
- Textiles: Students follow the design process to develop hand and machine sewing skills and use other textile equipment to create a personal item.

Assessment

Tasks may include:

- Investigation of high-risk foods: Students research the causes, symptoms and consequences of food poisoning, identify high-risk foods, use the correct names of pathogens and demonstrate how to prepare food safely at home and when eating out
- Planning and reflection for creating a soft toy: Students pre-plan/create a proposal, sew a soft toy and later reflect on their knowledge and skill development in design and sewing

Year 9 Food Technology
Semester
Optional

Content

Students build capacities to make informed food choices. They develop the skills required to analyse and respond creatively to challenges faced in everyday life while also being taught to consider the economic, environmental, and social impacts of food production and how they can contribute to a sustainable future.

Students explore different food properties, processing, preparation, and consumption. They explore the importance of hygiene and safe working practices in food production, nutrition, and the understanding of labelling and marketing.

Assessment

Tasks may include:

- Bacteria and food poisoning
- Aboriginal bush food
- Food presentation
- World food
- Family budgeting

Year 9 Textiles Creations
Semester
Optional

Content

Students investigate aspects of creativity and design that influence clothing choices and the impact of these choices on individuals, families, and the community. They examine types of clothes and accessories throughout history, building awareness of the fashion industry, the status of fashion designers, and their contributions to society. They explore the new wave of 'slow fashion,' which incorporates upcycling and sustainability.

Students use the design process to imagine, draw, and create various articles, such as shorts, tops, pants, and bags, appropriate to their skill level.

Topics may include:

- Design and function of clothing and textiles
- Clothing, accessories and fashion throughout history
- Factors that influence clothing choices
- Proper laundering and care of types of fabrics
- Classification of fibres and fabrics and their uses
- Embroidery know how

Assessment

Tasks may include:
Investigation

- What is 'slow fashion'?
- The impact of 'fast fashion'

Reflection:

- Processing skills and knowledge gained

Practical:

- Design and create an item to display at the Mount Barker Show
- Sew a boomerang bag
- Hand-sewn and machine-sewn buttons, pocket application, fabric layout, zips, applique, embroidery stitches, decorating using ribbons, lace and notions
- Design and create an individual garment
- Upcycling - using what we have to create new items

Additional Information

Students may need to supply their own fabric and commercial patterns where directed.

Year 10 Child Studies
Semester
Optional

Content

Students are introduced to child development concepts from birth to five years. They explore the stages of pregnancy and examine family structures, analyse what it takes to be a parent and design and sew an item to support a pregnant woman. Students explore the postpartum period for mothers, including immediately after childbirth and later stages.

Students observe and discuss how play and socialisation encourage children to develop their social and emotional skills, fine and gross motor skills, and cognitive abilities.

Topics may include:

- Conception, diet during pregnancy, childbirth and postpartum depression
- The responsibilities of raising children: their physical and mental health, physical development and learning
- Australian guidelines and legislation regarding such topics as car seats, cots, discipline, sleep and child protection

Assessment

Tasks may include:
Discussions

- Conception
- The costs of raising children; what equipment, clothing and furniture babies need
- Toys and gender roles
- The impact of technology and media
- The roles and obligations of parents

Investigation

- Conception and the stages of pregnancy
- Which nutrients are best for a pregnant woman and child?

Research

- The genetic conditions related to pregnancy
- The stages of pregnancy
- Postpartum depression

Practical

- Cooking a nutritious meal for a pregnant woman
- Designing and sewing an item intended to comfort a pregnant woman

Technologies

Contact Rebecca Ramm

Year 10 Food and Nutrition
Semester
Optional

Content

Students learn how to take positive actions to improve their own safety, well-being, and health, as well as that of others.

Topics may include:

- Introduction to kitchen hygiene and safety
- Observing kitchen routines
- Correct and safe use of kitchen appliances
- Following and adapting selected recipes
- Safe food handling practices
- Student knowledge and application of healthy food guides focus on creating a toolbox of skills to make choices and live sustainably.

Discussions may cover:

- 'What is a diet'?
- Lifestyle diseases
- Obesity
- Poor food choices
- Processed foods vs home-cooked
- Reducing food waste through better recycling
- Growing vegetables and herbs at home
- Advertising
- Eco-friendly packaging
- Sustainability

Assessment

Tasks may include:
Theory

- Traditional foods
- Food celebrations
- Nutrients and the functional properties of food
- Diets
- Pastry and its uses in the industry

Practical

- High and low-risk foods, food poisoning, legislation concerning food preparation and serving, knife skills, yeast cooking, types of frying, garnishing and decoration

Year 10 Photography
Semester
Optional

Content

Students are introduced to photography and Adobe Photoshop. and Lightroom. Students learn how to have creative control of a DSLR camera and edit photographs that lead to the creation of communication products.

Areas of study may be camera techniques, digital manipulation, and communication products. Each area of study complements the other in building upon skills and knowledge.

