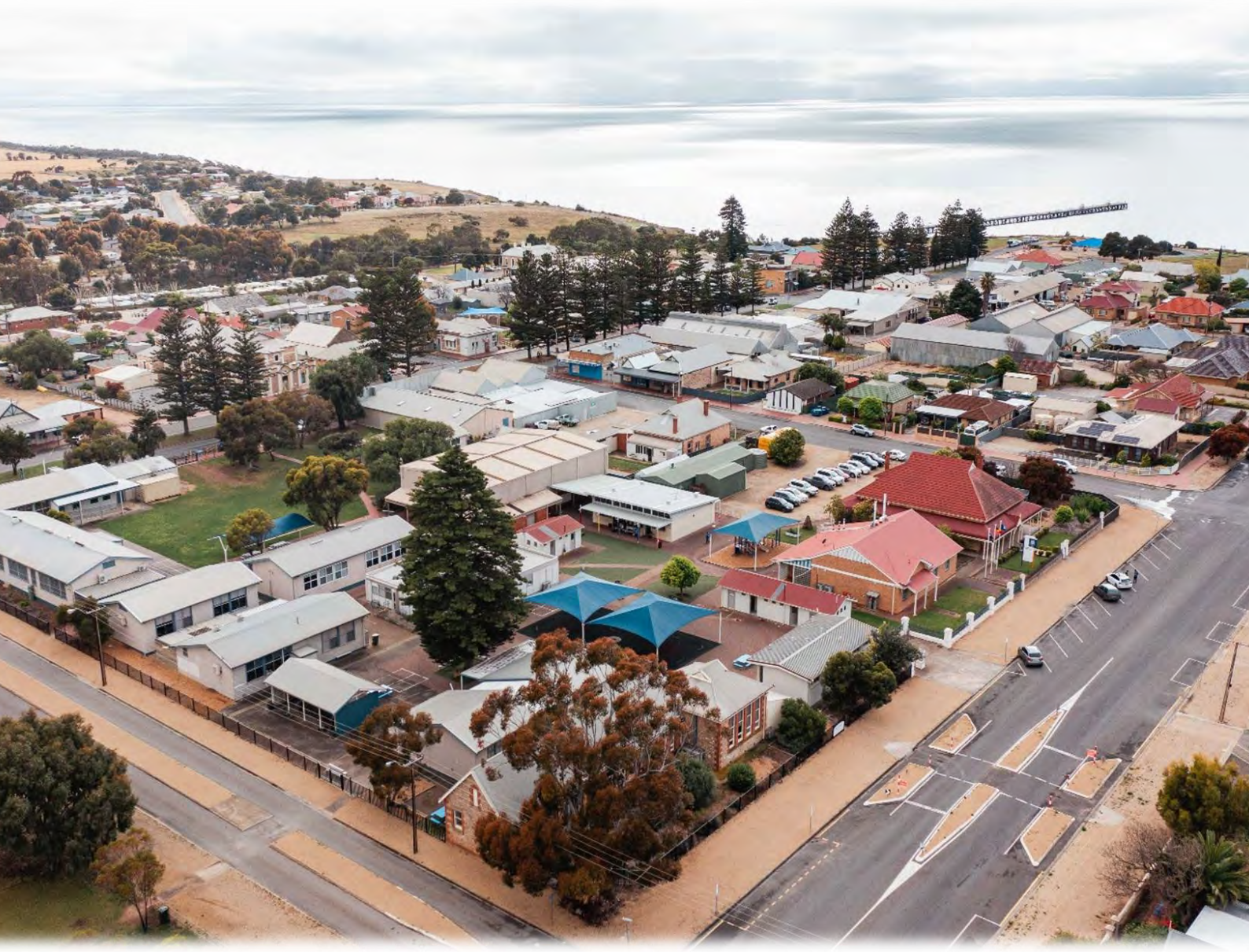
ARDROSSAN AREA SCHOOL



CURRICULUM GUIDE

Government of South Australia
Department for Education

Welcome to Ardrossan Area School

On behalf of our school community, it is my pleasure to share with you the Curriculum guide for Ardrossan Area School.

Our school is an inclusive learning environment in which all students can achieve excellence, be creative and develop the skills necessary for their future. Our students are creative and critical thinkers who positively impact on their local and global communities.

The school's values are respect, creativity and excellence.

Most students complete all of their education at the school. We have a strong transition program with the Ardrossan & Districts Community Kindergarten. Our school community is very supportive, with an active Governing Council and a School Community Library on-site. We also have strong connections with our wider local community and organisations. The school is well resourced and a high value is placed on literacy, numeracy, inquiry learning, innovation, digital technology and environmental sustainability programs. Sport, music and outdoor learning opportunities are an integral part of our school curriculum.

Senior school programs are tailored to individual student needs, enabling them to pursue university pathways, vocational education and training options, school-based apprenticeships and employment. To enhance the learning opportunities provided by the school, we work in collaboration with other local schools, the Open Access College, Northern Territory Distance Education and Registered Training Organisations.

The curriculum at Ardrossan Area School is aligned with the Australian Curriculum and SACE. In 2025 we will begin the implementation of the South Australian curriculum, which aligns with our focus on developing capabilities (learning dispositions).

If you would like to know more about our school and the curriculum offered, please contact us for a meeting.

Margaret Roads
Principal

Purpose of the Curriculum Guide

This guide provides students and their parents/caregivers information and specific course descriptions regarding the programs and subjects offered at Ardrossan Area School. It has been designed as a tool to assist students, parents/caregivers and teachers to develop a pathway from Reception through to Year 12 and to help make decisions about a suitable course of study during the course counselling process for Years 10, 11 and 12.

How to use this guide

For students studying Reception to Year 9, this guide gives you an opportunity to explore the curriculum content in the subjects being studied in each year level.

For students studying Year 10, 11 and 12, students and parents/caregivers are encouraged to explore this guide to plan possible options and pathways of study. We recommend that students use the information in this guide alongside discussions with teachers about subjects suitable for their pathway.

Subject Selection/Course Counselling (for students entering Year 10, 11 or 12)

At Ardrossan AS, we see subject selection as an inclusive process involving students, parents/caregivers and teachers. Parents/Caregivers are invited to discuss aspects of subject selection and course requirements with course counselling leaders at any time.

The counselling process includes:

- Information evening for students and parents/caregivers
- Allocated time at school for students to explore options and the course counselling process
- Course counselling interviews with students and families

We encourage students to select courses that suit their abilities, interests and post-school aspirations. Options to pathways are kept open during Reception to Year 9 through a diverse curriculum before students begin to make selections according to their individual needs in Years 10, 11 and 12.

Students should be aware of any subject requirements that may incur charges such as camps or excursions or the purchase of specific materials or resources when making their final selection.

Subject Availability

Availability of the subjects offered in this guide is dependant on the number of students selecting the subject and staff availability. If a subject chosen by a student is not able to offered at Ardrossan AS the following alternatives may be available:

- **Local Delivery** – the subject may be offered by another school on the Yorke Peninsula and the student may join their class through a hybrid of face to face and online classes and support from AAS staff.
- **Open Access** – the student may be enrolled in the subject through Open Access and access online lessons twice per week with support from AAS staff.
- **Re-Counsel –** the student may be offered alternative face to face subjects available at Ardrossan AS through a second counselling interview.

Contents:

Timetable Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Home Group 8.50 – 9.00	10 minutes	10 minutes	10 minutes	10 minutes	10 minutes
Lesson 1 9.00 – 9.50	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Lesson 2 9.50 – 10.40	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Lesson 3 11.00 – 11.50	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Lesson 4 11.50 – 12.40	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Lesson 5 1.20 – 2.10	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes
Lesson 6 2.10 – 3.00	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes

Reception to Year 6

Learning Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	8 lessons	8 lessons	8 lessons	8 lessons	8 lessons	8 lessons	8 lessons
Mathematics	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons
Science	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
Humanities	1 lesson	2 lessons	2 lessons	2 lessons	2 lessons	3 lessons	3 lessons
Inquiry Learning	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
Health and Physical Education	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
Technologies	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	2 lessons	2 lessons
The Arts	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
Language (AUSLAN)	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Child Protection Curriculum	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson

Year 7 to Year 12

Learning Area	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
English	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons
Mathematics	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons
Science	4 lessons	4 lessons	4 lessons	4 lessons	5 lessons	5 lessons
Humanities	3 lessons	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
729	2 lessons	2 lessons	2 lessons			
Integrated Learning				5 lessons	5 lessons	5 lessons
Health and Physical Education	4 lessons	4 lessons	4 lessons	4 lessons	5 lessons	5 lessons
Technologies (Semester)	3 lessons	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
The Arts (Semester)	3 lessons	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
Music (Semester)	3 lessons	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
Food Technologies (Semester)	3 lessons	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
Child Protection Curriculum	1 lesson	1 lesson	1 lesson	1 lesson		

ARDROSSAN AREA SCHOOL

Developing effective learners through a focus on capabilities

1 **RECEPTION - YEAR 2**

Investigations - Play based provocations, with explicit learning intentions.
Capabilities focus - Creativity Collaboration, Curiosity, Problem solving and Communication.

2 **YEAR 3-4**

Adapted from Future Anything - Capabilities focus -Curiosity, Problem solving, Communication, Creativity & Innovation, Adaptive Mindset, Collaboration, Curiosity and Critical thinking

3 **YEAR 5-6**

Future Anything - Activate programs - 2yr cycle -Local Changemakers and Social Enterprise.
Future Capabilities focus - Problem solving, Communication, Creativity & Innovation, Adaptive Mindset, Collaboration, Curiosity and Critical thinking.

4 **YEAR 7-9**

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Developing capabilities through:
Digital Technologies: utilising AAS Lumination Learning Lab
Creativity: Creative Community
Sustainability: utilising AAS Aquaponics facility

5 **YEAR 10**

Stage 2 Integrated Learning- Pathways

AAS is an inclusive learning environment in which all students can achieve excellence, be creative and develop the skills necessary for the future.
Our students are critical and creative thinkers who positively impact on their local and global communities.

