

# Curriculum Course Guide 2026



*Providing Pathways  
To The Future*

# Contents

MESSAGE FROM THE PRINCIPAL.....	3
MILLICENT HIGH SCHOOL KEY PERSONNEL.....	4
COURSE COUNSELLING COURSE INFORMATION SESSIONS.....	5
CHOOSING A PATHWAY.....	6
SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION.....	8
MIDDLE SCHOOL AT MILLICENT HIGH SCHOOL.....	10
SENIOR SCHOOL SUBJECT LIST.....	17
SUBJECT FLOWCHARTS.....	18
YEAR 7 SUBJECTS.....	21
YEAR 8 SUBJECTS.....	25
YEAR 9 SUBJECTS.....	29
YEAR 10 SUBJECTS.....	35
STAGE 1 SUBJECTS.....	44
STAGE 2 SUBJECTS.....	54

## MESSAGE FROM THE PRINCIPAL

Dear Parents, Caregivers and Students,

At Millicent High School our mission is to provide students with multiple pathways to employment, vocational education, training and university study; hence our motto "Providing Pathways to the Future".

This Student Course Booklet is one of the important elements we use to achieve that goal for all our students. It provides information about all of the subjects offered from Year 7 to 12 including VET options.

It also provides information about our Middle School approach, the SACE, a list of websites that might be useful, the processes for subject counselling and selection along with the names and roles of key personnel that can assist with these important decisions.

At Year 7 and 8 there are no choices required. At Year 9, there are some elective options but these will not impact a child's future pathway. At Year 10 and 11 there are some important decisions to be made that will affect student's options moving forward. This is why course counselling is important and a the reason why conversations with your child needs to take place. Please contact one of the team of key personnel on the next page if you have any questions or are unsure of the effect a decision might have.

As a small country high school, we are committed to providing a wide range of subjects and will run as many subjects as possible through a variety of innovative approaches to meet student choice. Many of our classes are small to ensure this goal of providing options for all students. If you believe a subject is critically important to your future goals and we do not offer it, please let us know as there are often other ways to access subjects that can be negotiated that are not included in this booklet.

Our goal is to provide the learning experience that is right for all our students, and I wish you all the best with choosing your future pathway at our school.

Regards

Todd Watson  
Principal

## MILLICENT HIGH SCHOOL KEY PERSONNEL

### SCHOOL ADMINISTRATION

Mr Todd Watson	Principal
Ms Lyn Houlihan	Assistant Principal Communications and Support Year 9/10 Year Level Leader
Miss Joey Kemplay-Hill	Assistant Principal Data/Timetable and Daily Organisation
Mr Shaun Gill	Assistant Principal SACE and Pathways Leader Year 11/12 Year Level Leader
Miss Ellie Walker	Junior School Senior Leader – Year 7/8

### CURRICULUM COORDINATORS

Mrs Morgen Lindner	English, Literacy, Humanities and Social Sciences, Activating Identities and Futures, Exploring Identities and Futures & Japanese
Mrs Teneille Shepherdson	Multi Faculty: Physical Education, Home Economics, Technologies, Digital Technologies, The Arts, Health & Sport Coordinator
Ms Hoveida Saberi	Mathematics, Science & Numeracy
Mr Scott Hamilton	Vocational Education and Training Coordinator

### STUDENT WELLBEING COUNSELLORS

Ms Tamara Gould	Wellbeing Coordinator
Ms Lyn Houlihan	Aboriginal Education Teacher
Logan Mitchell	Wellbeing SSO

### SCHOOL CONTACT INFORMATION

Address:	2 Mt Burr Road, Millicent SA 5280
Phone:	08 8733 2400
Fax:	08 8733 2166
Website:	<a href="http://www.millicenths.sa.edu.au">www.millicenths.sa.edu.au</a>
Email:	<a href="mailto:dl.0780.info@schools.sa.edu.au">dl.0780.info@schools.sa.edu.au</a>
Facebook:	Millicent High School Facebook Page

## COURSE COUNSELLING COURSE INFORMATION SESSIONS

Students in Year 10 will begin their Course Counselling in Exploring Identities and Futures (EIF). Year 10 & 11 students will be given subject selection sheets that will require them to check with subject teachers about the suitability of their choice late Term 2.

There will be a Course Counselling Day and an evening session where parents and students can meet with teachers and leaders to finalise their subject choices.

Students in Year 8 and Year 9 will receive their subject selection forms in Term 3. They and their parents will be given the opportunity to discuss their choices with relevant staff if they desire. All students in Year 8 and 9 are strongly encouraged to make wise selections based on interests and strengths, and not merely follow the lead of their peers.

All course selection choices must be returned to the school promptly so that classes can be structured for 2026. Specific dates for this will be given during the counselling information sessions with students. Key dates and times will be shared with parents/caregivers prior to the course counselling period beginning.

## CHOOSING A PATHWAY

### PURPOSE OF THE COURSE BOOK

The course book provides current and prospective students and their parents or caregivers with information regarding the curriculum offerings at Millicent High School. It is designed to help students make decisions about suitable courses of study from year 9 to year 12.

The requirements for each year level are outlined in the first part of this book and specific course descriptions are provided under the Learning Area headings.

### HOW TO USE THIS BOOK

Parents and caregivers are encouraged to explore the Course Book with their student and to plan possible options and pathways for study. The flow charts and the SACE pattern outlines should assist with this discussion.

Students will also use the Course Book during Home Group discussions, prior to submitting their 'guardian approved' choices.

### COURSE SELECTION

In selecting a course for the following year, students should ask themselves the following questions:

- What are my plans for the future?
- Which subjects are necessary or best to help me achieve these goals?
- Can I be successful in those subjects?
- Which subjects will help me develop skills in areas that interest me?
- Am I keeping options open so I can change my mind about what I do in the future?
- In which subjects am I most successful?
- Which subjects do I most enjoy?

### CAREERS AND TERTIARY EDUCATION

Students have access to a range of resources at school. Many publications such as University handbooks, SATAC guides, Job Guide and Tertiary Entry Handbooks are located in the Resource Centre. In addition, information and advice regarding training, employment and higher education entrance requirements are available through the School Leaders.

### COUNSELLING PROCEDURES

- It is important that students and parents, together with teachers, are involved in course selection for each individual.
- Students will be provided with course selection sheets and a timeline outlining the counselling process at each year level.
- The counselling program means that students will be supported in their decision-making by; their Home Group Teacher, Subject Teachers, Senior Leaders and Curriculum Coordinators.

## SUBJECT AVAILABILITY

*Please note: Every effort will be made to place students into the subjects of their first choice.*

However, the school cannot guarantee that every choice will be met because subjects will not be offered if:

- Too few students elect to take the subject.
- Staff are unavailable to teach the subject.
- Students submit late selections or make last minute changes to subject choices they may find some courses have already been filled or cancelled.

Due to this possibility, students are asked to make an additional subject choice for subject selections as an alternative if one of their initial choices is unavailable.

*Grades in Year 10 & 11 may affect options for Year 11 & 12*

Choices that have been approved between the counselling panel, student and parents/caregivers will only be changed by special arrangements with an Assistant Principal and Curriculum Leaders. This is due to decisions about staffing of the school as well as purchase of books and other materials will have been based on the initial choices so students should give very careful consideration to their final decisions.

## PROCESS FOR COURSE SELECTION

This Course Book is only part of the process for selecting a course of study. Students will need more background material to help with the difficult process of choosing subjects.

The following sources of information may be useful:

- School Teachers and Leaders
- Tertiary Handbooks (in the Resource Centre)
- Visits to individual Universities
- Job Guide booklet in the Resource Centre
- Career Expos and University Open Days
- Flinders University: [www.flinders.edu.au](http://www.flinders.edu.au)
- Adelaide University: [www.adelaide.edu.au](http://www.adelaide.edu.au)
- University of SA: [www.unisa.edu.au](http://www.unisa.edu.au)
- TAFE SA: [www.tafesa.edu.au](http://www.tafesa.edu.au)
- SATAC: [www.satac.edu.au](http://www.satac.edu.au)
- My Future: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- Australian Apprenticeships: [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

# SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

## THE PATTERN

			Credits
Requirements	Year 10	*Exploring Identities and Futures	10
	Year 11 (Stage 1)	*Literacy (from a range of English subjects) *Numeracy (from a range of Mathematics subjects)	20 10
	Year 11 or 12 (Stages 1 or 2)	Other subjects of the students choosing *Activating Identities and Futures	Up to 90 10
	Year 12 (Stage 2)	*Other Stage 2 subjects	60 or more
			Total 200

*\*NOTE: a 'C' grade or better must be achieved in compulsory subjects to meet SACE requirements.*

\* Stage 1 and Stage 2 compulsory subjects

N.B. Most students will complete subjects or courses worth more than 70 credits at Stage 2.

## INFORMATION ABOUT SUBJECTS OFFERED AS PART OF THE SACE

Subjects offered as part of the SACE are graded on an A to E continuum at Stage 1 and A+ to E- at Stage 2. All Stage 2 subjects have a 30% external assessment component.

Further information can be found either at the SACE website <https://www.sace.sa.edu.au/> or by contacting Shaun Gill at Millicent High School.

In addition, information and updates about SACE can be found on the SACE Board website at <https://www.sace.sa.edu>.

## SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

Details of entry requirements can be obtained from the Tertiary Entrance booklets (available in the Resource Centre), from SATAC (South Australian Tertiary Admissions Centre) or their website [www.satac.edu.au](http://www.satac.edu.au). However, all students are encouraged to check this information with the institution concerned or through the School Leaders. It is particularly important to get the most up-to-date information for TAFE entry due to their wide range of entry requirements.

Interstate information should be obtained directly from the institution.

It is possible to progress from studying Certificate courses at TAFE into studying Diploma or Degree courses at university.

Please check open dates and times via the links below;

South Australian Universities	
Flinders University	Register at <a href="https://www.flinders.edu.au/study/events-key-dates/open-days">https://www.flinders.edu.au/study/events-key-dates/open-days</a>
University of South Australia	Register at <a href="https://www.unisa.edu.au/opendays/register-for-updates/">https://www.unisa.edu.au/opendays/register-for-updates/</a>
University of Adelaide	Register at <a href="https://www.adelaide.edu.au/openday/">https://www.adelaide.edu.au/openday/</a>
Adelaide Colleges	
Lincoln College	Book a tour at <a href="https://lincoln.edu.au/tour-in-person/">https://lincoln.edu.au/tour-in-person/</a> Phone: 8290 6000
St Ann's College	Book a tour at <a href="https://stannscollege.edu.au/book-a-tour">https://stannscollege.edu.au/book-a-tour</a> Phone 8267 1478
St Mark's College	Book a tour at <a href="https://stmarkscollege.com.au/book-a-tour/">https://stmarkscollege.com.au/book-a-tour/</a> Phone 87334 5600
Aquinas College	Book a tour at <a href="https://www.aquinas.edu.au/opens-days/">https://www.aquinas.edu.au/opens-days/</a> Phone: 8334 5000

## MIDDLE SCHOOL AT MILLICENT HIGH SCHOOL

At Millicent High we believe that the Middle School years from Years 7 - 10 are invaluable in the education of our students. To cater for the diversity of our students and their differing needs we have incorporated the following structures into our teaching and curriculum.

### RELATIONSHIPS

Strong and positive relationships are critical to the success of our students and should be developed among all members of the learning community. A safe and secure learning environment is provided, and diversity and cultural beliefs are valued and celebrated. Staff model positive behaviors and teaching practices and focus on the development of social and life skills. As a school we believe that positive relationships develop trust, respect and understanding.

### STRUCTURES

In order for our Middle Schooling practices to remain attainable and sustainable we implement a variety of structural elements at Year 7.

These include:

- Core teachers for Integrated Studies and Big Ideas (Mathematics and Science)
- Literacy and Numeracy intervention programs to support and stretch individual students.
- A supportive and flexible transition program between primary and high school

### CURRICULUM

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

### CAREER CONNECTIONS

The general capabilities play a significant role in the Australian Curriculum in equipping young people to live and work successfully in the twenty-first century. Students develop a capability when they apply knowledge and skills confidently, effectively, and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities are:

- Literacy
- Numeracy
- Personal and Social
- Information, Communication and Technology
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The Career Connections Subject is a 1 lesson per week, term based, subject which focuses on developing the general capabilities. In developing these capabilities provide evidence for students towards completing their compulsory EIF & AIF subjects.

Each term, new Career Connections subjects are offered to enable opportunities for personal growth in chosen area. The learning that is offered are developed through an informed survey process with students and teachers. Career Connections aims to links students with community organisations and local industries to promote future pathways.

## INSTRUMENTAL MUSIC

Instrumental music lessons for drums, guitar, strings, woodwind and brass are available. Playing in the school band is an option. Students wishing to enrol in these programs must speak with the music teacher, Ms Evelyn Wood.

## EXTRA-CURRICULAR OPPORTUNITIES

Within our Middle School environment students are provided with many opportunities to develop or enhance their leadership skills. Some of these include:

- Student Representative Council
- Camps and Excursions
- Peer Support
- Pedal Prix
- Knockout Sport
- Forestry/ Industry
- Regional and State Sport Competitions
- School Band
- Various STEM activities

## SPORTS ACADEMY

In our AFL and Netball Academies, our students focus on developing and building high training and what that looks like within a team environment. Throughout the course they will complete training sessions to improve skills and game awareness in their chosen sport, complete fitness testing in order to create specialised gym programs, coaching courses at a foundation level, umpiring courses, as well as completing their First Aid.