Assessment

Tasks may include:

- Camera techniques and digital manipulation: Students create a folio of work that progresses through several individual tasks, developing an understanding of camera settings and compositional elements. Post-production editing and creative manipulation of images allow students to develop their proficiency using Adobe Photoshop and Lightroom.
- Communications products: Students create communications products using the design process to investigate, plan, produce and evaluate their design focus. The products they create allow students to demonstrate knowledge and understanding acquired in the previous sequence of tasks.

Year 10 Textiles Creations Advanced
Semester
Optional

Content

Students are introducted to the design process which allows them to document and solve specific design briefs. They are able to experiment with visual representations of their ideas, research historical and contemporary precedents, and create individual one-off designs and design ranges that comply with industry conventions.

Creative construction techniques will be explored and applied to the articles researched and designed by students.

Topics may include:

- The fashion industry and fast fashion: Investigate sustainable and ethical practices in the fashion and textile industry
- Fashion designers: Australian and overseas
- Exploring advanced design elements: Balance, proportion and texture
- Embellishments: Applique, embroidery and patches
- Fabric manipulation: Smocking, pleating, ruching and gathering
- Disccusions and guest speaker: Body image, self esteem and self expression
- Identification and use of natural and synthetic fabrics
- Research client needs, target audiences and desgn concepts
- Create mood boards and prototypes

Assessment

Tasks may include:
Investigation

- What is 'slow fashion'?
- Representation and diversity in fashion; self esteem and body image

Practical

- Create a garment, costume or home decor item
- Upcycling to create a new item
- Complete construction and finishing techniques: hemming, seams and fastening
- Ensure quality standars: fit, durability and visual appeal

Additional Information

Students may need to supply their own fabric and commercial patterns where directed.

Year 11 Child Studies
Semester
Optional

Content

Students focus on children and their development from conception to age eight. They develop knowledge and understanding of young children by exploring concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students investigate contemporary issues that are relevant to children and their development. They consider broad themes such as those related to children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles and merchandising, and children's television.

Assessment

Type 1: Group activity 20%

Type 2: Practical activity 60%

Type 3: Investigation 20%

Additional Information

No additional costs are associated with this course unless a student chooses to complete a dish or garment beyond the allowable cost.

Technologies

Contact Rebecca Ramm

Year 11 Fashion Design Technology
Semester
Optional

Content

Students are provided with more hands-on experience with fashion illustration, pattern drafting, construction techniques, adaptation and portfolio building.

Students interpret, use, and alter sewing patterns and draft their own. They gain and understanding of design elements and principles, how to apply them to drawings, and how to use designed fabric in self-directed projects.

Topics may include:

- Identify and practise the use of fashion drafting equipment, pressing devices, sewing notions and time-saving tools
- Operate sewing machines, over-lockers and embroidery machines, including semi industrial machines and cricut machines
- Apply safety and appropriate care to equipment in the sewing lab
- Identify fabrics/linings/interfacings/notions appropriate to their designs

Assessment

Type 1: Folio 40%

Type 2: Practical application 30%

Type 3: Summative 30%

Year 11 Food and Hospitality
Semester
Optional

Content

Students examine some of the factors that influence people's food choices and the health implications of those choices. They develop an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. They develop skills using technology and safe work practices in preparing, storing, and handling food while complying with current health and safety legislation. Students investigate and discuss contemporary food and hospitality issues and current management practices, exploring concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Assessment

Type 1: Group activity 20%

Type 2: Practical application 60%

Type 3: Investigation 20%

Year 11 Photography
Semester
Optional

Content

Students focus on design to create communication products, with three key areas of study: camera techniques, digital manipulation, and product creation. They develop practical skills using DSLR cameras, learning to adjust settings such as aperture, shutter speed, and ISO to achieve specific photographic effects.

Students investigate various techniques, which lead into hands-on activities that demonstrate their understanding of camera functions and composition. Post-production skills are developed using Adobe Photoshop and Lightroom, where students edit and enhance their images. They also gain experience in studio photography, exploring lighting setups and creative direction.

Assessment

Type 1: Specialist skills task 50%

Type 2: Design process and solution 50%

Year 12 Child Studies
Full year
Optional

Content

Students focus on children and their development from conception to age eight. They develop knowledge and understanding of young children by exploring concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They consider the importance of behaviour management, child nutrition, and the health and well-being of children.
on, and the health and well-being of children.

Students investigate contemporary issues that are relevant to children and their development. They consider broad themes such as children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles and merchandising, and children's television.

Assessment

Type 1: Group activity 20%

Type 2: Practical application 50%

Type 3: Investigation 30%

Additional Information

No additional costs are associated with this course unless a student chooses to complete a dish or garment beyond the allowable cost.

