MURRAY BRIDGE HIGH SCHOOL
CURRICULUM PROSPECTUS
2016

Excellence, Respect and Working Together

Government of South Australia
Department for Education and Child Development
CONTENTS

Introduction ........................................................................................................................................... 3

Subject Pathways ................................................................................................................................. 4

Australian Curriculum ......................................................................................................................... 11

Year 8
  Year 8 Subject Offerings .................................................................................................................... 12
  Year 8 Subject Descriptors .................................................................................................................. 13

Year 9
  Year 9 Subject Offerings .................................................................................................................... 21
  Year 9 Subject Descriptors .................................................................................................................. 22

Year 10
  Year 10 Subject Offerings .................................................................................................................... 34
  Year 10 Subject Descriptors .................................................................................................................. 35
  Youth Opportunities .............................................................................................................................. 52

South Australian Certificate of Education (SACE) ........................................................................... 53

SACE Stage 1 .......................................................................................................................................... 54
  SACE Stage 1 Subject Offerings ......................................................................................................... 55
  SACE Stage 1 Subject Descriptors ..................................................................................................... 56
  Peer Support Program .......................................................................................................................... 87

SACE Stage 2 .......................................................................................................................................... 88
  SACE Stage 2 Subject Offerings ......................................................................................................... 89
  SACE Stage 2 Subject Descriptors .................................................................................................... 90

Vocational Education and Training .................................................................................................... 110

South Australian Aboriginal Sports Training Academy (SAASTA) .................................................... 111

Regional Disability Unit ....................................................................................................................... 115
INTRODUCTION

Welcome to the Murray Bridge High School 2016 Curriculum Handbook.

Curriculum delivered at Murray Bridge High School is underpinned by the National Melbourne Declaration on Educational Goals for Young Australians. The declaration states:

*In the 21st Century Australia’s capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.*

*Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion.*(extracted from MCEETYA, Melbourne Declaration on Educational Goals for young Australians, 2008.)

There are two broad educational goals for all young Australians:

**GOAL 1:** Australian schooling promotes equity and excellence.
**GOAL 2:** All young Australians become successful learners, confident and creative individuals and active and informed citizens.

To meet these goals Murray Bridge High School offers two curriculum streams: the Australian Curriculum and the South Australian Certificate of Education (SACE).

**Middle School**
Year 8 – Australian Curriculum
Year 9 – Australian Curriculum

**Senior School**
Year 10 – Australian Curriculum and South Australian Certificate of Education (SACE)
Year 11 – South Australian Certificate of Education (SACE)
Year 12 – South Australian Certificate of Education (SACE)

Further information on curriculum and subject offerings at each year level can be found in this booklet or at the relevant Curriculum Authority websites.

Australian Curriculum Assessment and Reporting Authority (ACARA): [www.acara.edu.au](http://www.acara.edu.au)

SUBJECT PATHWAYS

THE ARTS – Performing Arts

YEAR 8 → YEAR 9 → YEAR 10 → SACE STAGE 1 → SACE STAGE 2

Dance → Dance A and/or B → Dance A and/or B → Dance A and/or B → Dance

Drama → Drama A and/or B → Drama A and/or B → Drama A and/or B → Drama


Music Advanced → Music Advanced A and B → Music Advanced A and B → Music Advanced A and B → Music

THE ARTS – Visual Arts

YEAR 8 → YEAR 9 → YEAR 10 → SACE STAGE 1 → SACE STAGE 2

Visual Art → Visual Art A and/or B → Visual Art A and/or B → Visual Art A and/or B → Visual Art

Design A and/or B → Design A and/or B → Design A and/or B → Design
Please note: The Australian Curriculum is being phased in across 2016-2017 for SACE Stage 1 and Stage 2 English. Subjects shown here reflect these changes to help students identify future pathways.
Please note: The Australian Curriculum is being phased in across 2016-2017 for SACE Stage 1 and Stage 2 Mathematics. Subjects shown here reflect these changes to help students identify future pathways.
**PHYSICAL EDUCATION AND HEALTH**

- **YEAR 8**
  - Physical Education and Health Full year

- **YEAR 9**
  - Physical Education and Health Semester

- **YEAR 10**
  - Physical Education and Health Semester
  - Physical Education Choice Semester

- **SACE STAGE 1**
  - Physical Education A Semester
  - Physical Education B Semester
  - Health A Semester
  - Health B Semester

- **SACE STAGE 2**
  - Physical Education Full year

**SCIENCES - Agriculture**

- **YEAR 8**
  - Agriculture

- **YEAR 9**
  - Agriculture A and/or B

- **YEAR 10**
  - Agriculture A and/or B

- **SACE STAGE 1**
  - Agriculture A and/or B
  - Agriculture & Horticultural A
  - Agriculture & Horticultural B

- **SACE STAGE 2**
  - Agricultural and Horticultural Studies
AUSTRALIAN CURRICULUM

At Murray Bridge High School students in Year 8, 9 and 10 study the Australian Curriculum, as set by the Australian Curriculum Assessment and Reporting Authority (ACARA).

ACARA was set up by the Australian Government in conjunction with all the state and territory Ministers of Education through an act of Parliament in 2008. The Australian Curriculum sets out what all young Australians are to learn, and the expected quality of learning, as they progress through schooling.

ACARA is responsible for:
- A national curriculum in eight specific learning areas.
- A national assessment program aligned to the national curriculum that measures students’ progress.
- A national data collection and reporting program.

The 8 Learning Areas are:
- English
- Mathematics
- Science (including Physics, Chemistry, Biology)
- Humanities and Social Sciences (including History, Geography, Economics and Business, Civics and Citizenship)
- The Arts (Performing and Visual)
- Health and Physical Education
- Languages other than English (LOTE)
- Design and Technology and Digital Technology

In 2016, all learning areas will be taught, assessed and moderated using the Australian Curriculum, with the exception of LOTE.

The school community can access ACARA updates at www.acara.edu.au.
MURRAY BRIDGE HIGH SCHOOL

MIDDLE SCHOOL – YEAR 8
SUBJECT OFFERINGS FOR 2016

SUBJECT SELECTION

All students in Year 8 study a range of subjects that will eventually lead to the successful completion of the South Australian Certificate of Education (SACE). Murray Bridge High School aims to provide every student with the knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community. High Expectations will be set for all students. All Year 8 students will study a combination of subjects that provide a range of valuable experiences.

We know that for students to be successful in Senior School, they need to have practiced and mastered the skills presented in classes from Year 8 through to Year 10 in all subject areas. Students who do not demonstrate competency in the subjects of the year level they are currently in will not automatically progress to the next year level. This decision has been endorsed by Governing Council. The school will work individually with students and parents/caregivers in order to provide the tools for a student to prove competency and lift work ethic.

YEAR 8 CURRICULUM

Compulsory Subjects Studied for a Full Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as an Additional Language or Dialect (EALD)</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
</tbody>
</table>

Compulsory Subject Studied for 1 Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>HASS - Geography</td>
<td>1 Semester</td>
</tr>
<tr>
<td>HASS - History</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

Compulsory Language

All students at Murray Bridge High School study a language in Year 8 except in special circumstances. Students will have the opportunity to continue studying their chosen language the following year.

<table>
<thead>
<tr>
<th>Language</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Continuers Path</td>
<td>Full Year</td>
</tr>
<tr>
<td>Chinese for Background Speakers</td>
<td>Full Year</td>
</tr>
<tr>
<td>German</td>
<td>Full Year</td>
</tr>
</tbody>
</table>

Subjects Studied for 1 Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1 Term</td>
</tr>
<tr>
<td>Dance</td>
<td>1 Term</td>
</tr>
<tr>
<td>Drama</td>
<td>1 Term</td>
</tr>
<tr>
<td>Music</td>
<td>1 Term</td>
</tr>
<tr>
<td>Music Advanced</td>
<td>3 Terms</td>
</tr>
<tr>
<td>Technologies – Digital Technology</td>
<td>1 Term</td>
</tr>
<tr>
<td>Technologies – Home Economics</td>
<td>1 Term</td>
</tr>
<tr>
<td>Technologies - Technology Studies</td>
<td>1 Term</td>
</tr>
<tr>
<td>Visual Art</td>
<td>1 Term</td>
</tr>
</tbody>
</table>

Please Note: Some students will study Music Advanced in Year 8. These students will have been studying an instrument in Primary School. Participation in the Music Advanced program is through negotiation with the Music faculty, and there are costs attached.

Students who study Advanced Music choose one other term subject.
Students who do not study Advanced Music will study 4 one term subjects.
MIDDLLE SCHOOL SUBJECTS

YEAR 8

Agriculture

Subject Length: 1 Term
Subject Description:
Students will study a general overview of the areas that comprise the Agriculture area at Roper Road, along with a range of Agricultural production types. Topics for study include:
• Sheep Husbandry and Breeding
• Cattle Husbandry
• Plant and Vegetable Production
• Agriculture at Roper Road
Assessment:
Students are formally assessed through a range of bookwork, tests, practical work and assignments.
Special Subject Costs/Requirements:
Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are expected, under WHS guidelines, to wear a hat and sun protection.
Contact Teachers:
Mrs Jacqueline Heaney and Ms Serena Werner

Chinese

Subject Length: Full Year
Subject Description:
This is an introduction to Mandarin Chinese for students wishing to study it as a 2nd language. Students develop speaking, listening, reading, character writing and word processing skills for use in communicating in everyday situations.
Assessment:
Students are formally assessed through:
• Oral interaction
• Reading comprehension
• Writing
• Investigations of Culture
Special Subject Costs/Requirements:
It is recommended that students purchase The Oxford Starter Chinese Dictionary.
Contact Teacher:
Ms Jo Clark

Chinese for Background Speakers

Subject Length: Full Year
Pre-requisite Details:
Students must be native speakers and writers of Chinese.
Subject Description:
This subject is for students who have a cultural and linguistic background in Chinese; and because of student numbers, this subject will be vertically grouped.
Assessment:
Students are formally assessed through a range of oral and written assessment tasks.
Special Subject Costs/Requirements:
It is recommended that students purchase a Chinese-English Dictionary.
Contact Teacher:
Ms Xufei Zhang
# MIDDLE SCHOOL SUBJECTS
## YEAR 8

### Dance

**Subject Length:** 1 Term  
**Subject Description:** Students develop an awareness of the safety and discipline involved in dance. They learn about the many different styles of dance and develop an understanding of the place of dance not just in our society, but globally. Students are introduced to the fundamental elements and techniques used to create dance and are given opportunities to create, evaluate and present dance. Students reflect and evaluate their own work.  
**Assessment:** Students are formally assessed through:  
- Technique  
- Coreography  
- Theory  
**Special Subject Costs/Requirements:** Students must bring a change of clothes for each lesson.  
**Contact Teacher:** Mrs Rachel Baltussen

### Design and Technology

**Subject Length:** 1 Term  
**Subject Description:** This course consists of competencies of the Digital Technology ACARA curriculum. Students will be introduced to the school’s computer network and its procedures. They will study file management including the use of folders and storage management. They will also be taken through a Cybersafety program outlining the necessities of staying safe online. Students will also complete units of work in Programming in Alice, Advanced Internet Searching, Data Representation and Data Communication.  
**Assessment:** Students are formally assessed using the ACARA Digital Technology design cycle, as well as:  
- Cyber Safety Test  
- Programming Standardised Task  
- Binary Task  
**Special Subject Costs/Requirements:** 4GB flash drive  
**Contact Teachers:** Mrs Stacy Frogley and Mr Stephen Barclay

### Home Economics

**Subject Length:** 1 Term  
**Subject Description:** Students will work in both the food and fabrics areas during this course. They will develop skills in food preparation including use of equipment, ingredients, timing, safety and hygiene. In fabrics students will develop sewing skills in the construction of an article using Aboriginal dot painting as a means for their final concept.  
**Assessment:** Students will complete three assessment tasks that are assessed using the technology design cycle.  
**Special Subject Costs/Requirements:** WHS requirements of closed in shoes and long hair tied back in every lesson.  
**Contact Teachers:** Ms Nicolette Kavanagh and Mrs Ruth Shakes
MIDDLE SCHOOL SUBJECTS
YEAR 8

Design and Technology
Subject Length: 1 Term
Subject Description:
This course gives practical experience using wood, metal, plastics and photographic equipment. It is a skill-based course in which students learn to work with a variety of materials. Workshop availability may dictate course content. There is an emphasis on the design cycle. Students are also introduced to technical drawing techniques. WHS is a significant component of this subject.
Assessment:
School Based Assessment:
- Skills and Application Tasks
- Folio
- Product
Special Subject Costs/Requirements:
WHS requirements of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.
Contact Teacher:
Mr David Berresford

Drama
Subject Length: 1 Term
Subject Description:
In this course, students will learn skills in the following areas:
- Introduction to Drama and stage craft
- Movement/Mime
- Voice
- Improvisation
- Characterisation
- Split scenes
- History of the Theatre
Focus in all areas will be on the student as both a performer and spectator.
Assessment:
Students are formally assessed using the Australian Curriculum criteria for the Arts through:
- Theory (responding): Includes personal reflection, peer evaluation, scriptwriting and the history of theatre.
- Practical (making): Includes assessment of the skills learned and individual and group work.
Special Subject Costs/Requirements:
A small cost may be involved for viewing live performances.
Contact Teacher:
Ms Emily Adams

English
Subject Length: Full Year
Subject Description:
In Year 8 the Australian Curriculum: English will develop students’ abilities to engage with increasingly complex texts across a range of contexts. Students will engage with prose texts, poetry, drama, film and other media. They will develop skills in the use of the English language for a variety of purposes focusing on improved accuracy and fluency.
Assessment:
Students will be assessed using the Australian Curriculum Achievement Standards.
Special Subject Costs/Requirements:
Nil
Contact Teacher:
Ms Patti Williamson-Daley
## MIDDLE SCHOOL SUBJECTS
### YEAR 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length:</th>
<th>Pre-requisite Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>Full Year</td>
<td>This subject is designed for students for whom English is not their first language.</td>
</tr>
</tbody>
</table>

### Subject Description:
EALD gives students the opportunity to develop their skills in listening, viewing, reading, speaking and writing, so as to develop their ability to make choices in English that are accurate, to express ideas in English and to interact confidently with other people. Students will study three interrelated areas; Texts and Contexts, Language, and Strategies and, because of student numbers, this subject will be vertically grouped.

### Assessment:
Students are formally assessed through a range of oral and written assessment tasks.

### Special Subject Costs/Requirements:
Nil.

### Contact Teachers:
Ms Xufei Zhang, Ms Lauren Haggis and Ms Patti Williamson-Daley

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length:</th>
<th>Subject Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>Full Year</td>
<td>Students are introduced to German at a beginner level. The emphasis is on communication in German in everyday situations. Students also learn about aspects of geography and the way of life in countries where German is spoken. The curriculum covers the following areas:</td>
</tr>
</tbody>
</table>

- Communication, where students develop language skills in reading, writing, speaking and listening, to enable them to participate in simple oral interactions and communicate effectively when responding to, or creating texts.
- Understanding Language, where students begin to understand how German is structured and therefore begin to develop their ability to speak and write fluently.
- Understanding Culture, where students develop an increased awareness of the German culture and what influence this culture has had throughout the world.

### Assessment:
Students are formally assessed through:

- Chapter tests
- Speaking
- Listening
- Reading
- Writing
- Projects

### Special Subject Costs/Requirements:
Nil.

### Contact Teacher:
Mr Paul Geiger
MIDDLE SCHOOL SUBJECTS

YEAR 8

HASS
(Humanities and Social Sciences)

Geography

Subject Length: 1 Semester
Subject Description:
Geography has two interrelated strands: Geographical knowledge and understanding and Geographical inquiry and skills.

Students will:
- Develop geographical knowledge about a variety of world environments, peoples, and places, as well as Australia.
- Explore and gain understanding of geographical thinking, perspectives, concepts and ways of explaining.
- Understand how people can influence the futures of places.
- Develop ability to ask geographical questions, plan an inquiry, collect and analyse information and reach conclusions based on evidence and logical reasoning.
- Communicate findings using geographical methods.
- Build confident and creative use of geographical skills to make sense of new situations, and to solve problems.

Through the study of two units, Landforms and Landscapes and Changing Nations, students investigate landforms, processes that shape them, values cultures place upon them and hazards associated with them. They explore the changing human geography of countries by studying the process of urbanisation and its related issues.

Assessment:
Students will be formally assessed based on a folio of work, including investigations, using the Australian Curriculum Geography Achievement Standards.

Special Subject Costs/Requirements:
Students are encouraged to participate in a fieldwork activity which may incur a cost for transport and entry fees (if applicable) of approx. $15.

Contact Teacher:
Ms Jo Clark

HASS
(Humanities and Social Sciences)

History

Subject Length: 1 Semester
Subject Description:
The content focuses on the study of History from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. Important features of the period will be covered through an Overview, accounting for approximately 10% of the course, to help students understand broad patterns of historical change, including:
- The transformation of the Roman world and the spread of Christianity and Islam.
- Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
- The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

Three Depth Studies, constituting approximately 30% each, are undertaken via ONE elective from each, and studied in detail. The three Depth studies and their respective electives are:
1. The Western and Islamic World
2. The Asia-Pacific World
3. Expanding contacts

Assessment:
Students will be formally assessed based on a folio of work, including formative and summative assessment tasks, using the Australian Curriculum History Achievement Standards.

Special Subject Costs/Requirements:
Students are encouraged to participate in an excursion where possible at a cost of approx. $15 for transport and/or entry fees.

Contact Teacher:
Ms Jo Clark
MIDDLE SCHOOL SUBJECTS
YEAR 8

Mathematics

Subject Length: Full Year  
Subject Description:  
The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Assessment:  
Students are assessed using the Australian Curriculum achievement standards. There is ongoing formative assessment for the purposes of monitoring learning and providing feedback. Summative assessment through tasks set from Pearson Maths 8 Homework Book, tests and investigations provide twice-yearly reporting to parents and carers on the progress and achievement of students.

Each semester students should provide evidence of their learning through:

- Common Assessment Task: Investigation (20%)
- Semester Exam (10%)
- Homework (10%)
- Class tests, investigations and other class activities (60%)

Special Subject Costs/Requirements:  
Students require their own scientific calculator for use in class. Students will not be permitted to use their mobile phones or ipods etc. as a calculator. Scientific calculators are available from the Student Services Office for an approx. cost of $22.

Contact Teacher:  
Mrs Ann Ruckert

Music General

Subject Length: 1 Term  
Subject Description:  
An introduction to Music, which includes the following areas of study:
- Modern music notation
- Instrumental tryouts on drum kit, piano, guitar, bass guitar and singing
- The role of music in society

Students gain experience on various instruments in preparation for Music in Year 9. Students will have the opportunity to begin instrumental tuition to assist them in future studies.

Assessment:  
Students are formally assessed in the following areas:
- Practical work
- Theory and Aural Test
- Band Project

Special Subject Costs/Requirements:  
Nil

Contact Teachers:  
Mr Sean Hickey and Mr Alex McFarlane
MIDDLE SCHOOL SUBJECTS

YEAR 8

Music Advanced

Subject Length: Full Year

Pre-requisites Details:
Must apply for the Advanced Music course and pass an interview/audition (application forms are found in the enrolment packs).

Subject Description:
Through detailed study of all aspects related to music, students will develop necessary skills to continue Music into the Year 9 Advanced course. Students are required to learn a chosen instrument as their specialty for the entire year. Playing as part of a class ensemble and extra-curricular ensembles, students will develop practical skills to assist their development. Students will be required to undertake professional tuition in one of the following instruments: flute, clarinet, saxophone, trumpet, trombone, voice, keyboard/piano, guitar, bass guitar, drums or percussion (drum kit).

Assessment:
Students are formally assessed in the following areas:
• Solo Performance
• Ensemble Performance
• Music Theory
• Aural Recognition
• Music in Society

It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.

Special Subject Costs/Requirements:
Students will need to hire or own their own instrument. Instrumental lessons are a requirement of music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.

Contact Teachers:
Mr Sean Hickey and Mr Alex McFarlane

Physical Education and Health

Subject Length: Full Year

Subject Description:
Students have the opportunity to learn new skills and the importance of regular physical activity. Specific areas include: athletics, netball, minor games, dance/movement, cricket, Australian rules football, softball, orienteering, basketball, passive recreation and culture. Students also study health topics including nutrition, tobacco and alcohol, mental health, sexual health and relationships.

Assessment:
Students are formally assessed through:
• Physical Activity
• Health
• Recreation

Special Subject Costs/Requirements:
All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and broad brimmed hats are recommended. All students have the opportunity to be involved in a team building day at Monarto Zoological Park at a small cost of approximately $25.

Contact Teacher:
Mr Josh Coulter
MIDDLE SCHOOL SUBJECTS
YEAR 8

Science

Subject Length: Full Year
Subject Description:
Students will study units of work that are based on the Australian Curriculum guidelines and related to:
- Biology
- Chemistry
- Physics
- Earth and Space
Assessment:
Students are assessed using the Australian Curriculum Achievement Standards through:
- Written tests
- Written work including Record Books, Assignments and Homework
- Practical work
Special Subject Costs/Requirements:
Nil
Contact Teacher:
Mrs Jacqueline Heaney

Visual Art

Subject Length: 1 Term
Subject Description:
The Visual Arts course is a broad introduction to skill development through study of the design elements, methods and materials. Students will plan, create and reflect on art works in drawing, painting, printmaking and sculpture. The theory component will be related to the practical work, with a historical and cultural focus.
Assessment:
Students are formally assessed through:
- Practical and theoretical projects
- Developmental Workbook.
Special Subject Costs/Requirements:
An A4 Visual Arts Workbook will be provided.
Contact Teacher:
Mr Alan Bruse
MURRAY BRIDGE HIGH SCHOOL
CURRICULUM PROSPECTUS – 2016

MIDDLE SCHOOL – YEAR 9
SUBJECT OFFERINGS FOR 2016

SUBJECT SELECTION

All Year 9 students study a combination of compulsory subjects and choice subjects. Students should make their choices based on their own interests and the direction they are aiming for in the senior years. Year 9’s must choose 4 Choice Subjects to be studied throughout the year. Most Year 9 Choice Subjects are one semester in length. However, some subjects must be studied for a Full Year.

We know that for students to be successful in Senior School, they need to have accessed the knowledge and understanding and been able to practise and master the skills presented in classes from Year 8 through to Year 10 in all subject areas. Students who do not demonstrate competency in the subjects of the year level they are currently in will not automatically progress to the next year level. This decision has been endorsed by Governing Council. The school will work individually with students and parents/caregivers in order to provide the tools for a student to prove competency and lift work ethic.