Furthermore, the program has been structured to assist with the development of the "whole athlete" developing their respect, integrity, leadership, responsibility and teamwork. Students are taught how to balance the demanding schedules of managing sport, achieving personal goals and achieving success in their schooling.

## MIDDLE SCHOOL SUBJECTS OFFERED

### YEAR 7

*Students complete the following subjects*

- Big Ideas (Mathematics and Science)
- Career Connections
- The Arts (Visual Art, Drama and Music)
- Design and Technology (including Digital Technology and Textiles)
- Integrated Studies (English, Humanities and Social Sciences, and Cultural Studies)
- Japanese
- Lifestyles (Food and Nutrition, Physical Education and SHINE)
- Wellbeing Learning

### YEAR 8

*Students complete the following subjects:*

- Big Ideas (Mathematics and Science)
- Career Connections
- Design and Technology (including Digital Technology, Textiles and Materials)
- Integrated Studies (English, Humanities and Social Sciences, and Cultural Studies)
- Japanese
- Lifestyles (Food and Nutrition, Physical Education and SHINE)
- The Arts (Visual Art, Drama and Music)
- Wellbeing Learning

### YEAR 9

*The following subjects are compulsory:*

- Career Connections
  - Academy Football
  - Academy Netball
  - School Band
- English
- Health & Physical Education
- Humanities and Social Sciences
- Mathematics
- Science

*The following are elective subjects:*

- Agriculture
- Digital Technology & Image Production (Digital Technology and Graphic Design)
- Drama
- Food and Nutrition
- Japanese
- Metalwork
- Modern Manufacturing
- Music
- School Band
- Textiles
- Visual Art
- Woodwork

## MIDDLE SCHOOL SUBJECTS OFFERED

### YEAR 10

*The following subjects are compulsory:*

- Career Connections
  - Academy Football
  - Academy Netball
  - School Band (Optional)
  - SHINE
  - Workplace Practices
- English
- Exploring Identities and Futures (SACE Stage 1)
- Humanities and Social Sciences
- General Mathematics or Extended Mathematics
- Science

*The following are elective subjects:*

- Agriculture
- Child Studies
- Digital Technology
- Drama
- Food Technology
- Japanese
- Introduction to Blacksmithing
- Metalwork
- Multi Trade
- Music
- Outdoor Education
- Physical Education
- School Band
- Sport and Recreation
- Textiles
- Visual Art
- Woodwork

## EXPLORING IDENTITIES AND FUTURES

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

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

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

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

### Assessment

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

*Please note: The Personal Learning Plan will contribute 10 credits towards the SA*

## FLEXIBLE INDUSTRY PATHWAYS (FIP)

Demand for jobs that require technical qualifications in South Australia is higher than ever. At Millicent High School students have unprecedented opportunities to get a head start in the workforce by commencing a vocational pathway while at school.

Millicent High School students can access VET at school through a range of mechanisms, including:

- Flexible Industry Pathway (FIP)
- Stackable VET (fee for service)
- As part of a training contract arrangement (apprenticeship or traineeship)

Completion of VET at school develops competencies that position young people well to participate in the workforce and commence a lucrative and worthwhile career whilst still in school.

The industry sectors available include:

- Agriculture, Horticulture and Animal Care
- Building and Construction
- Catering and Hospitality
- Childcare and Education
- Community Services and Health
- Digital and Cyber Security
- Engineering and Manufacturing
- Forestry
- Transport and Logistics

**Flexible Industry Pathways** (FIPs) have been designed in partnership with industry to identify qualifications appropriate for school students and that contain the skills, knowledge and experience valued by employers. They provide an industry-endorsed pathway to employment, better preparing young people for real-world jobs, and providing a pipeline of young skilled workers for South Australia.

**Flexible Industry Pathways** (FIP) include VET qualifications at Certificate I to III level that industry considers suitable for school students. They include SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete VET qualifications and also their secondary schooling.

These courses are available to Millicent High School students if spacing permits:

- Automotive
- Construction
- Education
- Engineering
- Forestry
- Health
- Hospitality
- Primary Industries

## FIP FEES

Each FIP course has its own costs associated with it. These costs are dependent on the course, hours, units and equipment. As a school we recognize the importance of a FIP for your child's education and such will commit some funding towards lowering the cost for some courses where appropriate.

Students are required to complete the VETRO application with the required evidence of career pathways. No additional fees will be accrued for certificate 2 courses that are covered by the VETRO process.

Students and families will need to purchase any PPE or incidentals that are needed in VET courses.

Certificate 3 courses are not completely funded by VETRO, as such these do incur fees to families. Millicent High School will help families with these additional costs up to 50% of the additional fees dependent on the course the student is undertaking as some courses have significantly higher costs than others. This support will be discussed with each family and an agreement made between both parties at course counselling.

Most VET courses are offered in Mount Gambier. It is the family's responsibility to arrange transport for students.

It is expected that families have either paid in full or arranged a payment plan before the commencement of the course.

## LIMESTONE COAST TECHNICAL COLLEGE – EXPANDING LEARNING PATHWAYS

From 2026, students from Millicent High School will have the opportunity to participate in specialised training through the new Limestone Coast Technical College in Mount Gambier.

This innovative learning hub has been designed for students in Years 10 to 12, offering access to industry-aligned training in high-demand fields, including:

- Agri-Tech
- Early Childhood Education and Care
- Health and Social Support
- Multi-Trades (Construction, Engineering, and more)

Students will attend the Technical College on a block-release basis, meaning they will spend set days at the College while continuing their studies at Millicent High School. This flexible model allows students to stay connected to their core subjects while gaining practical, job-ready skills.

At the College, students will:

- Complete nationally recognised training through Registered Training Organisations (RTOs)
- Connect with local employers and industry mentors
- Engage in a hands-on, industry-focused approach to learning designed to prepare them for real-world careers

This is a new way of learning – one that blends school, training, and industry experience to support future career success.

### How to Apply

To begin the application process, please see Mr Hamilton and complete the VETRO process. Students will be asked to provide evidence that supports their pathway into the industry of interest.

If you require further information or support, please don't hesitate to contact the school.

## AUSTRALIAN SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS

In an Australian School Based Apprenticeship (ASBA) & Traineeship students are employed part time while being enrolled as a full-time student. As part of their contract of training students gain a vocational education qualification, which is most commonly at Australian Qualification Framework (AQF) level 2. In addition, the training counts towards the SACE.

Under ASBA senior students are required to:

- Be enrolled as a full-time student
- Undertake an ASBA as part of their broader study toward the SACE
- Attend school part time, be employed part time and attend formal Vocational Education and Training
- Be paid a pro-rata wage for working and Vocational Education and Training (normally a minimum of 8 hours per week)

Australian School Based Apprenticeships and Traineeships are available in a variety of industry areas:

- Automotive
- Beauty & Personal Services
- Construction
- Education
- Engineering
- Forestry
- Health
- Hospitality
- Maritime
- Primary Industries
- Retail

*Note: Generally, a VET Certificate II counts towards Stage 1 credits and VET Certificate III towards Stage 2 credits.*

Selection of a FIP Course requires the completion of the VETRO nomination form before forms are submitted. Evidence of industry pathways will need to be provided.

## SENIOR SCHOOL SUBJECT LIST

### STAGE 1

*The following subjects are compulsory:*

Activating Identities and Futures (AIF)

English (Full Year) - students can choose from:

- English
- Essential English

Mathematics (1 Semester) - students can choose from:

- Essential Mathematics
- General Mathematics
- Mathematics A

*The following subjects are Electives:*

- Agriculture
- Ancient Studies
- Biology
- Chemistry
- Child Studies
- Creative Arts
  - Art
  - Music
  - Textiles
- Design, Technology & Engineering
  - Digital Communication Solutions
  - Metalwork
  - Multi Trade
  - Woodwork
- Drama
- Food and Hospitality
- Japanese
- Mathematics
  - Essential
  - General
  - Mathematics B
  - Mathematics C
- Modern History
- Music
- Outdoor Education
- Physics
- Physical Education
- Psychology
- School Band
- Scientific Studies
- Tourism
- Visual Art