Technologies

Contact Rebecca Ramm

Year 12 Food and Hospitality
Full year
Optional

Content

Students focus on the dynamic nature of the food and hospitality industry by developing an understanding of contemporary approaches and issues related to food and hospitality. They develop skills in using technology and safe work practices in preparing, storing, and handling food, as well as complying with current Health and Safety Legislation. They investigate and discuss contemporary food and hospitality issues and current management practices and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in preparing, storing and handling food, complying with current Health and Safety Legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Assessment

Type 1: Group activity 20%

Type 2: Practical activity 50%

Type 3: Investigation 30%

Additional Information

There are no additional costs associated with this course unless a student chooses to complete a dish beyond the allowable cost.

Year 12 Photography
Full year
Optional

Content

tudents focus on design processes to create communication products, with key areas of study including camera techniques, digital manipulation, and product creation. They underatke a resource investigation to support their work and develop skills in areas of personal interest using DSLR cameras. Advanced lighting techniques are explored, particularly in product photography, allowing students to refine their technical and creative abilities.

Students investigate camera techniques and demonstrate their understanding of appropriate camera settings through practical activities. In the digital manipulation component, students use Adobe Photoshop to create an advertisement that incorporates light stacking techniques, exploring the use of graphical elements to enhance visual impact. Throughout the course, students compile an extensive folio that showcases their creative and technical development in support of their final communication product.

Assessment

Type 1: Skills and application tasks 20%

Type 2: Design process and product 50% .

Type 3: Resource investigation 30%

The Arts

Contact Alex McFarlane

Year 7 Art
Term
Compulsory

Content

Students develop their artistic skills and processes. They develop practical skills through the exploration of materials and processes while learning to apply these skills to various types of 2D and 3D art-making and develop their ability to communicate about art.

Topics may include:
- Planning their art-making in both written and visual forms
- Identifying how other artists use visual elements to communicate ideas
- Reflection on and evaluation of artworks
- Development of knowledge and skills in relation to art vocabulary

Assessment

Tasks may include:
- Principles of drawing or painting: Observational, perspective, portraiture
- Painting acrylic or watercolour incorporating colour theory
- 3D construction using various materials

Each assessment task will consist of the following three components:
- Folio: Development work
- Practical: Final artwork
- Theory: Analysis, reflection and or evaluation of practice

Additional Information

It is expected that all students undertaking art will be equipped with basic drawing materials (pencil, eraser, ruler) and have an A4 artbook.

Year 7 Drama
Term
Compulsory

Content

Students work individually and collaboratively to develop skills.

Topics may include:
- Fundamentals of stagecraft through practical and theory activities
- Exploring the elements needed to create a live theatre performance
- Understanding Drama specific terminology
- Engage in mindfulness activities

These topics enable students to participate in fun and engaging activities involving mime, voice projection, and body language to build a basis for performance on stage. Students learn the fundamentals of blocking, mime, stage conventions, how to rehearse in an effective manner, and how to reflect on their own work. There is an inclusion of improvisation skills and an analysis of an improvisation sketch to determine the skills used. Students reflect and evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Assessment

Tasks may include:
- Practical skill development
- Performance
- Reflection and evaluation

Additional Information

It is expected that all students will challenge themselves to participate in the practical activity and trial techniques of stagecraft.

Year 7 Media Art
Term
Compulsory

Content

Students explore technology and use programs to manipulate images and video to create original artwork. They develop skills to support planning, storyboarding, and analysis and explore cultural representation and the history of media arts.

Topics may include:
- History and culture: Technique development and analysis
- Planning: Storyboarding/software trials
- Practical: Implementing skills to create a visual product

Assessment

Tasks may include:
- A folio of technique development and analysis
- Storyboards, posters, publications and digital 2D images

Year 7 Music
Term
Compulsory

Content

Students listen and respond to music and learn to create and perform music. They develop an understanding of the elements of music, including rhythm, pitch, dynamics, and expression, whilst developing aural skills to identify these elements.

Topics may include:
- Foundation theory to provide essential music reading and writing skills
- A study of the different families of musical instruments
- Practical piano, guitar and percussion skills, including drum kit
- Playing music in groups with different instrumental combinations
- Introduction to music technology to create compositions

Assessment

Tasks may include:
- Completion of practical and theory components, including a theory booklet
- One written assignment covering musical
- instrument families
- Practical skills in playing drum kit rhythms and group percussion
- Foundation piano and guitar skills

The Arts

Contact Alex McFarlane

Year 8 Art
Semester
Optional

Content

Students develop their artistic skills and processes. They develop practical skills by exploring materials and processes while learning to apply these skills to various types of 2D and 3D art-making.

Students develop their ability to communicate about art.

Topics may include:

- Planning and communicating their art-making in both written and visual forms
- Identifying and analysing how other artists use visual elements to communicate the idea
- Explaining the use of techniques and processes to communicate meaning in their artworks
- Reflection on and evaluation of artworks
- Development of knowledge and skills in relation to art vocabulary

Assessment

Tasks may include:

- Principles of drawing or painting: Observational, perspective, portraiture
- Painting acrylic or watercolour incorporating colour theory
- 3D construction using various materials

Each assessment task will consist of the following three components:

- Folio: Development work
- Practical: Final artwork
- Theory: Analysis, reflection and or evaluation of practice

Additional Information

It is expected that all students undertaking art will be equipped with basic drawing materials (pencil, eraser, ruler) and have an A4 artbook.