YEAR 9 CURRICULUM

<table>
<thead>
<tr>
<th>Compulsory Subjects - Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as an Additional Language or Dialect (EALD)</td>
</tr>
<tr>
<td>HASS History/Geography</td>
</tr>
<tr>
<td><strong>OR</strong> History/Geography – Aboriginal Perspectives</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compulsory Subjects - 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Technology</td>
</tr>
<tr>
<td>Physical Education and Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice Subject - Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Advanced A and B</td>
</tr>
<tr>
<td>Music General A and B</td>
</tr>
<tr>
<td>Language Chinese Continuers</td>
</tr>
<tr>
<td><strong>OR</strong> Chinese for Background Speakers</td>
</tr>
<tr>
<td><strong>OR</strong> German</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice Subjects - 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture A</td>
</tr>
<tr>
<td>Agriculture B</td>
</tr>
<tr>
<td>Dance A</td>
</tr>
<tr>
<td>Dance B</td>
</tr>
<tr>
<td>Drama A</td>
</tr>
<tr>
<td>Drama B</td>
</tr>
<tr>
<td>Fabrics Technology</td>
</tr>
<tr>
<td>Food Technology A</td>
</tr>
<tr>
<td>Food Technology B</td>
</tr>
<tr>
<td>Men@Work*</td>
</tr>
<tr>
<td>Technology Studies A</td>
</tr>
<tr>
<td>Technology Studies B</td>
</tr>
<tr>
<td>Visual Art A</td>
</tr>
<tr>
<td>Visual Art B</td>
</tr>
</tbody>
</table>

* When making choices, students should NOT choose the subject Men@Work. This class will be formed through identification and selection of students by the Middle School Leadership Team.
## MIDDLE SCHOOL SUBJECTS
### YEAR 9

### Agriculture A
- **Subject Length:** 1 Semester
- **Pre-requisite Details:** Nil
- **Subject Description:**
  Students study the follow areas in Agriculture:
  - Sheep Husbandry
  - Crop Husbandry
  - Vegetable Production
  - Agricultural Innovations
  - Led Steer preparation
- **Assessment:**
  Students are formally assessed through bookwork, theory tests, practical tests and written assignments.
- **Special Subject Costs/Requirements:**
  Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are required, under WHS guidelines, to wear a hat and sun protection.
- **Contact Teachers:**
  Mrs Jacqueline Heaney and Ms Serena Werner

### Agriculture B
- **Subject Length:** 1 Semester
- **Pre-requisite Details:** Nil
- **Subject Description:**
  Students study the following areas in Agriculture:
  - Goat Husbandry
  - Vegetable Production
  - Led Steer preparation
  - Sheep Husbandry and Breeding
  - Aquaculture
  - Agricultural Innovations
- **Assessment:**
  Students are formally assessed through bookwork, tests, practical work and written assignments.
- **Special Subject Costs/Requirements:**
  Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are required, under WHS guidelines, to wear a hat and sun protection.
- **Contact Teachers:**
  Mrs Jacqueline Heaney and Ms Serena Werner

### Chinese Continuers
- **Subject Length:** Full year.
- **Pre-requisite Details:** Year 8 Chinese Continuers (Full Year), or by negotiation with the teacher
- **Subject Description:**
  Students further develop skills in Chinese through the study of a range of topics such as: Leisure, Time and Daily Routines, Weather and Geography, Fashion and Food, School Life and Locations. There is an increased focus on building a more extensive vocabulary, greater competence in reading and writing in Chinese characters, as well as understanding and making comparisons with the student’s own culture and that of Chinese speaking communities.
- **Assessment:**
  Students are formally assessed through:
  - Oral interaction
  - Reading comprehension
  - Writing tasks
  - Investigations of Culture
- **Special Subject Costs/Requirements:**
  It is recommended that students purchase a Chinese-English/English-Chinese dictionary. A suitable dictionary for beginners is the Oxford Starter Chinese-English dictionary (approx $35).
- **Contact Teacher:**
  Ms Jo Clark
### MIDDLE SCHOOL SUBJECTS
#### YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese for Background Speakers</strong></td>
<td>Full Year</td>
<td>Students must be native speakers and writers of Chinese. Successful completion of Chinese for Background speakers at Year 8, or equivalent level.</td>
</tr>
<tr>
<td><strong>Subject Description</strong></td>
<td></td>
<td>This subject is for students who have a cultural and linguistic background in Chinese; and because of student numbers, this subject will be vertically grouped.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>Students are formally assessed through a range of oral and written assessment tasks.</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements</strong></td>
<td></td>
<td>It is recommended that students purchase a Chinese-English Dictionary.</td>
</tr>
<tr>
<td><strong>Contact Teacher</strong></td>
<td></td>
<td>Ms Xufei Zhang</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance A</strong></td>
<td>1 Semester</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Subject Description</strong></td>
<td></td>
<td>Students experience different dance techniques, which may include Hip Hop, Jazz and Contemporary. They are given opportunities to create, evaluate and present dance. Students gain a cultural awareness of dance and its influence on society. Students reflect and evaluate their own work and complete theory related to the dance styles and cultures.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>Students are formally assessed through:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Choreography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performance and Rehearsal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Theory</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements</strong></td>
<td></td>
<td>Recommended to see a live professional dance performance (if available). Students must bring a change of clothes for each lesson.</td>
</tr>
<tr>
<td><strong>Contact Teacher</strong></td>
<td></td>
<td>Mrs Rachel Baltussen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance B</strong></td>
<td>1 Semester</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Subject Description</strong></td>
<td></td>
<td>Students experience different dance techniques, which may include Contemporary and Hip Hop. They are given opportunities to create, evaluate and present dance. Theory topics focus on choreography/choreographers and popular dance. Students reflect and evaluate their own work and complete theory related to the dance styles studied.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>Students are formally assessed through:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Choreography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performance and Rehearsal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Theory</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements</strong></td>
<td></td>
<td>Recommended to see a live professional dance performance (if available). Students must bring a change of clothes for each lesson.</td>
</tr>
<tr>
<td><strong>Contact Teacher</strong></td>
<td></td>
<td>Mrs Rachel Baltussen</td>
</tr>
</tbody>
</table>
# MIDDLE SCHOOL SUBJECTS
## YEAR 9

### Design and Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Technology</td>
<td>1 Semester</td>
<td>Nil</td>
<td>This course consists of competencies of the Digital Technology ACARA curriculum. Students will be working within software programs on practical tasks in order to gain knowledge on how Information Technology benefits people in society. Students will also complete a brief unit on School Networking and Staying Safe Online. Students are to complete a formal assessment within Alice, as well as work within the Adobe Master Suite to complete a standardised task.</td>
</tr>
</tbody>
</table>

**Assessment:**

Students are formally assessed using the ACARA Digital Technology design cycle, as well as:

- Alice – Standardised Task
- Binary Graphics Task
- Binary Test
- Programming Theory Test

**Special Subject Costs/Requirements:**

4GB flash drive

**Contact Teachers:**

Mrs Stacy Frogley and Mr Stephen Barclay

### Fabrics Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
</tr>
</thead>
</table>
| Fabrics Technology | 1 Semester | Nil | Students will:

- extend skills in construction of articles using sewing machines
- make decisions about children’s clothing
- develop craft skills and techniques of fabric decoration such as cross-stitch, patchwork, quilting and appliqué. |

**Assessment:**

Students will complete two assessment tasks that are assessed using the technology design cycle.

**Special Subject Costs/Requirements:**

WHS requirement of closed in shoes and long hair tied back in every lesson.

**Contact Teachers:**

Mrs Ruth Shakes and Mrs Cathy Schiller

### Food Technology A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
</tr>
</thead>
</table>
| Food Technology A | 1 Semester | Nil | The focus of this semester is ‘cultural and sustainability influence on food choice’.

Students will:

- extend skills in food selection, preparation and storage
- plan, prepare and present a range of food
- experiment with a wide range of ingredients
- identify and use technology in food preparation
- design and develop food products |

**Assessment:**

Students will complete two common assessment tasks that are assessed using the Technology design cycle.

**Special Subject Costs/Requirements:**

WHS requirements of closed in shoes and long hair tied back in every lesson.

**Contact Teachers:**

Mrs Cathy Schiller and Mrs Nicolette Kavanagh
# MIDDLE SCHOOL SUBJECTS

## YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technology</td>
<td>Pre-requisite Details: Nil</td>
</tr>
<tr>
<td>Subject Description:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The focus of this semester is Australian food and world influences.</td>
</tr>
<tr>
<td></td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>• extend skills in food selection, preparation and storage</td>
</tr>
<tr>
<td></td>
<td>• plan, prepare and present a range of food</td>
</tr>
<tr>
<td></td>
<td>• experiment with a wide range of ingredients</td>
</tr>
<tr>
<td></td>
<td>• identify and use technology in food preparation</td>
</tr>
<tr>
<td></td>
<td>• design menus for family consumption</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will complete two common assessment tasks that are assessed using the design cycle.</td>
</tr>
<tr>
<td>Special Subject Costs/Requirements:</td>
<td>WHS requirements of closed in shoes and long hair tied back in every lesson.</td>
</tr>
<tr>
<td>Contact Teachers:</td>
<td>Mrs Cathy Schiller and Mrs Nicolette Kavanagh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology B</td>
<td>Students are encouraged to develop their skills, knowledge and understanding within the workshop environment using a variety of products including plastics, electronics, metal and wood. With emphasis on safety, students use a variety of workshop equipment and are encouraged to manipulate the respective materials. Problem solving, teamwork and communication skills are emphasised. Students are challenged to undertake design in manufacture in a variety of projects. Students are also made aware of environmental and social issues related to manufacture. Students further develop technical drawing techniques as they work through the design cycle. Workshop availability may dictate course content. WHS is a significant component of this subject.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will complete two common assessment tasks that are assessed using the Technology design cycle. Other formative assessment includes::</td>
</tr>
<tr>
<td></td>
<td>• Practical tasks using tools, machines and equipment</td>
</tr>
<tr>
<td></td>
<td>• Finished products using various materials and design processes</td>
</tr>
<tr>
<td></td>
<td>• Written and verbal tests</td>
</tr>
<tr>
<td></td>
<td>• Continuous observation and evaluation</td>
</tr>
<tr>
<td>Special Subject Costs/Requirements:</td>
<td>WHS requirements of closed in footwear is essential and safety glasses are to be worn in every lesson.</td>
</tr>
<tr>
<td>Contact Teacher:</td>
<td>Mr David Berresford</td>
</tr>
</tbody>
</table>
## MIDDLE SCHOOL SUBJECTS
### YEAR 9

<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>Subject Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Studies B</td>
<td>Pre-requisite Details: Nil</td>
</tr>
</tbody>
</table>

**Subject Description:**
Students are encouraged to expand and further develop their skills, knowledge and understanding within the workshop environment using a variety of products including plastics, electronics, metal and wood. With emphasis on safety, students use a variety of workshop equipment and are encouraged to manipulate the respective materials. Problem solving, teamwork and communication skills are emphasised. Students are challenged to undertake design in manufacture in a variety of projects. Students are also made aware of environmental and social issues related to manufacture. Students further develop technical drawing techniques as they work through the design cycle. Workshop availability may dictate course content. WHS is a significant component of this subject.

**Assessment:**
Students will complete two common assessment tasks that are assessed using the Technology design cycle. Other formative assessment includes:
- Practical tasks using tools, machines and equipment
- Finished products using various materials and design processes
- Written and verbal tests
- Continuous observation and evaluation

**Special Subject Costs/Requirements:**
WHS requirements of closed in footwear is essential and safety glasses are to be worn in every lesson.

**Contact Teacher:**
Mr David Berresford
MIDDLE SCHOOL SUBJECTS
YEAR 9

Drama A

**Subject Length:** 1 Semester

**Pre-requisite Details:** Nil

**Subject Description:**
In this course students will undertake the following units:
- Skills revision
- Technical aspects in Theatre (ie lighting, costume, make-up, set design, publicity and promotions)
- Characterisation
- Melodrama

As a class, students will be involved in decision-making, play building and rehearsal processes.

**Assessment:**
Students are formally assessed using the Australian Curriculum criteria for the Arts through:
- Theory (responding): Includes personal reflection, peer feedback, script writing, research projects and reviews.
- Practical (making): Includes assessment of skills learned, individual and group work and performance.

**Special Subject Costs/Requirements:**
A small cost may be involved for viewing live performances.

**Contact Teacher:**
Ms Emily Adams

---

Drama B

**Subject Length:** 1 Semester

**Pre-requisite Details:** Nil

**Subject Description:**
In this course students will undertake the following units:
- Fractured fairy-tales
- Improvisation extended
- Individual study
- Filmmaking

As a class, students will be involved in decision making, play building and rehearsal processes.

**Assessment:**
Students are formally assessed using the Australian Curriculum criteria for the Arts through:
- Theory (responding): Includes personal reflection, peer evaluation, scriptwriting and research projects.
- Practical (making): Includes assessment of the skills learned and individual and group work.

**Special Subject Costs/Requirements:**
A small cost may be involved for viewing live performances.

**Contact Teacher:**
Ms Emily Adams
# MIDDLE SCHOOL SUBJECTS
## YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
<th>Assessment</th>
<th>Special Subject Costs/Requirements</th>
<th>Contact Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Full Year</td>
<td></td>
<td>In Year 9 the Australian Curriculum: English will develop students’ abilities to engage with increasingly complex texts across a range of contexts. Students will engage with prose texts, poetry, drama, film and other media. They will develop skills in the use of the English language for a variety of purposes focusing on improved accuracy and fluency.</td>
<td>Students will be assessed using the Australian Curriculum Achievement Standards.</td>
<td>Nil</td>
<td>Ms Patti Williamson-Daley</td>
</tr>
<tr>
<td><strong>English as an Additional Language or Dialect (EALD)</strong></td>
<td>Full Year</td>
<td></td>
<td>EALD gives students the opportunity to develop their skills in listening, viewing, reading, speaking and writing, so as to develop their ability to make choices in English that are accurate, to express ideas in English and to interact confidently with other people. Students will study three interrelated areas; Texts and Contexts, Language, and Strategies and, because of student numbers, this subject will be vertically grouped.</td>
<td>Students are formally assessed through a range of oral and written assessment tasks.</td>
<td>Nil</td>
<td>Ms Xufei Zhang, Ms Lauren Haggis and Ms Patti Williamson-Daley</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>Full Year which is required if the intention is to continue study at Stage 1 and 2.</td>
<td>Year 8 German – Full Year</td>
<td>Students further develop their skills in German through the study of a range of topics, text types and activities including: Clothing, Weather, Sport and leisure, the differences between Australia and Germany, Food and Eating Out. There is an increased focus on building a more extensive vocabulary, greater competence in reading and writing in German, understanding grammar and making comparisons between the student’s own culture and that of German speaking communities.</td>
<td>Students are formally assessed through: Chapter tests, Speaking, Listening, Reading, Writing, Projects</td>
<td>Nil</td>
<td>Mr Paul Geiger</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL SUBJECTS
YEAR 9

HASS (Humanities and Social Sciences)

Subject Length: Full year
Subject Description:
This course is designed to explore the Year 9 Australian Curriculum History and Geography with an Indigenous Australian perspective. It includes a study of practices past and present which have influenced Aboriginal and Torres Strait Islander culture and identity today, while developing historical and geographical knowledge and skills pertaining to the Year 9 History and Geography units of study. A language component is included, by which students can link study of the Ngarrindjeri language to aspects of History and Geography. Aboriginal and non-Aboriginal students are encouraged to participate and take an active role in the process of reconciliation.
Assessment:
Students will be formally assessed based on a folio of work, including investigations, using the Australian Curriculum History and Geography Achievement Standards.
Special Subject costs:
Excursions which may incur a low cost of approx. $10-$20 to cover transport and entry fees.
Contact Teachers:
Mr Lachlan Miles and Ms Jo Clark

History/Geography - Aboriginal and Torres Strait Islander Perspectives

Subject Length: 1 Semester
Subject Description:
Students build geographical knowledge and skills developed in Year 8, via a programme of work comprising the two interrelated strands: Geographical knowledge and understanding and Geographical inquiry and skills. Two units are studied: Biomes and Food Security and Geography of Interconnections. Students conduct case studies of world biomes, to examine their alteration and significance, as well as environmental challenges for the future of food production. They also examine the diverse ways that people connect to, make and change places.
Assessment:
Students are formally assessed based on a folio of work, including investigations, using the Australian Curriculum Geography Achievement Standards.
Special Subject Costs/Requirements:
Students are encouraged to participate in a fieldwork activity which may incur a cost of approx. $15 for transport and entry fees (if applicable).
Contact Teacher:
Ms Jo Clark

HASS (Humanities and Social Sciences)

Subject Length: 1 Semester
Subject Description:
Content focus: The making of the modern world from 1750 to 1918. Important features of the period are covered through an Overview, accounting for approximately 10% of the course, to help students understand broad patterns of historical change, including:
- the nature and significance of the Industrial Revolution
- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- the extent of European imperial expansion and different responses, including the Asian region
- the emergence and nature of significant economic, social and political ideas
These Three Depth Studies, constituting approximately 30% each, are undertaken via ONE elective from each, and studied in detail:
1. Making a Better World?
2. Australia and Asia
3. World War 1
Assessment:
Students are formally assessed based on a folio of work, including formative and summative assessment tasks, using the Australian Curriculum History Achievement Standards.
Special Subject Costs/Requirements:
Students are encouraged to participate in an excursion where possible at a cost of approx. $15 for transport and entry fees.
Contact Teacher:
Ms Jo Clark
MIDDLE SCHOOL SUBJECTS
YEAR 9

Mathematics

Subject Length: Full Year

Subject Description:
The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Assessment:
Students are assessed using the Australian Curriculum achievement standards. There is ongoing formative assessment for the purposes of monitoring learning and providing feedback. Summative assessment through tasks set from Pearson Maths 9 Homework Book, tests and investigations provide twice-yearly reporting to parents/caregivers on the progress and achievement of students.

Each semester students should provide evidence of their learning through:
- Common Assessment Task: Investigation (20%)
- Semester Exam (10%)
- Homework (10%)
- Class tests, investigations and other class activities (60%)

Special Subject Costs/requirements:
Students require their own scientific calculator for use in class. Students will not be permitted to use their mobile phones or ipods etc. as a calculator. Scientific calculators are available from the Student Services Office for a cost of approx. $22.

Contact Teacher:
Mrs Ann Ruckert

Men@Work

Subject Length: 1 Semester

Pre-Requisite Details:
Students will be identified and selected by the Middle School Leadership Team.

Subject Description:
The program is focussed on re-engaging adolescent boys in the process of mainstream learning at school by developing the skills and abilities required to be successful in accessing their chosen career pathway. The program is designed to cater for those individual students who are disengaged as identified using the Federal Governments Skills Employability Framework. The program will culminate with students completing work experience in their chosen industry. The program will also involve:
- Resume writing
- Application letter writing
- Team building exercises
- Subject counselling
- Outside of school activities eg. excursions
- Occupational Health, Safety and Welfare unit
- Career research unit
- Goal setting unit

Assessment:
- Theory: Includes job research project, goal setting tasks, application letter writing and a reflective journal
- Practical: Includes the successful completion of at least one week of work experience

Special Subject Costs/Requirements:
Students are encouraged to participate in excursions at a small cost.

Contact Teacher:
Mr Darren O’Connor
MIDDLE SCHOOL SUBJECTS
YEAR 9

Music A and B
(General)

Length: Full year  
Pre-requisites: No pre-requisites, however students must be committed to the study of an instrument (see instrumental consent form)

Subject Description: Students will learn the discipline of playing a musical instrument and also the concepts of music theory. They will be required to attend weekly instrumental lessons with an instrumental teacher, which are provided through the school at a cost (see instrumental lesson consent form). Students will be involved in a class band and also present solo performances on their given instrument. The instruments students have to choose from are as follows: voice, piano/keyboard, guitar (electric or acoustic) bass guitar and drum kit.

Assessment:  
- Solo performance  
- Ensemble Performance  
- Music Theory  
- Aural Skills  
- Music in Society  

It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.

Special Subject Costs/Requirements: Students will need to hire or own their own instrument. Instrumental lessons are a requirement of music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.

Contact Teachers: Mr Sean Hickey and Mr Alex McFarlane.

Music A and B
(Advanced)

VET Qualification – Certificate II in Music over 2 years

Length: Full year  
Pre-requisites: Recommendation from Year 8 Advanced Music Teacher. Students must demonstrate developed aptitude in music theory and practical and have previous experience in the study of an instrument.

Subject Description: Students will learn the discipline of playing a musical instrument and also the concepts of music theory. They will be required to attend weekly instrumental lessons with an instrumental teacher, which are provided through the school. Students will be involved in a class band and also present solo performances on their given instrument. The instruments students have to choose from are as follows: flute, clarinet, alto/tenor saxophone, trumpet, trombone, voice, piano/keyboard, guitar (electric or acoustic) bass guitar and drum kit. Students will also complete Units of Competency towards a Certificate II in Music.

Assessment:  
- Solo performance  
- Ensemble Performance  
- Music Theory  
- Aural Skills  
- Music in Society  

It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.

Special Subject Costs/Requirements: Students will need to hire or own their own instrument. Instrumental lessons are a requirement of music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.

Contact Teachers: Mr Sean Hickey and Mr Alex McFarlane.
# MIDDLE SCHOOL SUBJECTS
## YEAR 9

**Physical Education and Health**

<table>
<thead>
<tr>
<th>Subject Length:</th>
<th>1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Description:</strong></td>
<td>This course aims to further develop the basic skills and game concepts introduced in Year 8. Students will work through practical topics including football codes, volleyball, tennis, passive recreation and culture and handball. Students also study health topics including sexual health, relationships and safety. Students will participate in single-sex classes for Year 9 Health &amp; PE.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students are formally assessed for Physical Education through:</td>
</tr>
<tr>
<td></td>
<td>• Physical Activity</td>
</tr>
<tr>
<td></td>
<td>• Health</td>
</tr>
<tr>
<td></td>
<td>• Recreation</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and broad brimmed hats are recommended. All students have the opportunity to be involved in an Aquatics camp/excursion at a cost.</td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Mr Josh Coulter</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Subject Length:</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Description:</strong></td>
<td>Students will study units of work that are based on the Australian Curriculum guidelines and related to:</td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td>• Earth and Space</td>
</tr>
<tr>
<td>Classes are set at 3 levels. Movement between levels is possible during the year, depending on student performance and attitude.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students are assessed in Science through the Australian Curriculum framework to include:</td>
</tr>
<tr>
<td></td>
<td>• Written tests</td>
</tr>
<tr>
<td></td>
<td>• Written Work including Record Books, Assignments and Homework</td>
</tr>
<tr>
<td></td>
<td>• Practical Work</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Mrs Jacqueline Heaney</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL SUBJECTS
YEAR 9

Visual Art A

Subject Length: 1 Semester
Pre-requisite Details: Nil
Subject Description:
The Visual Art course builds on the skills and techniques acquired in Year 8, while exploring new media and techniques in Visual Art. Students will be expected to develop research and documentation skills. The theory component will be related to the practical work along with cultural and contemporary focuses.
Assessment:
Students are formally assessed in Visual Art through:
• Making (Practical) and Responding (Theory)
• Developmental Workbook
Special Subject Costs/Requirements:
An A4 Visual Arts diary will be provided.
Contact Teacher:
Mr Alan Bruse

Visual Art B

Subject Length: 1 Semester
Pre-requisite Details: Nil
Subject Description:
Students will further develop a knowledge of the techniques, processes and practical skills in Visual Art. They will further learn to evaluate, analyse and represent ideas in Visual Art, along with the planning and organisation of work. An investigation of Visual Art practices and cultural groups will also be studied.
Assessment:
Students are formally assessed in Visual Art through:
• Making (Practical) and Responding (Theory)
• Developmental Workbook
Special Subject Costs/Requirements:
An A4 Visual Arts Diary will be provided.
Contact Teacher:
Mr Alan Bruse
Senior School - Year 10
Subject Offerings for 2016

Subject Selection

All Year 10 students study a combination of compulsory subjects and choice subjects, some of which will be SACE Stage 1 courses. Year 10’s study SACE Stage 1 – Personal Learning Plan and SACE Stage 1 – Workplace Practices. Year 10 subjects are either 1 semester or a full year in length.