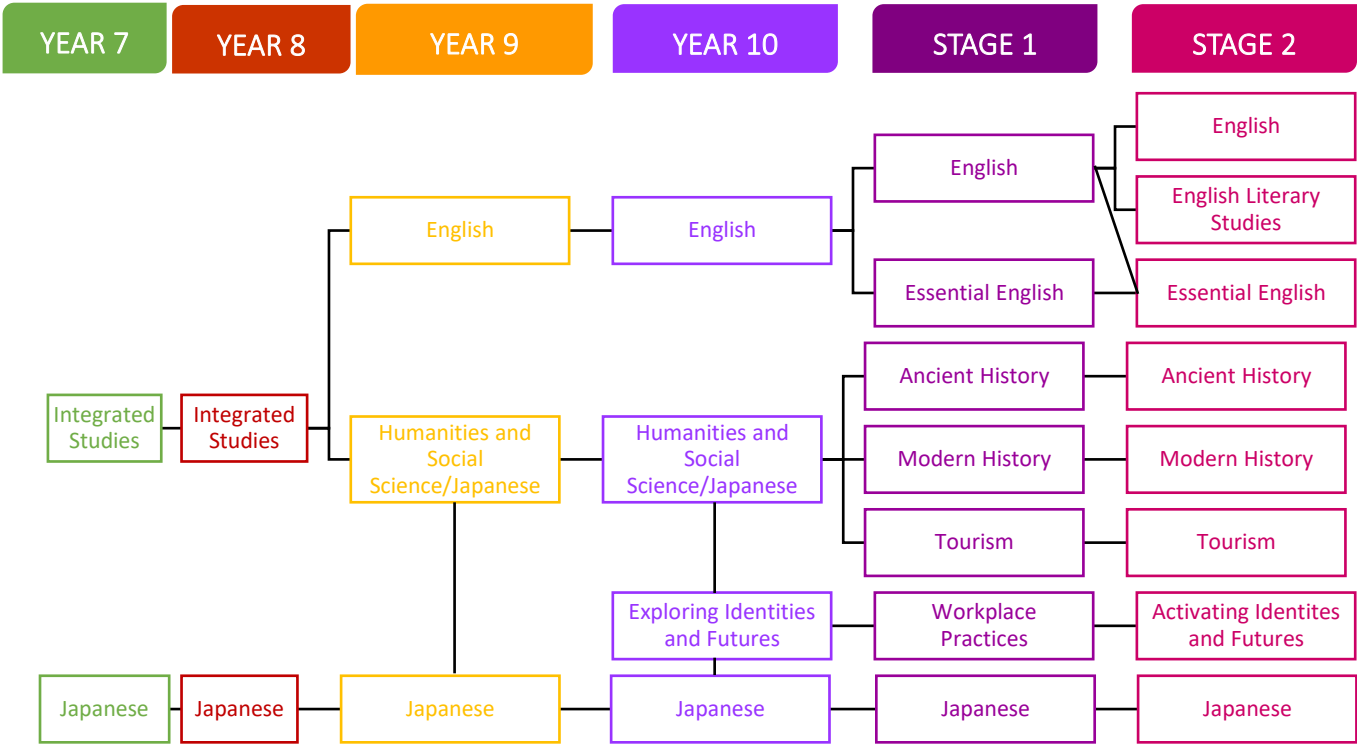
### STAGE 2

*Tertiary Approved Subjects:*

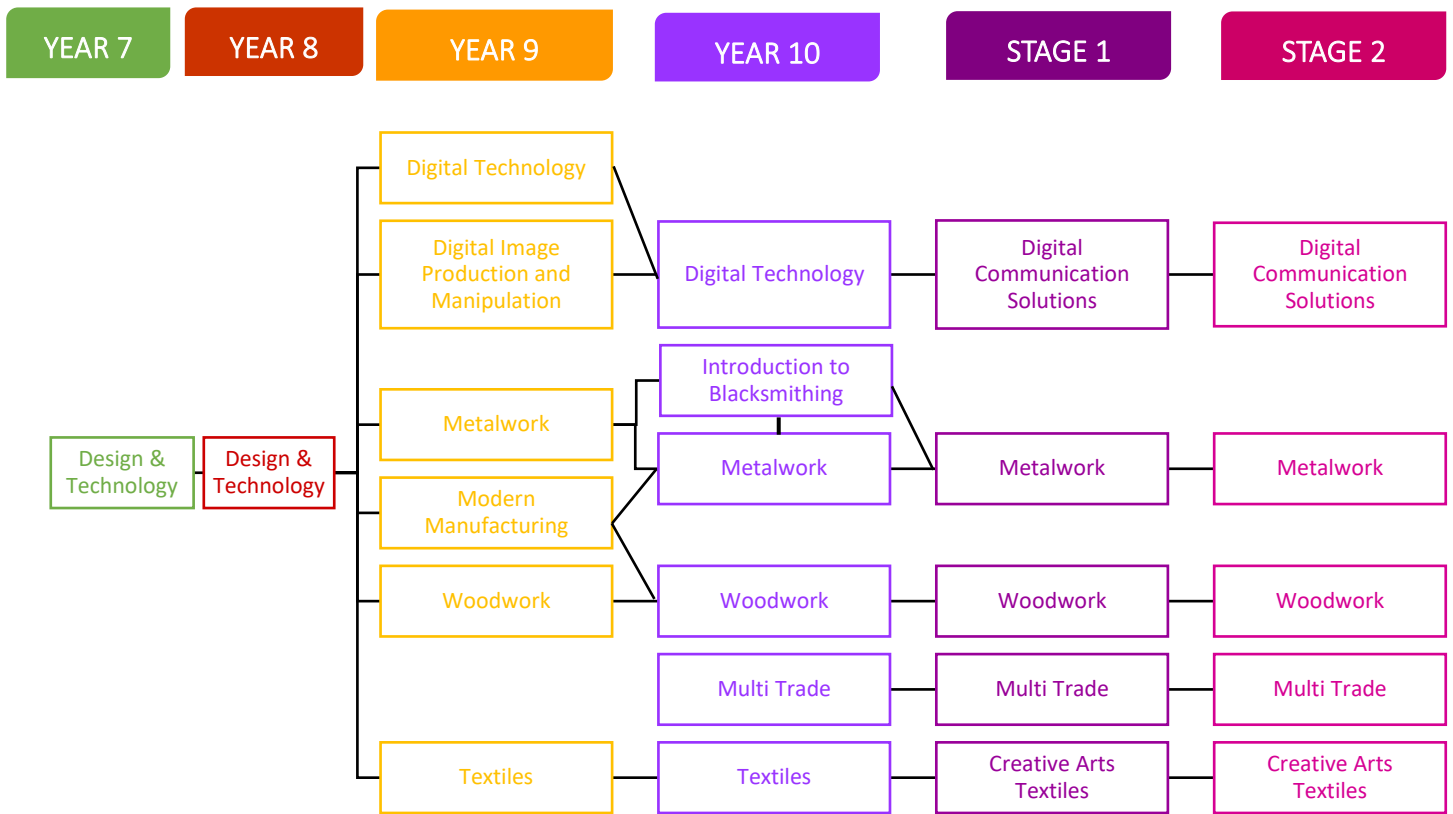
- Agriculture
- Biology
- Chemistry
- Child Studies
- Creative Arts
  - Art
  - Music
  - Textiles
- Design Technology & Engineering
  - Digital Communication Solutions
  - Metalwork
  - Multi Trade
  - Woodwork
- English
- English Literary Studies
- Essential English
- Essential Mathematics
- Food and Hospitality
- General Mathematics
- Mathematical Methods
- Modern History
- Music
  - Music Explorations
  - Music Performance - Ensemble
  - Music Performance - Solo
- Outdoor Education
- Physical Education
- Physics
- Psychology
- Scientific Studies
- Specialist Mathematics
- Tourism
- Visual Arts
  - Art
- Workplace Practices

# SUBJECT FLOWCHARTS

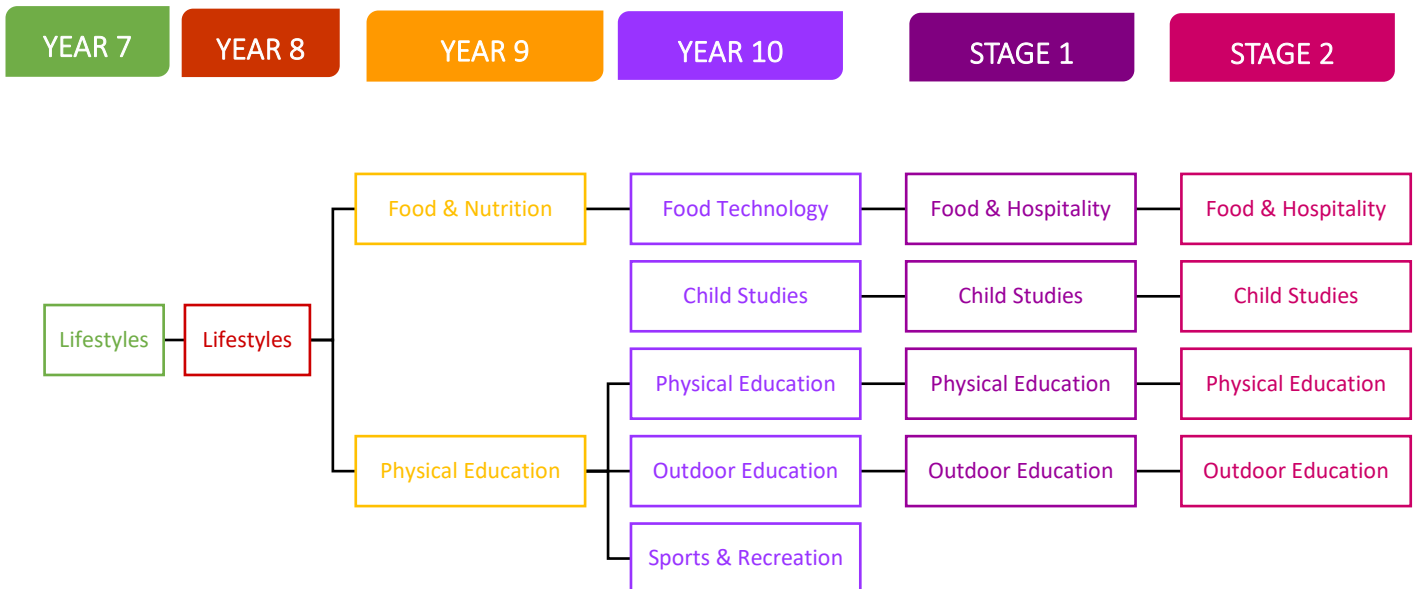
## ENGLISH, HUMANITIES AND SOCIAL SCIENCE AND JAPANESE



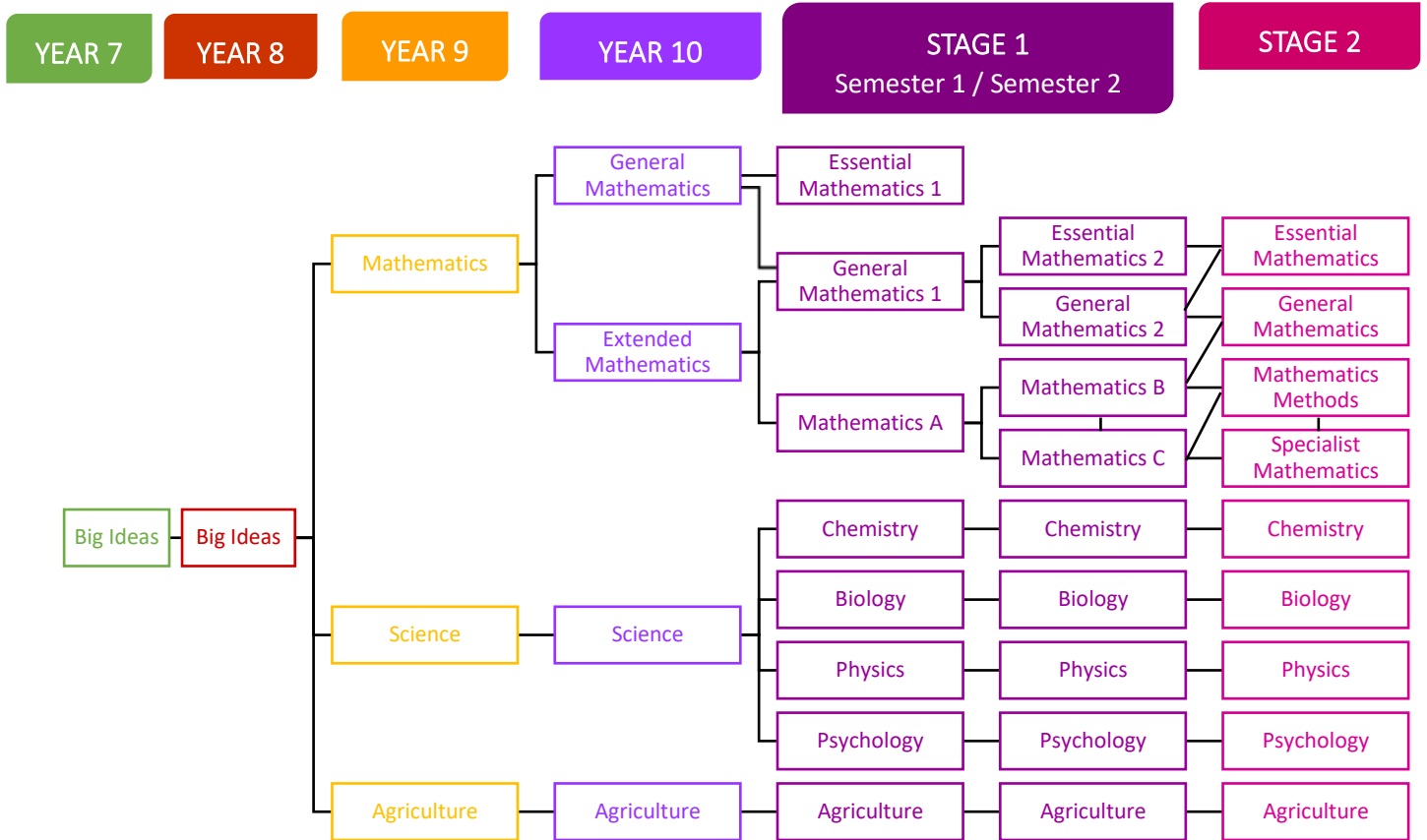
## DESIGN AND TECHNOLOGY



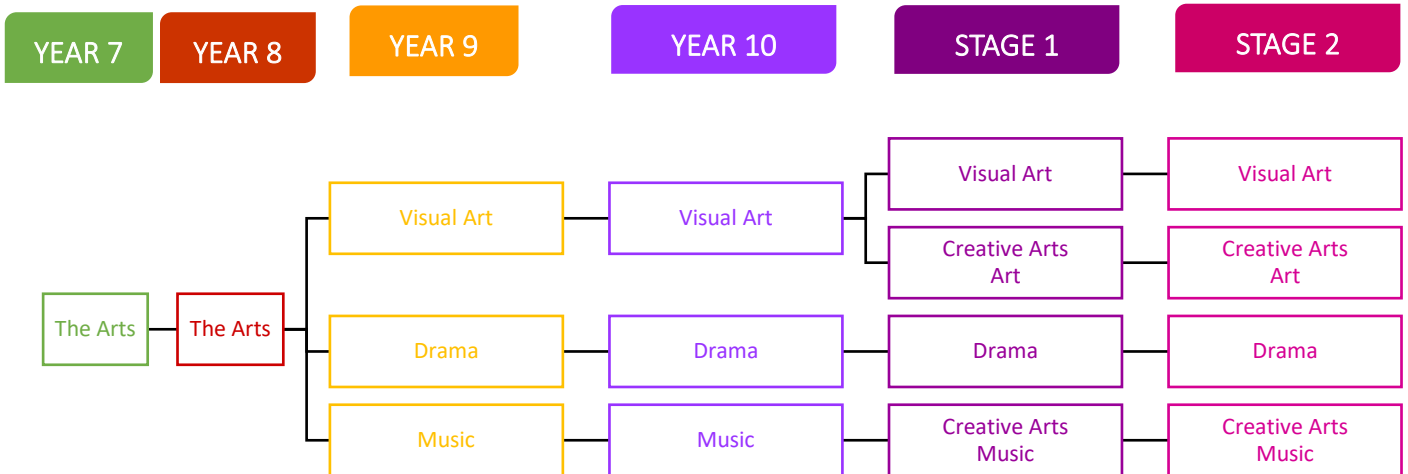
## HEALTH AND PHYSICAL EDUCATION



# MATHEMATICS AND SCIENCE



# THE ARTS



# YEAR 7 SUBJECTS

*The following subjects are compulsory:*

## BIG IDEAS

Big Ideas is an integrated subject incorporating the learning areas of Mathematics and Science. Students are supported to explore real life problems and attempt to solve them through the application of the scientific method.

In Mathematics learners are supported to develop confidence in their ability to further advance their understanding of mathematical concepts. Students learn to demonstrate perseverance and self-reliance when thinking and working independently or collaboratively to solve problems in the following area;

- Number and Algebra: fractions, decimals, percentages, rational numbers, exponent notation, financial mathematics, patterns and algebra, algebraic expressions, linear equations.
- Measurement and Space: measurement and geometry of 2 and 3 dimensional shapes, coordinate system, transformation of shapes.
- Statistics and Probability: data collection, presentation and analysis, assigning probability, chance simulations.

Students are supported to consolidate understanding and application of multiplicative thinking and proportional reasoning through the “color folder program”, a small group intervention program designed to extend higher order thinking. Individual learning goals based on student’s needs, support them to focus on identified areas for growth and extension and are reviewed regularly.

In Science students explore and examine the following areas in order to develop scientific understanding, gain inquiry skills and an appreciation of science as a human endeavor.

- Biological Science: Classification, food webs and food chains.
- Earth and Space Science: Cyclic changes of Sun, Earth and Moon.
- Physical Science: Balanced and unbalanced forces.
- Chemical Science: Particle theory, separation techniques.

Students are encouraged to work collaboratively to solve open ended problems and use the engineering design process to learn from failures and improve their solutions before reporting on them.

# YEAR 7 SUBJECTS

## DESIGN AND TECHNOLOGY

Design and Technology is an exciting introductory course that immerses Year 7 students in a wide range of technological explorations. Through a blend of theoretical knowledge and hands-on applications, students acquire essential skills across various fields, fostering problem-solving abilities and promoting sustainable practices.