SACE Stage 1 and Stage 2 Subjects by Area of Study

Learning Area	Year 10	Stage 1	Stage 2
English	English (AC)	Stage 1 Essential English	Stage 2 English
		Stage 1 English	
Mathematics	Mathematics (AC)	Stage 1 Essential Mathematics	Stage 2 Essential Mathematics
		Stage 1 General Mathematics	Stage 2 General Mathematics
		Stage 1 Mathematics	Stage 2 Mathematical Methods
Cross Disciplinary		Stage 1 Cross Disciplinary Studies	Stage 2 Cross Disciplinary Studies
	Stage 1 Integrated Learning – Work skills and pathways	Stage 1 Integrated Learning	Stage 2 Integrated Learning
	Stage 1 Exploring Identities and Futures	Stage 2 Activating Identities and Futures	
Science	Science (AC)	Stage 1 Biology	Stage 2 Biology
		Stage 1 Chemistry	Stage 2 Chemistry
		Stage 1 Physics	Stage 2 Physics
Business, Enterprise and Technologies	Food Technologies (AC) Design and Technologies (AC) Digital Technologies (AC)	Stage 1 Material Solutions	Stage 2 Material Solutions
		Stage 1 Food and Hospitality	Stage 2 Food and Hospitality
		Stage 1 Business Innovation	Stage 2 Business Innovation
		Stage 1 Digital Technologies	Stage 2 Digital Technologies
		Stage 1 Workplace Practices	Stage 2 Workplace Practices
The Arts	Art (AC)	Stage 1 Visual Arts	Stage 2 Visual Arts
		Stage 1 Creative Arts	Stage 2 Creative Arts
		Stage 1 Music Experience	Stage 2 Music Explorations
		Stage 1 Music Advanced	Stage 2 Music Performance – Ensemble and/or Solo
Humanities	HASS (AC)	Stage 1 Tourism	Stage 2 Tourism
Health and Physical Education	HPE (AC) Child Protection Curriculum	Stage 1 Physical Education	Stage 2 Physical Education
		Stage 1 Outdoor Education	Stage 2 Outdoor Education
		Stage 1 Health	Stage 2 Health

Reception (Foundation)

English	Mathematics	Science	Humanities and Social Sciences	Investigations
Health and Physical Education	**Technologies**	**Language (AUSLAN)**	**The Arts**	**Child Protection Curriculum**

English

The English curriculum is built around the three interrelated strands of language, literature and literacy.
Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.
Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.
At this year level:

- **understanding** includes connecting names, numerals and quantities
- **fluency** includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects
- **problem-solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
    - **reasoning** includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.
In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

Humanities and Social Sciences

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures.
The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way.

Investigations

Play based provocations with explicit learning intentions. The program has a capabilities focus around Collaboration, Problem Solving, Communication and Creativity.

Health and Physical Education

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities.

Technologies

Digital Technologies focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Design and Technologies students explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Language (AUSLAN)

Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and size and shape specifiers (SASS) depicting signs with increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and non-manual features (NMFs), such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance. In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year One

English	Mathematics	Science	Humanities and Social Sciences	Investigations
Health and Physical Education	Technologies	Language (AUSLAN)	The Arts	Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy.
In Year 1, students communicate with peers, teachers, known adults and students from other classes.
Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes connecting names, numerals and quantities, and partitioning numbers in various ways
- **fluency** includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week
- **problem-solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- **reasoning** includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.
In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

Humanities and Social Sciences

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

Investigations

Play based provocations with explicit learning intentions. The program has a capabilities focus around Collaboration, Problem Solving, Communication and Creativity.

Health and Physical Education

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Technologies

Digital Technologies focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Design and Technologies students explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Language (AUSLAN)

Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and size and shape specifiers (SASS) depicting signs with increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and non-manual features (NMFs), such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance. In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

Child Protection Curriculum

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The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year Two

English	Mathematics	Science	Humanities and Social Sciences	Investigations
Health and Physical Education	Technologies	Language (AUSLAN)	The Arts	Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- **fluency** includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- **problem-solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- **reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

Humanities and Social Sciences

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and

how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

Investigations

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Health and Physical Education

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In Design and Technologies students explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

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Year Three

English	Mathematics	Science	Humanities and Social Sciences	Year 3-6 Inquiry Learning
Health and Physical Education	**Technologies**	**Language (AUSLAN)**	**The Arts**	**Child Protection Curriculum**

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- **fluency** includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- **problem-solving** includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- **reasoning** includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Humanities and Social Sciences

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

Year 3-4 Inquiry Learning

Adapted from Future Anything this is a capabilities focused program incorporating Curiosity, Problem Solving, Communication, Creativity and Innovation, Collaboration, Critical Thinking and an Adaptive Mindset.

Health and Physical Education

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

Technologies

Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

By the end of Year 4, students will have had opportunities to create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games.

In Year 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

In Design and Technologies students Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 4 students will have had the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their working and develop their decision-making skills.

Language (AUSLAN)

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students:

- extend their awareness of the body as they incorporate actions using different body parts, body zones and bases
- explore and experiment with directions, time, dynamics and relationships using groupings, objects and props
- extend their fundamental movement skills by adding and combining more complex movements
- use technical skills including accuracy and awareness of body alignment

In Drama, students:

- extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation
- vary voice and movement to create role when devising drama
- learn about focus, tension, space and time in their own and others' drama
- explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama
- use language and ideas to shape dramatic action
- use story structures to shape drama for audiences.

In Media Arts, students:

- extend their understanding of structure, intent, character and settings
- use composition, sound and technologies
- consider themselves as audiences and explore other audience groups
- explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound as they make and respond to media artworks
- discuss the ethical behaviour of individuals when producing media artworks for a variety of audiences
- recognise appropriate and inappropriate use of other people's images and work in the making of media artworks.

In Music, students:

- extend their understanding of the elements of music as they develop their aural skills
- match pitch and show the direction of a tune with gesture or drawings
- recognise difference between notes moving by step and by leap
- recognise and discriminate between rhythm and beat
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.

In Visual Arts, students:

- extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms
- explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter
- explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts
- consider how and why artists, craftspeople and designers realise their ideas through different
- visual representations, practices, processes and viewpoints.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year Four

English	Mathematics	Science	Humanities and Social Sciences	Year 3-6 Inquiry Learning
Health and Physical Education	**Technologies**	**Language (AUSLAN)**	**The Arts**	**Child Protection Curriculum**

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes
- **fluency** includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data
- **problem-solving** includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns
- **reasoning** includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

In Year 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Humanities and Social Sciences

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

Year 3-4 Inquiry Learning

Adapted from Future Anything this is a capabilities focused program incorporating Curiosity, Problem Solving, Communication, Creativity and Innovation, Collaboration, Critical Thinking and an Adaptive Mindset.

Health and Physical Education

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

Technologies

Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

By the end of Year 4, students will have had opportunities to create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games.

Students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

In Design and Technologies students Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

Students will have had the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

Students develop a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. Students explore and learn to harness their creative, innovative and imaginative ideas to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment. They learn to reflect on their actions to refine their working and develop their decision-making skills.

Language (AUSLAN)

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students:

- extend their awareness of the body as they incorporate actions using different body parts, body zones and bases
- explore and experiment with directions, time, dynamics and relationships using groupings, objects and props
- extend their fundamental movement skills by adding and combining more complex movements
- use technical skills including accuracy and awareness of body alignment

In Drama, students:

- extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation
- vary voice and movement to create role when devising drama
- learn about focus, tension, space and time in their own and others' drama
- explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama
- use language and ideas to shape dramatic action
- use story structures to shape drama for audiences.

In Media Arts, students:

- extend their understanding of structure, intent, character and settings
- use composition, sound and technologies
- consider themselves as audiences and explore other audience groups
- explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound as they make and respond to media artworks
- discuss the ethical behaviour of individuals when producing media artworks for a variety of audiences
- recognise appropriate and inappropriate use of other people's images and work in the making of media artworks.

In Music, students:

- extend their understanding of the elements of music as they develop their aural skills
- match pitch and show the direction of a tune with gesture or drawings
- recognise difference between notes moving by step and by leap
- recognise and discriminate between rhythm and beat
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.

In Visual Arts, students:

- extend their awareness of visual conventions, and observe closely visual detail as they use materials, techniques and technologies and processes in visual arts forms
- explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter
- explore, observe and identify ideas and symbols used and adapted by artists in their artworks as they make and respond to visual arts
- consider how and why artists, craftspeople and designers realise their ideas through different
- visual representations, practices, processes and viewpoints.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year Five

English	Mathematics	Science	Humanities and Social Sciences	Year 3-6 Inquiry Learning
Health and Physical Education	Technologies	Language (AUSLAN)	The Arts	Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- **fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- **problem-solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- **reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

Humanities and Social Sciences

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement.

Year 5-6 Inquiry Learning

Using the Future Anything Activate Program on a 2 year cycle (Changemakers and Social Enterprise) this is a capabilities focused program incorporating Curiosity, Problem Solving, Communication, Creativity and Innovation, Collaboration, Critical Thinking and an Adaptive Mindset.

Health and Physical Education

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems.

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 6, students will have had the opportunity to create designed solutions at least once in three technologies contexts: engineering principles and systems, food and fibre production and food specialisations; and materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

In Years 5 and 6, students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed.

Language (AUSLAN)

Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase; form questions to request information; interview others; plan, rehearse and deliver short presentations; and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students:

- extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases
- extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes
- extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy
- explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.

In Drama, students:

- develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time
- extend their understanding and use language and ideas to create dramatic action and consider mood and atmosphere in performance
- use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama.

In Media Arts, students:

- develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions
- extend their understanding and use of time, space, sound, movement, lighting and technologies
- identify the variety of audiences for which media artworks are made
- explain the purpose and processes for producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks
- consider the ethical behaviour and role of communities and organisations in regulating access to media artworks.