We know that for students to be successful in Senior School, they need to have practised and mastered the skills presented in classes from Year 8 through to Year 10 in all subject areas. Some students have struggled to commit to learning and have not completed their best work. Students who do not demonstrate competency in the subjects of the year level they are currently in will not automatically go to the next year level. This decision has been endorsed by Governing Council. The school will work individually with students and parents/caregivers in order to provide the tools for a student to prove competency and lift work ethic.

Year 10 Curriculum

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as an Additional Language or Dialect (EALD)</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>HASS - (History)</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Personal Learning Plan – SACE Stage 1</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Workplace Practices – SACE Stage 1</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice Subjects – Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Services (VET)</td>
</tr>
<tr>
<td>Chinese Continuers</td>
</tr>
<tr>
<td>Chinese for Background Speakers</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Music A and B: General</td>
</tr>
<tr>
<td>Music A and B: Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice Subjects – 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture A</td>
</tr>
<tr>
<td>Agriculture B</td>
</tr>
<tr>
<td>Advanced Science</td>
</tr>
<tr>
<td>Dance A</td>
</tr>
<tr>
<td>Dance B</td>
</tr>
<tr>
<td>Design A</td>
</tr>
<tr>
<td>Design B</td>
</tr>
<tr>
<td>Design and Technology - Digital Technology</td>
</tr>
<tr>
<td>Design and Technology - Electro-technology</td>
</tr>
<tr>
<td>Design and Technology - Energy Technology</td>
</tr>
<tr>
<td>Design and Technology - Fashion</td>
</tr>
<tr>
<td>Design and Technology - Food Technology A</td>
</tr>
<tr>
<td>Design and Technology - Food Technology B</td>
</tr>
<tr>
<td>Design and Technology - Metal Technology</td>
</tr>
<tr>
<td>Design and Technology - Wood Technology</td>
</tr>
<tr>
<td>HASS – Cultural Studies</td>
</tr>
<tr>
<td>HASS – Geography</td>
</tr>
<tr>
<td>Drama A</td>
</tr>
<tr>
<td>Drama B</td>
</tr>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>Physical Education Choice</td>
</tr>
<tr>
<td>Visual Art A</td>
</tr>
<tr>
<td>Visual Art B</td>
</tr>
</tbody>
</table>
SENIOR SCHOOL SUBJECTS
YEAR 10

Agriculture A
Subject Length: 1 Semester
Pre-requisite Details: Nil. Students with a history of unsafe practical performance will be ineligible for this subject without the approval of the Agriculture Coordinator.
Subject Description:
Programs incorporate the following areas of study:
• Ecology
• Sheep husbandry and Breeding
• Alternate agriculture
• Cattle husbandry
• Cereal crops
Assessment:
Students are formally assessed through bookwork, tests, practical work and written assignments.
Special Subject Costs/Requirements:
Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are expected, under WHS guidelines, to wear a hat and sun protection.
Contact Teachers:
Mrs Jacqueline Heaney and Ms Serena Werner

Agriculture B
Subject Length: 1 Semester
Pre-requisite Details: Nil. Students with a history of unsafe practical performance will be ineligible for this subject without the approval of the Agriculture Coordinator.
Subject Description:
Programs incorporate the following areas of study:
• Agriculture in Economy
• Soil conservation
• Plant propagation and development
• Organic farming
• Pests and diseases
Assessment:
Students are formally assessed through bookwork, tests, practical work and written assignments.
Special Subject Costs/Requirements:
Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are expected, under WHS guidelines, to wear a hat and sun protection.
Contact Teachers:
Mrs Jacqueline Heaney and Ms Serena Werner

Advanced Science
(SACE Stage 1)
Subject Length: 1 Semester – 10 credits
Pre-requisite Details: Nil
Subject Description:
This is a choice subject at Year 10. This course is designed to support students who intend to study Physics, Chemistry or Biology at SACE Stage 1 level in Year 11.
The course has the components:
• Practical Investigations
• Issues Investigations
• Communication
A focus of the course is the development of practical skills through laboratory investigations. Students learn to report on investigations using formal processes. Scientific literacy and numeracy are developed by questioning, displaying and analysing data and by communicating outcomes.
Assessment
Students will undertake four or five assessment tasks, at least one of which involves collaborative work. These include:
• at least one practical investigation
• at least one issues investigation
• at least one skills and applications task
Special Costs/Requirements: Nil
Contact Teacher:
Mrs Jacqueline Heaney
### SENIOR SCHOOL SUBJECTS

#### YEAR 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
<th>Assessment</th>
<th>Special Subject Costs/Requirements</th>
<th>Contact Teachers</th>
</tr>
</thead>
</table>
| Children’s Services (VET) Certificate II | 2 semesters – 20 credits | Nil | This course is planned for students who may wish to pursue a career working with children. This is a TAFE accredited course and as such is very theoretical with two weeks of work placement as the complementary practical. When 2 semesters are completed and passed students can gain Certificate II in Community Services (Children’s Services) (TAFE accredited). The following TAFE modules are taught:  
- Prepare for work in the community sector  
- Communicate with people accessing the services of the organisation  
- Follow policies, procedures and programs of the organisation  
- Participate in WHS process  
- Communicate with children  
- Undertake basic administrative duties  
- Ensure the health and safety of children  
- Promote and provide healthy food and drinks  
- Participate in networks  
- Apply First Aid (at a cost to student)  
- Work with others  
A compulsory 10 day work placement is also undertaken. This course can lead to Certificate III Children’s Services as a regional VET program. | Competency based assessment. | Senior First Aid course at a cost of approximately $100. Material costs $25 per semester. Students undertaking Structured Workplace Learning placements at Childcare Centres, Preschool programs and Kindergartens require a “DCSI Child Related Employment Screening” at a cost of $15 per students before they are able to attend the site. | Mrs Cathy Schiller, Mrs Ruth Shakes and Mrs Roxanne Rowland |
## SENIOR SCHOOL SUBJECTS
### YEAR 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Length</th>
<th>Pre-requisite Details</th>
<th>Subject Description</th>
<th>Assessment</th>
<th>Special Subject Costs/requirements</th>
<th>Contact Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese Continuers</strong></td>
<td>YEAR 10</td>
<td>Full Year</td>
<td>Full year of Year 9 level Chinese Continuers. Recommendation of Year 9 Chinese Teacher.</td>
<td>Students focus on increasing their command of writing in characters, reading character texts and interacting orally in Chinese. More emphasis is placed on learning Chinese grammar than at previous levels. Themes of study include: School subjects, exams, extra-curricular activities, Festivals and Celebrations, Travel, Entertainment and Health. Comparisons between the Chinese and Australian ways of life continue to be a focus through the topics and associated assessment tasks.</td>
<td>Students are formally assessed throughout the year through: • Oral interaction • Reading comprehension • Writing tasks • Cultural Investigation and Reflection</td>
<td>It is recommended that students purchase a Chinese-English/English-Chinese dictionary. A suitable dictionary for beginners is the Oxford Starter Chinese-English dictionary (approx $35). A more extensive version for those intending to continue at SACE level is the Oxford Concise Chinese-English/English-Chinese dictionary (approx $45)</td>
<td>Ms Jo Clark</td>
</tr>
<tr>
<td><strong>Chinese for Background Speakers</strong></td>
<td>YEAR 10</td>
<td>Full Year</td>
<td>Students must be native speakers and writers of Chinese. Successful completion of Chinese for Background Speakers at Year 8 and 9 or at equivalent level.</td>
<td>This subject is for students who have a cultural and linguistic background in Chinese; and because of student numbers, this subject will be vertically grouped.</td>
<td>Students are assessed using a range of oral, written and reading responding assessment tasks.</td>
<td>Nil.</td>
<td>Ms Xufei Zhang</td>
</tr>
<tr>
<td><strong>Dance A</strong></td>
<td>YEAR 10</td>
<td>1 Semester</td>
<td>Recommendation of Year 9 Dance Teacher. Students who wish to study Dance in Year 10 and have not studied the subject in Years 8 or 9 will be required to meet with the dance teacher to discuss eligibility.</td>
<td>Students experience different dance techniques, which may include Contemporary and Hip Hop. They are given opportunities to create, evaluate and present dance. Study areas are predominantly on Australian cultural dance and past Dance. Artistic Directors who have laid the foundations for Dance as we experience it today. Students will begin to develop skills to write analytical essays to support their theory requirements in SACE Stage 1 and 2. Skills in evaluative writing will also be explored.</td>
<td>Students are formally assessed through: • Technique • Choreography • Performance and Rehearsal • Theory</td>
<td>Recommended to see a live professional dance performance (if available). Costume design and/or making/sewing. Students must bring a change of clothes for each lesson.</td>
<td>Mrs Rachel Baltussen</td>
</tr>
</tbody>
</table>
SENIOR SCHOOL SUBJECTS
YEAR 10

Dance B
Subject Length: 1 Semester
Pre-requisite Details: Recommendation of Year 9 Dance Teacher. Students who wish to study Dance in Year 10 and have not studied the subject in Years 8 or 9 will be required to meet with the dance teacher to discuss eligibility.
Subject Description:
Students experience different dance techniques, which may include Jazz and Ballet. They are given opportunities to create, evaluate and present dance. Theory topics focus on Musical Theatre and Ballet. Students reflect and evaluate their own work.
Assessment:
Students are formally assessed through:
- Technique
- Performance and Rehearsal
- Composition
- Theory
Special Subject Costs/Requirements:
Recommended to see a live professional dance performance (if available). Costume design and/or making/sewing. Students must bring a change of clothes for each lesson.
Contact Teacher:
Mr Mrs Rachel Baltussen

Design A
Subject Length: 1 Semester
Pre-requisite Details: Recommendation of Year 9 Art Teacher
Subject Description:
Students develop skills in the Design process and problem solving through the development of Design Briefs and projects in the areas of:
- Product Design: - appliances, fashion, vehicles, products in general
- Environmental Design: - architecture, houses, rooms, landscapes
- Visual communication: - posters, advertising, packaging
Students also develop skills in 3D drawing, presentation techniques, rendering, lettering and layout methods. Final presentations will be in the form of drawings, models or software displays. Research assignments will relate to the practical components and designers and design history.
Assessment:
Students are formally assessed through:
- Making (Practical) and Responding (Theory)
- Developmental Workbook
Special Subject Costs/Requirements: An A4 Visual Arts Diary will be provided.
Contact Teacher:
Mr Mr Alan Bruse

Design B
Subject Length: 1 Semester
Pre-requisite Details: Recommendation of Year 9 Art Teacher
Subject Description:
Students develop skills in the Design process and problem solving through the development of Design Briefs and projects in the areas of:
- Product Design: - appliances, fashion, vehicles, products in general
- Environmental Design: - architecture, houses, rooms, landscapes
- Visual communication: - posters, advertising, packaging
Students also develop skills in 3D drawing, presentation techniques, rendering, lettering and layout methods. Final presentations will be in the form of drawings, models or software displays. Research assignments will relate to the practical components and designers and design history.
Assessment:
Students are formally assessed through:
- Making (Practical) and Responding (Theory)
- Developmental Workbook
Special Subject Costs/Requirements: An A4 Visual Arts Diary will be provided.
Contact Teacher:
Mr Mr Alan Bruse
SENIOR SCHOOL SUBJECTS
YEAR 10

Design and Technology

Subject Length: 1 Semester
Pre-requisite Details: Recommendation of the Year 9 Digital Technology Teacher
Description:
Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.
Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Assessment:
Students are formally assessed using the ACARA Digital Technology design cycle, as well as:
- Visual Basic – Two Programming Tasks
- Microsoft Access – Practical Database Tasks
- Project (30%)

Special Subject Costs/Requirements:
- 4GB flash drive

Contact Teachers:
Mrs Stacy Frogley and Mr Stephen Barclay

Digital Technology

Design and Technology

Subject Length: 1 Semester
Pre-requisite Details: Nil. Students with a history of unsafe workshop practice will be ineligible for this subject without the approval of the Technology Studies Team Leader.

Electro Technology

Subject Description:
Students are introduced to electrical and electronic concepts, systems and applications. They will identify and learn to use a range of components, materials, equipment and tools used in the electro-technology industry. Knowledge will be developed by designing and building electrical and electronic circuits and systems that perform a specified practical function. Innovation based on sound background knowledge will be encouraged. Such systems can be demonstrated to flexibly apply to other technologies such as computer, mechanical, instrumentation, refrigeration, and sustainable energy principles and practices. WHS is a significant component of this subject. Within this course, students may be able to attain VET units UEE10111 Certificate 1 in ElectroComms Skills, specifically in the core competency units:
- UEEENEEE101A Apply Occupational Health Safety regulations, codes and practices in the workplace;
- UEEENEEE103A Solve problems in ELV single path circuits.

Assessment:
School Based Assessment:
- Skills and Application Tasks
- Folio
- Product

Special Subject Costs/Requirements:
Some additional costs may be incurred depending on materials used. The WHS requirement of closed footwear is essential; apron and safety glasses are to be worn in every lesson.

Contact Teacher:
Mr David Cox
## SENIOR SCHOOL SUBJECTS
### YEAR 10

<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>Energy Technology (Automotive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Details: Nil</td>
<td></td>
</tr>
</tbody>
</table>
| **Subject Description:** Students are introduced to the automotive workshop environment and encouraged to develop their skills, knowledge and understanding with the emphasis on safety. Students undertake a variety of topics including:
  - Sustainability
  - Social impacts
  - Best workshop practice
  - Safe practice
  - environmental issues
  - energy and propulsion systems
  - automotive electrical and associated electronic systems
  - internal combustion engine.

Students are given the opportunity to investigate current and alternative energy systems and work on the internal combustion engine and associated systems. Students will also experience working in teams and engaging in the development of problem-solving and communication skills.

**Assessment:**
School based assessment:
  - Skills and application tasks
  - Folio
  - Product

**Special Subject Costs/Requirements:**
WHS requirements of closed in footwear is essential and safety glasses are to be worn in every lesson.

**Contact Teachers:**
Mr Darren O’Connor and Mr Gilbert Tuazon

<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>Fashion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Details: Nil</td>
<td></td>
</tr>
</tbody>
</table>
| **Subject Description:** Students will have a hands-on approach to technology with a focus on fabrics. Students will:
  - develop skills in the construction of clothing using a sewing machine eg. Pyjamas, bags etc.
  - design a variety of clothing for different occasions.
  - complete a major research assignment.
  - develop skills in reading of commercial patterns.

**Assessment:**
Students are formally assessed through:
  - Practical skills
  - Folio
  - Continuous observation and evaluation

**Special Subject Costs/Requirements:**
WHS requirements of closed in shoes and long hair tied back in every lesson. Students will need to provide materials required to complete a final project.

**Contact Teachers:**
Mrs Ruth Shakes, Mrs Cathy Schiller and Ms Nicolette Kavanagh
## SENIOR SCHOOL SUBJECTS

### YEAR 10

| Design and Technology | Subject Length: 1 Semester  
| --- | ---  
| Pre-requisite Details: Nil  
| Subject Description: Students will:  
| - Develop extra skills in food preparation, selection and operating procedures with an emphasis on food presentation and the Healthy Eating Guidelines.  
| - Plan, prepare and present a range of foods using safe food handling practices.  
| - Design and develop food products for an occasion and purpose including invited guests.  
| Assessment: Students are formally assessed through:  
| - Students will complete two assessment tasks that are assessed using the Technology design cycle  
| Special Subject Costs/Requirements: WHS requirement of closed in shoes and long hair tied back in every lesson.  
| Contact Teachers: Mrs Nicolette Kavanagh and Ms Ruth Mussger |

| Food Technology A | Subject Length: 1 Semester  
| --- | ---  
| Pre-requisite Details: Nil  
| Subject Description: This semester course involves pre-vocational hospitality studies, including catering for a variety of functions. Students will:  
| - Develop skills in front of house presentation and service  
| - Plan, prepare and present a variety of food and drinks suitable for contemporary café dining.  
| - Develop entrepreneurial skills in product design sales.  
| Assessment: Students are formally assessed through:  
| - Formative – in-class practical, theory and discussions  
| - Summative – students will complete 2 common assessment tasks that are assessed using the Technology design cycle  
| Special Subject Costs/Requirements: WHS requirement of closed in shoes and long hair tied back in every lesson.  
| Contact Teachers: Mrs Nicolette Kavanagh and Ms Ruth Mussger |

| Food Technology B | Subject Length: 1 Semester  
| --- | ---  
| Pre-requisite Details: Nil  
| Subject Description: Students will develop skills and knowledge in the areas of gas and electric welding, sheet metal fabrication and accurate turning on the metal lathe. With the emphasis on safety, students produce a variety of projects with steel using appropriate tools and equipment.  
| Assessment: School based assessment:  
| - Skills and Application Tasks  
| - Folio  
| - Product  
| Special Subject Costs/Requirements: Some additional costs may be incurred depending upon material used. WHS requirements of closed in footwear, apron and safety glasses are essential and are to be worn in every lesson.  
| Contact Teacher: Mr David Berresford |
## SENIOR SCHOOL SUBJECTS

### YEAR 10

<table>
<thead>
<tr>
<th>Design and Technology</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Length:</strong></td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisite Details:</strong></td>
<td>Nil. Students with a history of unsafe workshop practice will be ineligible for this subject without the approval of the Technology Studies Team Leader.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Description:</strong></td>
<td>Students will undertake 2 units of work where they are required to design and plan their own projects. The first unit requires students to plan and construct a rack to hold or display particular items. The second unit requires the planning and construction of a small item of furniture based on a framed construction. Joint exercises and extension projects may also be made.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>School based assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Folio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Product tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>Some additional costs may be incurred depending upon material used. WHS requirements of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Mr Musekiwa Mafara</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wood Technology</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Length:</strong></td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisite Details:</strong></td>
<td>Nil.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Description:</strong></td>
<td>Students will undertake 2 units of work where they are required to design and plan their own projects. The first unit requires students to plan and construct a rack to hold or display particular items. The second unit requires the planning and construction of a small item of furniture based on a framed construction. Joint exercises and extension projects may also be made.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>School based assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Folio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Product tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>Some additional costs may be incurred depending upon material used. WHS requirements of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Mr Musekiwa Mafara</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drama A</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Length:</strong></td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisites Details:</strong></td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Description:</strong></td>
<td>In this course students will undertake the following units:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills Revision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children’s Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Film Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Production Report</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students are formally assessed using the Australian Curriculum criteria for the Arts through:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theory (responding): Includes personal reflection, peer evaluation, scriptwriting, review writing and a report on the major production.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical (making): Includes assessment of rehearsal processes, individual and group work and performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>Student: A small cost may be involved as students will travel to view a live Theatre performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Ms Emily Adams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drama B</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Length:</strong></td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisite Details:</strong></td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Description:</strong></td>
<td>In this course students will undertake the following units:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Issues Based Community Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Realism and Naturalism in Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Live Theatre review</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students are formally assessed using the Australian Curriculum criteria for the Arts through:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theory (responding): Includes personal reflection, peer evaluation, scriptwriting, review writing and a report on the major production.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical (making): Includes assessment of rehearsal processes, individual and group work and performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>A small cost may be involved as students will travel to view a live Theatre performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Ms Emily Adams</td>
<td></td>
</tr>
</tbody>
</table>
## SENIOR SCHOOL SUBJECTS

### YEAR 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length</th>
<th>Subject Description</th>
<th>Pre-requisite Details</th>
<th>Subject Costs/Requirements</th>
<th>Contact Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Full Year</td>
<td>In Year 10 the Australian Curriculum: English will develop students’ abilities to engage with increasingly complex texts across a range of contexts. Students will engage with prose texts, poetry, drama, film and other media. They will develop skills in the use of the English language for a variety of purposes focusing on improved accuracy and fluency.</td>
<td></td>
<td>Nil</td>
<td>Ms Patti Williamson-Daley</td>
</tr>
<tr>
<td><strong>English as an Additional Language or Dialect (EALD)</strong></td>
<td>Full Year</td>
<td>EALD gives students the opportunity to develop their skills in listening, viewing, reading, speaking and writing, so as to develop their ability to make choices in English that are accurate, to express ideas in English and to interact confidently with other people. Students will study three interrelated areas; Texts and Contexts, Language, and Strategies and, because of student numbers, this subject will be vertically grouped.</td>
<td>This subject is designed for students for whom English is an additional language or dialect. Students may enter the subject at any time.</td>
<td>Nil</td>
<td>Ms Xufei Zhang, Ms Lauren Haggis and Ms Patti Williamson-Daley</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>Full Year</td>
<td>Students further develop their skills in German through the study of a range of topics: Self and Future, Story Writing for Children, German Youth, Careers, German History and the Environment. There is an increased focus on building a more extensive vocabulary, greater competence in reading and writing in German, understanding grammar and making comparisons between the student’s own culture and that of German speaking communities. Students may take part in a 2 day language camp at the Barossa Valley. Students will take part in an outdoor class environment where they will study in depth German settlement in Australia.</td>
<td>Full year of Year 9 German. Recommendation of Year 9 German Teacher.</td>
<td>Cost for the Barossa Valley camp will depend on student numbers, bus hire and accommodation. This camp is not compulsory.</td>
<td>Mr Paul Geiger</td>
</tr>
</tbody>
</table>
SENIOR SCHOOL SUBJECTS
YEAR 10

HASS
(Humanities and Social Sciences)

Cultural Studies

<table>
<thead>
<tr>
<th>Subject Length:</th>
<th>1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite Details:</td>
<td>Nil</td>
</tr>
<tr>
<td>Subject Description:</td>
<td>This course is designed to further an understanding of the Aboriginal Peoples of Australia and their culture. Although divided into four units, it intentionally takes a non-chronological approach to allow for study of practices past and present that have influenced Aboriginal culture and identity today. Aboriginal and non-Aboriginal students are provided with an opportunity for cultural affirmation and a positive educational experience that enables them to learn together. All students are encouraged to take an active role in the process of reconciliation. The course includes a language component by which students will study the Ngarrindjeri language. Students will develop skills in research and communication.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will be formally assessed based on a folio of work, including formative and summative assessment tasks, using the Australian Curriculum History and Geography Achievement Standards and Murray Bridge High School Language Standards. Topics include:</td>
</tr>
<tr>
<td>- Cultural Identity – “Who am I?”</td>
<td></td>
</tr>
<tr>
<td>- International Indigenous Community: Comparative Study</td>
<td></td>
</tr>
<tr>
<td>- Culture and Sport</td>
<td></td>
</tr>
<tr>
<td>- Resistance and Reconciliation</td>
<td></td>
</tr>
<tr>
<td>Special subject costs:</td>
<td>There will be excursions and a camp included in the curriculum which may incur a small cost to cover transport of approx. $10-$20.</td>
</tr>
<tr>
<td>Contact Teachers:</td>
<td>Mr Lachlan Miles and Ms Jo Clark</td>
</tr>
</tbody>
</table>

History

<table>
<thead>
<tr>
<th>Subject Length:</th>
<th>1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Description:</td>
<td>Students will study a compulsory semester of History, undertaking an Overview and three Depth Studies from the Australian Curriculum History for Year 10.</td>
</tr>
<tr>
<td>Overview:</td>
<td>The content focus for Year 10 is the history of the modern world and Australia from 1918 to the present.</td>
</tr>
<tr>
<td>Depth Study options:</td>
<td></td>
</tr>
<tr>
<td>- World War II (1939-45)</td>
<td></td>
</tr>
<tr>
<td>- Rights and freedoms</td>
<td></td>
</tr>
<tr>
<td>- The globalising world; Popular culture (1945 – present), Migration experiences (1945 – present), or The environment movement (1960s – present)</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students are formally assessed based on a folio of work, including formative and summative assessment tasks, using the Australian Curriculum History Achievement Standards.</td>
</tr>
<tr>
<td>Special Subject Costs/Requirements:</td>
<td>Students are encouraged to participate in an excursion for History, if arranged, at a cost of approx. $15 for transport and entry fees.</td>
</tr>
<tr>
<td>Contact Teacher:</td>
<td>Ms Jo Clark</td>
</tr>
</tbody>
</table>
SENIOR SCHOOL SUBJECTS
YEAR 10

HASS (Humanities and Social Sciences)

Geography

Subject Length: 1 Semester
Pre-requisite Details: Nil
Subject Description:
Geography will be offered as a choice semester. Students will undertake two units from the Australian Curriculum Geography.