Throughout this course, students engage with the following diverse topics:

- **Digital Technology:** Students explore the fundamentals of coding, computational graphic design, and programming. Through interactive activities and projects, they develop proficiency in designing and creating software applications.
- **Textiles:** Students venture into the realm of textiles, exploring the versatility of fiber and its applications. They learn essential techniques such as weaving, patternmaking, fabric manipulation and basic hand skills to create a product.
- **Materials:** Through the exploration of materials like wood, metal, and plastics, students engage in hands-on projects that develop their craftsmanship and problem-solving skills. They learn techniques such as cutting, shaping, joining, and finishing to fabricate functional objects.

By investigating real-world issues on both national and global scales, students develop a profound understanding of the impact of technology on society. This foundational course in Design and Technology prepares students for future studies in technology and empowers them to become innovative problem solvers and technologically literate individuals.

## INTEGRATED STUDIES

Integrated Studies or I.S. is a subject which incorporates the curriculum areas of English, Humanities and Social Sciences, Cultural Studies and Literacy development. Students are taught in their Home Group classes with a focus on intervention and individualised support.

Courses are designed to build upon current knowledge and develop new understandings. This subject is aligned to the Australian Curriculum and is implemented by a core subject teacher.

Areas covered in this course include:

- Text Study – novel and short stories
- Text Types – exposition, narrative, recount and report writing
- Literacy Development – spelling, grammar, punctuation and vocabulary
- Multi-leveled reading groups
- Literacy rotation
- Film and media studies
- Google Suite and Google Classroom skills
- Ancient history with a focus on Egypt, Greece and Rome
- Geography: Water and our world
- Geography: Place and livability
- Inquiry based history projects and problem-based learning
- Internet based learning and research skills
- Collaborative Project

# YEAR 7 SUBJECTS

## LIFESTYLES

The **Physical Education** component of the course is designed to improve skills, enhance participation, understanding and develop their knowledge and execution of the fundamental movement skills required in a range of Physical Activities.

In **Health**, students will focus on relationships, mental health, wellbeing and decision making. They will be provided with the knowledge and skills to make informed choices in relation to their own and other's social and emotional wellbeing.

Students will also be introduced to the **Food** and Hospitality curriculum. They will develop their vocabulary and food literacy, while building on their basic kitchen skills.

## JAPANESE

The Japanese course in Year 7 is designed to expose students to a foreign language and broaden their cultural understandings. Throughout the semester, students will engage in language studies and cultural studies, allowing them to develop both linguistic proficiency and cultural awareness.

In language studies, students will learn various aspects of the Japanese language, including writing in Hiragana, basic greetings, self-introductions, describing personal well-being, discussing family and friends, and describing routine events and leisure activities. Through interactive activities and practice exercises, students will enhance their speaking, listening, reading, and writing skills in Japanese. Additionally, the integration of ICT tools will enable students to conduct research and present information about Japanese culture effectively.

Cultural studies will provide students with insights into the rich traditions, customs, and values of Japan. They will explore different facets of Japanese society, such as art, music, festivals, and daily life. By examining cultural artifacts, engaging in discussions, and undertaking research projects, students will develop a deeper appreciation and understanding of Japanese culture. The course will encourage students to embrace cultural diversity and foster intercultural competence.

# YEAR 7 SUBJECTS

## THE ARTS

The Arts course in Year 7 fosters creativity, self-expression, and collaboration. Creative Arts, Drama and Music provide students with fundamental strategies in the experimentation, development and resolution of a creative work using logical, critical and aesthetic thinking.

- **Visual Arts:** Students are exposed to the Elements of Art (line, shape, colour, form, texture, value and space) and develop their understanding of this through various creative tasks. Paper Collage, colour theory, arts analysis and a focus on an artist/art movement allows students to develop basic art skills. Self-analysis and reflection are embedded throughout the course.
- **Music:** Students are provided with an introduction to the music space and given opportunities to explore music theory, a range of different instruments, and electronic music composition. This course is designed to foster creativity and develop fundamental instrumental and electronic music skills through a number of engaging experiences and learning activities.
- **Drama:** The Drama space provides basic dramatic skills through the use of drama games that build understanding of expectations in this area of the arts. Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They then devise and plan a performance displaying their creative art skills.

## WELLBEING LEARNING

In Year 7 Wellbeing at Millicent High School, students explore a range of topics aimed at supporting their emotional development and self-awareness. They begin by building an understanding of emotions, learning to identify and express how they feel in different situations. Through the Zones of Regulation, students develop strategies to manage their emotions and behaviours effectively. They also examine the concept of comfort zones, encouraging personal growth by stepping outside of familiar routines in a safe and supportive environment. Additionally, students learn to assess challenges using the 'Size of the Problem' framework, helping them respond appropriately to various situations and build resilience. As part of their learning, students undertake a project focused on the disposition of Gratitude, fostering a positive mindset and appreciation for others. The year concludes with a focus on cyber safety and supporting students with a smooth and confident transition into Year 8.

## SCHOOL BAND (ELECTIVE)

The School Band is open to students who have at least one year's experience on their chosen instrument, or by audition. The School Band will perform at both school and community events. Student learning from participation in the band is extensive and includes enhanced instrumental skills, teamwork and musicianship.

# YEAR 8 SUBJECTS

*The following subjects are compulsory:*

## BIG IDEAS

Big Ideas is an integrated subject incorporating the learning areas of Mathematics and Science. Students are supported to explore real life problems and solve them through the application of the scientific method.

In Mathematics students further develop fluency, understanding, problem solving and reasoning skills. The course places emphasis on documentation of strategies used.

Topics covered are:

- Number and Algebra: number systems, index notation and laws, linear expressions and equations and their graphs, using mathematical models and digital tools to solve problems in different contexts.
- Measurement and Space: problems involving composite shapes, time, rates and ratios, Pythagoras' theorem, congruence, similarity, transformation of shapes, coordinate system.
- Statistics and Probability: sampling techniques, sample distribution and variation, inferential statistics, complementary probability, Venn diagrams, chance experiments, simulations and digital tools.

Students are supported to further consolidate understanding and application of multiplicative thinking and proportional reasoning through the "color folder program", a small group intervention program designed to extend higher order thinking. Individual learning goals based on student's needs, support them to focus on identified areas for growth and extension and are reviewed regularly.

In Science students further develop scientific understanding, inquiry skills and appreciation of science as a human endeavour.

The following concepts and key ideas are explored in year 8.

- Biological Science: cells structure and function, systems and reproduction.
- Earth and Space Science: tectonic activity, geological features, theory of tectonic plates, rock cycles.
- Physical Science: kinetic and potential energy, transfer and transformation of energy in a system.
- Chemical Science: elements, compounds and mixtures, physical and chemical change.

# YEAR 8 SUBJECTS

## DESIGN AND TECHNOLOGY

Year 8 Design and Technology provides students with hands-on experiences, fostering creativity, problem-solving, and technical proficiency in various disciplines.

Design and Technology offers students the opportunity to work collaboratively on projects that explore various disciplines. Within their Home Groups, students delve into the following areas:

- **Digital Technology:** This subject takes programs like Adobe Photoshop and Illustrator to teach students computer basics and etiquette. Students expand their digital ability to utilise unique and familiar software through design and advance photo manipulation. Ethical and social implications of technology, including artificial intelligence tools, are explored fostering responsible digital citizenship.
- **Textiles:** Students engage in practical projects involving fabrics, exploring techniques such as sewing, pattern making, and fabric manipulation. They develop skills in textile design, applying creativity and problem-solving to create unique textile products.
- **Resistant Materials:** Through the exploration of resistant materials like wood, metal, and plastics, students engage in hands on projects that develop their craftsmanship and problem-solving skills. They learn techniques such as cutting, shaping, joining, and finishing to fabricate functional objects.

## INTEGRATED STUDIES

Integrated Studies or I.S. is a subject which incorporates the curriculum areas of English, Humanities and Social Sciences, Cultural Studies and Literacy development. Students are taught in their Home Group Classes, with a focus on intervention and individualised support. Courses are designed to build upon current knowledge and to develop new skills and understandings. This subject is aligned to the Australian Curriculum and implemented by a core subject teacher.

Topics covered in I.S. include:

- Text study – novel and short stories
- Grammar, punctuation and vocabulary
- Text Types – exposition, narrative, recount and report writing
- Reading strategies
- Film and media studies
- Landforms and landscapes
- Ancient history with a focus on Middle Ages, Vikings & Asia
- Inquiry based history projects and problem based learning
- Changing Nations
- Google Suite and Google Classroom skills
- Internet based learning and research
- Environmental sustainability

# YEAR 8 SUBJECTS

## JAPANESE

Students study a Japanese course in year 8, so students can be exposed to a foreign language and broaden their cultural understandings. The course will provide students the opportunity to work with different modes of communication and with different types of text genres.

The program will be offered over one semester and will be divided into two parts: Language studies and Cultural studies. Students will learn a variety of topics including: Hiragana writing, greetings, introducing themselves, expressing their state of wellbeing, describing friends and family, describing routine events and leisure activities and cultural studies. Students will be encouraged to use specific elements of ICT, especially when researching and presenting information about the Japanese culture and way of life.

## LIFESTYLES

The **Physical Education** component of this course is designed to improve skills as well as enhance participation and understanding. This is done through participating in the categories of sports: Invasion, Target, Net and Wall, Striking and Fielding.

The **Health** component provides students with the knowledge and skills to make informed choices in relation to their own and others' physical, social and emotional well-being.

The **Food** component of the course allows for hands-on and real life learning. Students will understand and implement knowledge of the Australian Guide to Healthy Eating to develop balanced meals and identify gaps in diets when considering the food groups.

## THE ARTS

The Year 8 Arts course encourages collaboration, self-expression, and artistic growth. Building upon the foundational skills and knowledge acquired in Year 7, students have the opportunity to further refine their abilities, explore their creativity, and deepen their understanding of the diverse and dynamic world of artistic disciplines. Engaging with practical projects promoting skill exploration and development they gain a deeper understanding of the power of the arts as a medium for personal and cultural expression.

- **Drama:** Students are introduced to the fundamentals of drama. They learn about the different stage types, creating characters and experiment with the interpretation of scripts and the page to stage process reflecting on their success. Students become more confident in taking creative risks in a safe, supportive and encouraging environment. Students explore the dramatic style of dramatic themes such as mime and melodrama and improvisation through practical activities and theatre sports performing in front of their peers.
- **Visual Arts:** In Visual Arts students are re-introduced to the Elements of Art and the importance they play in making and viewing art. Students build on the basic skills, techniques and knowledge learnt in Year 7 with continued experimentation of drawing, painting, printmaking and sculpture. Core concepts such as colour theory, value techniques, and perspective are introduced. Students expand their understanding of visual arts terminology and apply this in their self-reflection and analysis of artwork.
- **Music:** The Year 8 music course provides opportunities for students to continue to develop their knowledge on the fundamentals of music and provide students with experiences in performance, music theory and analysis, electronic music composition, and music history. This course is designed to foster creativity and develop fundamental instrumental skills and music understanding through a number of practical experiences and activities.

# YEAR 8 SUBJECTS

## WELLBEING LEARNING

In Year 8 Wellbeing at Millicent High School, students build on their self-awareness and personal development by exploring how they learn best through the 'Learning to Learn' program. This includes a focus on Growth and Fixed Mindsets, helping students understand the power of effort and perseverance. They also explore Multiple Intelligences and the Learning Pit, recognising that challenge and struggle are valuable parts of the learning journey. A key component of the year is the 'Pathways to the Future' unit, where students investigate potential career options and map out the subjects and pathways they can take through school to help achieve their goals. In addition, students learn about Healthy Relationships and Puberty, developing knowledge and skills to navigate adolescence with confidence and respect. The year concludes with a focus on key dispositions, such as resilience, responsibility, and self-motivation, to support a smooth and positive transition out of middle school and into Year 9.

## SCHOOL BAND (ELECTIVE)

The School Band is open to students who have at least one year's experience on their chosen instrument, or by audition. The School Band will perform at both school and community events. Student learning from participation in the band is extensive and includes enhanced instrumental skills, teamwork and musicianship.

# YEAR 9 SUBJECTS

*The following subjects are compulsory:*

## ENGLISH

This course provides students with the opportunities to develop literacy skills across a range of communication modes, focusing on language and its effects.

Topics covered in the Year 9 English course will include:

- **Responding to texts:** Students learn to evaluate and integrate ideas and information from texts to form their own interpretations. Students learn to understand how interpretations can vary by comparing their responses to texts to the response of others. This takes the format of studying texts such as:
  - Novels
  - Graphic novels
  - Picture books
  - Short stories
  - Poetry
  - Film
  - Media texts
  - Blogs/Articles

Students also respond to film, media and other text types such as song lyrics and articles.

- **Creating texts:**
  - Students demonstrate how manipulating language features and images can create innovative texts.
  - Students will learn to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts while also using accurate spelling and punctuation.
  - Students produce their own examples of texts types, including persuasive, narrative and informative texts

## HUMANITIES AND SOCIAL SCIENCES

This course provides students with the opportunity to develop the knowledge, skills and attitudes that will equip them for effective participation in local, national and global communities. Students are taught in their Home Groups and the course is aligned to the Australian Curriculum.

Each term focus covers a different aspect of HASS to prepare students for their Year 10 options.