In Music, students:

- further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music
- extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds
- explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose
- explore meaning and interpretation, forms and elements of music as they make and respond to music.

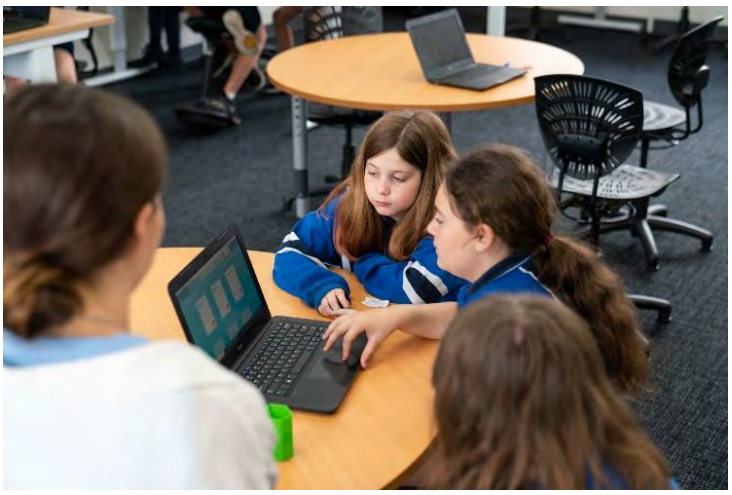
In Visual Arts, students:

- develop understanding of use and application of visual conventions as they develop conceptual and representational skills
- test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.
- explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences
- draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times
- extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.



Year Six

English	Mathematics	Science	Humanities and Social Sciences	Year 3-6 Inquiry Learning
Health and Physical Education	Technologies	Language (AUSLAN)	The Arts	Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations
- **fluency** includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables
- **problem-solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles
- **reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

Humanities and Social Sciences

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

Year 5-6 Inquiry Learning

Using the Future Anything Activate Program on a 2 year cycle (Changemakers and Social Enterprise) this is a capabilities focused program incorporating Curiosity, Problem Solving, Communication, Creativity and Innovation, Collaboration, Critical Thinking and an Adaptive Mindset.

Health and Physical Education

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems.

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 6, students will have had the opportunity to create designed solutions at least once in three technologies contexts: engineering principles and systems,

food and fibre production and food specialisations; and materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.
In Years 5 and 6, students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed.

Language (AUSLAN)

Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase; form questions to request information; interview others; plan, rehearse and deliver short presentations; and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.

The Arts

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts.

In Dance, students:

- extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases
- extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes
- extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy
- explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.

In Drama, students:

- develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time
- extend their understanding and use language and ideas to create dramatic action and consider mood and atmosphere in performance
- use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama.

In Media Arts, students:

- develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions
- extend their understanding and use of time, space, sound, movement, lighting and technologies
- identify the variety of audiences for which media artworks are made
- explain the purpose and processes for producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks
- consider the ethical behaviour and role of communities and organisations in regulating access to media artworks.

In Music, students:

- further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music
- extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds
- explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose
- explore meaning and interpretation, forms and elements of music as they make and respond to music.

In Visual Arts, students:

- develop understanding of use and application of visual conventions as they develop conceptual and representational skills
- test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.
- explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences
- draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times
- extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year Seven

English	Mathematics	Science	Year 7-9 Inquiry Learning	Humanities and Social Sciences History Geography Civics and Citizenship Economics and Business	Music
Health and Physical Education	Design and Technology	Home Economics	Visual Art		Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms

- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.
In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Humanities and Social Sciences

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

Year 7-9 Learning

7 to 9 (729) learning is a capability focused subject which allows students to pursue an interest area of their choice. With the focus being on capabilities for learning, students are facilitated through a process of immersions, brainstorming, provocations, exploration, research and product design.
The capabilities offer opportunities to add depth and richness to student learning so students can apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Health and Physical Education

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.
The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Design and Technology

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

Visual Arts

Students:

- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts
- identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Music

Students:

- build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
- aurally identify layers within a texture
- sing and play independent parts against contrasting parts
- recognise rhythmic, melodic and harmonic patterns and beat groupings
- understand their role within an ensemble and control tone and volume
- perform with expression and technical control
- identify a variety of audiences for which music is made
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and

- expression, form and structure, timbre and texture as they make and respond to music
- consider social, cultural and historical contexts of music
- evaluate the expressive techniques used in music they listen to and experience in performance
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Child Protection Curriculum

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The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Year Eight

English	Mathematics	Science	Year 7-9 Inquiry Learning	Humanities and Social Sciences History Geography Civics and Citizenship Economics and Business	Music
Health and Physical Education	Design and Technology	Home Economics	Visual Arts		Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view

Humanities and Social Sciences

History:

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.
The content 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.

Geography:

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries.

Civics and Citizenship:

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Economics and Business:

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Year 7-9 Inquiry Learning

7 to 9 (729) learning is a capability focused subject which allows students to pursue an interest area of their choice. With the focus being on capabilities for learning, students are facilitated through a process of immersions, brainstorming, provocations, exploration, research and product design.
The capabilities offer opportunities to add depth and richness to student learning so students can apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Health and Physical Education

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Design and Technology

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

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Visual Arts

Students:

- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts
- identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Music

Students:

- build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
- aurally identify layers within a texture
- sing and play independent parts against contrasting parts
- recognise rhythmic, melodic and harmonic patterns and beat groupings
- understand their role within an ensemble and control tone and volume
- perform with expression and technical control
- identify a variety of audiences for which music is made
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- consider social, cultural and historical contexts of music
- evaluate the expressive techniques used in music they listen to and experience in performance
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Child Protection Curriculum

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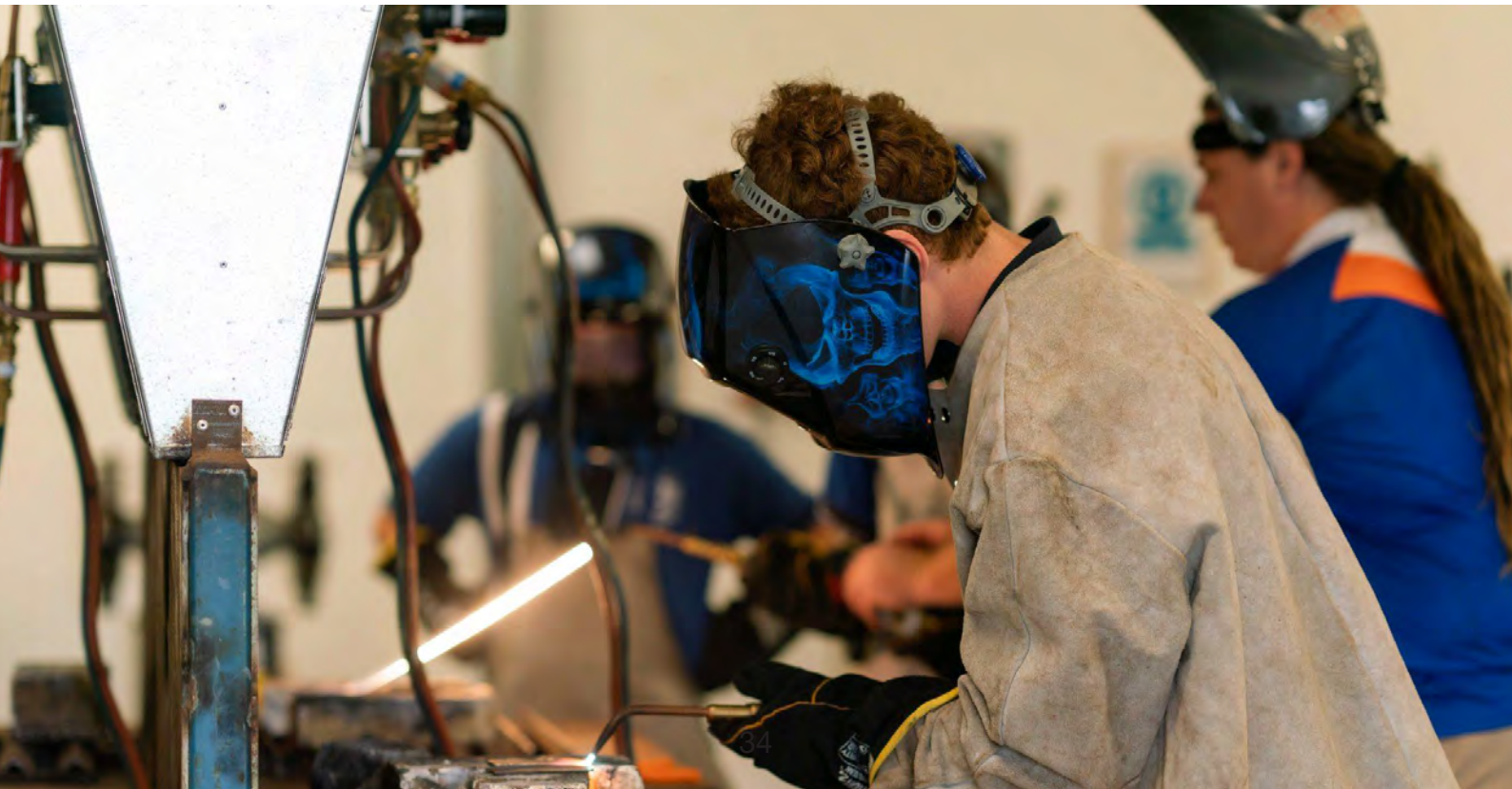

Year Nine

English	Mathematics	Science	Year 7-9 Inquiry Learning	Humanities and Social Sciences History Geography Civics and Citizenship Economics and Business	Music
Health and Physical Education	Design and Technology	Home Economics	Visual Arts		Child Protection Curriculum

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Humanities and Social Sciences

History:

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

The content 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.