Unit Options:
- Environmental Change and Management
- Geographies of Human Wellbeing

Assessment:
Students will be formally assessed based on a folio of work, including formative and summative assessment tasks and field work tasks where possible, using the Australian Curriculum Geography Achievement Standards.

Special Subject Costs/Requirements:
Students are encouraged to participate in a field work excursion for Geography at a cost of approx. $15 for transport and entry fees.

Contact Teacher:
Ms Jo Clark

Mathematics

Subject Length: Full Year
Subject Description:
The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Assessment:
Students are assessed using the Australian Curriculum achievement standards. There is ongoing formative assessment for the purposes of monitoring learning and providing feedback. Summative assessment through tasks set from Pearson Maths 10 Homework Book, tests and investigations provide twice-yearly reporting to parents carers on the progress and achievement of students. Each semester students should provide evidence of their learning through:
- Common Assessment Task: Investigation (20%)
- Semester Exam (10%)
- Homework (10%)
- Class tests, investigations and other class activities (60%)

Special Subject Costs/requirements:
Students require their own scientific calculator for use in class. Students will not be permitted to use their mobile phones or ipods etc. as a calculator. Scientific calculators are available from the Student Services Office for a cost of approx. $22.

Contact Teacher:
Mrs Ann Ruckert
SENIOR SCHOOL SUBJECTS
YEAR 10

Mathematics Extension (10A) Semester 2

Subject Length: 1 Semester
Pre-requisite details: Nil
Subject Description:
The 10A content is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. Students intending to pursue Mathematical Methods and/or Specialist Mathematics in the senior secondary years are required to complete this semester course. The more mathematically able students are extended by using appropriate challenges and extensions within available topics in Number and Algebra, Measurement and Geometry, and Statistics and Probability. A deeper understanding of mathematics in the curriculum enhances a student’s potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.
Assessment:
Students are assessed using the Australian Curriculum achievement standards. There is ongoing formative assessment for the purposes of monitoring learning and providing feedback. Summative assessment through tests and investigations provide reporting to parents and carers on the achievement of students at the end of the semester.
Special Subject Costs/requirements:
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of approx. $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator.
Contact Teacher:
Mrs Ann Ruckert

Media Arts

Subject Length: 1 Semester
Pre-requisite Details: Nil
Subject Description:
Students will develop the skills, techniques and processes to create media artworks are developed through the three stages of production: pre-production (including scriptwriting, storyboarding, sketching designs, planning, research); production (including capturing, recording, directing); and post-production (including mixing, editing, assembling, laying out, distributing).
As they learn in Media Arts, students create and analyse forms such as film, news report, documentary, advertisement, music video, animation, video games and/or a combination of these. Students learn through critical thinking and creative processes in media arts practice. They learn to collaborate in creative teams and analytically respond to, and interact with, context and audience. Students learn to apply key concepts, story principles, and elements of media (symbolic and technical) as they design, produce, distribute and analyse media artworks. Students learn and use the established and emerging techniques and practices (media conventions) for creating within different media forms.
Assessment:
Students are formally assessed using the ACARA Achievement Standards and utilise the following programs:
• Adobe Premier
• Adobe Photoshop
Special Subject Costs/Requirements:
Nil
Contact Teacher:
Mr Sean Hickey
SENIOR SCHOOL SUBJECTS

YEAR 10

Music A and B (General)

VET Qualification – Certificate II in Music

Length: Full year
Pre-requisites: Recommendation of Year 9 Music Teacher. Students must demonstrate developed aptitude in music theory and practical and have previous experience in the study of an instrument.

Subject Description:
Students will learn the discipline of playing a musical instrument and also the concepts of music theory. They will be required to attend weekly instrumental lessons with an instrumental teacher, which are provided through the school. Students will be involved in a class band and also present solo performances on their given instrument. The instruments students have to choose from are as follows: flute, clarinet, alto/tenor saxophone, trumpet, trombone, voice, piano/keyboard, guitar (electric or acoustic) bass guitar and drum kit.

Assessment:
- Solo performance
- Ensemble
- Aural Skills
- Arranging
- Music Theory

It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.

Special Subject Costs/Requirements:
Students will need to hire or own their own instrument. Instrumental lessons are a requirement of Music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.

Contact Teachers:
Mr Sean Hickey and Mr Alex McFarlane.

Music A and B (Advanced)

VET Qualification – Certificate II in Music

Length: Full year
Pre-requisites: Recommendation of Year 9 Music Advanced Teacher. Students must demonstrate developed aptitude in music theory and practical and have previous experience in the study of an instrument.

Subject Description:
Students will learn the discipline of playing a musical instrument and also the concepts of music theory. They will be required to attend weekly instrumental lessons with an instrumental teacher, which are provided through the school. Students will be involved in a class band and also present solo performances on their given instrument. The instruments students have to choose from are as follows: flute, clarinet, alto/tenor saxophone, trumpet, trombone, voice, piano/keyboard, guitar (electric or acoustic) bass guitar and drum kit.

Assessment:
- Solo Performance
- Ensemble
- Aural Skills
- Composition
- Music Theory

It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.

Special Subject Costs/Requirements:
Students will need to hire or own their own instrument. Instrumental lessons are a requirement of music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.

Contact Teachers:
Mr Sean Hickey and Mr Alex McFarlane.
SENIOR SCHOOL SUBJECTS
YEAR 10

Personal Learning Plan
(SACE Stage 1)

**Subject Length:** 1 Semester – 10 Credits

**Subject Description:**
The Personal Learning Plan gives students the opportunity to develop their capabilities. Students are able to plan their personal and learning goals for the future and make informed decisions about their personal development, education and training.

Students will undertake activities such as:
- Selecting subjects, courses and other learning relevant to pathways through and beyond school
- Investigating possible career choices
- Exploring personal and learning goals
- Developing and refining strategies to achieve their personal and learning goals
- Interacting with others, within school and beyond, to identify and refine their goals
- Reflecting on their learning

Students will be engaged in tasks which will allow them to demonstrate achievement against the assessment design criteria of Understanding the Capabilities of the SACE, Developing Personal and Learning Goals and Reflecting on Learning.

**Assessment:**
This is a compulsory subject in the SACE and students must achieve a ‘C’ grade or better to meet SACE pattern requirements.

**Special Subject Costs/Requirements:**
Nil

**Contact Teacher:**
Mr Doug Gray and Ms Deb Johns

Physical Education and Health

**Subject Length:** 1 Semester

**Subject Description:**
Students study core practical topics of badminton, volleyball, fitness, stick sports, passive recreation and culture. Year 10 PE students study the rules, history and effects on society of each sport practical unit covered. Students also study health units including body systems/fitness, sexual health and relationships. Girls will have the option to select ‘all girls’ class for the semester.

**Assessment:**
Students are formally assessed through:
- Physical Activity
- Health
- Recreation

**Special Subject Costs/Requirements:**
All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and broad brimmed hats are recommended.

**Contact Teacher:**
Mr Josh Coulter
SENIOR SCHOOL SUBJECTS

YEAR 10

**Physical Education Choice**

**Subject Length:** 1 Semester  
**Pre-requisite Details:** Recommendation of Year 9 PE Teacher  
**Subject Description:**  
The aim of this subject is to prepare students for Year 11 Physical Education. It encompasses longer practical units to allow students the opportunity for maximum skill development. Tactics, rules and umpiring are also focuses in practical units. During theory lessons sports coaching and coaching principles are a focus.  
**Assessment:**  
Students are formally assessed through:  
- Practical Activities  
- Theoretical Work  
**Special Subject Costs/Requirements:**  
All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and broad brimmed hats are recommended. Students may be offered the opportunity to participate in a short recreational camp.  
**Contact Teacher:**  
Mr Josh Coulter

**Science**

**Subject Length:** Full Year  
**Subject Description:**  
Students study the four specialist areas of Physics, Chemistry, Biology and Earth Science. The studies are related to the Australian Curriculum Strands of:  
- Biology  
- Chemistry  
- Physics  
- Earth and Space  
**Assessment:**  
Students are formally assessed through:  
- Tests  
- Practical Work  
- Assignments  
**Special Subject Costs/Requirements:** Nil.  
**Contact Teacher:**  
Mrs Jacqueline Heaney
# SENIOR SCHOOL SUBJECTS
## YEAR 10

### Visual Art A

**Subject Length:** 1 Semester  
**Pre-requisite Details:** Recommendation of Year 9 Art Teacher  
**Subject Description:** Students will research and develop ideas in a developmental workbook, culminating in the presentation of original and creative pieces of final artworks. Units of work will be based on Drawing, Painting, Printmaking, Mixed media, and Ceramics. The investigation of Visual Arts practices and cultures, as well as an appreciation of work from a range of known and contemporary artists, forms an integral part of the course.  
**Assessment:** Students are formally assessed through:  
- Making (Practical) and Responding (Theory)  
- Developmental Workbook  
**Special Subject Costs/Requirements:** An A4 Visual Arts Diary will be provided.  
**Contact Teacher:** Mr Alan Bruse

### Visual Art B

**Subject Length:** 1 Semester  
**Pre-requisite Details:** Recommendation of Year 9 Art Teacher  
**Subject Description:** This course is for students who wish to further develop their skills in working with a variety of media and processes in the fields of Drawing, Painting, Mixed Media, Printmaking, and Ceramics. The production of major artworks, including a developmental workbook showing research and idea development is a major component of this course. The investigation of Visual Arts practices and cultural groups will also be studied.  
**Assessment:** Students are formally assessed through:  
- Making (Practical) and Responding (Theory)  
- Developmental Workbook  
**Special Subject Costs/Requirements:** An A4 Visual Arts Diary will be provided.  
**Contact Teacher:** Mr Alan Bruse
Workplace Practices (SACE Stage 1)

Subject Length: 1 Semester – 10 credits

Subject description:
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, workplace laws and safe and sustainable workplace practices. Students undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

The focus capabilities for this subject are personal development, work, and learning.

Workplace Practices comprises the following focus areas of study:
- Industry and Work Knowledge
- Vocational Learning

Assessment:
Students demonstrate evidence of their learning through the following three assessments:
- Career Investigation
- Work Experience
- Workplace Reflection

Special Subject Costs/Requirements:
Students undertaking Work Experience in the Construction Industry must undertake White Card training at a cost of $95 per student before they are able to enter the worksite. Students undertaking Work Experience at Childcare Centres, Preschool programs and Kindergartens require a “DCSI child related employment screening” at a cost of $15 per student before they are able to attend the site.

Contact Teacher:
Mrs Roxanne Rowland
Students in Year 10 will have the opportunity to be involved in the Youth Opportunities Personal Leadership Program in 2016.

This program has been successfully delivered in Murray Bridge High School since 2005. The results have been so outstanding, that Murray Bridge High School is pleased to provide students with this life changing opportunity again in 2016.

Youth Opportunities is a not for profit organisation working within schools throughout SA to help young people realise their potential. They provide a unique Personal Leadership Program for selected Year 10 students, as well as ongoing support and mentoring for graduates until they leave school.

Over a ten week period young people from all backgrounds learn how to be the very best they can be and gain more direction, improve relationships, increase motivation and confidence in all areas of their lives. The intensive motivational program is delivered outside of the school environment for one day a week, and trains the ‘rules of life’ with a powerful formula and how-to strategies.

The program comprises 14 lessons that provide a thinking framework to help create a positive, happy and successful life. Through their involvement, students can gain 10 credits towards the South Australian Certificate of Education (SACE), a certificate of completion and a reference. Two trainers use state of the art DVD, group work and one to one coaching to cultivate and encourage learning. Program components include goal planning, the development of successful habits, communicating using win/win techniques, and the development of a positive mental attitude. By engaging in this program, students find purpose, understanding and motivation to succeed at school, home and in future employment. The program ends with a graduation ceremony where students share their successes with people important in their lives.

For your students to have the opportunity to be involved, they will need to attend a selection and information session that is run by the School Based Coordinator and Youth Opportunities once a term.

For more information about the program, please visit www.youthopportunities.asn.au or speak with the (Youth Opportunities School Based Coordinator).
Completion of SACE

To complete the SACE, students must achieve 200 SACE credits. Students are able to gain 10 credits for successful completion of a semester’s work.

Compulsory SACE subjects – 50 SACE credits

Personal Learning Plan
- All students complete the 10 credit Personal Learning Plan (PLP). At Murray Bridge High School students study the PLP in Year 10.

Literacy
- All students complete 20 credits of an English subject at Stage 1 and achieve a C grade or better.

Numeracy
- All students complete 10 credits of a Mathematics subject at Stage 1 and achieve a C grade or better.

Research Project
- All students complete a 10 credit Research Project at a C- grade or better. At Murray Bridge High School students undertake the Research Project in Year 11. Students can choose either Research Project A or Research Project B.

Assessment

Stage 1 subjects in the SACE will be assessed by the school and moderated internally or externally.

All Stage 2 subjects will have a 30% external assessment component which will be done through assessment tasks such as exams, practical performances or presentations. Stage 2 subjects will be externally moderated to ensure that standards are maintained across the State.

All subjects in Stage 1 will have A-E grades, and Stage 2 A+ to E- grades to show levels of achievement.
SACE STAGE 1

EXPECTATIONS OF SACE STAGE 1 STUDENTS

Students:
- will sit for examinations in some subjects at the end of both Semester 1 and Semester 2
- are expected to use their diaries for the recording of homework, deadlines and tests
- are expected to do a minimum of 2 hours of homework each night
- are expected to be committed to their studies and show initiative in order to attain success
- must follow the school deadline policy for completing and handing in work
- must take responsibility for the planning and completion of all work
- will attend regularly.

CURRICULUM PATTERN AT STAGE 1

At SACE Stage 1 students are required to study a specific number of subjects. The SACE requires students to study 5 compulsory units. At Stage 1 at Murray Bridge High School all students study:
- 2 Semesters of English or English as a Second Language (20 credits)
- 1 Semester of Mathematics (10 credits)
- 1 Semester Research Project (10 Credits)

(The Personal Learning Plan is completed in Year 10).

Students will be required to select an additional 9 semester subjects (14 classes in total across 2 semesters). Students will have 1 semester of Private Study.

SACE STAGE 1 ASSESSMENT

Students work will be assessed against SACE Board designated performance standards for each subject. They will be assigned a grade on an A-E scale. In compulsory subjects students must achieve a minimum “C” standard.

Students not handing up work will receive an N grade and will not be awarded the 10 credits for that subject.
**SENIOR SCHOOL SACE STAGE 1
SUBJECT OFFERINGS FOR 2016**

**SUBJECT SELECTION**

All SACE Stage 1 students study a combination of compulsory subjects and choice subjects. SACE Stage 1 students should take into account their future pathways through SACE Stage 2 and beyond. Students will complete the SACE Stage 2 Research Project as part of their studies.

In order to be eligible to study SACE Stage 2 at Murray Bridge High School, students at the end of SACE Stage 1 must have completed, with a C grade or better:
- 4 of the 5 compulsory SACE subjects (PLP, 2 semesters of English, 1 semester of Maths, Research Project).
- 6 additional SACE Stage 1 semester units.

**SACE STAGE 1 CURRICULUM**

### Compulsory Subjects

- English
  - Full Year or English as an Additional Language
  - Full Year or Essential English
  - Full Year
- Specialist Mathematics*
  - Full Year and Mathematical Methods
  - Full Year or General Mathematics
  - Full Year or Essential Mathematics
  - 1 Semester
- Research Project A or B (SACE Stage 2)
  - 1 Semester

*Note: Students studying Specialist Mathematics also study Mathematical Methods.

### Choice subjects

| Agriculture and Horticulture A and/or B | Geography |
| Biology A or A and B | Health Education A and/or B |
| Business and Enterprise | History |
| Chemistry A and B | Information Processing and Publishing A and/or B |
| Children’s Services (VET) Certificate II | Information Technology A and B |
| Chinese Continuers | Legal Studies |
| Chinese for Background Speakers | Music A and B Studio Recording (VET)) |
| Community Studies A and/or B | Music A and B (Advanced) |
| Dance A and/or B | Peer Support Program (Integrated Learning)** |
| Design and Technology (Automotive focus) | Physical Education A or A and B |
| Design and Technology (Metalwork focus) | Physics A and B |
| Design and Technology (Photography focus) | Psychology A or A and B |
| Design and Technology (Woodwork focus) | Scientific Studies A and/or B |
| Drama A and/or B | Tourism |
| Fashion Design | Visual Arts (Art focus) A and/or B |
| Food and Hospitality A and/or B | Visual Arts (Design focus) A and/or B |
| German A and B | Workplace Practices |

*Note: Peer Support is not available for subject selection. This class will be formed through identification and selection of students by the Health and Physical Education Faculty.
SENIOR SCHOOL SUBJECTS

SACE STAGE 1

Agriculture and Horticulture A and B

Subject Length: 1 Semester - 10 credits, 2 Semesters - 20 credits
Pre-requisite Details: Nil
Subject Description:
The study of Agriculture at Stage One is centred on the understanding of a series of different themes. These themes are:
- Theme 1: Scientific Principles of Plant and/or Animal Production
- Theme 2: The Management of Plant and/or Animal Production
- Theme 3: Enterprise Agriculture and Horticulture
- Theme 4: Practical and Applied Technologies
- Theme 5: Contemporary Issues in Agriculture and Horticulture.
The themes are designed to allow the students to develop their areas of interest by:
- building on their knowledge, cultural background, and educational experiences
- undertaking activities related to plant and animal production
- exploring concepts and contemporary issues in agriculture and horticulture
- being involved in discussions and decision-making about environmental sustainability
- using available industry resources and current technologies
- developing possible vocational learning opportunities.
Agriculture may be undertaken as a 10-credit subject and we offer the subjects as Semester based variants A and B with the encouragement that they undertake the subject in both semesters to adequately prepare themselves for the subject at Stage 2.
Assessment:
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Agriculture and Horticulture:
- Assessment Type 1: Investigations Folio
  Students will be assessed on at least one practical investigation which will focus on practical skills, and at least one which focuses on investigation of a topic. Practical investigations may be undertaken individually or collaboratively. Students use appropriate techniques and equipment; collect, display, and analyse data; evaluate results; and demonstrate their knowledge and understanding of concepts.
- Assessment Type 2: Skills and Applications Tasks
  Students use appropriate techniques and equipment; collect, display, and analyse data; evaluate results; and demonstrate their knowledge and understanding of concepts.
Suggested formats for presentation include:
- practical demonstration of procedures and skills
- reports of data collection, analysis, and evaluation
- poster presentation and defence
- electronic product.
Special Subject Costs/Requirements:
Appropriate clothing and footwear for outside work at Roper Road. Students working outside for extended periods are required, under WHS guidelines, to wear a hat and sun protection.
Contact Teachers:
Mrs Jacqueline Heaney and Ms Serena Werner
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Biology A and B

Subject Length: 1 Semester - 10 credits, 2 Semesters - 20 credits

Pre-requisite Details:
Recommendation of Year 10 Science Teacher. Students must complete Biology A prior to studying Biology B.

Subject Description:
Learning and working in Biology enables us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology students learn about the cellular and overall structures and functions of a range of organisms, for example, how those organisms gain nutrition and reproduce, and how they live in a variety of ecological habitats. In Biology students have the opportunity to engage with the work of classical and modern biologists and join and initiate debates about how biology impacts on our own lives, society and the environment. Biology may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1. Both Biology A and B must be undertaken to study Biology at Stage 2.

The following areas of study are included in the Biology program:
- Area of Study 1: Cellular Biology
- Area of Study 2: Physiology

Assessment:
Assessment in Biology takes the form of the following types:
Assessment Type 1: Investigations Folio
Students inquire into aspects of biology through practical discovery, and data analysis, or by selecting, analysing, and interpreting information. As students design and carry out investigations, they learn to pose questions about the world around them. They use their observations, and gather data and information to generate the evidence, which enables them to construct reasonable explanations for these questions, and develop a better understanding of themselves and their environment.

Assessment Type 2: Skills and Applications Tasks
Skills that could be assessed include using biological terms, conventions, and notations, demonstrating understanding, applying knowledge, graphing, analysing data and drawing conclusions, and designing an investigation to test a hypothesis.