Year 8 Drama
Semester
Optional

Content

Students develop their basic stagecraft, improvisation and analysis skills.

Students focus on developing basic stagecraft and improvisation skills. and focus on developing their ability to reflect on their own practice and the practice of others.

Topics may include:

- Basic stagecraft and appropriate Drama terminology
- Improvisation activities such as drama games
- Character development
- Plot development activities
- Devising scripts
- Performance
- Responding to students' own work through a writer's statement
- Analysing the work of others through a review (stage performance or film)

Assessment

Tasks may include:

- Students participate in a range of practical Drama activities that enable the development of skills in stagecraft and improvisation
- Students analyse a live theatre performance and record a response
- Students plan and implement a performance

Additional Information

Performance at public events is a requirement of this course.

Year 8 Media Art
Semester
Optional

Content

Students explore technology and use programs to manipulate images and video to create original artwork. They develop skills to support planning, storyboarding, and analysis and explore cultural representation and the history of media arts.

Topics may include:

- History and culture: Technique development and analysis
- Planning: Storyboarding/software trials, design principles
- Practical: Implementing skills to create a visual/audio product, trial different software to manipulate/create images, multimodal products such as videos, publications and 2D digital artworks

Assessment

Tasks may include:

- A folio of technique development and analysis
- Storyboards
- Products can include visual/audio videos, digital artwork and advertising campaigns

Year 8 Music
Semester
Optional

Content

Students listen and respond to music and learn to create and perform music. They develop an understanding of the elements of music, including rhythm, pitch, dynamics, expression, form and structure, whilst developing aural skills to identify and interpret these elements. These skills are essential in making and responding to various music through composing and performing. Students also consider music in a social context, developing an understanding and appreciation of different musical styles.

Topics may include:

- Foundation theory to provide essential music reading and writing skills
- Practical piano, guitar and percussion skills, including drum kit
- Playing music individually and in groups on keyboards and other instrumental combinations
- Using music technology to create compositions and music notation
- An overview of musical styles and genres

Assessment

Tasks may include:

- Folio of theory and aural exercises
- A written assignment covering musical genres, artists or music technology topics
- Practical skills in playing drum kit rhythms, group percussion, piano and guitar
- Ensemble skills on these instruments and/or an instrument of their focus
- A composition or arrangement using real or virtual instruments with music technology apps

The Arts

Contact Alex McFarlane

Year 9 Art A and B
Semester
Optional

Content

Students focus on practical skills and learning to apply these skills to various types of 2D and 3D art-making. This is achieved through teacher-directed units with links to artists, art movements and cultures. Students learn to explore ideas, techniques and processes while creating artwork (practical). These are supported by developmental work.

Students develop their ability to communicate about art. This is achieved through a variety of written forms.

Topics may include:
- Planning and communicating their art-making in both written and visual forms (folio)
- Identification and analysis of how other artists use visual elements to communicate ideas
- Explaining techniques and processes to communicate meaning in their artworks
- Reflection on and evaluation of artworks
- Development of knowledge and skills in relation to art vocabulary

Assessment

Tasks may include:
- Drawing
- Painting (acrylic and watercolour)
- Printmaking
- Ceramics
- Mixed media

Each assessment task will consist of the following three components:
- Folio: Development work
- Practical: Final artwork
- Theory: Analysis, reflection and or evaluation of practice

Additional Information

It is expected that all students are equipped with basic drawing materials (pencil, eraser, ruler) and have an A4 artbook. This subject occasionally has opportunities to work on large-scale group projects and attend excursions. These activities are aligned with class units and require active participation.

Year 9 Drama A and B
Semester
Optional

Content

Students focus on developing stagecraft, improvisation, and devising skills. They reflect on their own practice and the practice of others.

Topics may include:
- Stagecraft and appropriate drama terminology
- Improvisation activities such as drama games
- Character development activities
- Plot development activities
- Rehearsing established scripts
- Working collaboratively to devise scripts (fairytales)
- Responding to students' own work through a writer's statement
- Analysing the work of others through a review (stage performance or film)

Assessment

Tasks may include:
- Basic stagecraft and improvisation
- Performances
- Written responses

Additional Information

Performance at public events is a requirement of this subject.

Year 9 Media Art
Semester
Optional

Content

Students use software to manipulate images and video to create original artworks and designs. They analyse the work of media artists and apply this knowledge to their own work. Students work both individually and in teams on contemporary-style media art projects.

Topics may include:
- Analysis: Contemporary and historical media artists
- Publishing and processing: Manipulating images using digital sofware to create posters, web publicastions and montages
- Filmmaking: Students work in small teams to produce a short film

Assessment

Tasks may include:
- Artist analysis
- Photo montage
- Posters
- Short film

Additional Information

Students are required to have a working laptop.