Geography:

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Civics and Citizenship:

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Economics and Business:

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 7-9 Inquiry Learning

7 to 9 (729) learning is a capability focused subject which allows students to pursue an interest area of their choice. With the focus being on capabilities for learning, students are facilitated through a process of immersions, brainstorming, provocations, exploration, research and product design.
The capabilities offer opportunities to add depth and richness to student learning so students can apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Health and Physical Education

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.
In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Design and Technology

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.
By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.
In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Visual Arts

Students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts

- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Music

Students:

- continue to develop their aural skills as they build on their understanding and use of the elements of music
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend technical and expressive skills in performance from the previous band
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to year 12.
The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe

Year Ten

English	**Mathematics**	**Science**	**Music (Specialist Elective)**	**Humanities and Social Sciences** History Geography Civics and Citizenship Economics and Business	**Stage 1 Personal Learning Plan**	**Child Protection Curriculum**
Health and Physical Education	**Design and Technology (Specialist Elective)**	**Home Economics (Specialist Elective)**	**Visual Arts (Specialist Elective)**		**Stage 1 Integrated Learning - Pathways**	

At Year 10 students complete a full year of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education. Students complete a semester of the Stage 1 Personal Learning Plan and Stage 1 Business Innovation and have one Specialist Elective subject each semester.

English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

At this year level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Stage 1 Exploring Identities and Futures

Exploring Identities and Futures (EIF) is a compulsory 10-credit subject undertaken at Stage 1.
Students must achieve a C grade or better to complete the subject successfully and gain their SACE.
Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.
EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.
EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.
In this subject, students:

develop **agency** by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
demonstrate **self-efficacy** through planning and implementing actions to develop their capabilities and connecting with future aspirations
apply **self-regulation** skills by contributing to activities to achieve goals, seeking feedback, and making decisions
develop their **communication** skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Stage 1 Integrated Learning

Integrated learning is a 10-credit subject at Stage 1.
Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning.
Schools determine an Integrated Learning program focus. The program focus is designed around a theme, community, or context that has meaning to the students; for example, innovation and enterprise initiatives, STEM activities, Aboriginal knowledge and cultures, global citizenship outlooks, art and cultural influences, health and wellbeing initiatives, leadership development, vocational pathways, and literacy and/or numeracy development and enhancement.
Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.
In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.
Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community.
Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer- and self-assessment.
Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.
In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

Science

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.
Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Humanities and Social Sciences

History:

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content 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.

Geography:

'Environmental change and management' focuses on investigating 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 world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Civics and Citizenship:

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Economics and Business:

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies.

Health and Physical Education

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Design and Technology

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.
By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Visual Arts

Students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts
- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks

that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Music

Students:

- continue to develop their aural skills as they build on their understanding and use of the elements of music
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend technical and expressive skills in performance from the previous band
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Child Protection Curriculum

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SACE Pattern Stage 1 (Year 11)

Semester 1	English/Essential English 10 credits	Mathematics/General Mathematics/Essential Mathematics 10 credits	Research Project 10 Credits	Elective SACE Stage 1 Subject	Elective SACE Stage 1 Subject	Elective SACE Stage 1 Subject
Semester 2	English/Essential English 10 credits	Mathematics/General Mathematics/Essential Mathematics 10 credits (recommended)	Elective SACE Stage 1 Subject	Elective SACE Stage 1 Subject	Elective SACE Stage 1 Subject	Elective SACE Stage 1 Subject

Compulsory Subjects:

Students must achieve a C grade or better for the following subjects

- Essential English or English (Stage 1 or Stage 2) — 2 semesters required
- Essential Mathematics, General Mathematics or Mathematics — 1 semester required
- Research Project (Stage 2) — 1 semester required

Elective SACE Stage 1 Subjects:

It is recommended that subjects be studied for a full year to provide the foundational knowledge to undertake the Stage 2 variant.

- Stage 1 English
- Stage 1 Essential English
- Stage 1 Essential Mathematics
- Stage 1 General Mathematics
- Stage 1 Mathematics
- Stage 2 Activating Identities and Futures
- Stage 1 Biology
- Stage 1 Business Innovation
- Stage 1 Chemistry
- Stage 1 Child Studies
- Stage 1 Creative Arts
- Stage 1 Cross Disciplinary Studies
- Stage 1 Design and Technology (Material Solutions)
- Stage 1 Digital Technologies
- Stage 1 Integrated Learning
- Stage 1 Food and Hospitality
- Stage 1 Health and Wellbeing
- Stage 1 Music Advanced
- Stage 1 Music Experience
- Stage 1 Nutrition
- Stage 1 Outdoor Education
- Stage 1 Physical Education
- Stage 1 Physics
- Stage 1 Tourism
- Stage 1 Visual Art
- Stage 1 Workplace Practices

Stage 1 English:

Duration: An English course is compulsory for 2 semesters.

Course Description: In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

Pathways:

Pre-requisite knowledge for SACE Stage 2 English.

Further information:

https://www.sace.sa.edu.au/web/english/stage-1

Stage 1 Essential English:

Duration: Compulsory, 2 semesters.

Course Description: In Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Assessment:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

Pathways:

Provides background knowledge for Stage 2 Essential English.

Further information:

https://www.sace.sa.edu.au/web/essential-english/stage-1

Stage 1 Essential Mathematics

Duration: A mathematics course is compulsory for 1 semester.

Course Description: Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Assessment:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio

Pathways:

Pre-requisite knowledge for SACE Stage 2 Essential Mathematics.

Further information:

https://www.sace.sa.edu.au/web/essential-mathematics/stage-1

Stage 1 General Mathematics

Duration: A mathematics course is compulsory for 1 semester.

Course Description: General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Assessment:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

Pathways: Pre-requisite knowledge for SACE Stage 2 General Mathematics.

Further information:

https://www.sace.sa.edu.au/web/general-mathematics/stage-1

Stage 1 Mathematics

Duration: A mathematics course is compulsory for 1 semester.

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

Assessment:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

Pathways:

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Further information:

https://www.sace.sa.edu.au/web/mathematics/stage-1

Stage 2 Activating Identities and Futures

Duration: AIF is compulsory for 1 semester.

Course Description: Students explore ideas related to an area of personal interest through a process of 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 aims to develop capabilities and support students in their chosen pathways.

Assessment:

School assessment

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External assessment

- Assessment Type 3: Appraisal (30%)

Further information:

https://www.sace.sa.edu.au/web/activating-identities-and-futures/overview

Stage 1 Business Innovation

Duration: Available for one or two semesters at Stage 1.

Course Description: In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

Assessment:

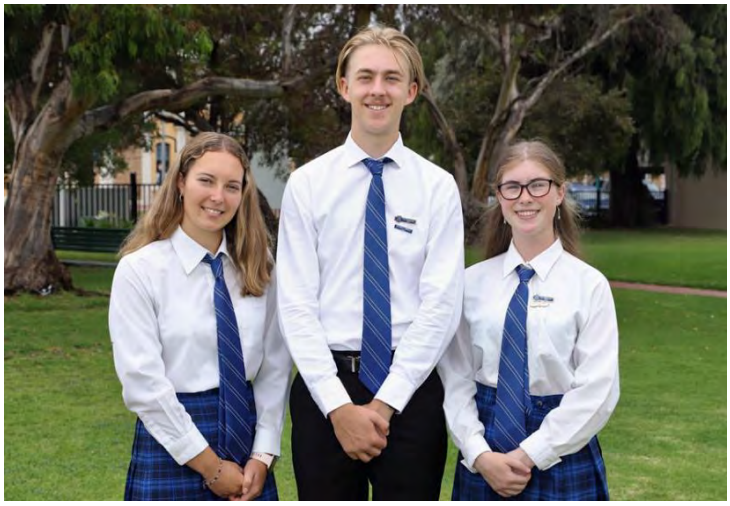
Assessment Type 1: Business Skills

Assessment Type 2: Business Pitch

Pathways: Pre-requisite knowledge for SACE Stage 2 Business Innovation.

Furher Information:

https://www.sace.sa.edu.au/web/business-innovation



Stage 1 Biology

Duration: Available for one or two semesters at Stage 1.

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

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Assessment:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

Pathways: Pre-requisite knowledge for SACE Stage 2 Biology.

Further information:

https://www.sace.sa.edu.au/web/biology/stage-1

Stage 1 Chemistry

Duration: Available for one or two semesters at Stage 1.

Course Description: Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into six topics. In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Assessment:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks.

Pathways:

Pre-requisite knowledge for SACE Stage 2 Chemistry.

Further information:

https://www.sace.sa.edu.au/web/chemistry

Stage 1 Child Studies

Duration: Available for one or two semesters at Stage 1.

Course Description: Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Assessment:

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

Pathways: Stage 2 Child Studies

Further information:

https://www.sace.sa.edu.au/web/child-studies

Stage 1 Creative Arts

Duration: Available for one or two semesters at Stage 1.

Course Description: Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.
Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Assessment:

Assessment Type 1: Product

Assessment Type 2: Folio.

Pathways: Stage 2 Creative Arts

Further information:
https://www.sace.sa.edu.au/web/creative-arts

Stage 1 Cross Disciplinary Studies

Duration: Available for one or two semesters at Stage 1.

Course Description: In Cross-disciplinary Studies, students undertake a focused study that is developed by drawing on more than one discipline. For the purposes of this subject, a 'discipline' is considered to be any of the following:

- a subject accredited by the SACE Board of South Australia
- a Board-recognised course (e.g. vocational or community learning, or a higher education course)
- a field of inquiry (e.g. global studies or sports psychology).

Cross-disciplinary Studies enables schools to provide learning programs that cannot be studied within one discipline and that are not possible within another Board-accredited subject or Board-recognised course.
The exploration of present-day complexities, whether at a local or global scale, such as climate change, water quality, poverty, homelessness, or skills shortages, may not fit neatly within one discipline. In Cross-disciplinary Studies, students have opportunities to explore aspects of such complexities as a practical or theoretical challenge, by making connections across disciplines and developing insights or creative and innovative solutions.

Assessment:

Assessment Type 1: Group Project

Assessment Type 2: Skills and Applications Tasks

Assessment Type 3: Analysis.