Topics covered in the year 9 HASS course include:

- Ancient History
  - Trans-Atlantic slave trade
  - Knights, Kings and Queens: medieval Europe
  - Ancient Rome
- Modern History
  - A history of STEM
  - Modern warfare
  - Influential figures
- Geography/ Tourism
  - Future of food
  - The 'not so great' Barrier Reef
  - 'Don't walk on me': Uluru
- Business/ Legal Studies
  - Basic economic models
  - Marketing
  - Government structures and roles
  - Law making

# YEAR 9 SUBJECTS

## MATHEMATICS

The Year 9 Mathematics course further develops students' mathematical knowledge of concepts, fluency, understanding, problem solving and reasoning, and supports them to reflect on and refine their strategies. It helps students to be more resilient, purposeful and reflective about their learning and understand the importance of making mistakes in their learning.

The course covers the following areas.

- Number and Algebra: rational and irrational numbers, exponential notation and laws, linear and quadratic expressions and equations and their graphs, using digital tools to solve problems in different contexts.
- Measurement and Space: surface area and volume of 3d shapes, scientific notations, scales, similarity, Pythagoras' theorem, relative and percentage error, trigonometric ratios, enlargement of shapes.
- Statistics and Probability: sampling techniques, surveys, data types, distribution, analysis, statistical investigations, compound events, tree diagrams, chance experiments, digital tools and simulations.

Where necessary, students continue to consolidate understanding and application of multiplicative thinking and proportional reasoning through the use of different resources including the colour folder program, a small group intervention program designed to extend higher order thinking.

## PHYSICAL EDUCATION

In **Physical Education** students will engage in a variety of practicals in which they will practice sport specific skills, develop game understanding and be involved in analysing their own performance within the 4 categories of sports (Invasion, Target, Net and Wall, Striking and Fielding). Students will gain a broad understanding of Sport participation and competition organisation through the Sport Education Physical Education Program [SEPEP].

The **Health** program will provide students with a balance of knowledge, processes and skills to enable them to make informed choices in relation to their own and others' physical, social and emotional well-being.

## SCIENCE

The year 9 Science course supports students to further develop their scientific understanding and advance inquiry skills and appreciation of science as a human endeavor through a study of the following areas.

- Biological Science: role of body systems in responding to negative feedback, sexual and asexual reproductive systems.
- Earth and Space Science: carbon cycle, interaction of combustion, photosynthesis and respiration and their reliance on Earth's spheres.
- Physical Science: wave and particle model to describe energy transfer and transformation, conservation of energy.
- Chemical Science: development of the atomic model, chemical reactions and equations.

Students learn to explore issues through collaboration with their peers to design investigations, form a hypothesis, identify variables, collect and analyse the necessary data and communicate findings.

# YEAR 9 SUBJECTS

## YEAR 9 ELECTIVE SUBJECTS:

### AGRICULTURE

This is a hands-on course introducing students to the world of Agriculture and Horticulture, with a strong focus on enterprise. The practical part of the course is based around the rearing of chickens, goats, dairy calves and alpacas.

Theory component of the course supports students to investigate aspects of the work to further enhance their understanding of the concepts being considered in practical lessons.

The Horticulture component of the course involves work within the school garden, where students learn to prepare the soil and grow various herbs and vegetables.

### FOOD AND NUTRITION

The Food and Nutrition course aims to develop students' ability to make informed decisions about healthy food choices. Through practical and theoretical learning, students explore topics such as essential nutrients, healthy breakfasts, making fast food healthier, and budgeting. The course also includes adapting recipes for appropriate serving sizes, converting measurements, and effective time management during practical activities.

### JAPANESE

In Year 9, students can choose to take on Japanese for one semester or the whole year.

Year 9 Japanese aims to develop a level of fluency in reading, listening and conversation skills, in structured and familiar contexts as well as unique and unplanned scenarios. Students prior strength in cross-cultural and inter-language understanding will be utilised.

Further cultural studies will include a range of unique topics that brings meaning to students own experience.

# YEAR 9 SUBJECTS

## DESIGN & TECHNOLOGY

### DIGITAL IMAGE PRODUCTION AND MANIPULATION

The Digital Image Production and Manipulation course offers students the opportunity to learn and apply visual design principles, including image composition, manipulation, and illustration techniques. Key skills covered in the course include capturing images, digital image manipulation using Photoshop, product creation with CNC processes, and establishing a social media presence. With a practical bias, the course emphasizes product design, providing a foundation for future Design and Technology studies. Students also explore issues related to online image safety.

### DIGITAL TECHNOLOGY

The Year 9 Digital Technology course aims to explore multiple directions of digital education fostering students interests and input. This opportunity sees students incorporating multiple technologies to create and problem-solve, strengthening their computational thinking and deepen an understanding of cyber security and digital privacy. Students also investigate emerging technologies and their societal impact. Collaboration, critical analysis, and effective communication are emphasised, preparing students for future studies and careers in digital technology.

### TEXTILES

The Textiles course builds on practical skills developed in Year 8, emphasizing design, construction, and evaluation of textile articles. Students work with sewing machines and overlockers to create their projects. The course includes a theoretical and fashion design component that complements the practical aspects.

### METALWORK

Metalwork encompasses a wide range of beginner metal working processes including sheet metal forming, machine applications and introduction to welding. In addition, the course covers the following:

- Interpreting plans and drawings
- Oxy acetylene welding
- Workshop safety

Design skills, issues, and evaluation are integral to the course. It has a significant practical skills focus and serves as an excellent foundation for students aspiring to enter the industry pathways in Senior School.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### MODERN MANUFACTURING

The Modern Manufacturing course allows students to apply Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) processes. Key skills covered include CAD design, CAM laser and plasma cutting, metal cutting and joinery techniques, and construction with textiles, fibers and materials. The course focuses on product design, incorporating theoretical elements. It provides a strong foundation for future Design and Technology studies.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

# YEAR 9 SUBJECTS

## DESIGN & TECHNOLOGY

### WOODWORK

This course develops knowledge and skills in the following woodworking areas:

- Uses of hand tools
- Drilling machines
- Machinery where appropriate
- Products used for fixings
- Adhesives and finishing procedures
- Project planning and design
- Freehand sketching
- Orthographic projection
- Problem solving and safety

Assembling more than one component in the manufacture of a product and project evaluation are key components of the course. A theory component is also undertaken.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

# YEAR 9 SUBJECTS

## THE ARTS

### DRAMA

In this semester course students learn about a dramatic style and its conventions. They participate in practical activities that develop their acting skills presenting to their class peers and reflecting on the page to stage process. Students have the opportunity to work as an ensemble, taking on an onstage or offstage technical role to produce a group production to be performed to a public audience. They connect the theory components to the practical aspects of the group production by examining the dramatic process reflecting on their growth as an artist. Please note students may be required to attend after school rehearsals.

*Content may vary depending on student's prior knowledge, class numbers and the combination of classes.*

### VISUAL ART

In Visual Art, students are required to complete a range of tasks to develop varied techniques and processes. Students build on their understanding of the Elements of Art and apply this knowledge in the use of a variety of mediums (drawing, painting, printmaking and sculpture). They are introduced to basic techniques to develop their skills. Students analyse and respond to artworks with the use of visual arts language embedded throughout. This is a semester course.

### MUSIC

Music is a one semester course in Year 9. The course is designed to provide students with experience in the following areas:

- Performance - Instrumental skills development in solo and ensemble performance
- Music theory - Chord theory, rhythm, music reading, comprehension, and song analysis
- Composition - Song writing, basic recording, and electronic music

### SCHOOL BAND

The School Band is open to students with at least one year of experience on their instrument or through audition. The band performs at school and community events, offering students opportunities for instrumental skill development and personal growth.

# YEAR 10 SUBJECTS

*The following subjects are compulsory:*

## ENGLISH

In Year 10 English students are given the opportunity to build upon creating texts, interpreting, analysing and evaluating texts.

Students study and respond to a variety of texts such as:

- Creative Writing
- Novels
- Short Stories
- Poetry
- Bio/Autobiographical Writing
- Films
- Documentaries
- Persuasive writing

Students create a range of texts to articulate complex ideas, including narratives, procedures, reports and text analysis.

Students engage with a variety of text types, such as newspapers, films, novels, digital texts and poetry.

Students will interact with others, contribute actively to class and group discussions, build on others' ideas, solve problems, justify opinions and develop and expand arguments.

The English Curriculum is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

## HUMANITIES AND SOCIAL SCIENCES

The Year 10 Humanities course concentrates on developing research, study skills and an awareness of important environmental and social issues.

Whilst HASS is a compulsory full year subject, students can elect from two of the following options for their Semester 1 and 2 studies.

### Ancient History and Modern History

- The Vikings
- Feudal Japan
- Aztec/Mayan Civilisation
- Genocides
- Terrorism in Modern Society
- Freedom

### Tourism

- Climate Change: A world on fire
- Sustainable Futures and Tourism
- Eco Tourism
- The Tourism industry
- The Travel Experience

### Business Studies

- The Nature of Business
- Economics
- Finance
- Branding

### Legal Studies

- Introduction to the Law
- Civil Rights and Civil Law
- Criminal Justice and Law

# YEAR 10 SUBJECTS

## MATHEMATICS

In year 10 students can choose one of two courses in Mathematics: Extended Mathematics or General Mathematics. The choice of subject is based on their future pathway and results in year 9 and is made in consultation with their Mathematics teacher.

### GENERAL MATHEMATICS

This course aims to instill in students an appreciation of the power of mathematics in solving problems in everyday situations. It supports students to develop an understanding of mathematical concepts, in preparation for stage 1 and 2 mathematical courses leading to more practical areas. Students are expected to choose this subject if they wish to study the following course.

- A semester of stage 1 Essential Mathematics to get the minimum required 10 SACE credit points.
- Two semesters of stage 1 Essential Mathematics, followed by stage 2 Community Connections, Mathematics.
- Two semesters of stage 1 General Mathematics, followed by stage 2 Essential or General Mathematics.

This course supports students to develop mathematical fluency, understanding and reasoning skills and helps them to build skills in applying concepts to solve practical problems.

The topics covered in this course include the following.

- Number and Algebra: impact of approximation on calculations, expanding and simplifying expressions, linear equations, growth and decay functions in financial mathematics, using digital tools to solve modelling problems.
- Measurement and Space: trigonometry, right triangles, similarity and congruence, surface area and volume of complex 3d shapes.
- Statistics and Probability: analysing claims, inferential statistics, bias, statistical investigations, conditional probability, chance experiments.

Assessment includes tests and a Mathematical investigation each semester.

### EXTENDED MATHEMATICS

This course aims to instill in students an appreciation of the elegance and power of mathematical reasoning. It supports students to develop a deep understanding of the mathematical concepts, in preparation for rigorous mathematics courses in stage 1 and 2. Students are expected to choose this subject if they wish to study the following course.

- Two semesters of stage 1 General Mathematics, followed by stage 2 General or Essential Mathematics.
- Two semesters of stage 1 Mathematics, A and B, followed by stage 2 Mathematical Methods or General Mathematics.
- Three semesters of stage 1 Mathematics, A, B and C, followed by stage 2 Mathematical Methods and Specialist Mathematics.

The topics covered in this course place a greater emphasis on Algebra and algebraic reasoning and include the following.

- Number and Algebra: impact of approximation on calculations, expanding and simplifying expressions, linear equations and inequalities, growth and decay functions, using digital tools to solve modelling problems, making and proving conjectures.
- Measurement and Space: trigonometry, right and non-right angled triangles, similarity and congruence proofs, surface area and volume of complex 3d shapes.
- Statistics and Probability: analysing claims, inferential statistics, bias, statistical investigations, conditional probability, chance experiments.

Assessment includes tests and a Mathematical investigation each semester.

# YEAR 10 SUBJECTS

## SACE STAGE 1 EXPLORING IDENTITIES AND FUTURE (EIF)

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

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

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

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

Assessment Type 1: Exploring me and who I want to be

Assessment Type 2: Taking action and showcasing my capabilities

## SACE STAGE 1 WORKPLACE PRACTICES

Workplace Practices may be undertaken as a 1 semester (10 Credit) or 2 semesters (20 Credit) subject at Stage 1. Workplace Practices is highly suited for students planning to undertake tertiary study and is also recommended for those students wishing to better understand the skills and abilities needed in the workplace and in everyday life. In this subject, students will further explore their future career aspirations and planning. Student feedback frequently indicates this subject can have life-changing outcomes.

This subject enables students to participate in practical learning opportunities including excursions, guest speakers and workplace learning.

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

Students will undertake 5 days of learning in the workplace (Work Experience) and develop and reflect on their capabilities, interests and aspirations.

# YEAR 10 SUBJECTS

## SCIENCE

The year 10 Science course supports students to further develop their scientific understanding and advance their inquiry skills and appreciation of science as a human endeavor and to lay the foundation for study of various stage 1 science subjects, through a consideration of the following areas.

- Biological Science: Genetics and heredity, natural selection and theory of evolution.
- Earth and Space Science: the Big Bang theory and evidence for the theory, models of energy flow and their use to explain global climate patterns.
- Physical Science: laws of motion and their relationship to road safety.
- Chemical Science: structure of atom and the development of the periodic table, chemical reactions and factors impacting rates of reactions.

Students collaborate with peers to explore issues, design investigations, assess risk and put safety procedures in place, form hypothesis, identify variables, collect and analyse the necessary data and effectively communicate findings through reports. This course provides students with a foundation in the use of scientific method and prepares them for study in the stage 1 science related fields of Biology, Chemistry, Physics or Psychology.

## SEXUAL HEALTH & RELATIONSHIPS (SHINE)

In the SHINE program, Year 10 students engage in a term-long course focused on sexual health and relationships. This program, developed by SHINE SA, aims to equip students with attitudes, skills, and knowledge to make informed choices regarding their own physical, social, and emotional well-being, as well as the well-being of others.