Special Subject Costs/Requirements:
Nil.

Contact Teacher:
Mrs Jacqueline Heaney
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Business and Enterprise

**Subject Length:** 1 Semester – 10 credits

**Pre-requisite Details:**
Good literacy skills are required.

**Subject Description:**
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Stage 1 Business and Enterprise comprises the following:

For a 10 credit subject students undertake:
- One core topic
- Two to three option topics

**Core Topics:**
- Core Topic 1: Introduction to Business and Enterprise

**Option Topics include:**
- Establishing a Business
- Business Plans
- Business Management and Communication
- Technology for Business
- Marketing
- Employment Relations

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical
- Issues Study

**Special Subject Costs/Requirements:**
Nil.

**Contact Teacher:**
Mrs Helen Peake
### SENIOR SCHOOL SUBJECTS

#### SACE STAGE 1

<table>
<thead>
<tr>
<th>Chemistry A and B</th>
<th>Subject Length: 2 Semesters - 20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-requisite Details:</strong></td>
<td>Recommendation of Year 10 Science Teacher. Students must complete Chemistry A prior to studying Chemistry B.</td>
</tr>
</tbody>
</table>

**Subject Description:**
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature. Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

Both Chemistry A and B must be undertaken to study Chemistry at Stage 2.

**Assessment:**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Chemistry:

- **Assessment Type 1: Investigations Folio**
  Students inquire into aspects of Chemistry through practical discovery and data analysis, or by selecting, analysing, and interpreting information. As students design and carry out investigations they learn to pose questions about the world around them. They use their observations and gather data and information to generate the evidence, which enables them to construct reasonable explanations for these questions and to develop a better understanding of themselves and their environment.

- **Assessment Type 2: Skills and Applications Tasks**
  Skills and applications tasks are designed to enable students to demonstrate knowledge and understanding of the key Chemistry concepts and learning covered in the program and to apply this knowledge and understanding to solve problems.

**Special Subject Costs/Requirements:**
Nil

**Contact Teacher:**
Mr Luke Starczak
SENIOR SCHOOL SUBJECTS

SACE STAGE 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Children’s Services (VET) Certificate II** | This course is planned for students who may wish to pursue a career working with children. This is a TAFE accredited course and as such is very theoretical with two weeks of work placement as the complementary practical. When 2 semesters are completed and passed students can gain Certificate II in Community Services (Children’s Services) (TAFE accredited). The following TAFE modules are taught:  
- Prepare for work in the community sector  
- Communicate with people accessing the services of the organisation  
- Follow policies, procedures and programs of the organisation  
- Participate in WHS process  
- Communicate with children  
- Undertake basic administrative duties  
- Ensure the health and safety of children  
- Promote and provide healthy food and drinks  
- Participate in networks  
- Apply First Aid (at a cost to student)  
- Work with others  
A compulsory 10 day work placement is also undertaken.  
This course can lead to Certificate III Children’s Services as a regional VET program. |
| **Chinese Continuers A and B** | Students must build more intensively on previous study of vocabulary, grammar, and characters. Students’ command and comprehension of written and spoken Chinese is developed through work based on the prescribed themes of:  
- The Individual  
- The Chinese Speaking Communities  
- The Changing World. |

Special Subject Costs/Requirements:

- Senior First Aid course at a cost of approximately $100. Material costs $25 per semester.  
- Students undertaking Structured Workplace Learning placements at Childcare Centres, Preschool programs and Kindergartens require a “DCSI Child Related Employment Screening” at a cost of $15 per students before they are able to attend the site.

Contact Teachers:

- Mrs Cathy Schiller, Mrs Ruth Shakes and Mrs Roxanne Rowland  
- Ms Jo Clark
**SENIOR SCHOOL SUBJECTS**

**SACE STAGE 1**

### Chinese for Background Speakers

**Subject Length:** 2 Semesters - 20 credits.

**Pre-requisite Details:**
Students must be native speakers and writers of Chinese. Successful completion of Chinese for Background speakers at Year 8, 9 & 10, or at equivalent level.

**Subject Description:**
This subject is for students who have a cultural and linguistic background in Chinese; and because of student numbers, this subject will be vertically grouped. In this subject, students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

**Assessment:**
Assessment in Stage 1 Chinese at background speakers level consists of the following components:
- Oral Task
- Written task
- Text Analysis Task
- Investigative task

**Special Subject Costs/Requirements:**
A dictionary from the following list approved by the SACE Board is recommended.

**Contact Teacher:**
Ms Xuefei Zhang

### Community Studies A or B

**Subject Length:** 1 Semester – 10 credits, 2 Semesters – 20 credits

**Pre Requisite details:** Nil

**Subject description:**
Community Studies offers students the opportunity to learn in a community context and to interact with Teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community. Students must be able to work independently. Students prepare a contract of work to develop a community activity from any of the following ten areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Food and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:
- Contract of Work
- Folio

**Special Subject costs/Requirements:** Nil

**Contact Teacher:**
Mrs Laurice Braithwaite
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Dance A

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Dance Teacher or by audition.
Subject Description:
Through the study of Dance students develop a creative, technical and physical understanding and appreciation of dance as an art form. Students study technique, composition, choreography, performance and critical analysis. Technical and physical skills are developed through systematic training, students explore and develop their personal vocabulary of movement and learn how to apply dance tools and elements to personal choreography. SACE Stage 1 students undergo rigorous dance rehearsals to performance level, as well as studying and analysing the choreography of dance artists, both locally and globally. The focus capabilities for this subject are communication, citizenship and learning.
Assessment:
• Technique
• Choreography
• Performance
• Response (Written)

Special Subject Costs/Requirements:
Recommended to see a live professional dance performance (if available). Students must bring a change of clothes and be prepared to attend rehearsals outside of lesson times. Costume design and/or making/sewing. Professional dance workshops if/when available.
Contact Teacher:
Mrs Rachel Baltussen

Dance B

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Dance Teacher and completion of Stage 1 Dance A. All other students who request to join Stage 1 Dance in semester 2 must present an original piece of choreography in Ballet, Breakdance, Jazz, Contemporary or Bollywood.
Subject Description:
Through the study of Dance students develop a creative, technical and physical understanding and appreciation of dance as an art form. Students study technique, choreography, performance and critical analysis. Technical and physical skills are developed through systematic training. Students explore and develop their personal movement vocabulary and learn how to apply dance tools and elements to personal choreography. SACE Stage 1 students undergo rigorous dance rehearsals to performance level, as well as studying and analysing the choreography of dance artists, both locally and globally. The focus capabilities for this subject are communication, citizenship and learning. Students must complete Dance A prior to studying Dance B.
Assessment:
• Technique
• Choreography
• Performance (or Presentation)
• Response (Written)

Special Subject Costs/Requirements:
Recommended to see a live professional dance performance (if available). Students must bring a change of clothes for each lesson. Costume design and/or making/sewing. Professional
Contact Teacher:
Mrs Rachel Baltussen
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Design and Technology

Automotive Systems and Control Products

Subject Length: 1 Semester – 10 credits.
Pre-requisite Details:
Nil

Subject Description:
Students will study the internal combustion engine and associated vehicle systems within the following topics:-
• The Combustion Process
• Components/configurations
• Electrical circuits
• Sustainability
• Impact on society
• Service and Repair

Students will undertake investigations into the current automotive industry with the emphasis being on the internal combustion engine and the environment. They will also investigate future trends and alternative energy sources. Students will be able to discuss and investigate possible career paths within the automotive industry. Students will also develop and produce simple electrical circuit using circuit wizard.

Assessment:
School Based Assessment
• Skills and Application Tasks
• Folio
• Product

Special Subject Costs/Requirements:
The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.

Contact Teachers:
Mr Darren O’Connor

Design and Technology

Metal Technology

Subject Length: 1 Semester – 10 credits.
Pre-requisite Details:
Recommendation of Year 10 Metal Technology Teacher

Subject Description:
Students are encouraged to design, plan and make a number of metal products. Students learn many manufacturing skills and come to understand the properties of different materials. Students are taught to use hand tools and power tools in a safe manner. The workshop skills include gas and arc welding, metal machining and metal folding techniques. Particular emphasis is given to the basics of operating a metal lathe.

Assessment:
School based Assessment:
• Skills and Application Tasks
• Folio
• Product

Special Subject Costs/Requirements:
Some additional costs may be incurred depending on materials used. The WHS requirement of closed in footwear, apron and safety glasses are essential to be worn in every lesson.

Contact Teacher:
Mr David Berresford
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 1

### Design and Technology
**Subject Length:** 1 Semester – 10 credits  
**Pre-requisite Details:** Nil  
**Subject Description:**  
Students work within the design criteria of investigating, planning, producing and evaluating to produce a photographic based communication product. Skills are gained in digital camera operation, Photoshop image enhancement, studio and lighting techniques. A design brief is devised to which the success of the product is evaluated against. The impact of photography and media on individuals and society is addressed in a written report.  
**Assessment:**  
School Based Assessment:  
- Skills and application tasks  
- Folio  
- Product  
**Special Subject Costs/Requirements:**  
Some additional costs may be incurred depending on materials used. The WHS requirement of closed in footwear is essential in every lesson.  
**Contact Teacher:**  
Mr Scott Bradley

### Wood Technology
**Subject Description:**  
Students will work with traditional and contemporary solid timber construction and manufactured sheet materials. Students will work from given drawings for set tasks and they will be required to design and construct a piece of furniture that meets their individual needs. Students will be involved in material selection, material preparation, machine jointing and preparation of cutting lists and project costing. They will also be required to focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools.  
**Assessment:**  
- Design, Planning and Drafting Exercises Folio  
- Materials Investigation Assignment  
- Skills and applications tasks  
- Folio  
- Product  
**Special Subject Costs/Requirements:**  
Some additional costs may be incurred depending upon scope of the individual project and the materials used. The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.  
**Contact Teacher:**  
Mr Musekiwa Mafara
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Drama A

Subject Length: 1 Semester – 10 credits.
Pre-requisite Details:
Recommendation of Year 10 Drama Teacher
Subject Description:
Students will continue to develop their performance and writing skills in this course. A high level of independent learning, team-work skills and commitment are essential. In part, the course prepares students for SACE Stage 2 Drama.
Assessment:
• Performance
• Folio (Practitioner Study and Group Production Report)
• Investigation and Presentation
Special Subject Costs/Requirements:
Students are encouraged to view live performances and attend special workshops at a small cost. Students must be prepared to attend rehearsals outside of lesson times.
Contact Teacher:
Ms Emily Adams

Drama B

Subject Length: 1 Semester – 10 credits.
Pre-requisite Details:
Recommendation of Year 10 Drama Teacher
Subject Description:
Students will further develop their performance and writing skills in this course. The structure is similar to the Drama A course, but the content is more in-depth. Students participate in a whole class production for an audience in either an on-stage or off-stage role. Students present a folio that includes a group production report and a live Theatre review. A 5-10 minute individual presentation is also a requirement for this course. The course prepares students for SACE Stage 2 Drama.
Assessment:
• Performance
• Folio (Live Theatre Review and Group Production Report)
• Investigation and Presentation
Special Subject Costs/Requirements:
Students will be required to view a live Theatre performance at a small cost. Students must be prepared to attend rehearsals outside of lesson times.
Contact Teacher:
Ms Emily Adams
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Due to the introduction of the Australian Curriculum SACE at Stage 1 in 2016, only a general outline of the new Stage 1 English courses are provided. Further information will be given regarding tasks and assessment as more details become available from the SACE Board.

**English**

**Subject Length:** 1 Semester - 10 credits, 2 Semesters - 20 credits  
**Pre-requisite Details:**  
Recommendation of Year 10 English Teacher  
**Subject Description:**  
Due to the introduction of the Australian Curriculum SACE at Year 11 in 2016, only a general outline of each new course is provided. Further information will be given regarding tasks and assessment as more details become available from the SACE Board.  
This subject leads to both English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.  
**Assessment:**  
Assessment will be school based.  
**Special Subject Costs/Requirements:**  
Nil.  
**Contact Teacher:**  
Ms Patti Williamson-Daley

**English as an Additional Language (EAL)**

**Subject Length:** 1 Semester - 10 credits, 2 Semesters - 20 credits  
**Pre-requisite Details:**  
This subject is designed for students for whom English is not their first language.  
**Subject Description:**  
This subject is designed to improve students’ general proficiency in the English language, with a focus on developing their academic literacy skills. There is an emphasis on communication, comprehension, analysis, and text creation. This subject provides the foundation for further study in Stage 2 English as an Additional Language.  
**Assessment:**  
Assessment will be school based  
**Special Subject Costs/Requirements:**  
Nil.  
**Contact Teachers:**  
Ms Xuefi Zhang, Ms Lauren Haggis and Ms Patti Williamson-Daley
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Essential English

Subject Length: 1 Semester - 10 credits, 2 Semesters - 20 credits.
Pre-requisite Details:
Recommendation of Year 10 English Teacher
Subject Description:
Due to the introduction of the Australian Curriculum SACE at Year 11 in 2016, only a general outline of each new course is provided. Further information will be given regarding tasks and assessment as more details become available from the SACE Board.
This subject is designed for:
• Students who are seeking to meet the SACE literacy requirement.
• An English language development focus for students who are new arrivals in Australia.
• Students who are planning to pursue a career in a range of trades or vocational pathways.
There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English.
Assessment:
Assessment will be school based. Students demonstrate their learning through the following assessment types:
• Text analysis
• Text production
Special Subject Costs/Requirements:
Nil.
Contact Teacher:
Ms Patti Williamson-Daley
SENIOR SCHOOL SUBJECTS

SACE STAGE 1

Fashion Design

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Successful completion of Year 10 Fashion is desirable.
Subject Description:
Students investigate fashion designers and the principles of fashion design. Students will develop a series of sketches, pattern alterations, pattern layout, cutting and construction of finished garments for wearing.
Assessment:
• Skills and application 30%
• Folio 30%
• Product 40%
Special Subject Costs/Requirements:
WHS requirement of closed in shoes and hair tied back in every lesson. Students provide materials required to complete final project.
Contact Teachers:
Mrs Ruth Shakes, Mrs Cathy Schiller and Ms Nicolette Kavanagh

Food and Hospitality A

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Nil
Subject Description:
In Food and Hospitality, 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. Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors. Hygiene will be covered to meet industry standards. The focus capabilities for this subject are communication, learning or work.
Students study topics within the following areas of study:
• Food, the Individual and the Family
• Food and Safety
Assessment:
• Practical activity 40%
• Group activity 40%
• Investigation 20%
Special Subject Costs/Requirements:
WHS requirements of closed in shoes and hair tied back in every lesson. Students can expect some out of hours participation in the presentation of foods to invited guests.
Contact Teachers:
Mrs Nicolette Kavanagh and Ms Ruth Mussger
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Food and Hospitality B

**Subject Length:** 1 Semester – 10 credits  
**Pre-requisite Details:**  
Nil  
**Subject Description:**  
In Food and Hospitality, students focus on the influence of other cultures on Australian food choices. They develop an understanding of the influence of Aboriginal bush tucker foods and its impact on modern Australian food. A variety of multicultural cuisines are investigated and studied to develop an understanding of the fusion of cultures on our food decisions. The focus capabilities for this subject are communication, numeracy, literacy, learning or work. Students study topics within the following areas of study:  
- Food, the Individual and the Family  
- Local and Global issues in Food and Hospitality  
- Trends in Food and Culture  
**Assessment:**  
- Practicals activity 40%  
- Group activity 40%  
- Investigation 20%  
**Special Subject Costs/Requirements:**  
WHS requirements of closed in shoes and hair tied back in every lesson. Students can expect some out of hours participation in the presentation of foods to invited guests.  
**Contact Teachers:**  
Mrs Nicolette Kavanagh and Ms Ruth Mussger
**SENIOR SCHOOL SUBJECTS**

**SACE STAGE 1**

---

**Geography**

**Subject Length:** 1 Semester – 10 credits

**Pre-requisite Details:**
Successful completion of Year 10 English. Successful completion of a Year 10 HASS subject (History or Geography) desirable.

**Subject Description:**
The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges and constraints of different locations. The focus **capabilities** for this subject are citizenship, learning and work. The course develops skills and knowledge in spatial information and analysis, using a range of resources including maps, Global Positioning Systems and Geographic Information Systems. Students will be expected to study concepts of map projections, map datums and reference systems. Field work is a requirement. Modules for Certificate II in Spatial Information Systems (SIS) are embedded in the course.

**Key Themes:**
- Location and Distribution
- Natural Environments at Risk
- People Resources and Development
- Issues for Geographers

**Assessment:**
Students are required to present a minimum of 4 assessment tasks including:
- Skills and Applications Tasks
- Spatial Inquiry
- Investigation
- Fieldwork activity and report

**Special Subject Costs/Requirements:**
Excursion/Field study as required to locations nearby at a cost of approx.: $20 for transport and entry fees. It is desirable that students have access to a computer with Windows 7 or better and the Internet. Several bus trips to locations nearby. Out of school hours work is required to meet certificate requirements.

**Contact Teacher:**
Ms Jo Clark

---

**German A and B**

**Subject Length:** Full Year – 20 credits.

**Pre-requisite Details:**
Recommendation of Year 10 German Teacher

**Subject Description:**
Students will study the German language, culture and history through a range of texts. Understanding of grammar, knowledge of vocabulary and confidence in speaking German are further developed. Prescribed topics include:
- The Individual
- The German Speaking Communities
- The Changing World
(Subtopics will vary from year to year based on student interest)

**Assessment:**
There are four summative tasks to be completed each semester:
- Text production
- Text analysis
- Interaction
- Investigation of up to 2 hours.

Students will sit a mid-year and end of year exam.

**Special Subject Costs/Requirements:**
It is strongly recommended that students purchase a German-English dictionary.

**Contact Teacher:**
Mr Paul Geiger
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Health Education A

Subject Length: 1 Semester - 10 credits
Pre-requisite Details:
Good literacy skills are required.

Subject Description:
This course focuses on Personal and Social Health. This topic deals with students’ personal health status and the important role that individuals can play in promoting and maintaining health. Students consider the control they have over their health, while examining economic, physical, political, socio-cultural, and spiritual factors that result in diverse health outcomes. Students will be looking at One Core Concept: Ways of defining Health and Option Studies: Mental and Emotional Health and The Effects of Alcohol, Tobacco and other Drugs.

Included in these studies students will look at:
- Drug Education and Awareness - tobacco advertising, alcohol and other drugs in sport
- Mental Health and Mental Diseases
- Responsibilities for health
- Drink Driving
- Safe Partying - The responsible use of alcohol and other drugs in party settings
- Minimising harm — ways of reducing personal risks and risks to other people
- Self Esteem
- Indicators and determinants of health
- Communication, problem solving, decision making
- Resilience, stress and coping skills

Assessment:
- 2 Health Issue Responses
- Group Task
- Research Assignment.

Special Subject Costs/ Requirements: Students need to be able to write analytical essays.

Contact Teachers:
Mrs Liz Hodge and Mr Josh Coulter

Health Education B

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Good literacy skills are required.

Subject Description:
This course focuses on Personal and Social Health. This topic deals with students’ personal health status and the important role that individuals can play in promoting and maintaining health. Students consider the control they have over their health, while examining economic, physical, political, socio-cultural and spiritual factors that result in diverse health outcomes. Students will be looking at One Core Concept: Ways of defining Health and two of the three Option Studies: Health and Relationships, Growing up Healthy and Health and Participation in an Active Lifestyle.

Included in these studies students will look at:
- Sexual Relationships and Health
- Support networks and positive and safe relationships
- Fitness and Health
- Influence of technology on health status
- Child protection
- Empowerment of individuals
- Sun protection
- Health Promotion in the community and Health Campaigns
- Evaluation of the obesity epidemic

Assessment:
- 2 Health Issue Responses
- Group Task
- Research Assignment.

Special Subject Costs/ Requirements: Students need to be able to write analytical essays.

Contact Teachers:
Mrs Liz Hodge and Mr Josh Coulter
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length:</th>
<th>Pre-requisite Details:</th>
<th>Subject Description:</th>
<th>Assessment:</th>
<th>Special Subject Costs/Requirements:</th>
<th>Contact Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>1 Semester – 10 credits</td>
<td>Successful completion of Year 10 English. Successful completion of a Year 10 HASS subject (History or Geography) desirable.</td>
<td>The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis. The focus capabilities for this subject are communication, citizenship, personal development, learning and work.</td>
<td>Assessment is school based. Students demonstrate their learning by engaging in skills of historical inquiry and a minimum of 2 historical studies. They present 4-5 assessments, with at least one from each of: • Folio of work • Sources analysis • Investigation Each assessment type should have a weighting of at least 20%.</td>
<td>Students are encouraged to participate in excursions at a small cost for transport and entry fees. Ms Jo Clark</td>
<td></td>
</tr>
<tr>
<td>Information Processing and Publishing A</td>
<td>1 Semester – 10 credits</td>
<td>Nil</td>
<td>This course consists of the following topic: • Personal Publishing, which focuses on the development of paper-based publications for private and public use such as letters, reports, flyers, menus, invitations etc. Adobe Master Suite will be the main software package used.</td>
<td>Assessment will take the form of Class Exercises and Written Assignments. It is expected that students will undertake six major summative tasks. The ability to write extended responses would be to their advantage.</td>
<td>A USB flash drive is required. Ms Anna Vesecky</td>
<td></td>
</tr>
<tr>
<td>Information Processing and Publishing B</td>
<td>1 semester – 10 credits</td>
<td>Nil</td>
<td>This course consists of the following topic: • Electronic Publishing Students will be exploring the basics of Adobe Dreamweaver CS6 as they learn to create websites. Students will use basic publishing principles in order to portray information on businesses through internet delivery. Students will embed graphics and text using simple web design and HTML coding.</td>
<td>Assessment will take the form of Class Exercises and Written Assignments. It is expected that students will undertake six major summative tasks. The ability to write extended responses would be to their advantage.</td>
<td>A USB flash drive is required. Ms Anna Vesecky</td>
<td></td>
</tr>
</tbody>
</table>
Murray Bridge High School

SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Information Technology A and B

Subject Length: 2 Semesters – 20 credits
Pre-requisite Details:
Nil.
Students not in Year 11, but who have shown a high degree of skill in this subject may do this course through negotiation with the Subject Coordinator.

Subject Description
Students will study a variety of topics such as:-

Computer Systems - The study of a computer system is central to the understanding of information technology systems because of the way in which software and hardware process data into information. Students develop an understanding of computer concepts and develop accurate terminology that helps in the development of an information technology system and the communication of requirements.

Relational Databases – Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry, and has a user-friendly design for forms, reports, and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system.