Pathways: Stage 2 Cross Disciplinary Studies

Further information:

https://www.sace.sa.edu.au/web/cross-disciplinary-studies

Stage 1 Design, Technology and Engineering

Duration: Available for one or two semesters at Stage 1.

Course Description: Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems.
The subject is organised into four contexts:

- Digital Communication Solutions
- Industry and Entrepreneurial Solutions
- Material Solutions
- Robotic and Electronic Systems

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

Assessment:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Process and Solution

Pathways: Stage 2 Design, Technology and Engineering

Further information:

https://www.sace.sa.edu.au/web/design-technology-and-engineering

Stage 1 Integrated Leraning

Duration: Available for one or two semesters at Stage 1.

Course Description: Students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.
Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community.
They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

Assessment:

Assessment Type 1: Practical Exploration

Assessment Type 2: Connections

Assessment Type 3: Personal Venture.

Pathways: Stage 2 Integrated Learning

Further information:

https://www.sace.sa.edu.au/web/integrated-learning

Stage 1 Food and Hospitality

Duration: Available for one or two semesters at Stage 1.

Course Description: Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.
Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Assessment:

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

Pathways: Stage 2 Food and Hospitality

Further information:

https://www.sace.sa.edu.au/web/food-and-hospitality

Stage 1 Health and Wellbeing

Duration: Available for one or two semesters at Stage 1.

Course Description: students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.
Health and Wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An understanding of the health and wellbeing status of individuals, communities, and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing.

Assessment:

Assessment Type 1: Practical Action

Assessment Type 2: Issue Inquiry.

Pathways: Stage 2 Health and Wellbeing

Further information:

https://www.sace.sa.edu.au/web/health-and-wellbeing

Stage 1 Music Advanced

Duration: Available for one or two semesters at Stage 1.

Course Description:

Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music.

Assessment:

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy.

Pathways:

Stage 2 Music Performance - Ensemble

Stage 2 Music Performance - Solo

Stage 2 Music Explorations

Stage 2 Music Studies

Further information:

https://www.sace.sa.edu.au/web/music

Stage 1 Music Experience

Duration: Available for one or two semesters at Stage 1.

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

Assessment:

Assessment Type 1: Creative Works
Assessment Type 2: Musical Literacy

Pathways:

Stage 2 Music Performance - Ensemble

Stage 2 Music Performance - Solo

Stage 2 Music Explorations

Stage 2 Music Studies

Further information:

https://www.sace.sa.edu.au/web/music

Stage 1 Nutrition

Duration: Available for one or two semesters at Stage 1.

Course Description:
Nutrition consists of the following interrelated concepts:

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition literacy and numeracy
- Nutrition and technology.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavor
- Nutrition science understanding

Assessment:

Assessment Type 1: Investigations Folio
Assessment Type 2: Skills and Applications Tasks

Pathways:

Stage 2 Nutrition

Further information:

https://www.sace.sa.edu.au/web/nutrition/overview

Stage 1 Outdoor Education 1 Outdoor Education

Duration: Available for one or two semesters at Stage 1.

Course Description: The study of Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills.

The development of their relationship with natural environments impacts positively on students' health and wellbeing and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

Assessment:

Assessment Type 1: About Natural Environments
Assessment Type 2: Experiences in Natural Environments

Pathways:

Stage 2 Outdoor Education

Further information:
https://www.sace.sa.edu.au/web/outdoor-education/overview

Stage 1 Physical Education

Duration: Available for one or two semesters at Stage 1.

Course Description: Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

Assessment:

Assessment Type 1: Performance Improvement
Assessment Type 2: Physical Activity Investigation.

Pathways:

Stage 2 Physical Education

Further information:

https://www.sace.sa.edu.au/web/physical-education

Stage 1 Physics

Duration: Available for one or two semesters at Stage 1.

Course Description: The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Assessment:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks.

Pathways:

Stage 2 Physics

Further information:

https://www.sace.sa.edu.au/web/physics

Stage 1 Tourism

Duration: Available for one or two semesters at Stage 1.

Course Description: Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business.
Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. Students 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. Students explore tourism as a business and its impact on the economy.

Assessment:

Assessment Type 1: Case Study

Assessment Type 2: Sources Analysis

Assessment Type 3: Practical Activity

Assessment Type 4: Investigation

Pathways:

Stage 2 Tourism

Further information:

https://www.sace.sa.edu.au/web/tourism

Stage 1 Visual Art

Duration: Available for one or two semesters at Stage 1.

Course Description:

Visual Arts — Art
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.
They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.
Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Visual Arts — Design

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.
Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment:

Assessment Type 1: Folio

Assessment Type 2: Practical

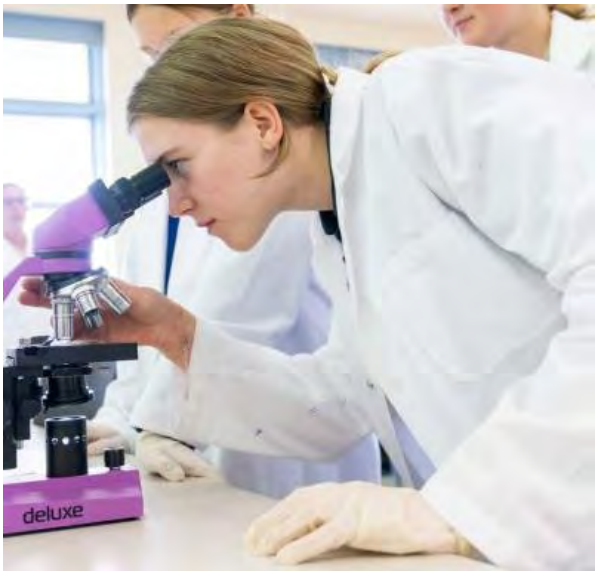
Assessment Type 3: Visual Study.

Pathways:

Stage 2 Visual Art

Further information:

https://www.sace.sa.edu.au/web/visual-arts



Stage 1 Workplace Practices

Duration: Available for one or two semesters at Stage 1.

Course Description: Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Assessment:

Assessment Type 1: Folio

Assessment Type 2: Performance

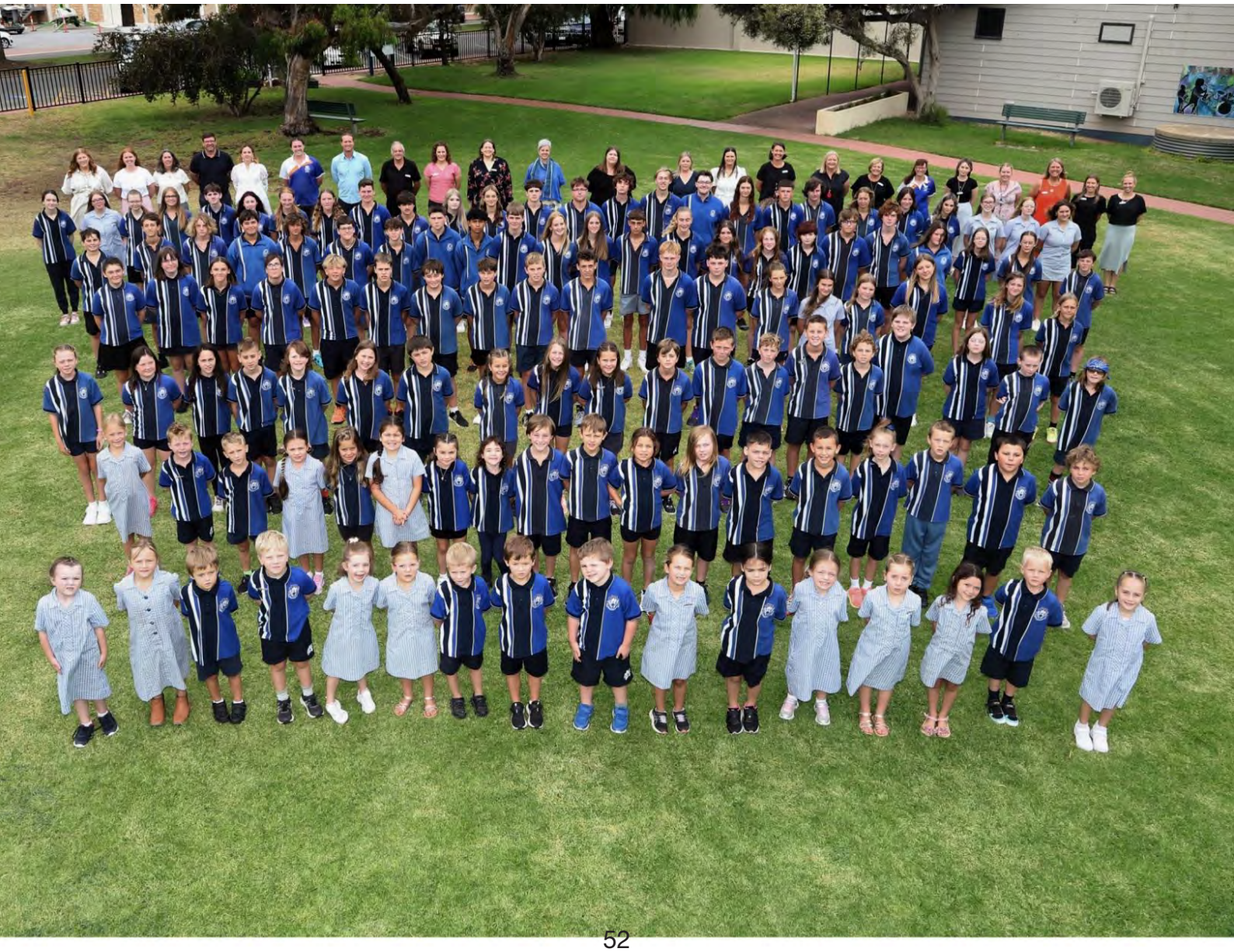
Assessment Type 3: Reflection.

Pathways:

Stage 2 Workplace Practices

Further information:

https://www.sace.sa.edu.au/web/workplace-practices



SACE Pattern Stage 2 (Year 12)

Whole Year	Subject Choice 1	Subject Choice 2	Subject Choice 3	Subject Choice 4	Subject Choice 5 (Optional)

Compulsory Subjects:

Students must achieve a C- grade or better for all subjects undertaken. To achieve an ATAR, students need to complete four full year subjects plus the Research Project (Community Studies subjects are precluded from being used in an ATAR calculation).