Topics covered in the SHINE program include:

- Gender and its societal implications
- Power dynamics in relationships
- Sexual health and sexually transmitted infections
- The influence of media on sexualization
- Contraception and safe sex practices
- Intersectionality and diversity in relationships
- Pregnancy and parenting
- Support services available for sexual health and relationships

By addressing these important topics, the SHINE program helps students develop a comprehensive understanding of sexual health and relationships, empowering them to make informed decisions and maintain their well-being.

# YEAR 10 SUBJECTS

## YEAR 10 ELECTIVE SUBJECTS:

### AGRICULTURE

This course supports students to develop practical skills and knowledge related to the field of Agriculture. It uses a hands on approach to allow students to gain an understanding of the living resources required for our current human society in a compassionate and sustainable way. Students engage in rearing pigs, alpaca and sheep husbandry, weed assessment and plant reproduction.

Emphasis is placed on teaching students to develop problem solving skills, become familiar with techniques used in animal husbandry and form opinions by discussing issues facing the agricultural sector.

### JAPANESE

In Year 10, students can choose to take Japanese for one semester or the whole year.

Students with aspirations for exchange opportunities should be studying Japanese for the full year.

Students choosing to study Japanese for the whole year can work towards earning 10 SACE credits and will have a strong focus on language development and analysis in preparation for various exchange opportunities. As we explore Japanese culture, speaking, listening and reading skills will be enhanced through familiar and unfamiliar texts.

# YEAR 10 SUBJECTS

## DESIGN & TECHNOLOGY

### DIGITAL TECHNOLOGY

The Year 10 Digital Technology course aims to explore multiple directions of digital education fostering students interests and input. This opportunity sees students incorporating multiple technologies to create and problem-solve, strengthening their computational thinking and deepen an understanding of cyber security and digital privacy. Students also investigate emerging technologies and their societal impact. Collaboration, critical analysis, and effective communication are emphasised, preparing students for future studies and careers in digital technology.

### FOOD TECHNOLOGY

The Food Technology course offers activities that develop new and challenge existing skills and knowledge. It encourages students to enhance their initiative, creativity, cooperation, and organizational abilities while fostering reflection and critical thinking among themselves and their peers. The course provides opportunities for freedom and flexibility in practical tasks across the following topics:

- Dietary considerations
- Food culture and history
- Baking techniques

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### INTRODUCTION TO BLACKSMITHING

This subject allows students the opportunity to discover the artistry and skills to design and work with forged metals.

Subject topics and skills include:

- Basic metallurgy
- Metal heat treatment
- Designing for ergonomics
- Tool selection and use
- How to work metals with heat

### TEXTILES

The Textiles course aims to further develop the practical skills acquired in Year 9. Students undertake two self-directed projects that incorporate a variety of techniques, both by hand and machine. Projects may include garment construction and craft/patchwork items. The course serves as a pathway to Creative Arts - Textiles units in Year 11.

### METALWORK

Metalwork encompasses a wide range of metal manipulation processes including machining, heavy fabrication, sheet metal forming, and machine applications. In addition, the course covers the following:

- Orthographic drawing
- GMAW, GTAW and MMAW welding
- Plasma cutting (Manual and CNC)
- Workshop safety
- Smithing and Forging

Design skills, issues, and evaluation are integral to the course. It has a significant practical skills focus and serves as an excellent foundation for students aspiring to enter the industry pathways in Senior School.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### MULTI TRADE

This course provides students with the opportunity to engage in real-world, vocationally focused projects. Working collaboratively, students explore a range of construction trades both at school and within the local Millicent community. Through these experiences, they develop valuable employability skills and transferable vocational skillsets.

## DESIGN & TECHNOLOGY

### WOODWORK

Woodwork utilises individually designed assignments using furniture framing joints or solid carcass construction.

Students are involved in the following tasks:

- Design drafts and design briefs
- Costing and constructing the project
- Completion of projects utilising available processes and equipment
- Staining and applying a clear finish if desired
- Application of quality control processes to ensure high-quality projects
- Wood turning (possibly available)

Orthographic drawing and oblique drawing are covered, wood turning is available as an option. Students are required to complete at least one project using a Plate Jointing Machine and may utilise a range of portable power tools.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

# YEAR 10 SUBJECTS

## HEALTH & PHYSICAL EDUCATION

### CHILD STUDIES

The Child Studies course explores the stages of childhood from conception to 5 years old, focusing on the growth, health, and well-being of babies and children. Students examine topics such as contraception, teenage pregnancy, and the development of young children. They also have the opportunity to engage and work with children in the community. As part of the course, students care for a "simulator baby" through the "Baby, Think it Over" program.

### SPORT AND RECREATION

Sport and Recreation is a semester subject that exposes students to a range of different recreational sporting activities they may not typically experience. The assessments aim is to enhance well-being, connection, and participation in physical activity, as well as understanding the benefits it brings to the diversity of people in the local and wider community.

The theory components focus on applying decision-making in the context of recreation challenges to devise interventions.

Practical areas negotiated in this course include:

- Ultimate Frisbee
- Archery
- Cricket
- Lawn Bowls
- Golf

### PHYSICAL EDUCATION

The Physical Education course is recommended for students with a particular interest in pursuing Physical Education in Senior School. Students focus on developing their practical abilities through data analysis and the use of practical performance assessment instruments to improve individual and team-based outcomes.

Topics are negotiated from the following:

- Stages of learning
- Feedback and communication
- Fitness testing/components
- Training methods and principles
- Energy systems
- Biomechanics of movement

### OUTDOOR EDUCATION

Year 10 Outdoor Education centers around three areas of focus; Environment and Conservation, Planning and Management, and Personal Growth and Development. Through a combination of theoretical study and practical implementation, students develop skills and understanding in preparing and planning outdoor journeys, building relationships with natural environments, managing risk for outdoor safety, and efficiently navigating and living within outdoor environments. Students also have the opportunity to participate in multiple camps.

*Please note: this subject will incur additional costs to attend camps/ excursions for aspects such as camping fees, transport, equipment hire and professional instruction.*

# YEAR 10 SUBJECTS

## THE ARTS

### DRAMA

In this semester course students learn about an innovator/practitioner in relation to a dramatic style. They participate in practical activities further developing their characterization and presenting to their class peers, along with reflecting on the page to stage process. Students have the opportunity to work as an ensemble, taking on an onstage or offstage technical role to produce a group production to be performed to a public audience. They connect the theory components to the practical by examining the dramatic process reflecting on their growth as an artist.

*Content may vary depending on student's prior knowledge, student numbers and the combination of classes. Students need to be available for after school rehearsals to complete group production task.*

### VISUAL ART

Visual Arts is a semester long course that extends students in preparation for Stage 1 Arts. Students build on the foundation of previous years focusing on deepening students understanding of art concepts and techniques. The Elements and Principles of Art are reintroduced before developing students' skills and techniques in drawing, painting and craft media. A deep focus on analysis of artworks is undertaken. A final folio and practical task will summarise their learnings and give students an understanding of Stage 1 Visual Art.

### MUSIC

This music course aims to develop students' technical skills on an instrument or electronic music software of their choice. Building on previous knowledge, the course provides practical application and experiences in the following areas of music:

- **Performance:** Development of instrumental skills in solo and ensemble settings
- **Music Theory:** Understanding chord theory, rhythm, music reading, comprehension, and song analysis
- **Composition:** Exploring songwriting, recording techniques, and electronic music production

### SCHOOL BAND

The School Band welcomes students who have at least one year of experience on their chosen instrument or have successfully auditioned. The band performs at both school and community events. Participating in the band offers extensive learning opportunities, including enhanced instrumental skills and personal development. Please note that this unit may require additional time outside of regular school hours.

# STAGE 1 SUBJECTS

*The following subjects are compulsory:*

## ENGLISH

The English subject aims to develop students' competence and independence in using spoken and written English in various situations. At Stage 1 (Year 11), English is offered as a two-semester course worth 20 credits. Students who are considering English or English Literacy Studies at Stage 2 (Year 12) are advised to complete this English course. Those who do not plan to study English at Stage 2 are recommended to take Essential English instead. During course counseling, students will receive guidance to choose the English subject that best suits them.

Successful completion of Stage 1 English enables students to proceed to Stage 2 English or Stage 2 English Literacy Studies.

The topics covered in Stage 1 English include:

- **Responding to texts:** This involves studying novels, short stories, and films to analyze and interpret their content.
- **Creating Texts:** Students engage in creative writing (e.g., narratives), persuasive writing (e.g., expositions), and informative writing (e.g., information reports).
- **Intertextual Study:** Students explore how knowledge of one text influences the understanding of another.
- **Connected Text Study:** This involves comparing and analyzing different texts, such as a film and a novel.

*Please note: Students must achieve a C grade or better in 20 credits of either English or Essential English in order to be eligible to achieve their SACE*

## ESSENTIAL ENGLISH

Essential English provides additional literacy support for students' studies and future pathways. It focuses on developing written and oral language skills necessary for effective interaction in learning, work, and community contexts. The program enables students to engage with a variety of texts from different contexts, respond to them, and produce their own texts for various purposes and audiences. Practical activities may be included in the learning process.

The topics covered in Stage 1 Essential English include:

- **Responding to texts:** This involves studying novels, short stories, and films to analyze and interpret their content.
- **Creating Texts:** Students engage in creative writing (e.g., narratives), persuasive writing (e.g., expositions), and informative writing (e.g., information reports).

Students who successfully complete Stage 1 Essential English and are considering Stage 2 Essential English must be recommended by their teacher before Course Counselling.

*Please note: Students must achieve a C grade or better in 20 credits of either English or Essential English in order to be eligible to achieve their SACE*

# STAGE 1 SUBJECTS

## MATHEMATICS

Mathematics is a compulsory subject at stage 1. To be eligible for SACE completion, students must achieve a C grade or better in a semester of Mathematics. This will give them 10 credits towards their SACE.

At stage 1 students have the opportunity of studying any of the following Mathematics courses:

- Essential Mathematics
- General Mathematics
- Mathematics A, B and C

## ESSENTIAL MATHEMATICS

Essential Mathematics offers stage 1 students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply mathematics to settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

The subject has an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways using technology.

Students studying this course will have plans to:

- Study one semester to meet the minimum SACE numeracy requirement,
- Study two semesters of Essential Mathematics followed by stage 2 Community Connections Mathematics.

It is important to note that studying two semesters of stage 1 Essential Mathematics does not prepare students for stage 2 Essential Mathematics. Students planning to study Essential Mathematics at stage 2 must study at least one semester of stage 1 General Mathematics.

## GENERAL MATHEMATICS

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

The course can be taken as a one or two semesters, 10 or 20 credits. Students considering stage 2 General Mathematics should study 2 semesters of stage 1 General Mathematics while those intending to study stage 2 Essential Mathematics should study at least one semester of stage 1 General mathematics.

The topics covered in this course are:

- Semester 1:
  - Applications of trigonometry
  - Investing and borrowing
  - Measurement
  - Statistics
- Semester 2:
  - Matrices and networks
  - Linear and exponential functions

# STAGE 1 SUBJECTS

## MATHEMATICS A, B, AND C

Mathematics A, B and C help students to develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

These courses are designed for students planning to pursue tertiary studies and requiring stage 2 Mathematical Methods and/or Specialist Mathematics.

Topics covered in each course are specified below.

- Mathematics A
  - Functions and graphs
  - Quadratics and other polynomial functions
  - Trigonometry
- Mathematics B
  - Introduction to differential calculus
  - Growth and decay functions
  - Statistics
- Mathematics C
  - Trigonometric functions
  - Real and complex numbers
  - Matrices

Students may take 2 or 3 semesters of Mathematics based on their pathway. Mathematics A and B will allow students to study Mathematical Methods at stage 2, while studying all three courses will lead to Mathematical Methods and Specialist Mathematics at stage 2.

## ACTIVATING IDENTITIES AND FUTURES (AIF)

The purpose of Activating Identities and Futures (AIF) is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

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

### School Assessment

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

### External Assessment

- Assessment Type 3: Appraisal (30%)

# STAGE 1 SUBJECTS

## STAGE ONE ELECTIVE SUBJECTS: DESIGN, TECHNOLOGY AND ENGINEERING

### DIGITAL COMMUNICATION SOLUTIONS

This course offers students immersive exploration of digital communication, focusing on Photography and Graphic Design. Through design-based projects, students develop skills in camera techniques, photo manipulation and graphic design. Using the Adobe suite, students learn to use industry-standard software. The course prepares students for future studies and careers in digital communication.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### METALWORK

This subject focuses on designing and making products with metal. Students design, modify and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Tasks:

- Issues investigation and analysis task
- Reading and producing AS 1100 drawings
- Design and produce a metal product
- Skills development tasks in oxy/acetylene, GTAW and GMA on sample and design pieces

Folio: As an element of the design task, students will develop and display a design folio as evidence of their learning.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### MULTI TRADE

This course provides students the opportunity to explore and develop industry specific and specialised vocational skills.

Included skills are:

- Employment and Vocational skills
- Understanding and applying for VET and jobs
- Plan, manage and execute practical projects

Collaboration, communication and problem solving are key skills in this course. This class is practically based with a strong community focus, written planning and learning/project reflections.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

### WOODWORK

This subject focuses on designing and making products with wood. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Students are prepared for the further study of Woodwork at Stage 2 and for Woodwork 2 at Stage 1.