Application Programming – Programming involves instructing a computer to solve a problem in a logical way with the help of a programming language. An application program is a computer program that performs a specific role. Students develop an understanding of programming by constructing an application program that accepts input from, and interacts with, the user to produce outputs. The students’ code should include selection (branching) and repetition (looping) and have a user-friendly finished layout. Students use the problem-solving approach of the systems development life cycle to build an application program.

Website Programming - Students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outputs. The website must meet accessibility standards of publishing, and the design of its interface, navigation, integration of media, and finished layout must be user-friendly. Students design and construct code that includes functions, selection (branching), and repetition (looping). They use the problem-solving approach of the systems development life cycle to build an interactive website.

Assessment:
Students are formally assessed using the SACE Performance Standards. Students complete a variety of assessment types including:
- Folio (30%)
- Skills and Application Tasks (40%)
- Project (30%)

Special Subject Costs/Requirements:
4GB flash drive

Contact Teachers:
Mr Steven Barclay
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 1

<table>
<thead>
<tr>
<th><strong>Legal Studies</strong></th>
<th><strong>Subject Length:</strong> 1 Semester – 10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-requisite Details:</strong></td>
<td>Good literacy skills are required. Satisfactory completion of a Year 10 HASS subject (History or Geography) desirable.</td>
</tr>
<tr>
<td><strong>Subject Description:</strong></td>
<td>Legal Studies explores Australia’s legal heritage. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students reflect on, and make informed judgements about strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>Students examine the Australian legal system. They read and write about, and discuss, analyse and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media. A 10 credit subject consists of:</td>
</tr>
<tr>
<td></td>
<td>• Topic 1: Law and Society</td>
</tr>
<tr>
<td></td>
<td>• A minimum of two other topics.</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td></td>
</tr>
<tr>
<td>Topic 1: Law and Society</td>
<td>Topic 6: Young Workers and the Law</td>
</tr>
<tr>
<td>Topic 2: Victims and the Law</td>
<td>Topic 7: Justice and Society</td>
</tr>
<tr>
<td>Topic 3: People, Structures and Processes</td>
<td>Topic 8: Relationships and the Law</td>
</tr>
<tr>
<td>Topic 4: Motorists and the Law</td>
<td>Topic 9: Young People and the Law</td>
</tr>
<tr>
<td>Topic 5: Law-making</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:</td>
</tr>
<tr>
<td></td>
<td>• Folio</td>
</tr>
<tr>
<td></td>
<td>• Presentation</td>
</tr>
<tr>
<td></td>
<td>• Issues Study</td>
</tr>
<tr>
<td><strong>Special Subject Costs/Requirements:</strong></td>
<td>Nil.</td>
</tr>
<tr>
<td><strong>Contact Teacher:</strong></td>
<td>Mrs Helen Peake</td>
</tr>
</tbody>
</table>
Due to the introduction of the Australian Curriculum SACE at Stage 1 in 2016, only a general outline of the new Stage 1 Mathematics courses are provided. Further information will be given regarding tasks and assessment as more details become available from the SACE Board.

**Specialist Mathematics**

**Subject Length:** 2 Semesters – 20 credits  
**Pre Requisite details:**  
Recommendation of Year 10 Maths Teacher  
**Subject Description:**  
Stage 1 Specialist Mathematics provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics. Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is to be studied in conjunction with Mathematical Methods.  
**Special Subject Costs/Requirements:**  
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of up to $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator.  
**Contact Teacher:**  
Mrs Ann Ruckert

**Mathematical Methods**

**Subject Length:** 2 Semesters – 20 credits  
**Pre-requisite Details:**  
Recommendation of Year 10 Maths Teacher  
**Subject Description:**  
Stage 1 Mathematical Methods provides the foundation for further study in mathematics in Stage 2 Mathematical Methods. Stage 2 Mathematical Methods can lead to tertiary studies of 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 Subject Costs/Requirements:**  
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of up to $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator.  
**Contact Teacher:**  
Mrs Ann Ruckert
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

General Mathematics

Subject Length: 2 Semesters – 20 credits
Pre-requisite Details:
Recommendation of Year 10 Maths Teacher
Subject Description:
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. 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. Stage 1 General Mathematics provides the foundation for further study in mathematics in Stage 2 General Mathematics. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.
Special Subject Costs/Requirements:
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of up to $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator.
Contact Teachers:
Mrs Ann Ruckert

Essential Mathematics

Subject Length: 1 Semester - 10 credits
Pre-requisite Details:
Nil
Subject Description:
This subject is designed for:
• Students who are seeking to meet the SACE numeracy requirement.
• Students who are planning to pursue a career in a range of trades or vocational pathways.
There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.
Special Subject Costs/Requirements:
It is essential that students have their own scientific calculator for use in class. Scientific calculators are available from the Student Services Office for a cost of approximately $33. Students will not be permitted to use their mobile phones or ipods etc. as a calculator.
Nil.
Contact Teacher:
Mrs Ann Ruckert
# SENIOR SCHOOL SUBJECTS

## SACE STAGE 1

<table>
<thead>
<tr>
<th>Music A and B Advanced</th>
<th>Length: 2 Semesters – 20 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to Studio Recording (VET)</strong></td>
<td><strong>Pre-requisites:</strong> It is recommended that students have completed the Year 10 General or Advanced course and have been recommended to continue with music. Students that do not fulfil these requirements maybe admitted into the course via an interview process. Please see Mr Hickey.</td>
</tr>
<tr>
<td><strong>Certificate III in Technical Production (Partial)</strong></td>
<td><strong>Subject Description:</strong> The Introduction to Studio Recording is focussed on studio based music production skills that will teach you how to make music using the latest music technology and the basics of sound engineering. This is a full year course, which will lead into further study in Stage 2. <strong>Please note:</strong> places are limited.</td>
</tr>
<tr>
<td><strong>Music A and B Advanced</strong></td>
<td><strong>Assessment:</strong> Competency based assessment for each accredited unit. 10 SACE credits will be gained for every 70 nominal hours successfully completed. It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year. <strong>Special Subject Costs/Requirements:</strong> A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books. <strong>Contact Teachers:</strong> Mr Sean Hickey and Mr Alex McFarlane</td>
</tr>
</tbody>
</table>

**Music A and B Advanced**

**Length:** 2 Semesters – 20 Credits  
**Pre-requisites:** Recommendation of Year 10 Music Advanced Teacher  
**Subject Description:** Students will learn the discipline of playing a musical instrument and be required to perform with an ensemble, continue developing music theory skills and arranging. They will be required to attend weekly instrumental lessons with an instrumental teacher, which are provided through the school. The instruments students have to choose from are as follows: flute, clarinet, alto/tenor saxophone, trumpet, trombone, voice, piano/keyboard, guitar (electric or acoustic) bass guitar and percussion.  
**Assessment:**  
- Ensemble or Solo Performance  
- Musicianship – Music theory, Aural Recognition and Score Analysis  
- Arranging and Composing  
It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment.  
**Special Subject Costs/Requirements:** Students will need to hire or own their own instrument. Instrumental lessons are a requirement of music. Some instrumental lessons are provided by the Instrumental Music Service (IMS) free, while other lessons will be at a cost (see instrumental consent form for details). Instrument hire fees are detailed on the Instrumental Hire Agreement Form. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books.  
**Contact Teachers:** Mr Sean Hickey and Mr Alex McFarlane

---

*Curriculum Prospectus – 2016*
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 1

| Physical Education A | Subject Length: 1 Semester – 10 credits  
Pre-requisite Details: Recommendation of Year 10 PE Teacher  
Subject Description: This course will consist of three major practical units (2 lessons per week). Students also undertake a folio of theory modules (3 lessons per week). Students will have the opportunity to study practical topics including badminton, touch football, basketball, football codes, volleyball, fitness, tennis, cricket, netball and golf. Theory units include body systems, structure and function (pre-requisite for SACE Stage 2), and controversial issues in sport.  
Assessment:  
- Practical 60%  
- Folio (including semester exam) 40%  
Special Subject Costs/Requirements: All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and wide brimmed hats are recommended.  
Contact Teacher: Mr Josh Coulter |
| Physical Education B | Subject Length: 1 Semester – 10 credits  
Pre-requisite Details: Recommendation of Year 10 PE Teacher. Students must complete Physical Education A prior to studying Physical Education B.  
Subject Description: This subject follows on from Physical Education A and aims to provide students with a background that will enable them to move on to SACE Stage 2 PE with confidence. It consists of the same number of practical and theory modules. Practical subjects may include golf, cricket, table tennis, korfball, tennis and handball. Theory units are energy systems, fitness and training principles. Students may be offered the opportunity to participate in a short recreational camp.  
Assessment:  
- Practical 60%  
- Folio (including semester exam) 40%  
Special Subject Costs/Requirements: All students must change into the Murray Bridge High School PE uniform for practical lessons. Sandshoes are essential and wide brimmed hats are recommended.  
Contact Teacher: Mr Josh Coulter |
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Physics A and B

**Subject Length:** 2 Semesters - 20 credits

**Pre-requisite Details:**
Recommendation of Year 10 Science Teacher. Students must complete Physics A prior to studying Physics B.

**Subject Description:**
Physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them. Through exploring the processes that shape the universe, physicists debate and advance understanding of its workings and of the ways in which actions may affect the future of the earth. Students develop their knowledge of the principles and concepts of Physics, and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges.

Both Physics A and B must be undertaken to study Physics at Stage 2.

**Assessment:**
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physics:

*Assessment Type 1: Investigations Folio*
Students inquire into aspects of Physics through practical discovery, the analysis of data, or the selection, analysis, and interpretation of information. As students design and carry out investigations they learn to ask questions about the world around them. They use their observations and gather data and information to provide the evidence that enables them to construct reasonable explanations in response to these questions, and develop a better understanding of themselves and the phenomena of Physics that are part of their environment.

*Assessment Type 2: Skills and Applications Tasks*
Skills and applications tasks are designed to enable students to demonstrate knowledge and understanding of the key concepts and learning in this subject, and to apply this knowledge in solving problems. Some problems could be defined in a practical, social, or environmental context. Students use appropriate terminology and conventions of physics to explain links between the concepts of Physics.

**Special Subject Costs/Requirements:**
Nil.

**Contact Teacher:**
Mrs Jacqueline Heaney and Ms Paula Hahesy
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Psychology A

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Science Teacher
Subject Description:
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.
Assessment:
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:
Assessment Type 1: Investigations Folio
For a 10-credit subject, students undertake at least one group investigation and at least one issues investigation to include in the folio. Students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Investigations provide students with the opportunity to inquire into aspects of psychology through practical investigation or by selecting, analysing, and interpreting data and information. As students gather information they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.
Assessment Type 2: Skills and Applications Tasks
For a 10-credit subject, students undertake at least two skills and applications tasks. At least one skills and applications task should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task. Through skills and applications tasks, students are challenged to make links between different learnings. Students could be set a task that allows them to use what they have learnt in Psychology in association with the skills or knowledge they have acquired in another subject.
Special Subject Costs/Requirements:
Nil.
Contact Teachers:
Mrs Jacqueline Heaney and Mrs Lauren Haggis
SEPNIOR SCHOOL SUBJECTS
SACE STAGE 1

Psychology B

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Science Teacher. Students must complete Psychology A prior to studying Psychology B.
Subject Description:
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.
Assessment:
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:
Assessment Type 1: Investigations Folio
For a 10-credit subject, students undertake at least one group investigation and at least one issues investigation to include in the folio.
Students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.
Investigations provide students with the opportunity to inquire into aspects of psychology through practical investigation or by selecting, analysing, and interpreting data and information. As students gather information they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.
Assessment Type 2: Skills and Applications Tasks
For a 10-credit subject, students undertake at least two skills and applications tasks. At least one skills and applications task should be under the direct supervision of the teacher. The supervised setting should be appropriate to the task.
Through skills and applications tasks, students are challenged to make links between different learnings. Students could be set a task that allows them to use what they have learnt in Psychology in association with the skills or knowledge they have acquired in another subject.
Special Subject Costs/Requirements:
Nil.
Contact Teachers:
Mrs Jacqueline Heaney and/Mrs Lauren Haggis
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Research Project A or B

Subject Length: 1 semester – 10 credits
Pre-requisite Details: Nil

Subject Description:
The Research Project is a compulsory subject of the SACE. All students must complete the 10 credit Research Project by Stage 2 of the SACE, with a C grade or better. Students wishing to count this subject as part of their Australian Tertiary Admission Rank (ATAR) must complete Research Project B. Students will:
• Choose a topic of interest – it may be linked to a SACE subject or course, or to a workplace or community context.
• Learn and apply research processes and the knowledge and skills specific to their research topic.
• Record their research and evaluate what they have learnt.

Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

Research Project A
• 150-200 word written summary of research project, processes used, and outcome.
• A choice of written, oral, and/or multimodal external assessment.
• 1500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary).
• Does not contribute to the Australian Tertiary Admission Rank (ATAR).

Research Project B
• 150-200 word written summary of research project, processes used, and outcome.
• A common, written external assessment.
• 1500 words maximum (excluding summary)
• Contributes to the Australian Tertiary Admission Rank (ATAR).

Assessment:
School-based Assessment
• Folio 40% (preliminary ideas and research proposal, research development and discussion)
• Research outcome 30%

External Assessment
Evaluation (including written summary) 30%

Special Subject Costs/Requirements: Nil.

Contact Teacher:
Mrs Barb Quast
SENIOR SCHOOL SUBJECTS

SACE STAGE 1

**Scientific Studies A and B**

**Subject Length:** 1 Semester – 10 credits, 2 Semesters – 20 Credits

**Pre-requisite Details:**
Nil

**Subject Description:**
Learning and working with science enables people to understand and shape the world in which they live and to appreciate, respect, and conserve that world. By exploring the interactions of physical forces, chemical components and reactions, and the structure and functions of living things, scientists advance understanding of the world and how human actions can impact upon it. In Scientific Studies students have the opportunity to engage with the work of classical and modern scientists and to initiate and participate in discussions on how science impacts on their lives, society, and the environment. Scientific Studies may be undertaken as a 10-credit subject and we offer the subjects as Semester based variants A and B. The following assessment types enable students to demonstrate evidence of learning in Stage 1 Scientific Studies:

**Assessment:**

Assessment Type 1: Investigations Folio
Students inquire into aspects of science through practical discovery and data analysis, or by selecting, analysing, and interpreting information.

Assessment Type 2: Skills and Applications Tasks
Skills and applications tasks are designed to enable students to demonstrate knowledge and understanding of the key concepts and learning covered in the program and to apply this knowledge and understanding to solve problems. Some of these problems could be defined in a practical, social, or environmental context.

**Special Subject Costs/Requirements:**
Nil.

**Contact Teacher:**
Mrs Jacqueline Heaney

**Tourism**

**Subject Length:** 1 semester – 10 credits

**Pre Requisite details:** Nil

**Subject description:**
In Tourism, 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. A student’s understanding of the sustainable management of tourism is central to the subject. The focus capabilities for this subject are communication, citizenship and learning. Topics will include 3 of the following:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding Tourism and Natural Environments
- Understanding the Role of Organisations and Government in Tourism

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

- Case Study
- Source Analysis
- Practical Activity
- Investigation

**Special Subject costs/Requirements:**
Students are required to attend two excursions as part of their course requirements. Both excursions will cost $40, payable by week 2 of the semester.

**Contact Teacher:**
Ms Deb Johns
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Visual Arts – Art A

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Art Teacher
Subject Description:
Term 1 students complete a Visual Study folio which includes; exploring media, materials, methods and techniques, with an emphasis on experimenting to further develop visual thinking and technical skills. Students also research, analyse and respond in writing to an artist representing different cultures and contexts. Students are to use appropriate terminologies and language to respond to the artist’s work, communicating the knowledge and understanding of their research and findings within the general Visual Study.

Term 2 students complete a 20 page folio of conceptual development, one art practical and a 250 word practitioner’s statement. Students research and explore art terminology, media, techniques and art processes in order to initiate ideas to conceive and develop directions towards resolved artworks. Through the process, students communicate knowledge and understanding of their own work. Students are encouraged to identify the connections with other art practitioners for inspiration and express this in their folio, concluding with a practitioner’s statement accompanying their final artwork.

Assessment:
• Folio
• Practical
• Visual Study

Special Subject Costs/Requirements:
A Visual Art Diary will be provided. Students will be required to purchase or provide some materials.

Contact Teacher:
Mr Alan Bruse

Visual Arts – Art B

Subject Length: 1 Semester – 10 credits
Pre-requisite Details:
Recommendation of Year 10 Art Teacher
Subject Description:
Term 3 students complete a Visual Study folio which includes; exploring media, materials, methods and techniques, with an emphasis on experimenting to further develop visual thinking and technical skills. Students also research, analyse and respond in writing to an artist representing different cultures and contexts. Students are to use appropriate terminologies and language to respond to the artist’s work, communicating the knowledge and understanding of their research and findings within the general Visual Study.

Term 4 students complete a 20 page folio of conceptual development, one art practical and a 250 word practitioner’s statement. Students research and explore art terminology, media, techniques and art processes in order to initiate ideas to conceive and develop directions towards resolved artworks. Through the process, students communicate knowledge and understanding of their own work. Students are encouraged to identify the connections with other art practitioners for inspiration and express this in their folio, concluding with a practitioner’s statement accompanying their final artwork.

Assessment:
• Folio
• Practical
• Visual Study

Special Subject Costs/Requirements:
A Visual Art Diary will be provided. Students will be required to purchase or provide some materials.

Contact Teacher:
Mr Alan Bruse
SENIOR SCHOOL SUBJECTS
SACE STAGE 1

Visual Arts – Design A
Subject Length: 1 Semester – 10 credits
Pre-requisite Details: Nil
Subject Description:
The broad area of Design includes visual communication design, environmental design and product design. It emphasises the design process and problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. This subject engages students in conceptual, practical, analytical, and contextual aspects; it emphasises visual thinking and investigation, and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. Students analyse other Designers works and learn to respond to these in informed ways. Of particular interest in this subject are past and present influences that impact on the aspects of Design. The focus capabilities for this subject are communication and personal development. A Visual Study will be conducted in the first term and a practical, folio and statement completed in the second term.
Special Subject Costs/Requirements:
A Visual Art Diary will be provided. Students will be required to purchase or provide some materials.
Contact Teacher:
Mr Alan Bruse

Visual Arts – Design B
Subject Length: 1 Semester – 10 credits
Pre-requisite Details: Nil
Subject Description:
The broad area of Design includes visual communication design, environmental design and product design. It emphasises the design process and problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. This subject engages students in conceptual, practical, analytical, and contextual aspects; it emphasises visual thinking and investigation, and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. Students analyse other Designers works and learn to respond to these in informed ways. Of particular interest in this subject are past and present influences that impact on the aspects of Design. The focus capabilities for this subject are communication and personal development. A Visual Study will be conducted in the first term and a practical, folio and statement completed in the second term.
Special Subject Costs/Requirements:
A Visual Art Diary will be provided. Students will be required to purchase or provide some materials.
Contact Teacher:
Mr Alan Bruse
**SENIOR SCHOOL SUBJECTS**
**SACE STAGE 1**

**Workplace Practices**

**Subject Length:** 1 semester – 10 credits  
**Pre Requisite details:**  
Nil  
**Subject description:**  
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, workplace laws and safe and sustainable workplace practices. Students 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).  
The focus capabilities for this subject are personal development, work, and learning. Workplace Practices comprises the following focus areas of study:  
- Industry and Work Knowledge  
- Vocational Learning and/or Vocational Education and Training (VET)  

**Assessment:**  
Students demonstrate evidence of their learning through the following three assessments:  
- Career Investigation  
- Work Experience  
- Workplace Reflection  

**Special Subject costs/Requirements:**  
Students undertaking Work Experience in the Construction Industry must undertake White Card training at a cost of $95 per student before they are able to enter the worksite. Students undertaking Work Experience at Childcare Centres, Preschool programs and Kindergartens require a “DCSI child related employment screening” at a cost of $15 per student before they are able to attend the site.  

**Contact Teacher:**  
Mrs Roxanne Rowland
MURRAY BRIDGE HIGH SCHOOL

PEER SUPPORT

Peer Support is based on the principle that at every level and in every age group in society, people absorb information and values from each other. Peer Support and positive peer influence is introduced into the school community by training volunteer senior students to act as group leaders to a small number of Year 8 students.

The Peer Support program gives senior students opportunities for self-development and leadership, and gain a SACE Stage 1 Unit, and provides junior students with a supportive environment in which to develop their own individuality.

At an excursion held within Monarto Zoological Park, Year 8 students with the help of Year 11 Peer Support Leaders, work in teams to complete set tasks.

Peer Support is not available for subject selection. This class will be formed through identification and selection of students by the Health and Physical Education Faculty.
SACE STAGE 2

EXPECTATIONS OF SACE STAGE 2 STUDENTS

Students:
• will study a maximum of 4 full subjects or their equivalent
• will have 11 private study lessons which are expected to be used productively
• will sit for examinations in some subjects at the end of both Semester 1 and Semester 2
• are expected to use their diaries for the recording of homework, deadlines and tests
• are expected to do a minimum of 2 ½ hours of homework each night
• are expected to be committed to studies and show initiative in order to attain success
• must follow the school deadline policy for completing and handing in work
• must take responsibility for the planning and completion of all work

CURRICULUM PATTERN AT SACE STAGE 2

Students are required to study four subjects at SACE Stage 2. Students must achieve a C grade or better in a minimum of three 20 credit subjects.

SACE COMPLETION

To receive the South Australian Certificate of Education or SACE, each student:
• must undertake at least 200 credits. 10 credits are awarded to a semester subject and 20 credits to a full year subject.
• must satisfy the SACE Stage 1 and 2 Curriculum Patterns
• must achieve a C grade or better with:
  10 credits with Personal Learning Plan
  10 credits with Stage 1 Maths
  20 credits with Stage 1 English
  10 credits with Stage 2 Research Project A or B
  Three 20 credit Stage 2 subjects

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Selection to university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

Eligibility – to be eligible for selection into a university course/program you must:
• qualify for the SACE
• obtain the Australian Tertiary Admission Rank (ATAR)
• meet any pre-requisite subject requirements for the course/program

Rank – to obtain a university aggregate and ATAR you must:
• comply with the rules regarding Precluded Combinations
• comply with the rule regarding Counting Restrictions
• complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions subjects (TAS) from a maximum of three attempts which need not be in consecutive years.

Normally 10 credit subjects do not count towards this requirement, but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject.

Calculating the ATAR – the university aggregate is calculated from the best scaled score from three 20 credit TAS plus the best outcome from either:
• the score of a fourth 20 credit TAS or Recognised Subject
  or and two of the following:
• half the score of a fourth 20 credit TAS or Recognised Subject
• the score of a 10 credit TAS or Recognised Subject
• the score of another 10 credit TAS or Recognised Subject
• the score of the subject 2RPD10 – Research Project B (which include the common written assessment component)
SACE STAGE 2
SUBJECT OFFERINGS FOR 2016

SUBJECT SELECTION

All SACE Stage 2 students, study a selection of the subjects below.