Year 9 Music A and B
Semester
Optional

Content

Students listen and respond to music and learn to create and perform music. They develop an understanding of the elements of music, including rhythm, pitch, dynamics, expression, form, and structure, while developing aural skills to identify and interpret these elements. These skills are essential in making and responding to various music through composing and performing. Students also develop ICT skills using various software to compose, arrange and/or record music.

Public performances are held to develop students' growth as performers and to share their experiences in music with their audiences.

Students study a range of musical styles and relate these to social contexts.

Assessment

Tasks may include:
- Theory exercises using a prescribed workbook plus additional worksheets and term tests on a range of foundation topics
- Solo and ensemble performance assessments
- Analytical music-in-context assignments Composition, arrangement and recording
- Reflection and development of practical skills

The Arts

Contact Alex McFarlane

Year 10 Art A and B
Semester
Optional

Content
Students focus on practical skills and learning to apply these skills to various types of 2D and 3D art-making. This is achieved through teacher-directed units with links to artists, art movements and cultures. Students learn to explore ideas, techniques and processes while creating artwork and develop their ability to communicate about art.

Topics may include:
- Planning and communicating their art-making in both written and visual forms
- Identification and analysis of how other artists use visual elements to communicate ideas
- Explaining techniques and processes to communicate meaning in their artworks
- Reflection on and evaluation of artworks
- Development of knowledge and skills in relation to art vocabulary

Assessment
Tasks may include:
- Drawing
- Painting (acrylic and watercolour)
- Digital art
- Mixed media
- Ceramics
- Printmaking

Each assessment task will consist of the following three components:
- Folio: Development work
- Practical: Final artwork
- Theory: Analysis, reflection and or evaluation of practice

Additional Information
It is expected that all students are equipped with basic drawing materials (pencil, eraser, ruler) and have an A4 artbook. This subject occasionally has opportunities to work on large-scale group projects and attend excursions. These activities are aligned with class units and require active participation.

Year 10 Drama A and B
Semester
Optional

Content
Students develop their improvisation, performance and analysis skills.

Students focus on developing performing skills and focus on developing their abilities to reflect on and analyse their own practice and the practice of others.

Topics may include:
- Professional practice through engagement in a mock production company
- Character development
- Rehearsing of established scripts
- Responding to a student's own work through a writer's statement
- Analysing a live stage performance or workshop through a review

Assessment
Tasks may include:
- Knowledge and immersion in professional practice
- Performing
- Responding

Additional Information
Performance at public events is a requirement of this subject.

Year 10 Media Production - IL
Semester
Optional

Content
Students demonstrate practical application and develop their knowledge, concepts and skills through inquiry. They research an area of the media industry they are interested in like filmmaking or radio broadcasting and produce a practical project of their choice, in negotiation with the teacher like a short film or podcast.

Students undertake activities that encourage them to make connections between the media industry and the development of a capability. They choose a role they want to do in a project or event, write a design brief for the teacher and sit an interview. Once they have applied for their role they work in this role in a group project. The group project could be student-devised or for a school event such as Winter Arts Night.

Media Production is a year 11 integrated learning subject worth 10 SACE credits.

Assessment
Type 1: Practical Exploration 40%

Type 2: Connections 20%

Type 3: Personal Venture 40%

Additional Information
Students may be required to attend out of school hours events, if applicable.

Year 10 Music A and B
Semester
Optional

Content
Student listen and respond to music and learn to create and perform music. They develop an understanding of the elements of music, including rhythm, pitch, dynamics, expression, form, and structure, while developing aural skills to identify and interpret these elements. These skills are essential in making and responding to a range of music through composing and performing. Students also develop ICT skills using a variety of software to write and record music.

Public performances are held to develop students as performers and to share their experiences in music with their audiences.

Students study a range of musical styles, relate these to social contexts, and choose a style to research and analyse.

Assessment
Tasks may include:
- Theory exercises using a prescribed workbook plus additional worksheets and term tests on a range of fundamental topics
- Solo and ensemble performance assessments
- Analytical music in context assignments in student's chosen area of interest
- Composition, arrangement and recording
- Reflection on the development of practical skills

Additional Information
To study Music Advanced in year 11, Music A and/or B must be completed.

The Arts

Contact Alex McFarlane

Year 11 Drama A and B
Semester
Optional

Content

Students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding and develop self-belief and self-confidence.

Students learn as artists and creative entrepreneurs through their exploration of shared human experience. Through performance, students learn to engage meaningfully with others. Focused practical and collaborative learning opportunities refine students' skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

Drama gives students various creative freedom to engage in tasks that best reflect their strengths.

Assessment

Type 1: Performance 40%

Type 2: Responding to drama 30%

Type 3: Creative synthesis 30%

Additional Information

Performance at public events is a requirement of this subject.

Year 11 Multimedia
Semester
Optional

Content

Students focus on filmmaking and special effects. Through a combination of theory and hands-on practice, they explore the entire filmmaking process using industry-standard technologies such as DSLR cameras, Adobe Premiere Pro, and Adobe After Effects. The green-screen studio is a key resource for filming and editing.