Tasks:

- Design and construction of small furniture pieces
- Construct a project using a manufactured board
- Prepare a written report on an aspect of the technology used

Folio: As an element of the design task, students will develop and display a design folio, as evidence of the design processes.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

# STAGE 1 SUBJECTS

## HUMANITIES AND SOCIAL SCIENCE

### ANCIENT STUDIES

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

### MODERN HISTORY

This subject focuses on the skills of historical enquiry and analysis. Students explore the concepts of continuity and change, cause and effect, perspective and interpretation.

Stage 1 Modern History consists of the following topics:

- Imperialism
- Decolonisation
- Indigenous peoples
- Social movements
- Revolution
- Elective

In the 10 credit course students study two or more topics, one of which may be an elective topic.

### TOURISM

In this subject students will develop an understanding of the nature of tourists, tourism, and the tourism industry. Students explore economic, social, cultural, and environmental impacts and interactions of tourism activity. They also develop an understanding of tourism from host, tourism operator and traveller perspectives and investigate tourism locally, nationally, and globally.

Tasks:

- Case Study
- Source analysis
- Practical Activity
- Investigation

### JAPANESE

This course is designed for students beginning their study of Japanese at the senior secondary level. Students develop skills in listening, speaking, reading, and writing in Japanese, with a focus on real-life communication. They engage with a range of spoken, written, visual, and multimodal texts, using digital technologies to support their learning and communication.

The course helps students understand how language and culture are connected, building their ability to interact with Japanese speakers and appreciate the values, traditions, and social norms of Japanese society. Learning is hands-on and practical, providing students with the skills to communicate in familiar contexts such as school, daily life, and leisure.

# STAGE 1 SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### CHILD STUDIES

In Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students undertake:

- Assessment Type 1: Practical Activity includes 3 assessment tasks relevant to the Area of Study
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation (1,000 words)

### FOOD AND HOSPITALITY

This course focuses on the dynamic nature of the Food and Hospitality Industry in Australian Society. Students are required to work independently and collaboratively to achieve common goals.

Throughout the course students complete tasks in the following learning areas:

- Presenting food
- Safe food handling and food hygiene
- Catering for functions
- Marketing products
- Cultural influences
- Investigation of contemporary issues

Students undertake:

- Assessment Type 1: Practical Activity includes 3 assessment tasks relevant to the Area of Study
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation (1,000 words)

This subject is offered as a 10 credit subject (one semester) or 20 credits over the whole year.

### OUTDOOR EDUCATION

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

Students develop their relationship with natural environments impacting positively on students' health and wellbeing and fostering a lifelong connection with nature and a commitment to responsible activity in natural environments.

*Please note: this course will incur additional costs to attend camps/ excursions for aspects such as camping fees, transport, equipment hire and professional instruction.*

### PHYSICAL EDUCATION

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Students will be expected to have successfully completed PE in Year 10. Students who are intending to Study Stage 2 are encouraged to complete 2 semesters of Stage 1 Physical Education.

There are 2 Assessments per semester which assess practical outcomes through theory understanding:

- Performance Improvement 50%
- Physical Activity Investigation 50%

Topics are negotiated from the following:

- Biomechanics
- Stages of Learning
- Training Principles and Methods
- Feedback and Communication
- Energy systems
- Barriers and enablers to physical activity

# STAGE 1 SUBJECTS

## SCIENCE

### AGRICULTURE

This course will assist students in advancing their knowledge and understanding in Agriculture and Horticulture using technology and sustainable practices.

It involves both theory and practical components and provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information.

Students gain knowledge and understanding relevant to primary industries through topics related to animals, plants, soils, climate, water and investigate issues in a national and/or global context.

This course prepares students for the Stage 2 Agriculture and Horticulture course.

### BIOLOGY

The study of Biology offers students the opportunity to explore and understand life science. Students develop an understanding of the organisation of life; from a microscopic to biome level.

Students are prepared for the further study of Biology at Stage 2.

Topics consist of:

- Semester 1
  - Biodiversity and Ecosystems Dynamics
  - Cells and Microorganisms
- Semester 2
  - Multicellular Organisms
  - Infectious Disease

### CHEMISTRY

The study of Chemistry offers students opportunities to consider the use of the planet's resources and the impact of human activities on the environment.

Students develop an understanding of the physical world that allows them to make informed decisions on the production and reactions of natural and processed materials. Significant practical work forms a basis to this course.

This course prepares students for the study of Chemistry at Stage 2.

Topics consist of:

- Semester 1
  - Materials and their atoms
  - Combinations of atoms
  - Molecules
- Semester 2
  - Mixtures and solutions
  - Acids and bases
  - Redox reactions

### PHYSICS

The study of Physics offers students opportunities to examine models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

Students are prepared for both TAFE pathways and Physics at Stage 2.

Topics:

- Semester 1: Pre-Trade and Stage 2 Preparation.
  - Linear Motion and Forces
  - Electric Circuits
  - Heat
- Semester 2: Stage 2 Preparation.
  - Energy and Momentum
  - Waves
  - Nuclear Models and Radioactivity

# STAGE 1 SUBJECTS

## SCIENCE

### PSYCHOLOGY

Stage 1 Psychology introduces a foundational understanding of the human mind, and the operations in the brain.

The topics in Stage 1 Psychology provide the framework for integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science: science inquiry skills, science as a human endeavour, and scientific understanding.

Students are prepared for further study of Psychology at Stage 2.

Topics studied:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Forensic Psychology
- A negotiated topic may also be studied

### SCIENTIFIC STUDIES

Students/teachers will choose a theme and select topics within that theme.

Examples of themes and topics that may be selected include:

- The implications of human intervention through science: recycling; genetic modification of plants and animals; nuclear power; the Human Genome Project; alternative energy
- The impact of science on my community and me: sports science, farm science; aquatics; the marine world; cultural perspectives
- The possible impacts of science in Australia and the broader global community over the next 50 years: climate change; space travel and exploration; water quality; food technologies; transport; housing; air quality; diet and health; forensic science

In this course students undertake:

- At least one practical investigation and at least one issues investigation for the folio
- At least one skills and applications task

Assessment tasks will be varied and cover a range of different assessment types to best cater to individual student strengths.

# STAGE 1 SUBJECTS

## THE ARTS

### CREATIVE ARTS – ART

Creative Arts sees students undertake a specialised study within or across one or more arts disciplines. There is a focus on the creative arts process, development and production, concepts in creative arts disciplines and creative arts in practice.

There are two assessment types:

- **Product (50%)**  
Students develop and present one creative arts product (eg. performance, recording, visual artwork, film, etc).
- **Folio (50%)**  
Students undertake one inquiry into the products of individual creative arts practitioners. They also undertake one skills assessment (with a skills record and reflection) for their folio.

### DRAMA

In this semester course students learn about an innovator/practitioner in relation to a dramatic style. They participate in practical activities further developing their characterization and presenting to their class peers, along with reflecting on the page to stage process. Students have the opportunity to work as an ensemble, taking on an onstage or offstage technical role to produce a group production to be performed to a public audience. They connect the theory components to the practical by examining the dramatic process reflecting on their growth as an artist.

*Content may vary depending on student's prior knowledge, student numbers and the combination of classes. Students need to be available for after school rehearsals to complete group production task.*

### CREATIVE ARTS – TEXTILES

In Creative Arts, students have opportunities for specialised study within and across the Clothing and Textiles disciplines offered as subjects within the SACE. Individual students or groups of students, in consultation with their teacher, choose one or more creative arts products as a focus of learning. Students investigate practitioners and skills and techniques to help develop their skills and learn new techniques to complete 3 assessment tasks.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts:

- **Assessment Type 1: Product**  
Presentation of a folio which demonstrates investigation and development of skills with reflections
- **Assessment Type 2: Practical Skills Folio and Inquiry**  
Presentation of a folio which demonstrates the application of a specified skill and presentation of 1 folio which includes a biography, investigation and review of a creative artist.

The study of Creative Arts is worth 10 credits.

### VISUAL ART – ART

Students undertake the study of traditional Visual Arts. This involves the process of the creation of an artwork including the initiation and development of ideas, research, analysis, exploration, experimentation with media, and production of practical work.

The following assessment types enable students to demonstrate their learning:

- **Folio:** students produce a folio in preparation of a final artwork
- **Practical:** students create a final artwork
- **Visual Study:** Students produce an investigation and skill development folio

# STAGE 1 SUBJECTS

## THE ARTS

### CREATIVE ARTS – MUSIC

Students have opportunities for a specialised study within or across this arts discipline. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, a concert, recording, projects, music video clips, musical production, performances, musicals and song writing.

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts:

- **Assessment Type 1: Product**  
Students present one arts presentation (eg performance, CD, recording etc) material which demonstrates their investigation, skill development and reflection
- **Assessment Type 2: Practical Skills**  
Students present one folio which includes a musical skills record and a reflection
- **Assessment Type 3: Inquiry**  
Students investigate the work of Creative Arts Practitioners

This is available as a 10 credit subject (one semester), or 20 credits over the whole year.

### MUSIC

Music at Stage 1 is offered as two semester courses:

**Music Experience** and **Music Advanced**.

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

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

Both subjects provide pathways to Stage 2 Music subjects: Music Performance – Ensemble, Music Performance – Solo, Music Explorations and/or Music Studies.

### SCHOOL BAND

School Band is an elective subject which runs throughout the year for 1 lesson per week. To become a member of the band, students should have at least one year's experience on their chosen instrument.

The Millicent High School Band plays at assemblies, school concerts and community events.

Students have the choice of completing a Stage 1 'Arts in the Community' unit or Creative Arts Stage 1 & 2 at this level.

This course will enhance student skills should they elect to undertake the unit 'Ensemble Performance' or 'Solo Performance' at Stage 2. Involvement in the School Band and completion of the related Community Studies or Creative Arts unit is 10 credits.

# STAGE 2 SUBJECTS

## STAGE TWO TERTIARY APPROVED SUBJECTS

### ENGLISH

Stage 2 English focuses on the analysis and creation of a range of text types. Students are assessed in relation to their 'Knowledge and Understanding' and 'Analysis' of texts, along with their 'Application', such as their use of evidence and a clear, fluent expression.

The outline of the course is:

#### Assessment Type 1: Responding to Texts (30%)

Three Responding to Texts assignments are completed. These allow students to demonstrate a critical understanding of the language features, stylistic features, and conventions of a particular text type and identify the ideas and perspectives conveyed by texts.

This section of the course in the past has involved:

- Novel study: for example, 'The Perks of Being a Wallflower'
- Film study: for example, 'Tracks', 'Into the Wild'
- Song Lyric study: comparison of two songs chosen by the student

Two of these assessments are presented as written responses, while one must be presented as an oral or multimodal presentation.

#### Assessment Type 2: Creating Texts (40%)

Students create a range of texts for a variety of purposes. Students experiment with innovative and imaginative language features, stylistic features and text conventions. Students develop their personal voice and perspectives and demonstrate their ability to synthesise ideas and opinions.

Students complete four Created Texts, one of which is a writer's statement. Examples of the four tasks are:

- Narrative
- Exposition
- Letter/Journal
- Writer's Statement

#### Assessment Type 3: Comparative Analysis (30%)

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives and to influence audiences. Students choose their two texts in consultation with their teacher and this often involves the study of either a film and a novel or two novels.

## STAGE 2 SUBJECTS

### ENGLISH LITERARY STUDIES

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. English Literary Studies also focuses on ways in which literary texts represent ideas, relationships, identity and how texts challenge or support cultural perceptions. There is a major focus on the study of texts in this course.

The outline of the course is:

#### Assessment Type 1: Responding to Texts (50%)

- Five assessment tasks are completed for this section, called 'Shared Studies'. As a class students study the following:
- Film study: previous films studied include 'Atonement', 'Blade Runner', 'Psycho'
- Novel study: previous novels studied include '1984', 'Never Let Me Go'
- Drama study: previous drama texts studied include 'The Glass Menagerie', 'A Doll's House', 'Pygmalion'
- Poetry study: poetry from a variety of authors

#### Assessment Type 2: Creating Texts (20%)

- Two assessments are completed for this section of the course.
- One task must be a 'Transformative Text', where the students use a text as inspiration to 'transform' it into another text type. For example, to transform a painting or fable into a narrative.
- One task must also be accompanied by a Writer's Statement, where the student explores the choices they made as a writer in relation to text type, purpose and audience.

#### Assessment Type 3: Text Study (30%)

- Part A: Comparative Text Study (15%)  
Students choose a text to accompany one of those studied in the Shared Studies section of the course. They then complete a Comparative Text Study on the two texts. For example, they may pair the novel studied as a class with another novel of their own choosing, or study the class film text with a novel of their own choice.

- Part B: Critical Reading (15%)  
Students complete an exam which involves a Critical Reading of texts. The exam is ninety minutes in length and students are given different texts to read and analyse in short answer form. This assessment section is externally marked.

### ESSENTIAL ENGLISH

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

The course is split into three sections:

#### Assessment Type 1: Responding to Texts (30%)

Students complete three assessments in this section of the course. The teacher will choose a range of texts that instruct, engage, challenge, inform, and connect readers. Students will consider information, ideas, and perspectives represented in the chosen texts. Texts studied may be Films, Novels, Short Articles or relevant texts. At least one of the responses must be in oral or multimodal form.

#### Assessment Type 2: Creating Texts (40%)

Students complete three assessments in this section. Students create:

- one Advocacy text
- two additional texts (e.g. narrative, informative, procedural)
- At least one of the responses must be in written form, and at least one in oral or multimodal form

#### Assessment Type 3: Language Study (30%)

For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. This assessment section is externally marked.