Students who have successfully completed the required number of subjects at SACE Stage 1 will choose 4 subjects at SACE Stage 2. Most SACE Stage 2 subjects are studied for a full year.

SACE Stage 2 students should take into account their future pathways to tertiary education, further training or the workforce.

In order to be eligible to study SACE Stage 2 at Murray Bridge High School, students at the end of SACE Stage 1 must have completed, with a C grade or better:
- 4 of the 5 compulsory SACE subjects (PLP, 2 semesters of English, 1 semester of Maths, Research Project).
- 6 additional SACE Stage 1 semester units.

SACE STAGE 2 CURRICULUM

| SACE Completion |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2 unit Sequence |
| Stage 2 subject |
| (20 credits)    | 2 unit Sequence |
| Stage 2 subject |
| (20 credits)    | 2 unit Sequence |
| Stage 2 subject |
| (20 credits)    | Additional units may be made up. |
|                 | • 20 credit Stage 1 or 2 subject |
|                 | • 2 x 10 credit subjects from either Stage 1 or 2 |
|                 | Research Project A or B |

| ATAR Eligibility |
|------------------|-----------------|-----------------|-----------------|-----------------|
| 2 unit Sequence |
| Stage 2 subject  |
| (20 credits)     | 2 unit Sequence |
| Stage 2 subject  |
| (20 credits)     | 2 unit Sequence |
| Stage 2 subject  |
| (20 credits)     | 2 unit Sequence |
| Stage 2 subject  |
| (20 credits)     | Research Project B |

TERTIARY ADMISSION SUBJECTS (TAS)

- Agriculture and Horticultural Studies
- Biology
- Business and Enterprise
- Chemistry
- Child Studies
- Chinese for Background Speakers
- Dance
- Design and Technology – Automotive
- Design and Technology – Furniture Construction
- Design and Technology – Metalwork
- Design and Technology – Photography
- Drama
- English Communications
- English as an Additional Language or Dialect
- English Pathways
- English Studies
- Food and Hospitality
- German Continuers
- Health Education
- Information Processing and Publishing
- Information Technology
- Legal Studies
- Mathematical Applications
- Mathematical Studies
- Modern History
- Music
- Music A and B Studio Recording (VET)
- Physical Education
- Physics
- Psychology
- Science – Contemporary Issues
- Society and Culture
- Specialist Mathematics
- Visual Arts – Art
- Visual Arts – Design
- Workplace Practices

OTHER SUBJECTS

Community Studies  (Note: Community Studies cannot be used for a ATAR).
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Agriculture and Horticulture Studies

Subject Length: Full year – 20 credits
Pre-requisite Details:
Recommendation of the Year 11 Agriculture Teacher
Subject Description:
This subject focuses on the efficient management of agricultural and horticultural activities.
The management of plant systems or animal systems covers production practices, planning and
decision making, physical and financial record keeping, marketing methods, and the care and
maintenance of local environments. These practices are conducted in such a way as to prevent
environmental degradation and maintain economic and ecological sustainability. Students can
investigate aspects of management such as the selection of breeds and cultivars, breeding and
propagation, handling, nutrition, pests and diseases, housing, record keeping, marketing and the
appropriate sustainable management of the local or immediate environment. The development
of skills of analysis, problem solving, performance and communication is emphasised. Students
examine the way in which the economic viability of agricultural and horticultural systems is
dependent on a complex interaction of production costs and local, national, and global supply-
and-demand issues. Students consider approaches used in the past as well as new alternative
management techniques and strategies and make decisions about which are more appropriate.
Students identify and investigate methods of solving problems and addressing issues, and
indicate possible, probable and preferable futures.
Assessment:
School-based Assessment
Practical Skills 35%
Skills and Applications Tasks 35%
External Assessment
Investigation 30%
Special Subject Costs/Requirements:
Appropriate clothing and footwear for outside work at Roper Road. Students working outside
for extended periods are required, under WHS guidelines, to wear a hat and sun protection.
Contact Teachers:
Mrs Jacqueline Heaney and Ms Serena Werner

Biology

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of the Stage 1 Biology Teacher and completion of 2 semesters of Stage 1
Biology
Subject Description:
This course is divided into four themes:
• Macromolecules
• Cells
• Organisms
• Ecosystems.
Assessment:
School-based Assessment
• Investigations Folio 40%
• Skills and Applications Tasks 30%
External Assessment
• Examination 30%
Special Subject Costs/Requirements:
It is strongly recommended that each student purchases a Study Guide (approx. $25.00).
Contact Teacher:
Mrs Jacqueline Heaney
Murray Bridge High School

SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Business and Enterprise

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Successful completion of (at least) Stage 1 English Pathways.
Subject Description:
The study of Business Studies allows students a number of pathways to post secondary study including TAFE and University courses and the world of work. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities and evaluate decisions on business practices. At Stage 2 students study the core topic of the Business Environment then 2 option topics from the following:
• People, Business and Work
• Business and the global Environment
• Business Law and Government
• Business and Technology
• Business and Marketing
Assessment:
School-based Assessment
• Folio 30%
• Practical 20%
• Issues Study 20%
External Assessment
• Report (External) 30%
Special Subject Costs/Requirements:
Nil.
Contact Teacher:
Mrs Helen Peake

Chemistry

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of the Stage 1 Chemistry Teacher and completion of 2 semesters of Stage 1 Chemistry
Subject Description:
The subject is organised so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts, students develop their chemistry investigation skills through practical investigations and other learning activities.
• Elemental and Environmental Chemistry
• Analytical Techniques
• Using and Controlling reactions
• Organic and Biological Chemistry
• Materials
Assessment:
School-based Assessment
• Investigations Folio 40%
• Skills and Applications Tasks 30%
External assessment
• Examination 30%
Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
• at least three practical investigations and at least one issues investigation for the investigations folio
• at least three skills and applications tasks
• one examination
Special Subject Costs/Requirements:
It is recommended that each student purchases a Study Guide (approx $25.00).
Contact Teacher:
Mr Luke Starczak
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Length:</th>
<th>Pre-requisite Details:</th>
<th>Subject Description:</th>
<th>Assessment:</th>
<th>Special Subject Costs/Requirements:</th>
<th>Contact Teacher:</th>
</tr>
</thead>
</table>
| **Child Studies** | Full Year – 20 credits | Nil | This subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills. Student study topics within one or more of the following five areas of study: | School-based Assessment:  
- Practical Activity 50%  
- Group Activity 20%  
**External Assessment:**  
- Investigation 30%  
The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question of hypothesis. | WHS requirement of closed in shoes and long hair tied back in every lesson. Students will be expected to supply equipment needed for some practical work. | Mrs Ruth Shakes |
| **Community Studies** | Full Year – 20 credits | Nil | Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community. Work/Community Experience in the chosen area of study is mandatory. Students must be able to work independently. Students prepare a contract of work to develop a community activity from the following ten areas of study: | Students demonstrate evidence of their learning through the following assessment types. | Nil. | Mrs Laurice Braithwaite |
**SENIOR SCHOOL SUBJECTS**

**SACE STAGE 2**

**Dance**

*Subject Length:* Full Year – 20 credits  
*Pre-requisite Details:*  
Recommendation of the Stage 1 Dance Teacher. For students enrolling from another school or community dance company a letter of recommendation from their teachers is required.  
*Subject description:*  
Dance consists of the following three areas of study, Practical Skills, Written Response and External Assessment. Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. Students study technique, choreography, performance and critical analysis. Technical and physical skills are developed through systematic training. Students explore and develop their personal dance vocabulary and learn the application of choreographic principles. Dance rehearsal to performance level is required as is analyses of dance artists, locally and globally. The focus capabilities for this subject are communication, citizenship and learning.  
*Assessment:*  
School Assessment  
**Practical Skills makes up 50% of the overall grade**  
- Choreography – 4 minutes of personal creativity  
- Technique – 30 minutes of pure technique  
- Choreographic or Technique Folio – 1500 word reflective folio  
**Written Response makes up 20% of the grade**  
- Historical Perspective – 1000 words  
- Contemporary Issue – 1000 words  
**External Assessment accounts for 30% of the overall grade**  
**Performance of an Offstage or Onstage Role**  
- A minimum of 15 minutes of dance performance or presentation  
*Special Subject Costs/Requirements:*  
Recommended to see a live professional dance performance (if available). Students must bring a change of clothes and be prepared to attend rehearsals outside of lesson times. Costume design and/or making/sewing. Professional dance workshops if/when available.  
*Contact Teacher:*  
Mrs Rachel Baltussen

**Design and Technology**

**Automotive Systems and Control Products**

*Subject Length:* Full Year – 20 credits  
*Pre-requisite Details:*  
Nil  
*Subject Description:*  
A study of how to maintain service and repair a motor vehicle including the motor and its components, tyres, body and paint. Students will also investigate automotive vehicle systems, applications, environmental and alternative energy systems, and configurations. Sustainability, road safety, impact on society are a focus of this subject. Students will also develop and produce an electrical system using circuit wizard and including practical component.  
*Assessment:*  
School-based Assessment  
- Skills and Application Tasks 20%  
- Product 50%  
**External Assessment**  
- Folio 30%  
*Special Subject Costs/Requirements:*  
The WHS requirement of closed in footwear is essential and safety glasses are to be worn in every lesson.  
*Contact Teachers:*  
Mr Darren O’Connor
### Design and Technology

**Furniture Construction (Material Products)**

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:** Recommendation of the SACE Stage 1 Wood Technology Teacher.  
**Subject Description:** This course will enable students to use the Design Process to design and construct quality furniture of significant size and complexity. Students will undertake research aspects of workshop safety, material selection, preparation for machining and the use of machine jointing techniques. Students will work from given drawings for set tasks. They will also be required to use appropriate graphics (Computer Aided Drafting and Design will be encouraged) as part of the folio, select appropriate hardware fittings and use a variety of surface finishes and techniques.  
**Assessment:**  
- **School-based Assessment**  
  - Skills Application Tasks 20%  
  - Product 50%  
- **External Assessment**  
  - Folio 30%  
**Special Subject Costs/Requirements:** Some additional costs may be incurred depending upon materials used. The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.  
**Contact Teacher:** Mr Musekiwa Mafara

**Metal Technology**

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:** Recommendation of the SACE Stage 1 Wood Technology Teacher.  
**Subject Description:** Students are encouraged to design, plan and make a number of metal products. Students learn many manufacturing skills and come to understand the properties of different materials. Students are taught to use hand tools and power tools in a safe manner. The workshop skills include welding, machining, plastic injection moulding and metal folding techniques. Particular emphasis is given to the basics of operating a metal lathe.  
**Assessment:**  
- **School-based Assessment**  
  - Skills and Applications Tasks 20%  
  - Product 50%  
- **External Assessment**  
  - Folio 30%  
**Special Subject Costs/Requirements:** Some additional costs may be incurred depending upon materials used. The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.  
**Contact Teacher:** Mr David Berresford
**SENIOR SCHOOL SUBJECTS**

**SACE STAGE 2**

---

**Design and Technology**

**Photography**

**Subject Length:** Full Year – 20 credits

**Pre-requisite Details:**

Nil

**Subject Description:**
Students work within the design criteria of investigating, planning, producing and evaluating to design and produce a photographic based communication product. A high level of practical skill is gained in digital camera operation, studio, and lighting techniques. Photoshop software is extensively used to enhance images. Emphasis is placed on analysis of media and product design elements. These are investigated and a design brief is created for a final product. A folio of work documents this process.

**Assessment:**

- **School-based Assessment**
  - Skills and Application Tasks: 20%
  - Product: 50%

- **External Assessment**
  - Folio: 30%

**Special Subject Costs/Requirements:**
Some additional cost may be incurred for materials used. The WHS requirement of closed in footwear is essential in every lesson.

**Contact Teacher:**
Mr Scott Bradley

---

**Drama**

**Subject Length:** Full Year - 20 credits

**Pre-requisite Details:**

Recommendation of the Stage 1 Drama Teacher. Successful completion of (at least) Stage 1 English Pathways.

**Subject description:**
Stage 2 drama consists of the following four areas of study, Group Presentation, Folio, Interpretative study and Group Production. Students must have strong writing, analysis and performance skills. The ability to work and learn both independently and as part of a dynamic team is essential. Creativity, commitment and dedication to the presentation of Dramatic works are expected and rehearsals in addition to Drama lessons will be required.

**Assessment:**

- **School-based Assessment**
  - Group Presentation: 20%
  - Folio: 30%
  - Interpretative Study: 20%

- **External Assessment**
  - Performance: 30%

**Special Subject Costs/Requirements:**
There will be a fee required for viewing live performances, theatre visits and/or special workshops. Students must be prepared to attend rehearsals outside of lesson times.

**Contact Teacher:**
Ms Emily Adams

---
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

English Communications

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of a Stage 1 English Teacher
Subject Description:
English Communications develops students’ literacy skills in a broad range of contexts. Students read a range of texts and learn to recognise the conventions of different text types for different purposes, audiences and contexts. Students will consider the powerful role that language plays and focus on the ways in which language defines, shapes and reflects the relationships between people.
Assessment:
School-based Assessment
• Text analysis 20%
• Text Production 20%
• Communication Study 30%
External Assessment
• Folio 30%
Special Subject Costs/Requirements:
Nil.
Contact Teacher:
Ms Patti Williamson-Daley

English as an Additional Language or Dialect (EALD)

Subject Length: Full Year – 20 credits
Pre-requisite Details:
This subject is designed for students for whom English is an additional language or dialect. Recommendation of the Stage 1 EALD Teacher
Subject Description:
In Stage 2 EALD, students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers and writers. Students undertake tasks within the following areas of study:
• Communication study
• Text production study
• Interaction study
• Investigative study
Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
• Communication Study 20%
• Text Production 30%
• Language Application 20%
External Assessment
• Investigation 30%
Special Subject Costs/Requirements:
Nil.
Contact Teachers:
Ms Xufei Zhang, Ms Lauren Haggis and Ms Patti Williamson-Daley
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 2

### English Pathways

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:** Recommendation of a Stage 1 English Pathways Teacher  
**Subject Description:**  
English Pathways is designed for students who intend to study at TAFE or pursue options in the workforce. The course consists of the following:  
- Reading and Responding to Texts – focuses on students’ shared or independent reading of texts. Students reflect critically on ways in which texts are created for specific audiences.  
- Text Production Study – students examine a range of purposes for which texts can be produced and recreate their own.  
- Language Study – students undertake an independent study, which will be externally moderated, that has as its major focus the use of language by a group of people in a chosen context. The group could be social, vocational, volunteer, sporting, religious or a community of interest.  
**Assessment:**  
- Text analysis 30%  
- Text Production 40%  
- Language Study 30%  
**Special Subject Costs/Requirements:** Nil.  
**Contact Teacher:** Ms Patti Williamson-Daley

### English Studies

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:** Recommendation of a Stage 1 English Teacher  
**Subject Description:**  
This subject focuses on the close analysis of prose, poetry and drama texts, through both shared study as a class and individual study. Students also use the knowledge gained from the study of literature to produce their own texts in a variety of forms.  
**Assessment:**  
- School-based Assessment  
  - Text Study - Shared Study 30%  
  - Individual Study 20%  
  - Text Production 20%  
- External Examination  
  - External Examination 30%  
**Special Subject Costs/Requirements:** Recommended to attend live performances in Adelaide if required.  
**Contact Teacher:** Ms Patti Williamson-Daley
## SENIOR SCHOOL SUBJECTS
### SACE STAGE 2

### Food and Hospitality

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:** Nil  
**Subject Description:** Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. Students study topics within the following five areas of study:  
- Contemporary and Future Issues  
- Economic and Environmental Influences  
- Political and Legal Influences  
- Socio-cultural Influences  
- Technological Influences  
**Assessment:**  
- **School-based Assessment**  
  - Practical Activity 50%  
  - Group Activity 20%  
- **External Assessment**  
  - Investigation 30%  
Students are assessed by the Teacher and then externally moderated at the end of the course to determine across school comparability.  
**Special Subject Costs/Requirements:** WHS requirement of closed in shoes and hair tied back to every lesson. Students can expect some out of hour’s participation as catering ventures are undertaken in a Simulated Work environment.  
**Contact Teacher:** Mrs Cathy Schiller

### German Continuers

**Subject Length:** Full Year - 20 credits  
**Pre-requisite Details:** Recommendation of the Stage 1 German Teacher and completion of 2 semesters of Stage 1 German  
**Subject Description:** Students undertake a much more rigorous study of the language than at previous levels, through work based on the prescribed themes of:  
- The Individual  
- The German Speaking Communities  
- The Changing World  
Within the prescribed themes a wide range of topics of study are possible, such as; Personal Life, Future Aspirations, Work, Travel, Culture, Lifestyles, Youth Issues, History and Geography. Students are expected to prepare well for internal mid-year and external end of year exams by focusing intensively on reading and responding in German, as well as interacting in extended conversation in German. Students will be exposed to and expected to consolidate knowledge and use of a wider range of German grammar.  
**Assessment:**  
- **School-based assessment**  
  - Folio 50% (includes Text Production, Interaction, Text Analysis)  
  - In-depth study 20%  
- **External Assessment**  
  - Oral and written exams 30%  
**Special Subject Costs/Requirements:** It is strongly recommended that students purchase a German-English dictionary.  
**Contact Teacher:** Mr Paul Geiger
## SENIOR SCHOOL SUBJECTS

### SACE STAGE 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Description</th>
<th>Subject Length</th>
<th>Pre-requisite Details</th>
<th>Assessment</th>
<th>Special Subject Costs/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Education</strong></td>
<td>Students will be looking at gaining an understanding of the influences on personal and community health and well-being. Students will investigate and critique current issues affecting the health of individuals and communities and analyse the role of education in promoting and enhancing health outcomes. Students core concept is Health Literacy. Students will undertake three of the five Option Studies:</td>
<td>Full Year – 20 credits</td>
<td>Successful completion of (at least) Stage 1 English Pathways.</td>
<td></td>
<td>Apply First Aid Course approximately $120. Student must be able to write analytical essays.</td>
</tr>
<tr>
<td>1) Health and Relationships</td>
<td>4) Vocational Studies and Applications in Health</td>
<td>2) Sexuality and Health</td>
<td>5) Health Promotion in the Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Risks and Challenges to Health</td>
<td>Included in these studies students will look at:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sexual identity</td>
<td>• Child Protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Safe sex</td>
<td>• Nine National Health Priorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Power in relationships</td>
<td>• Role and responsibilities of an active lifestyle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td>• Global Health Agencies including WHO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resilience and coping mechanisms</td>
<td>• Homelessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply First Aid</td>
<td>• Nutritional Challenges for Modern Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Processing and Publishing</strong></td>
<td>Information Processing and Publishing offers students opportunities to use computer technology to design and implement information processing and publishing solutions. Students who are interested in using a variety of hardware and software to develop and apply practical skills in information processing will benefit from this subject. Information Processing and Publishing will consist of 2 topics, which will be determined by student interest. The 2 topics are:</td>
<td>Full Year – 20 credits</td>
<td>Nil</td>
<td></td>
<td>A USB flash drive is required.</td>
</tr>
<tr>
<td>• Desktop Publishing</td>
<td>• Designing and Skills Applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of computer and page layout software in Adobe Photoshop and Adobe Fireworks to assemble text and graphics electronically for publishing on paper (eg posters, brochures, advertisements), understanding and applying the design process and page layout principles.</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Electronic Publishing</td>
<td>• Issues Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of hardware (including scanners and digital cameras) and software (the Adobe Master Suite) to integrate a variety of elements for publishing electronically (eg Intranet pages and sites, electronic presentations using PowerPoint). Understanding and applying the design process and effective layout principles for electronic publications.</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will undertake three major written tasks. Hence the ability to write extended responses would be to their advantage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practical Skills</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Designing and Skills Applications</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Issues Analysis</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical and Operational Understandings</td>
<td>15%</td>
<td>(There is no exam)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Information Technology Studies

Subject Length: Full Year – 20 credits

Pre-requisite Details:
Recommendation of the SACE Stage 1 Information Technology Teacher. Students not in Year 12, but who have shown a high degree of skill in this subject may do this course through negotiation with the Subject Coordinator.

Subject Description
Students will study a variety of topics such as:-

Information Systems - Students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts helps the developer to build a system that meets the needs of the user.

Computer and Communication Systems - Computer and communication systems are essential because of the way in which software and hardware process data into information and then transfer this data/information to other locations. Students develop an understanding of computer and communication systems concepts that underpin computer devices and how these concepts apply to networks.

Relational Databases – Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry, and has a user-friendly design for forms, reports, and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system.

Application Programming – Students develop an understanding of programming by constructing an application program that accepts input from, and interacts with, the user to produce outputs. They are required to design and write code that includes selection (branching), repetition (looping), function, and arrays, and has a user-friendly finished layout. Students use the problem-solving approach of the systems development life cycle to build an application program.