Students complete a series of mini-projects designed to build their skills and knowledge in editing and visual effects. These projects culminate in the creation of a personal showreel showcasing their capabilities.

Students learn to identify and apply various camera shots, transitions, and movements, analysing how these techniques contribute to effective storytelling in animation and film. They plan, produce, and create a short film, working collaboratively in film crews both within the school and in external environments. Each student contributes to the production phase and executes individual filming sequences before moving into post-production.

Assessment

Type 1: Folio 50%

Type 2: Product 50%

Year 11 Music Experience
Semester
Optional

Content

Students are provided opportunities to develop their musical understanding and skills in creating and responding to music. The course is designed for students with emerging musical skills.

Students learn to sing or play an instrument by taking weekly lessons with an instrumental or vocal teacher and learn to read and write music using conventional notation. They apply these skills in solo and ensemble contexts in class and by participating in whole-school vocal and instrumental groups.

Students compose an original musical work using digital recording software, mixing to a stereo product incorporating onboard effect. They demonstrate their knowledge and understanding of music terminology and notation by analysing musical works and reflect upon their learning. Students collaborate to research, identify and resolve technical issues associated with electronic musical equipment and safely set up musical equipment for public performances.

Assessment

Type 1: Creative works 60%

Type 2: Musical literacy 40%

Year 11 Music Advanced
Semester Optional

Content

Students extend their existing musical understanding and skills in creating and responding to music. This builds on the skills and strengths acquired in the subject 'Music Experience' during semester 1.

Students learn to sing or play an instrument by taking weekly lessons with an instrumental or vocal teacher. They learn to read and write music using conventional notation. They apply these skills in solo and ensemble contexts in class and by participating in whole-school vocal and instrumental groups.

Assessment

Type 1: Creative work 60%

Type 2: Musical literacy 40%

The Arts

Contact Alex McFarlane

Year 11 Visual Art A
Semester
Optional

Content
Students research, analyse and develop ideas while experimenting with media and techniques to produce artistic works.

Students learn to communicate personal ideas and concepts while exploring a range of related art styles, materials, techniques, and artists. The focus is on building students' artistic skills and knowledge to enable them to independently create original artwork in their chosen form, such as paintings, drawings, sculptures, or prints.

The focus topic of the visual study is teacher-selected from the following options:
- Working in the style of an artist
- Working with an art style or technique
- Working on a theme

Assessment
Type 1: Folio 30%

Type 2: Practical 20%

Type 3: Visual study 50%

Additional Information
Students may be required to purchase/source additional materials depending on practical designs and requirements.

Year 11 Visual Art B
Semester
Optional

Content
Students research, analyse, and develop ideas while experimenting with media and techniques to produce artistic works.

Students learn to communicate personal ideas and concepts while exploring a range of related art styles, materials, techniques, and artists. The focus is on building students' artistic skills and knowledge to enable them to independently create original artwork in their chosen form, such as paintings, drawings, sculptures, or prints.

The focus topic of the visual study is teacher-selected from the following options:
- How artists use/interpret the human figure
- Art movements of the 20th Century
- Themes in contemporary art

Assessment
Type 1: Folio 30%

Type 2: Practical 20%

Type 3: Visual study 50%

Additional Information
Students may be required to purchase/source additional materials depending on practical designs and requirements.

Year 12 Creative Arts
Full year
Optional

Content
Students have the opportunity to study art, design, multimedia and performing arts. Students create a practical skills folio and demonstrate proficiency in their chosen medium. They study an artist, analyse their work, and complete a product task. This leads to the production of two major products developed from their folio. Students work with some independence to develop their style in the making and responding to works of art, design, multimedia and performing arts.

Assessment
Type 1: Practical skills 30%

Type 2: Investigation 20%

Type 3: Product 50%

Additional Information
Students will need to purchase an A3 sketchbook, 2xA3 pocket folios, and a 2B and 6B pencil.

Year 12 Drama
Full year
Optional

Content
Students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding and develop self-belief and self-confidence.

Students view and review performance eloquently throughout this course. By creating a performance, students learn to engage meaningfully with others. Through focused, collaborative, practical learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

Assessment
Type 1: Group production 40%

Type 2: Evaluation and creativity 30%

Type 3: Creative Presentation 30%

Additional Information
Performance at public events is a requirement of this course.

The Arts

Contact Alex McFarlane

Year 12 Music Performance - Ensemble and Solo
Full year
Optional

Content

Music Performance - Ensemble

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques to refine and perform music. Students analyse their repertoire, critique strategies to rehearse and develop their performances, and effectively contribute to the collaborative process of an ensemble.

Students apply knowledge and understanding of the style, structure, and conventions appropriate to the repertoire in developing and refining musical performances, their musical imagination, and their ideas about and appreciation of music.