- Research Project (Stage 2) — 1 semester required (usually undertaken in Year 11)

Elective SACE Stage 2 Subjects:

- Stage 2 English
- Stage 2 Essential English
- Stage 2 English Literary Studies
- Stage 2 Essential Mathematics
- Stage 2 General Mathematics
- Stage 2 Mathematical Methods
- Stage 2 Specialist Mathematics
- Stage 2 Biology
- Stage 2 Business Innovation
- Stage 2 Chemistry
- Stage 2 Child Studies
- Stage 2 Creative Arts
- Stage 2 Cross Disciplinary Studies
- Stage 2 Design and Technology (Material Solutions)
- Stage 2 Integrated Learning
- Stage 2 Food and Hospitality
- Stage 2 Health
- Stage 2 Music Explorations
- Stage 2 Music Performance (Ensemble or Solo)
- Stage 2 Music Studies
- Stage 2 Nutrition
- Stage 2 Outdoor Education
- Stage 2 Physical Education
- Stage 2 Physics
- Stage 2 Tourism
- Stage 2 Visual Art
- Stage 2 Workplace Practices

Stage 2 English:

Length: 2 semesters

SACE Credits: 20 credits

Course Description:

Students will analyse the relationship between purpose, context, and audience in a range of texts. They will evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts, along with analysing how perspectives in their own and others' texts shape responses and interpretations. Students will create and evaluate oral, written, and multimodal texts in a range of modes and styles, analyse the similarities and differences when comparing texts, and apply clear and accurate communication skills in the creation of their texts.

Assessment:

School Assessed (70%)

• Assessment Type 1: Responding to Texts

• Assessment Type 2: Creating Texts

Externally Assessed (30%)

• Assessment Type 3: Intertextual Study

Pathways/Industry:

Provides background knowledge for university studying Arts or Humanities, or TAFE.

Further information:

https://www.sace.sa.edu.au/web/english/

Stage 2 Essential English:

Duration: Whole year

Course Description:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

The content includes:

- responding to texts
- creating texts.
- Language study

School Assessment: (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

Assessment Type 3: Language Study (30%)

Pathways/Industry:

Further information:

https://www.sace.sa.edu.au/web/essential-english

Stage 2 Essential Mathematics:

Duration: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, plans, and models

Topic 2: Measurement

Topic 3: Business applications

Topic 4: Statistics

Topic 5: Investments and loans

Topic 6: Open topic.

Students study five topics from the list of six topics above. All students must study Topics 2, 4, and 5.

Assessment

School assessment (70%)

Assessment Type 1: Skills and Applications Tasks (30%)

Assessment Type 2: Folio (40%)

External assessment (30%)

Assessment Type 3: Examination (30%)

Pathways/Industry:

This is a TAS subject and can be used for University and TAFE entrance. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Further information:

https://www.sace.sa.edu.au/web/essential-mathematics

Stage 2 General Mathematics:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Topics:

The five topics covered at Stage 2 General Mathematics include:

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

Assessment:

School Assessment

- Assessment Type 1: Skills and Application Tasks (40%)
- Assessment Type 2: Investigations/Folio Tasks (30%)

External Assessment

- Assessment Type 3: Examination (30%)

Pathways/Industry:

This is a TAS subject and can be used for University and TAFE entrance.

Special Requirements:

- Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)
- MASA Revision Guide is highly recommended for approximately $30

Further information:

https://www.sace.sa.edu.au/web/general-mathematics

Stage 2 Mathematical Methods:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. The focus is on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Assessment:

School assessment (70%)

• Assessment Type 1: Skills and Applications Tasks (50%)

• Assessment Type 2: Mathematical Investigation (20%)

External assessment (30%)

• Assessment Type 3: Examination (30%)

Pathways/Industry:

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Special Requirements:

• Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

Further information:

https://www.sace.sa.edu.au/web/mathematical-methods

Stage 2 Specialist Mathematics:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

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

Stage 2 Specialist Mathematics consists of the following six topics:

Topic 1: Mathematical induction

Topic 2: Complex numbers

Topic 3: Functions and sketching graphs

Topic 4: Vectors in three dimensions

Topic 5: Integration techniques and applications

Topic 6: Rates of change and differential equations.

Assessment:

School assessment (70%)

• Assessment Type 1: Skills and Applications Tasks (50%)

• Assessment Type 2: Mathematical Investigation (20%)

External assessment (30%)

• Assessment Type 3: Examination (30%)

Pathways/Industry

Specialist Mathematics provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Special Requirements:

• Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

Further information:

https://www.sace.sa.edu.au/web/specialist-mathematics

Stage 2 Biology:

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:

Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of Biologists and to join and initiate debates about how Biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

Topics studied:

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

Assessment:

School-based Assessment:

- Assessment Type 1: Practical Investigations (20%)
- Assessment Type 2: Science as Human Endeavour Task (10%)
- Assessment Type 3: Skills and applications tasks (40%)

External Assessment:

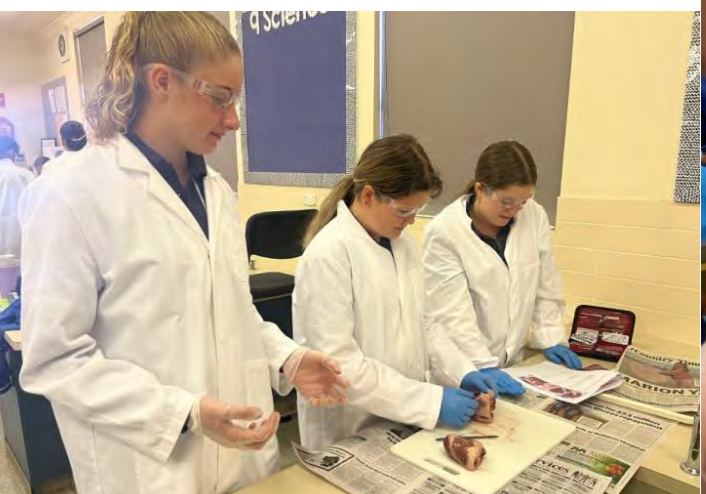
- Assessment Type 4: Examination (30%)

Pathways/Industry:

Microbiologists, Marine biologist, Researcher, Medical Science, Pharmacist

Further information:

https://www.sace.sa.edu.au/web/biology



Stage 2 Business Innovation

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

School Assessment (70%):

Assessment Type 1: Business Skills (40%)

Assessment Type 2: Business Model (30%).

External Assessment (30%):

Assessment Type 3: Business Plan and Pitch

Pathways/Industry

This subject may lead to further education at University of TAFE. A subject suited to students wishing to pursue a career in business.

Further information:

https://www.sace.sa.edu.au/web/business-innovation

Stage 2 Chemistry

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

In their study of chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and exploring options such as green or sustainable chemistry, which seek to reduce the environmental impact of chemical products and processes. The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavour and science understanding.

Topics:
The topics for Stage 2 Chemistry are:
• Topic 1: Monitoring the environment
• Topic 2: Managing chemical processes
• Topic 3: Organic and biological chemistry
• Topic 4: Managing resources.
Students study all four topics.

Assessment:

School-based Assessment:

• Assessment Type 1: Practical reports (20%)

• Assessment Type 2: Science as Human Endeavour Task (10%)

• Assessment Type 3:Skills and applications tasks (40%)

External Assessment:

• Assessment Type 4: Examination (30%)

Pathways/Industry:

Medical Sciences, Research Scientists, Environmental Scientists, Medical Treatment Development.

Further Information:

https://www.sace.sa.edu.au/web/chemistry

Stage 2 Child Studies:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore 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 also consider the importance of behaviour management, child nutrition, and the health and well-being of children. Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students work independently and collaboratively to achieve common goals. They will investigate contemporary issues that are relevant to children and their development.

Students study topics within the following areas:

• Contemporary and Future Issues

• Economic and Environmental Influences

• Political and Legal Influences

• Sociocultural Influences

• Technological Influences.

Assessment

School Assessment

• Practical Activity (50%)

• Group Activity (20%)

External Assessment

• Investigation (30%)

Pathways/Industry

This is a TAS subject and can be used for University and TAFE entrance. Industry pathways include Child Care and Teaching.

Further information:

https://www.sace.sa.edu.au/web/child-studies

Stage 2 Creative Arts:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Assessment:

School Assessment (70%)

• Assessment Type 1: Product (50%)

• Assessment Type 2: Inquiry (20%)

External Assessment (30%)

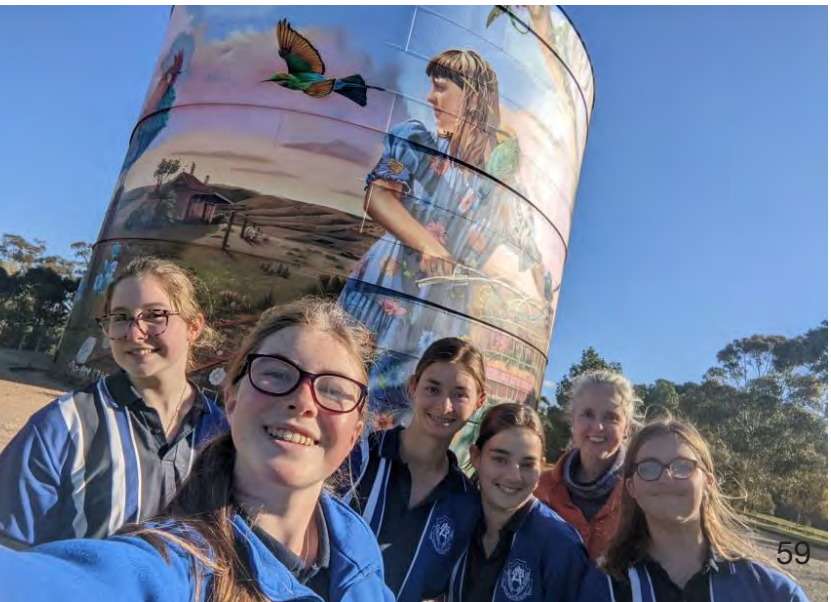
• Assessment Type 3: Practical Skills (30%)

Pathways/Industry:

This course will be useful for students who are thinking of learning and working in the Creative Industries.