Assessment:
Students are formally assessed using the SACE Performance Standards. Students complete a variety of assessment types including:
- Folio (20%)
- Skills and Application Tasks (30%)
- Project (20%)
- External Exam (30%)

Special Subject Costs/Requirements:
4GB flash drive

Contact Teacher:
Mr Steven Barclay
SENIOR SCHOOL SUBJECTS  
SACE STAGE 2

Legal Studies

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:**  
Successful completion of (at least) Stage 1 English Pathways.  
**Subject Description:**  
The study of Legal Studies allows students a number of pathways to post secondary study including TAFE and University courses and the world of work. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied. At Stage 2 students study the following four topics:  
- The Australian Legal System  
- Constitutional Government  
- Law-making  
- Justice Systems  
**Assessment:**  
School-based Assessment  
- Folio 50%  
- Inquiry 20%  
External Assessment  
- Examination 30%  
**Special Subject Costs/Requirements:**  
Students are encouraged to participate in an excursion to the courts and Parliament House in Adelaide at a small cost.  
**Contact Teacher:**  
Mrs Helen Peake

Mathematical Applications

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:**  
Recommendation of a Stage 1 Maths Teacher and completion of 2 semesters of Stage 1 Mathematics A/B/C or Mathematical Applications.  
**Subject Description:**  
This course provides a pathway to some trade and business TAFE courses. The topics covered are:  
- Topic 3: Mathematics and Small Business  
- Topic 6: Share Investments  
- Topic 2: Investment and Loans (examined topic)  
- Topic 7: Statistics and Working with Data (examined topic)  
**Assessment:**  
Students should provide evidence of their learning through ten assessments, including the external assessment component:  
School Assessment (70%)  
- Assessment Type 1: Skills and Applications Tasks (30%): six skills and applications tasks  
- Assessment Type 2: Folio (40%): three investigations for the folio  
External Assessment  
- Assessment Type 3: Examination (30%): one examination  
**Special Subject Cost/Requirements:**  
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of approximately $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator. It is recommended that each student purchase the following book for the course:  
Revision Guide (approx $28).  
**Contact Teacher:**  
Mrs Ann Ruckert
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Mathematical Studies

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of a Stage 1 Maths Teacher and completion of Stage 1 Mathematics A/B/C.
Subject Description:
This course provides a pathway into University studies and a large range of careers where mathematical knowledge is a pre-requisite. The main topics covered are:
• Topic 1: Working with Statistics
• Topic 2: Working with Functions and Graphs using Calculus
• Topic 3: Working with Linear Equations and Matrices.
Assessment:
Students should provide evidence of their learning through nine to twelve assessments, including the external assessment component:
School-based Assessment
• Skills and applications Tasks 45%
• Folio 25%
External Assessment
• Examination 30%
Special Subject Costs/Requirements:
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of approximately $156 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator. It is recommended that each student purchase the following books for the course:
Revision Guide (approx $28)
Maths Essentials (approx $35)
Contact Teacher:
Mr Ann Ruckert

Modern History

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Successful completion of (at least) Stage 1 English Pathways.
Subject Description:
This course comprises two components.
1. School-based Assessment
   Folio - Thematic Study: Revolutions
   - Depth Study – negotiated by the class (choice from WW1, WW2, Cold War)
   - Essay – Student selected, choosing an area of interest from 1500AD to present day.
2. External Examination
Assessment:
School-based Assessment
• Folio 50%
• Essay 20%
External Assessment
• Examination 30%
Special Subject Costs/Requirements:
Nil.
Contact Teachers:
Ms Jo Clark and Mrs Barb Quast
**SENIOR SCHOOL SUBJECTS**

**SACE STAGE 2**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
<th>Pre-requisites</th>
<th>Subject Description</th>
<th>Assessment</th>
<th>Special Subject Costs/Requirements</th>
<th>Contact Teachers</th>
</tr>
</thead>
</table>
| **Music** | Full year - 20 Credits | Recommendation of the Stage 1 Music Teacher and completion of 2 semesters of Stage 1 Music | Students will need to complete two of the following units of work for a full year subject worth 20 Credits:  
- Solo Performance  
- Musicianship  
- Ensemble Performance  
- Music Individual Study  
- Composing and Arranging  
If the student is considering studying music in the future at University there are specific units that will need to be completed. Please see the SATAC guide for information or visit the University of Adelaide website for more information about prerequisites. | This will vary depending on the units that are selected.  
It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year as this forms part of the summative assessment. | This will depend on the combination of units undertaken. A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books. | Mr Sean Hickey and Mr Alex McFarlane |
| **Music Intro to Studio Recording (VET)** | Full year | Students must have completed the Stage 1 - Intro to Studio Recording (VET). | The Introduction to Studio Recording is focussed on studio based music production skills that will teach you how to make music using the latest music technology and the basics of sound engineering. Successful completion of the entire Certificate will gain the students 50 SACE Stage 2 credits. | Competency based assessment for each accredited unit. 10 SACE credits will be gained for every 70 nominal hours successfully completed. It is compulsory for students to attend extra-curricular ensembles and performances when required throughout the year. | A nominal subject fee of $10 is also charged to cover the music workshops with guest artists, excursions and books. | Mr Hickey and Mr McFarlane |
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Physical Education

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of the Stage 1 Physical Education Teacher and completion of 2 semesters of Stage 1 Physical Education. Students must have successfully completed the body systems unit and issues analysis.

Subject Description:
Theory will cover biomechanics, skill learning, exercise physiology, sports psychology, applied exercise physiology and sports nutrition. Practical content includes three SACE Board approved modules. These include badminton, sailing and netball.

Assessment:
- Practical 50%
- Folio 20%
- External Exam 30%

Special Subject Costs/Requirements:
This subject will cost $20 to complete a sailing module at the Aquatics Centre. Students will be expected to purchase an Essentials Workbook at a cost of $50.00.

Contact Teacher:
Mr Josh Coulter

Physics

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of the Stage 1 Physics Teacher and completion of 2 semesters of Stage 1 Physics.

Subject Description:
This subject is divided into 4 main topics:
- Motion in Two dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Assessment:
School-based Assessment
- Investigations folio 40%
- Skills and applications Tasks 30%

External Assessment
- Examination 30%

Special Subject Costs/Requirements:
It is recommended that students purchase a Study Guide (approx $25.00) and Workbook (approx $35.00)

Contact Teachers:
Mrs Jacqueline Heaney and Ms Paula Hahesy
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Psychology

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Recommendation of the Stage 1 Psychology Teacher

Subject Description:
In this subject students are expected to:
- Differences between people
- Analyse the behaviour of themselves and others in different contexts
- Demonstrate an understanding of ethical research
- Make informed decisions about issues, events and situations in society by applying psychological principles
- Demonstrate organisation and critical reflection in the application of psychological principles
- Demonstrate organisation and critical reflection in the application of psychological principles
- Search for, evaluate and organise psychological information and use appropriate terms effectively
- Work as a member of a team to achieve goals

The course will include the following topics:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment:
- Investigations Folio 40%
- Group Investigation
- Individual Investigation

Skills and Applications Tasks 30%
- At least 4 tasks – two of which must be done under direct teacher supervision.

External Assessment 30%
- 2 hour exam marked by the SACE board

Special Subject Costs/Requirements:
It is recommended that students purchase a Study Guide (approx $25.00) and Workbook (approx $35.00)

Contact Teachers:
Mrs Jacqueline Heaney and Ms Lauren Haggis

Science - Contemporary Issues

Subject Length: Full Year – 20 credits
Pre-requisite Details:
Nil

Subject Description:
The program consists of four to six topics addressing contemporary issues in Science. Possible topics will be selected from stem cell research, DNA finger printing, nuclear energy, genetic modification of plants, food safety, salinity and reproductive technologies.

Assessment:
School-based Assessment
- Investigations Folio 40%
- Skills and applications Tasks 30%

External Assessment
- Practical Investigation 30%

Special Subject Costs/Requirements:
Nil

Contact Teacher:
Mrs Jacqueline Heaney
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Society and Culture

**Subject Length:** Full Year – 20 credits

**Pre-requisite Details:**
Nil

**Subject Description:**
The study of Society and Culture allows students a number of pathways to post-secondary study including TAFE and University courses and the world of work. Through their study of Society and Culture, students further develop skills and use various methods of investigating and analysing contemporary social issues. This will include students learning how social, political, economic, environmental, historical and cultural factors affect societies and how people function and communicate across cultural groups. Students will study three topics:

- Culture (with an emphasis on Youth Culture)
- Contemporary Challenges (people and power)
- Global Issues (including a question of rights)

**Assessment**
There is no exam in this subject.

- **School-based Assessment**
  - Folio 50%
  - Interaction 20%

- **External Assessment**
  - Investigation 30%

**Special Subject Costs/Requirements:** Good literacy skills are needed

**Contact Teacher:**
Mrs Helen Peake

Specialist Mathematics

**Subject Length:** Full Year – 20 credits

**Pre-requisite Details:**
Recommendation of a Stage 1 Maths Teacher and completion of Stage 1 Mathematics A/B/C.

**Subject Description:**
Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies. This course provides a pathway into University studies where a higher level of mathematical knowledge is essential. The main topics covered will be:

- Topic 1: Trigonometry Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations

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

- **School-based Assessment**
  - Skills and Applications Tasks 45%
  - Folio 25%

- **External Assessment**
  - Examination 30%

**Special Subject Costs/Requirements:**
Graphics calculators are an essential piece of maths equipment and it is expected that all students will have one. They can be purchased at a cost of approximately $140 inc. GST. Alternatively, one can be hired from the school ($50 deposit + $30 per term). Students will not be permitted to use their mobile phones or ipods etc. as a calculator. It is recommended that each student purchase the following books for the course.

- Revision Guide (approx $23)
- Maths Essentials (approx $35)

**Contact Teacher:**
Mrs Ann Ruckert
Visual Arts – Art

**Subject Length:** Full Year – 20 credits

**Pre-requisite Details:**
Recommendation of the Stage 1 Art Teacher. Successful completion of (at least) Stage 1 English Pathways.

**Subject Description:**
**Term 1** students complete an external assessment commonly known as a Visual Study. For the Visual Study students are encouraged to identify the fundamental connections with other practitioner’s work. Research, analyse and respond to practitioners from different cultures and contexts. Students base their exploration and experimentation on critical analysis of the work of other practitioners, complete individual research on a specific topic and develop visual thinking and technical skills. Then communicate the knowledge and understanding of their research within the Visual Study folio.

**Term 2** students are to produce a 30 page journal and a 500 word statement linking to a final major artwork. Students are encouraged to identify the fundamental connections with other practitioner’s work. Students base their conceptual exploration on critical analysis of the work of other practitioners, complete individual research on a specific topic, develop concepts and document their visual thinking into the journal. Finally producing a final artwork with accompanying journal and statement outlining the concept development.

**Term 3** students are to produce a 30 page journal and a 500 word statement linking to a final major artwork. Students are encouraged to identify the fundamental connections with other practitioner’s work. Students base their conceptual exploration on critical analysis of the work of other practitioners, complete individual research on a specific topic, develop concepts and document their visual thinking into the journal. Finally producing a final artwork with accompanying journal and statement outlining the concept development.

**Assessment:**
- **School-based Assessment** (Moderated)
  - Folio 30%
  - Practical 40%
- **External Assessment**
  - Visual study 30%

**Special Subject Costs/Requirements:**
A Visual Art Diary will be provided. Students will be required to purchase or provide some materials.

**Contact Teacher:**
Mr Alan Bruse
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Visual Arts - Design

**Subject Length:** Full Year – 20 credits  
**Pre-requisite Details:**  
Recommendation of the Stage 1 Design Teacher. Successful completion of (at least) Stage 1 English Pathways  
**Subject description:**  
**Term 1**  
Students complete an external assessment commonly known as a Visual Study. For the Visual Study students are encouraged to identify the fundamental connections with other Designers work. Research, analyse and respond to Designers from different cultures and contexts. Students base their exploration and experimentation on critical analysis of the work of other Designers, complete individual research on a specific topic and develop visual thinking and technical skills. Then communicate the knowledge and understanding of their research within the Visual Study folio.  
**Term 2**  
Students are to produce a 30 page journal and a 500 word statement linking to a final design concept. Students are encouraged to identify the fundamental connections with other Designers work. Students base their conceptual exploration on critical analysis of the work of other Designers, complete individual research on a specific topic, develop concepts and document their visual thinking into the journal. Finally producing a final design with accompanying journal and statement outlining the concept development.  
**Term 3**  
Students are to produce a 30 page journal and a 500 word statement linking to a final design concept. Students are encouraged to identify the fundamental connections with other Designers work. Students base their conceptual exploration on critical analysis of the work of other Designers, complete individual research on a specific topic, develop concepts and document their visual thinking into the journal. Finally producing a final design with accompanying journal and statement outlining the concept development.  
**Assessment:**  
**School-based Assessment** (Moderated)  
- Folio 30%  
- Practical 40%  
**External Assessment**  
- Visual study 30%  
**Special Subject Costs/ Requirements:**  
A Design Diary will be provided. Students will be required to purchase or provide some materials.  
**Contact Teacher:**  
Mr Alan Bruse
SENIOR SCHOOL SUBJECTS
SACE STAGE 2

Workplace Practices

Subject Length: Full Year – 20 credits
Pre-requisite Details: Nil
Subject Description:
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. Vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF). The focus capabilities for this subject are personal development, work, and learning.

Workplace Practices comprises the following areas of study:
- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET).

Workplace Practices study topics from the list below:
- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment

Assessment:
School-based Assessment
- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment
- Investigation 30%

Special Subject Costs/Requirements:
Students must complete 25-30 hours of Work Experience or Work Placement for each semester. Students undertaking Work Experience in the Construction Industry must undertake White Card training at a cost of $95 per student before they are able to enter the worksite. Students undertaking Work Experience at Childcare Centres, Preschool programs and Kindergartens require a “DCSI child related employment screening” at a cost of $15 per student before they are able to attend the site.

Contact Teacher:
Mrs Roxanne Rowland
VOCATIONAL EDUCATION AND TRAINING

Please refer to the Adelaide Hills Murraylands Pathways (AHMPS) website www.ahmps.com.au
SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)

<table>
<thead>
<tr>
<th>SAASTA Certificate III in Sport and Recreation (Stage 1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Length: 2 Semesters (351 hours = 50 credits)</td>
</tr>
<tr>
<td>Subject Prerequisite: It is highly recommended that students undertake this subject at the start of Year 11 (age permitting).</td>
</tr>
<tr>
<td>Subject Description: The SAASTA Certificate III in Sport &amp; Recreation uses a dynamic mode of delivery in which students undertake both in class and out-of-school block release training. Students are assessed on their skills and knowledge for all modules by TAFE SA. Out-of-school block release training consists of a one (1) week block delivered by TAFE SA lecturers at Regency Campus of TAFE SA. Up to three (3) block release weeks are held per year and student attendance is dependent on their current year level and the amount of modules a student has completed from the overall certificate in the preceding year. The course is aimed at sports minded students who are seeking genuine career opportunities within the sports and recreation industry. As one of the few sporting pathways through the SACE this subject will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports and related field including fitness centres and sporting complexes/clubs as well as the potential to further enhance elite sporting careers. To be successful in this certificate, students must complete all fifteen (15) core and elective modules. All modules are sports based with a particular focus on skill developed, tactics and physical conditioning; in addition students who successfully complete the certificate will achieve a senior first aid certificate.</td>
</tr>
<tr>
<td>Assessment: All students are provided with professionally developed workbooks for each of the six modules that are delivered in class as part of the SAASTA Certificate III in Sport &amp; Recreation. Students are lead through the modules by a teacher or accredited trainer with modules varying between written and practical tasks. All assessments are conducted by qualified lecturers at TAFE SA Regency Campus.</td>
</tr>
</tbody>
</table>

CERTIFICATE III IN SPORT AND RECREATION MODULES

CORE (10 modules):
- BSBCRT301A Develop and extend critical and creative thinking skills
- BSBWOR301B Organise personal work priorities and development
- HLTAID003 Provide first aid
- ICAWEB201A Use social media tools for collaboration and engagement
- SISXCAI303A Plan and conduct sport and recreation sessions
- SISXCCS201A Provide customer service
- SISXEMR201A Respond to emergency situations
- SISXRSK301A Undertake risk analysis of activities
- SISXWHS101 Follow work health and safety policies
- SITXCOM401 Manage conflict

ELECTIVES (5 modules)
- Football
  - SISSAFL201A Perform the intermediate skills of Australian Football
  - SISSAFL202A Perform the intermediate tactics of Australian Football
- Generic
  - SISSSPT303A Conduct basic warm-up and cool-down programs
  - SISOODR302A Plan outdoor recreation activities
  - SISSBSB202A Teach fundamental basketball tactics and game strategy

Special Subject Costs/Requirements: Students required to attend 3 one week blocks at Regency TAFE in order to successfully complete this course.

Contact Teachers: Ms Miranda Mulder and Ms Sherry Bone
SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)

<table>
<thead>
<tr>
<th>SAASTA Integrated Learning – Power Cup (Semester 1)</th>
<th>Subject Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Semester (10 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-requisite Details**
This subject is open to all SAASTA students in Semester 1

**Subject Description**
This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

The SAASTA Integrated Learning - Aboriginal Power Cup subject culminates with the Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition. Students who have completed each of the curriculum tasks in the lead up to the event and have attended school more than 80% over the semester are rewarded with this experience by the Steering Committee and sponsors of the event.

Each school will be represented at the cup by a boys and girls team which will compete against teams made up from each of the SAASTA academies. In the lead up to the Aboriginal Power Cup students are required to work both individually and as part of their team to complete a series of set curriculum tasks.

Each student gains points for their respective teams by successfully completing their curriculum tasks; the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power AFL game at Adelaide Oval.

Regular school attendance is a key factor in a student’s ability to gain points for their team.

**Assessment**

Practical - (40%)
Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey, performing a war cry, traditional/cultural learning as well as specific tasks related to personal development.

Students will also develop their football skills and knowledge through participation in coaching clinics with AFL players and regular team training sessions.

Group Activity - (30%)
One of the highlights for students is the participation in the annual three-day Aboriginal Power Cup carnival held in Adelaide. Each team trains in preparation for the carnival where students as a team compete against the groups from each of the SAASTA academies around the state in 9-a-side football competition. Throughout the carnival there are a range of additional tasks, the team are given a group score for their participation in a series of cultural, personal development and career activities and official functions. The group scores and football scores are resulted to decide the winner of the carnival and awards in multiple categories.

Folio & Discussion - (30%)
Following their Aboriginal Power Cup carnival experience; students will create and deliver a PowerPoint presentation explaining their involvement, learning and growth throughout the semester of work. They reflect on their collaboration with others, justifying their thoughts and explaining the connections they have made in the chosen key area of study. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

**Special Subject Costs/Requirements**
Nil

**Contact Teacher**
Ms Miranda Mulder and Mr Josh Coulter
SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)

Subject Length: 1 Semester (10 credits)

Pre-requisite Details:
This subject is open to all SAASTA students in Semester 2

Subject Description:
This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course. Through the SAASTA Integrated Learning – SAASTA Shield subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield. Regular school attendance is a key factor in a student’s ability to be successful in this subject.

Assessment:
Practical (60%) - Students undertake a series of tasks, both individually and as a team, to develop their skills in a variety of sports, recreational and health activities. Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to work with professionals in each of the chosen sports and analyse their performance and improvement.

Group Activity (20%) - Students are required to actively participate in the annual two-day SAASTA UNISA Shield carnival. At the carnival they will compete against teams from each of the SAASTA academies in at least two different sporting areas.

Folio & Discussion (20%) - Students create and deliver a Power-point presentation explaining their involvement in the SAASTA Shield program. They then participate in a round table discussion that demonstrates the depth and extent of their learning in the SAASTA Shield subject.

Special Subject Costs/Requirements: Nil

Contact Teachers:
Ms Miranda Mulder and Mr Josh Coulter
SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)

**SAASTA Integrated Learning (Stage 2)**

**Subject Length:** 2 semesters (20 credits)

**Pre-requisite Details:**
This subject is open to all Year 12 SAASTA students.

**Subject Description:**
In semester one student’s will complete their Practical and Group Activity. In semester two students will complete the Project component of the subject by developing their skills in health activities. The final assessment task in this subject is the Folio and Discussion in which students will deliver a presentation based on all of their learning in this subject across the entire year.

**Assessment:**

**Practical (30%)**
Students undertake a series of individual tasks aimed at developing their skills. They will learn how to develop their specific skills while reviewing their performance for 3 main concepts. The main concepts are:

A. Physical Performance
Students set and review long and short term goals that they want to achieve in a term. They research the Physical Fitness components and participate in a personal training session and fitness testing. The student then plans and undertakes a strenuous fitness development program based on their fitness testing results. Students are continually assessing their progress against benchmarks.

B. Culture
Students set out to define culture, what is culture to them, their family and how might this have changed through the generations. Students interview family members and/or elders in the community. Students research more about their background their family bloodline and look at some of the differences in the family system compared to that of the common western society. This journey takes students through research of the Kinship system, connections with Dreaming, significant historical, political events and reflecting on what it all means to them.

C. Hands On Culture
This course is designed for students to experience hands on cultural activities and to try new things. Students demonstrate their leadership skills researching, planning and conducting a cultural activity for members of the community. They participate in lessons to learn a cultural dance and perform it on Adelaide oval before a Port Power Match in the Indigenous round. Students are food critics during the Leadership Conference they participate in a lunch where they try a range of different traditional foods and also try something new through their participation in practical cultural workshops run by recognised community members.

**Group Activity (20%)**
Leadership and coaching
Students examine the concept of Coaching and identify their own coaching qualities. They undertake a series of activities where they have the opportunity to develop their skills as a coach. As leaders and mentors for the school’s Power Cup team, each student plays a major role in the team football training preparing their team for the State wide competition and giving advice for the required tasks for the Aboriginal Power Cup.

**Project (30%)**
As their last opportunity to get together before they graduate, students attend a 2 day State Wide Leadership Conference, they stay together in accommodation and participate in an intensive learning experience where they listen to guest speakers and participate in activities in preparation for their 2000 word response. Aboriginal guest speakers are invited to speak and give advice to students on the essay topic focused around personal development and being successful as they embark into further education or the workplace.

**Folio & Discussion (20%)**
Students reflect on their learning through-out the whole year covering:
- Physical Performance
- Increase in mental aptitude and confidence
- Increased understanding of personal relationships
Students are required to summarise the main components of their learning and present this information in a round table discussion with their teacher and peers.

**Special Subject Costs/Requirements:**
Nil

**Contact Teachers:**
Ms Miranda Mulder and Mrs Sherry Bone
REGIONAL DISABILITY UNIT

**Junior Unit Class**

**Subject Length:** Full Year  
**Subject Description:** Students in Years 8 and 9 will participate in programmes tailored to address their academic, social and daily living skills. The curriculum includes:  
- Community Maths  
- Community English  
- General Science  
- Physical Education  
- Structured Workplace Learning  
- Health and Personal Development  
- Adaptive Rowing/swimming  
- Art  
- Australian Studies  

In order to further develop the students’ social, communication and daily living skills in a range of practical settings, extended curricula activities include:  
- Wetlands  
- Breakfast Program  
- The Premier’s Be Active Challenge  
- Bowling  

**Assessment:** Students will undertake a range of assessment activities in each of the above subject areas.  

**Special Subject Costs/Requirements:** Nil.  

**Contact:**  
Dr Christine Roberts-Yates  
Assistant Principal

---

**Senior Unit Class**

**Subject Length:** Full Year  
**Subject Description:** Students in Years 10-13 may undertake the modified SACE at Stage 1 and 2. These subjects will be adapted as required to meet the needs of individual students. Our curriculum programmes are built on partnerships involving community groups, business organisations, industry and the wider global community including:  
- Red Cross  
- World Vision  
- RSPCA  
- The Australian Craniofacial Foundation  
- The Duke of Edinburgh Award (Office for Youth Affairs)  
- Monarto Zoo  
- Community Nursery  
- The Premier’s Reading Challenge  
- Outdoor Gymnasium  
- Minton Farm  
- Business Services (Orana)  
- Salvation Army  
- Zonta International  
- Deafness Foundation  

Transition programmes incorporate School Based Apprenticeships/Traineeships, work experience placements each term, training programmes with Business Services, Day Options with Community Lifestyles and Disability Services. Students in the Senior Class will undertake their adventurous journey during their camp at Kangaroo Island.  

**Assessment:** Students will undertake a range of assessment activities in each of the above learning areas.  

**Special Subject Costs/Requirements:** Nil.  

**Contact:**  
Dr Christine Roberts-Yates  
Assistant Principal