Assessment

Type 1: Performance 30%

Type 2: Performance and discussion 40%

Type 3: Performance portfolio 30%

Music Performance - Solo

Students develop and extend their practical music-making skills through performing solo works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in performing and refining music, developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, critique strategies to develop their performances, and evaluate their performances as soloists.

Students apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire to craft musical performances, develop their musical imagination, and communicate ideas about and appreciation of music.

Assessment

Type 1 : Performance 30%

Type 2: Performance and discussion 40%

Type 3: Performance portfolio 30%

Additional information relating to all Music subjects

Students can enrol in the Instrumental Music Program and join extracurricular ensembles, such as the vocal ensemblem beginner concert band, and stage band.

From year 8, all students studying music are encouraged to commit to learning an instrument or take vocal lessons with either the Department for Education Instrumental Music teachers or private music instructors.

Various workshops and excursions to enhance knowledge may be offered throught the year.

Performance at public events is a requirement of this subject.

Instrumental Music Program

The Department for Education (DfE) provides instrumental lessons during school hours. These lessons are free of charge. The school also has instruments available for hire for students learning at the school.

Instruments available for tuition at the school by DfE tutors currently include clarinet, flute, saxophone, trumpet, trombone, guitar, electric bass and percussion.

Students wishing to learn instruments not currently available from DfE tutors may access lessons privately at their own expense. Currently, we offer private music lessons in piano and voice.

Hire fees for instruments in 2026 will be $100.00 per semester.

Due to the demand for places in the instrumental program, free lessons with DfE tutors may not be available to all students. Students enrolled in music subjects at the school have priority access to this program.

Instrumental music students are expected to participate in extracurricular ensemble, if applicable, ie. stage band or beginner concert band.

Please note: Guitar and bass students must have their instruments from the start of the year. Percussion students need a practice pad and set of drumsticks costing approximately $45.00

Content

Senior School Planning and Pathways

Senior students choose subjects and courses to prepare for success in the South Australian Certificate of Education (SACE) and life beyond school. Each student's program should develop their abilities and interests and consider their preferences for how and where they best learn. Students can build skills, knowledge, understanding, and qualifications for further education, training, or entering their chosen careers.

Mount Barker High School students access a wide range of subjects and education and training options, including:

- Subjects offered within the school or through the Adelaide Hills Vocational College
- Flexible programs that combine school subjects with Vocational Education and Training (VET) courses
- Flexible programs that combine school subjects and Australian school-based apprenticeships or traineeships
- Community-based learning options tailored to meet the needs of individual students

Senior secondary options

Mount Barker High School subjects

In this curriculum guide, subject information presented includes:

- Content – what is being taught
- Assessment – how students' summative work will be assessed
- Additional information – such as course costs, preclusions, etc

The Adelaide Hills Vocational College

The Adelaide Hills Vocational College is part of Mount Barker High School and is located on the Mount Barker TAFE campus. Students enrolled in the college must be at least 16 years old. Students complete SACE through programs that are adapted to meet individual needs.

Regional VET courses

Mount Barker High School is a member of the Adelaide Hills Student Pathways (AHSPS) school cluster. Along with other schools in our region, we offer VET courses. Students are provided information about these courses during term 3 of the academic year.

School-based apprenticeships

Mount Barker High School students are supported by our VET coordinator in organising school-based apprenticeships. Students gain vocational and technical qualifications while completing their school studies. Students involved in this program can finish their senior schooling while undertaking an apprenticeship. School-based apprentices are paid apprentice wages and are covered by a training contract that links to an industrial award or agreement.

Students wishing to enrol in a regional VET course or organise a school-based apprenticeship should contact the VET coordinator. Information about courses and school-based apprenticeships is available on the Adelaide Hills Student Pathways website: https://www.ahsps.com.au

Advice for course selection

Advice to students when making decisions

When making decisions about their senior school program, students could consider:

- What are my goals, attributes and aspirations?
- What knowledge, skills and abilities do I need to achieve my goals?
- What qualifications and career areas am I aiming for? For example, do I want to go to university, TAFE, or some other form of training?
- What subjects do I need to gain the background knowledge and skills necessary to prepare for year 12 subjects or university or TAFE study?
- Are any subjects required as prerequisites or assumed knowledge for university courses?
- What subjects or courses do I need to help me achieve these goals?
- How do I learn best, and what subjects and courses are available inside and outside of school to help me learn in these ways?
- How successful have I been in the subjects I studied this year?
- What would I like or need to continue with?

Students should discuss choices with their families. Teachers and friends may also help because they are knowledgeable about particular occupations and are aware of each student's abilities and chances of success in particular areas.

Students planning to commence employment

The government currently requires students to remain enrolled in school until they are 17 unless they have entered a full-time training course or gained employment contracted for at least 25 hours of work each week if they are 16 years of age or at least 30 hours of work each week if they are 15 years of age.

The school usually advises students to remain enrolled until they have completed the SACE, have entered training, or a course that provides an equivalent level qualification.