Further information:

https://www.sace.sa.edu.au/web/creative-arts



Stage 2 Cross Disciplinary Studies:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

In Cross-disciplinary Studies, students undertake a focused study that is developed by drawing on more than one discipline. For the purposes of this subject, a 'discipline' is considered to be any of the following:

- a subject accredited by the SACE Board of South Australia
- a Board-recognised course (e.g. vocational or community learning, or a higher education course)
- a field of inquiry (e.g. global studies or sports psychology).

Cross-disciplinary Studies enables schools to provide learning programs that cannot be studied within one discipline and that are not possible within another Board-accredited subject or Board-recognised course.
The exploration of present-day complexities, whether at a local or global scale, such as climate change, water quality, poverty, homelessness, or skills shortages, may not fit neatly within one discipline. In Cross-disciplinary Studies, students have opportunities to explore aspects of such complexities as a practical or theoretical challenge, by making connections across disciplines and developing insights or creative and innovative solutions..

Assessment:

School Assessment (70%)

• Assessment Type 1: Commentary (30%)

• Assessment Type 2: Group Project (20%)

• Assessment Type 3: Presentation and Discussion (20%)

External Assessment (30%)

• Assessment Type 4: Analysis (30%)

Pathways/Industry:

This course will be useful for students who would like to follow a learning interest that may not be provided by other subjects.

Further information:

https://www.sace.sa.edu.au/web/cross-disciplinary-studies

Stage 2 Design and Technology (Material Solutions):

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

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

Assessment:

School assessment (70%)

• Assessment Type 1: Specialised Skills Task (20%)

• Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

• Assessment Type 3: Resource Study (30%)

Pathways/Industry:

This is a TAS subject and can be used for University and TAFE entrance. Career pathways include carpentry and cabinet making.

Further information:

https://www.sace.sa.edu.au/web/design-technology-and-engineering

Stage 2 Integrated Learning:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.
Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community.
They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

Assessment:

School Assessment (70%)

• Assessment Type 1: Practical Inquiry (40%)

• Assessment Type 2: Connections (30%)

External Assessment (30%)

• Assessment Type 3: Personal Endeavour (30%)

Pathways/Industry:

This course will be useful for students who would like to study topics not covered by other subjects.

Further information:

https://www.sace.sa.edu.au/web/integrated-learning

Stage 2 Food and Hospitality:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

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. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and 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.

Assessment:

School Assessment

• Assessment Type 1: Practical Activities (50%)

• Assessment Type 2: Group Activities (20%)

External Assessment

• Assessment Type 3: Investigation (30%)

Pathways/Industry:

Industry related VET courses. May also assist with applications for work in hospitality.

Further information:

https://www.sace.sa.edu.au/web/food-and-hospitality

Stage 2 Health and Wellbeing:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

In Stage 2 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.
Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An awareness and analysis of the health and wellbeing status of individuals, communities, and global societies incorporates health determinants, inequities, barriers, and strategies. Students explore principles, frameworks, models, and theories relating to health and wellbeing.
Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society
.

Assessment:

School Assessment

• Assessment Type 1: Initiative (40%)

• Assessment Type 2: Folio (30%)

External Assessment

• Assessment Type 3: Investigation (30%)

Pathways/Industry:

Industry related VET courses. May also assist with applications for work in health related industries.

Further information:

https://www.sace.sa.edu.au/web/health-and-wellbeing

Stage 2 Music Explorations:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Students develop their practical and creative potential, spoken and written skills and capacity to make informed interpretive and aesthetic judgements. By engaging in musical activities such as performing, composing and improvising, arranging, researching and developing and applying music technologies, students appreciate the value of working collaboratively and presenting musical works. Students have the opportunity to engage in improvising, composing and arranging, performing as a soloist and developing aural and listening skills.

Assessment:

School assessment (70%)

• Assessment Type 1: Musical Literacy (30%)

• Assessment Type 2: Explorations (40%)

External assessment (30%)

• Assessment Type 3: Creative Connections (30%)

Pathways/Industry:

This course may lead to further study in music at University or TAFE.

Further information:

https://www.sace.sa.edu.au/web/music-explorations

Stage 2 Music Performance (Ensemble):

Length: 1 Semester

SACE Credits: 10 Credits (Paired with Stage 2 Music Performance Solo to form a 20 Credit sequence).

Course Description:

Students develop and extend their musical sills and techniques in creating performances as part of an ensemble. They interpret musical works and apply to their performances an understanding of the style, structure and conventions appropriate to the repertoire. Students extend their musical literacy through discussing key musical elements of the repertoire and interpreting creative works. Students present an ensemble performance of a single work or a set of works by one or more composers. Public performances form part of the assessment for this subject.

Assessment:

School assessment (70%)

• Assessment Type 1: Performance (30%)

• Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

• Assessment Type 3: Performance Portfolio (30%)

Pathways/Industry:

This course may lead to further study in music at University or TAFE

Further information:

https://www.sace.sa.edu.au/web/music-performance-ensemble

Stage 2 Music Performance (Solo):

Length: 1 Semester

SACE Credits: 10 Credits (Paired with Stage 2 Music Performance Ensemble to form a 20-credit sequence)

Course Description:

Students develop and extend their musical skills and techniques in creating their own solo performances. Students further develop their musical literacy through discussing key musical elements of their chosen repertoire and through interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their performances. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. Students prepare and present performances in which their total program includes a total of 18 – 24 minutes of different repertoire. They discuss key musical elements and critique and evaluate their own performances.

Assessment:

School assessment (70%)

• Assessment Type 1: Performance (30%)

• Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

• Assessment Type 3: Performance Portfolio (30%)

Pathways/Industry:

This course may lead to further study in music at University or TAFE

Further Information:

https://www.sace.sa.edu.au/web/music-performance-solo

Stage 2 Music Studies:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Students develop an understanding of selected musical works and styles and apply this understanding to creating their own music as performances, compositions, or arrangements. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/ or manipulating musical elements. Students have the opportunity to engage in composing, arranging, performing as a soloist and developing aural skills.

Assessment:

School assessment (70%)

• Assessment Type 1: Musical Literacy (30%)

• Assessment Type 2: Explorations (40%)

External assessment (30%)

• ·Assessment Type 3: Creative Connections (30%)

Pathways/Industry:

This course may lead to further study in music at University or TAFE.

Further Information:

https://www.sace.sa.edu.au/web/music-studies

Stage 2 Nutrition:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Nutrition students learn the fundamentals of human nutrition, including healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Topics covered:

• Topic 1: Principles of nutrition, physiology and health

• Topic 2: Health promotion and emerging trends

• Topic 3: Sustainable food systems

Assessment:

School Assessment:

• Assessment Type 1: Skills and Application Tasks (40%)

• Assessment Type 2: Investigation Folio (30%)

External Assessment:

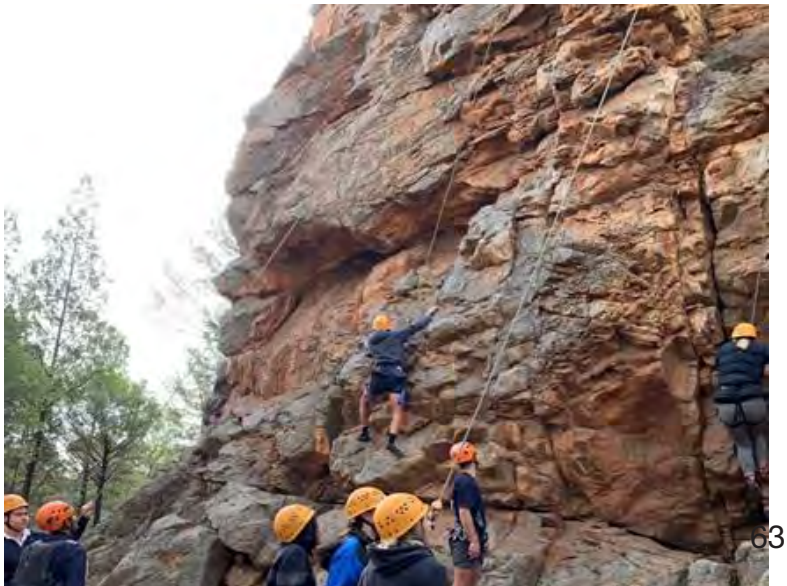
• Assessment Type 3: Examination (30%)

Pathways/Industry:

Dietician, Food Developer, Nutritionist, Sports Nutrition, Research and Education.

Further information:

https://www.sace.sa.edu.au/web/nutrition



Stage 2 Outdoor Education:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Through the study of three focus areas, environment and conservation; planning and management; and personal and social growth and development, students have the opportunity to develop the skills, knowledge and attitudes required to participate in activities in the Outdoors in a safe and environmentally sensitive manner. Practical 'hands on' experience in the classroom, supported by relevant theory topics, equip students to meet the challenges presented by Outdoor Journeys offered as compulsory assessment components of the course. Stage 2 Outdoor Education provides students with opportunities to engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.

Assessment:

School assessment (70%)

• Assessment Type 1: About Natural Environments (20%)

• Assessment Type 2: Experiences in Natural Environments (50%)

External assessment (30%)

• Assessment Type 3: Connections with Natural Environments (30%)

Pathways/Industry:

Further education or employment in Environmental and sustainability areas.

Special Requirements:

There will be costs of approximately $150 involved for practical activities in this subject.

Further information:

https://www.sace.sa.edu.au/web/outdoor-education

Stage 2 Physical Education:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

Stage 2 Physical Education has three focus areas:

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

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.