Students who are planning to commence employment when they have completed year 12 should consider:

- The choice of a career is a continuing process rather than a once-only decision
- Choosing employment with a significant training component
- Looking at a range of jobs
- The time it may take to find useful work and how to make the most of this time
- The advantages of further study
- How to plan a career despite uncertain job opportunities
- How technological, economic and social changes may affect career planning
- The possibility that no employment outlet matches the student's particular interest

SACE

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study and gain the skills they need for the future as citizens.

The SACE is based on two stages of achievement:
- Stage 1 (normally undertaken in year 11)
- Stage 2 (normally undertaken in year 12)

What are SACE subjects?

A full list, brief summaries and full subject outlines of SACE subjects are available from the SACE Board website: www.sace.sa.edu.au

How do students gain the SACE?

Students can gain the SACE in the equivalent of two years of full-time study. For most students, this is spread over three years, commencing with Exploring Identities and Futures (EIF) in year 10.

Most students complete stage 1 by the end of year 11, while most complete stage 2 by the end of year 12. Some students elect to return to school for year 13 to complete the SACE requirements.

Each subject or course that is completed earns credits towards the SACE. Students require a minimum of 200 credits to gain the certificate.

Students receive grades from A+ to E- for each subject. For compulsory subjects, students need to achieve a C- grade or better.

Compulsory subjects requiring C grades include:
- Exploring Identities and Futures: 10 credits at stage 1
- Literacy: 20 credits (two semesters) from a range of stage 1 English subjects or courses
- Numeracy: 10 credits (one semester) from a range of stage 1 Mathematics subjects or courses
- Activating Identities and Futures: 10 credits for an in-depth major investigation at the stage 2 level
- Other stage 2 subjects totalling at least 60 credits
- The remaining 90 credits may be gained through additional stage 1 or stage 2 subjects or SACE Board recognised courses.

What is Exploring Identities and Futures?

Exploring Identities and Futures is a compulsory SACE subject. Students gain 10 credits, and it is normally undertaken in year 10. Students must achieve a C grade or better.

Exploring Identities and Futures helps students to:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider subjects and courses available in and beyond school
- Gain an understanding of the SACE Capabilities that underpin all stage 1 and 2 subjects
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust plans to achieve their goals.

What is the Activating Identities and Futures?

Activating Identities and Futures is a compulsory stage 2 SACE subject. Students must gain 10 credits and achieve a C- grade or better.

Students explore ideas related to an area of personal interest through self-directed inquiry. They draw on knowledge, skills, and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration is to develop capabilities and support students in their chosen pathways.

What is VET, and how can I do it?

VET is an acronym for Vocational Education and Training, which provides students with work skills, particularly in the trades and industry. Students can use VET courses to build pathways through the SACE while significantly progressing towards completing VET qualifications.

To complete the SACE, students must achieve 200 credits, 150 of which can be gained through VET courses. Depending on the course, students may be able to satisfy the SACE's literacy and numeracy requirements. The remaining 20 credits are gained from Exploring Identities and Future (10 credits) and Activating Identities and Futures (10 credits).

The recognition arrangements for VET in the SACE include completed or partially completed qualifications.

For every 35 hours of successful VET training students complete towards a qualification or skill set, students can earn 5 credits towards their SACE. Therefore, for the completion of 70 nominal hours of VET, students can be awarded 10 credits, up to the maximum credit allocation, for the qualification or skill set they are undertaking. 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.

What is community learning?

Students can earn SACE credits for community learning in two ways.

- Community-developed programs
- 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 need to provide evidence of their learning for assessment so that the SACE Board can provide recognition and award SACE credits.

TAFE and university 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 80 credits at stage 2, including three stage 2 subjects worth 20 credits each. The final stage 2 credits can be gained in various ways, as defined by the universities. Universities may also specify required subjects for some of their courses.

Full details of TAFE and university entry requirements are included in the Tertiary Entrance Booklet, which the South Australian Tertiary Admissions Centre publishes.
Visit the SATAC website for more information: www.satac.edu.au

Content

SACE

Students with disabilities

To meet the learning needs of individual students with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability, the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects, and curriculum and assessment are designed around developing one or more SACE capabilities and personal learning goals that are appropriate for the student.

Eligible students can complete the SACE certification requirements using one or more modified subjects at stage 1 and stage 2.

For 2026, the following modified SACE subjects will be offered at Mount Barker High School:

- Business Innovation
- Creative Arts
- Cross-Disciplinary Studies
- Design, Technology and Engineering
- English
- Health and Wellbeing
- Languages and Culture
- Mathematics
- Exploring Identities and Futures
- Physical Education
- Scientific Methods
- Society and Culture

For further information, contact Nicki Hacquoil, Senior Leader of Inclusion, at the school.

SACE planner and checker

The SACE planner and checker is an online tool for students and teachers to plan and check enrolments for the SACE.

A paper version of the SACE Board course planner can be downloaded from the SACE Board website.

Further information
Visit the SACE Board website www.sace.sa.edu.au

2026 Curriculum Guide