Assessment:

School Assessment (70%)
- Assessment Type 1 - Diagnostics (30%)
- Assessment Type 2 – Self Improvement Portfolio (40%)

External Assessment
- Assessment Type 3 - Group Dynamics (30%)

Pathways/Industry:

University courses, vocational education and training and employment in fields such as physiology, sport, recreation, coaching and teaching.

Special Requirements:

Student Workbook approximately $50 is recommended.

Further information:

https://www.sace.sa.edu.au/web/physical-education

Stage 2 Physics:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

The study of physics is constructed using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena from the subatomic world to the macrocosmos and to make predictions about them. Students will study topics related to Motion and Relativity, Electricity and Magnetism and Light and Atoms.

Assessment:

School assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

Pathways/Industry:

This course leads to University and Tertiary courses related to Physics and Science.

Further information:

https://www.sace.sa.edu.au/web/physics

Stage 2 Tourism:

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:

In Tourism, 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. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.
Students 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. Students explore tourism as a business and its impact on the economy.

Assessment:

School assessment (70%)

- Assessment Type 1: Folio (20%)

• Assessment Type 2: Practical Activity (25%)

Assessment Type 3: Investigation (25%)

External assessment (30%)

• Assessment Type 4: Examination (30%)

Pathways/Industry:

University courses, vocational education and training and employment in fields related to Tourism.

Further information:

https://www.sace.sa.edu.au/web/tourism

Stage 2 Visual Art:

Length: 2 Semesters

SACE Credits: 20

Course Description:

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

Assessment:

School Assessment (70%)

• Folio (40%)

• Practical (30%)

External Assessment (30%)

• Visual Study (30%)

Pathways/Industry:

University courses, vocational education and training and employment in fields related to the Arts.

Further information:

https://www.sace.sa.edu.au/web/visual-arts

Stage 2 Workplace Practices :

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description: Workplace practices is the study of the various activities and processes of modern workplaces. This course covers a variety of practices that occur in workplaces including health and safety and the changing nature of work. If students are already employed, this course will allow them to develop a greater understanding of their own workplace's practices, or they can study an industry that they are interested in. There is a wide scope for students to explore future career interest in this course. Students will be required to undertake work experience or currently have part time employment.

Assessment:

School Assessment (70%)

• Assessment Type 1: Folio (25%)

• Assessment Type 2: Performance (25%)

• Assessment Type 3: Reflection (20%)

External Assessment (30%)

• Assessment Type 4: Investigation (30%)

Pathways/Industry: This course will be useful for students who currently have part time employment or will be seeking employment after Year 12.

Further information:

https://www.sace.sa.edu.au/web/workplace-practices

VET

Vocational Education and Training

Vocational Education and Training (VET) pathways are available from Year 10-12. VET refers to the national vocational qualifications that are endorsed by industry.

VET courses provide students with the opportunity to work to attain nationally accredited certification against the Australian Qualifications Training Framework and achieve their South Australian Certificate of Education (SACE) through diverse and rigorous learning experiences.

What is VET?

VET programs provide students in years 10, 11 and 12 increased vocational pathway options through a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at Ardrossan Area School and attend AAS, a host school or RTO for their chosen VET program.

Some of the benefits of choosing VET include:
• Gaining a nationally recognised qualification while completing your SACE
• Getting a 'head start' in your chosen career
• Making your senior school studies more relevant and interesting
• Providing opportunities to learn 'on-thejob' through workplace learning
• Gaining skills and knowledge that employers seek in their employees
• Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training, and direct employment.
There are some courses where significant reductions in fees can be obtained through Training Guarantees for SACE Students (TGSS). Courses that fall outside of the funded training list will require full fees at the responsibility of the student. Some programs may have specific equipment or materials that you are required to purchase, e.g., steel-capped boots or equipment that becomes your personal property. It is the responsibility of the student to cover these extra costs.

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

Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills.

School Based Apprenticeships

A School Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE a nationally-recognised qualification.

Students undertaking ASBAs commence a Contract of Training through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-thejob and through training with a Registered Training Organisation (RTO).

Some benefits of undertaking a School Based Apprenticeship or Traineeship include:
• Gaining a head start in your chosen job without competing with the rest of the school leavers in the state.
• Earning credits as part of your training which accrue towards your SACE.
• Starting your career and earning money while you are still at school.
• Working towards or gaining a nationally recognised qualification.
• Gaining hands-on experience in a career orientated job.
• Having adult responsibility as a member of the workforce
• The relevant industry Award covers most School Based Apprenticeships.

If the ASBA is not completed prior to the student completing SACE, students will continue as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off.'

The School Based Apprenticeship can be organised in a number of ways. It can involve working one or more days a week; on weekends; during school holidays or a block of time (e.g., several weeks in a row). This is negotiated between the employer, the school, and the student. At least eight hours per week on-the-job is required (this can be averaged overtime).

YP ALLIANCE VET PROGRAMS

CERTIFICATE II IN RESOURCES AND INFRASTRUCTURE WORK PREPARATION

Delivery Site: Ardrossan Area School

Registered Training Organisation: TAFE SA

Qualification Code: RII20120

Number of SACE Credits: Stage 1 – Max. 40 Credits

Course Description:

This qualification reflects the roles of individuals working in the resources and infrastructure industries who perform mainly routine tasks and procedures, using practical skills and fundamental operational knowledge and taking some responsibility for the quality of work outcomes.

Core Competencies:

- Communicate in the Workplace (RIICOM201E)
- Identify and Assess Environmental and Heritage Concerns (RIIENV201E)
- Conduct Local Risk Control (RIIRIS201E)
- Work Safely and follow WHS Policies and Procedures (RIIWHS201E)
- Isolate and Access Plant (RIISAM202E)
- Use Hand Power Tools (RIISAM203E)
- Carry Out Measurements and Calculations (RIICCM201E)
- Enter and Work Confined Spaces (RIIWHS202E)
- Work Safely at Heights (RIIWHS204E)

Pathways/Industry:

This qualification will give you practical foundation skills you need to carry out a range of tasks in the resource and infrastructure sectors such as mining and mineral exploration, drilling, petroleum exploration and construction.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Delivery Site: Yorketown Area School

Registered Training Organisation: ATEC

Qualification Code: CPC20220

Number of SACE Credits: Stage 1 – Max. 55 Credits

Course Description:

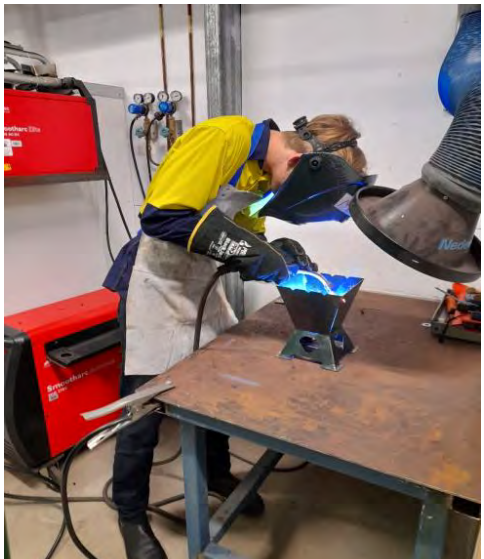
This course gives you a taste of different trades in the building industry. You will develop a broad range of skills across joinery, shopfitting, carpentry and welding and learn foundational skills that will help you gain your trade apprenticeship. Through theoretical and practical course work, you will learn to read and interpret specifications and plans, carry out measurements and calculations, correctly use hand power tools and how to follow instructions from trade supervisors.

Core Competencies:

- Work effectively and sustainably in the construction industry (CPCCOM1012)
- Plan and organise work (CPCCOM1013)
- Carry out measurements and calculations (CPCCOM1015)
- Undertake a basic construction project (CPCCVE1011)
- Apply WHS requirements, policies and procedures in the construction industry (CPCCWHS2001)

Pathways/Industry:

This qualification provides a pathway to the primary trades in the construction industry.



CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Delivery Site: Kadina Memorial School

Registered Training Organisation: Queensford College

Qualification Code: CH30121

Number of SACE Credits: Stage 2 – Max. 155 Credits

Course Description:

Learn how to ensure the health and safety of children, provide care for babies, toddlers and children, support the holistic development of children in early childhood, identify and respond to children and young people at risk, provide emergency first aid in an education and care setting and apply the early learning framework.

Core Competencies include:

- Develop cultural competence (CHCECE001)
- Develop positive and respectful relationships with children (CHCECE007)
- Ensure the health and safety of children (CHCECE002)
- Identify and respond to children and young people at risk (CHCPRT001)
- Participate in workplace health and safety (HLTWHS001)
- Promote Aboriginal and /or Torres Strait Islander Cultural Safety (CHCDIV002)
- Promote and provide healthy food and drinks (CHCECE004)
- Provide an emergency first aid response in an education and care setting (HLTAID004)
- Provide care for babies and toddlers (CHCECE005)
- Provide experiences to support children's play and learning (CHCECE011)

Pathways/Industry:

This course may lead to pathways in Early Childhood Education, Education Assistant, Family Day Care Worker, Youth Worker

OTHER VET COURSES

There are many VET courses available to students. The following is a list of some of the courses that may be available through TAFE SA or other RTO's and may be delivered by schools on the Yorke Peninsula.

If you would like further information about VET or any courses please see the VET Coordinator or Principal.

CERTIFICATE II IN AUTOMOTIVE SERVICING (TAFE SA)

CERTIFICATE III IN INDIVIDUAL SUPPORT – AGED CARE OR DISABILITY SUPPORT (QUEENSFORD COLLEGE)

CERTIFICATE II IN FOOD PROCESSING (MINLATON DS)

CERTIFICATE II IN ELECTROTECHNOLOGY (CENTRAL YORKE)

CERTIFICATE III IN INFORMATION TECHNOLOGY (MOONTA AREA SCHOOL)

CERTIFICATE III IN RURAL OPERATIONS (RST)

Please Note:

- All courses rely on a minimum number of students.
- Costs are associated with all VET courses
- Courses may be held 1 day per week or in blocks of time 2 – 3 times per term.
- Travel to the course is the student's responsibility. Funding may be available through an application process.
- Courses may require work placement to be conducted during school holiday periods.