## STAGE 2 SUBJECTS

### DESIGN, TECHNOLOGY AND ENGINEERING

#### DIGITAL COMMUNICATION SOLUTIONS

This course builds upon the knowledge acquired in Stage 1, offering students an immersive exploration of digital communication, focusing on Photography and Graphic Design. Through design-based projects, students develop skills in camera techniques, photo manipulation and graphic design. Using the Adobe suite, students learn to use industry-standard software. The course prepares students for future studies and careers in digital communication.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

#### METAL WORK

This subject focuses on designing and making products with metal. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Tasks:

- Research into an issues
- Reading and producing AS 1100 drawings
- Design and production of a metal item
- Skills development and improvement
- MMAW, GMAW and GTAW on sample and design pieces

Folio: As an element of the design task, students will develop and display a design folio as evidence of the design processes.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

#### WOODWORK

Students wishing to study this course will find it an advantage to have successfully completed the Woodwork course at Stage 1.

This subject focuses on designing and making products using wood as the primary material. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

It is anticipated that each student will construct two major items of furniture which reflect some of the typical construction methods used in the furniture industry. Quality control and accurate manufacture are emphasised throughout the course.

Topics:

- Specialised skills and application tasks
- A materials application task
- The creation of a design folio and furniture product
- A product evaluation

Folio: As an element of the design process, students will develop and display a design folio, as evidence of the design process.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

## STAGE 2 SUBJECTS

### DESIGN, TECHNOLOGY AND ENGINEERING

#### MULTI TRADE

This course has a community focus and involves the designing solutions to meet trade requirements or to invent an entrepreneurial product that meets a need of the construction industry or local community. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

This course gives students the opportunity to explore, plan and execute a real world multi-trade project. In this course students are exposed to diverse trades in a collaborative real-world projects. This program supports students to explore diverse construction and engineering trades, helping them make informed subject choices next year.

*Please note: Students have the option to negotiate size and cost, however this may require additional funding from families.*

# STAGE 2 SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### CHILD STUDIES

There are no prerequisites although it will be an advantage to have successfully completed Child Studies course at Stage 1.

The Stage 2 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.

Assessment items:

- **Assessment Type 1: Practical Activity (50%)**  
Students complete five assessments, consisting of both theoretical and practical activities. These are completed individually.
- **Assessment Type 2 Group Activity (20%)**  
Students complete assessments consisting of group planning, preparation and practical work.
- **Assessment Type 3: Investigation (30%)**  
Students investigate a contemporary issue or trend in child development. This assessment is externally assessed.

*Please note: Students will be required to bring additional ingredients for food demonstrations and practical's and provide materials for construction of articles.*

### FOOD AND HOSPITALITY

There are no prerequisites although it will be an advantage to have successfully completed Stage 1 Food and Hospitality.

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.

- **Assessment Type 1: Practical Activity (50%)**  
Students complete five assessments, consisting of both theoretical and practical activities. These are completed individually.
- **Assessment Type 2 Group Activity (20%)**  
Students complete assessments consisting of group planning, preparation and practical work.
- **Assessment Type 3: Investigation (30%)**  
Students investigate a contemporary issue or trend in the Food and Hospitality Industry. This assessment is externally assessed.

*Please note: Students may be required to supply additional ingredients for formative and summative work.*

# STAGE 2 SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### OUTDOOR EDUCATION

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

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

Stage 2 Outdoor Education consists of three interrelated focus areas:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal and social growth and development

Students study all three focus areas.

*Please note: This course will incur additional costs to attend camps/ excursions for aspects such as camping fees, transport, equipment hire and professional instruction.*

### PHYSICAL EDUCATION

Students explore the participation in and performance of human physical activities. Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

Students will provide evidence of their learning through four or five assessments, which include an external assessment component:

- **Assessment Type 1: Diagnostics (30%)**  
Two to three tasks
- **Assessment Type 2: Self Improvement Portfolio (40%)**  
One task
- **Assessment Type 3: Group Dynamics (30%)**  
Externally assessed group task

Topics are negotiated from the following:

- Biomechanics
- Training Methods and Principles
- Energy Systems
- Skill acquisition
- Game based approaches and pedagogies
- Feedback
- Movement concepts and strategies
- Psychology of sporting performance

# STAGE 2 SUBJECTS

## HUMANITIES AND SOCIAL SCIENCE

### MODERN HISTORY

Students wishing to study this course will find it an advantage to have successfully completed the Stage 1 Modern History course.

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.

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945'. These topics will be selected by the teacher or in consultation with the class from the following list of topics:

- Modern Nations
  - Topic 1: Australia (1901–56)
  - Topic 2: United States of America (1914–45)
  - Topic 3: Germany (1918–48)
  - Topic 4: The Soviet Union and Russia (1945–c.2004)
  - Topic 5: Indonesia (1942–2005)
  - Topic 6: China (1949 – c.2012)
- The World Since 1945
  - Topic 7: The Changing World Order (1945–)
  - Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945–)
  - Topic 9: National Self-determination in South-East Asia (1945–)
  - Topic 10: The Struggle for Peace in the Middle East (1945–)
  - Topic 11: Challenges to Peace and Security (1945–)

Students will be assessed on the following:

- **Assessment Type 1: Historical Skills (50%)**  
Students will complete five historical skills assessments. Two assessments must be based on the topic from 'Modern Nations' and three assessments must be based on the topic from 'The World since 1945'.

Tasks completed could be in the form of:

- an essay
  - a source analysis
  - an oral presentation
  - a multimodal presentation
  - a research assignment
- **Assessment Type 2: Historical Study (20%)**  
Students will complete one historical study, where they choose a particular focus in consultation with the teacher and undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions
  - **Assessment Type 3: Examination (30%)**  
Students complete a 2-hour external examination that is divided into two sections:
    - Section 1: Essay
    - Section 2: Source Analysis

# STAGE 2 SUBJECTS

## HUMANITIES AND SOCIAL SCIENCE

### TOURISM

In this subject students will develop an understanding of the nature of tourists, tourism, and the tourism industry. Students 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 and explore tourism locally, nationally, and globally.

Themes:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning For and Managing Sustainable Tourism

Topics:

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

### WORKPLACE PRACTICES

Workplace Practices may be undertaken as a 10 credit (one semester) or 20 credit (year-long) subject at Stage 2.

This subject is highly suited for students planning to undertake tertiary study or for those students still considering their future options. It is also useful for those interested in gaining an Apprenticeship or undertaking studies at TAFE.

Students will develop their knowledge and understanding of the nature, type and structure of the workplace, including local, national and global workplaces.

A range of topics will be undertaken such as:

- Industrial relations and WHS
- Finding employment
- Work in Australian Society
- Workplace Learning & Training
- Workplace Issues

Students' future aspirations and career pathways will be explored and mapped.

Students will participate in Workplace Learning situations eg. work experience, voluntary participation in a community organisation, events coordination or casual employment.

## MATHEMATICS

### ESSENTIAL MATHEMATICS

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

The course explores the following topics:

- Scales, plans and models
- Measurement
- Business applications
- Statistics
- Investments and loans

Assessment for the subject consists of five Skills and Application Tasks (30%) and two Folio Tasks (40%). The final exam is worth 30% and examines topics 2, 4 and 5.

Essential Mathematics places an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

*Please note: This subject is intended for students planning to pursue a career in a range of trades or vocations.*

### GENERAL MATHEMATICS

General Mathematics extends students mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics. This subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Topics include:

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

Assessment for the subject consists of five Skills and Application Tasks (40%) and two Folio Tasks (30%). The final exam is worth 30% and examines topics 3, 4 and 5.

### MATHEMATICAL METHODS

The Mathematical Methods course consists of exploration and investigation of problems in two areas of calculus and statistics. Students develop an increasingly complex and sophisticated understanding of the two areas through learning about various functions, and the derivatives and integrals of the functions. Students build capacity to use the language of mathematics to describe relationships in nature and society, such as pandemics, and learn to make decisions about situations in the physical world by using statistical data to describe and analyse situations and make predictions based on calculations of rate of change of functions.

Mathematical Methods provides a solid foundation for further study into mathematics, economics, computer science and the sciences. It prepares students for courses and careers involving statistics such as health or social sciences.

When studied together with Specialist Mathematics this subject becomes a pathway to engineering, physical science and laser physics courses.

Topics studied include:

- Further differentiation and applications
- Discrete random variables
- Integral Calculus
- Logarithmic functions
- Continuous random variables
- Sampling and confidence intervals

Assessment for this course consists of six skills and assessment tasks, 50%, a mathematical investigation, 20%, and the final examination weighing 30%.

### MATHEMATICS

#### SPECIALIST MATHEMATICS

Specialist Mathematics draws on and deepens student mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models.

It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences.

Students envisaged careers in related fields will benefit from studying this subject.

Topics include:

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

Assessment for this course consists of six skills and assessment tasks, 50%, a mathematical investigation, 20%, and the final examination weighing 30%.

*Please note: This subject will be offered via Local Delivery*

# STAGE 2 SUBJECTS

## SCIENCE

### AGRICULTURE

Students wishing to study this subject must have successfully completed Stage 1 Agriculture. Agriculture at Stage 2 level encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

### BIOLOGY

Students wishing to study this course must have successfully completed a Stage 1 unit of either Biology or Chemistry.

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

Topics include:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

### CHEMISTRY

Students wishing to study this course must have successfully completed a full year's study of Stage 1 Chemistry.

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use of the planet's resources made by humans. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Topics include:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

# STAGE 2 SUBJECTS

## SCIENCE

### PHYSICS

Students wishing to study this course must have successfully completed a year's study of Stage 1 Physics. It is recommended that a SACE accredited Mathematics subject be undertaken concurrently with this subject.

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

Topics include:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

### PSYCHOLOGY

In Stage 2 Psychology, students are introduced to various concepts and theories underpinning modern Psychological thought.

The topics in Stage 2 Psychology provide the framework for integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science: science inquiry skills, science as a human endeavour, and scientific understanding.

Topics include:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

# STAGE 2 SUBJECTS

## SCIENCE

### SCIENTIFIC STUDIES

Themes and topics will be selected by the students/teacher at the beginning of the course.

Examples of possible themes and topics include:

- The implications of human intervention through science: recycling; genetic modification of plants and animals; nuclear power; the Human Genome Project; alternative energy
- The impact of science on my community and me: sports science, farm science; aquatics; the marine world; cultural perspectives
- The possible impacts of science in Australia and the broader global community over the next 50 years: climate change; space travel and exploration; water quality; food technologies; transport; housing; air quality; diet and health; forensic science

While these possible themes and topics are similar to the Stage 1 course, students at Stage 2 will investigate themes and topics in more detail and may select differing topics than those studied at Stage 1.

Stage 2 Scientific Studies students will be required to have an understanding of Key Ideas, these include:

- Purposes of Investigations
- Questions and Hypotheses
- Designing Investigations and Experiments
- Conducting Investigations
- Information and Data
- Interpretation and Evaluation
- Alternative Views
- Communication

Intended Student Learning in Stage 2 Scientific Studies includes:

- Identify variables in a practical investigation
- Follow instructions accurately and safely
- Distinguish between random and systematic errors
- State which result of two or more experiments is most accurate, given the true value
- Obtain information from different sources
- Evaluate for bias, credibility, accuracy and suitability the information obtained from a source
- Present a justification of, or evidence for, a personal view

A variety of assessment tasks will be used over the course of the year to enable students to achieve at their individual best alongside the relevant Performance Standards for this subject.

# STAGE 2 SUBJECTS

## THE ARTS

### CREATIVE ARTS – ART

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

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts - Art:

#### School based Assessment (70%)

- Assessment Type 1: Product (50%) (performance, CD, recording etc) material which demonstrates their investigation, skill development and reflection
- Assessment Type 2: Inquiry (20%) Students present one investigation in an area of arts practice of interest to them

#### External Assessment (30%)

- Assessment Type 3: Practical Skills (30%) Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts

*Please note: At Stage 2 students can study only one Creative Arts Subject.*

### CREATIVE ARTS – TEXTILES

Students wishing to study this course will find at an advantage to have successfully completed a Stage 1 Textiles program.

Students investigate a variety of creative textiles techniques to explore different possibilities and inform their creative thinking. Students' explorations and investigations into materials, techniques, processes, technologies, and products should be a feature of their project. Annotated reflective comments about all stages of the creative process demonstrate evidence of the development of their creative arts thinking.

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts - Textiles:

#### School based Assessment (70%)

- Assessment Type 1: Product (50%) which demonstrates their investigation, skill development and reflection
- Assessment Type 2: Inquiry (20%) Students present one investigation in an area of arts practice of interest to them

#### External Assessment (30%)

##### Assessment Type 3: Practical Skills (30%)

- Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts

*Please note: At Stage 2 students can study only one Creative Arts Subject.*

# STAGE 2 SUBJECTS

## THE ARTS

### CREATIVE ARTS – MUSIC

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, concerts, recording projects, music video clips, musical production, performances, musicals and song writing. Student analyse and evaluate creative arts products in different contexts and from various perspectives, an gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

#### School based Assessment (70%)

- Assessment Type 1: Product (50%) (performance, CD, recording etc) material which demonstrates their investigation, skill development and reflection
- Assessment Type 2: Inquiry (20%) Students present two investigations into an area of arts practice of interest to them

#### External Assessment (30%)

- Assessment Type 3: Practical Skills (30%) Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts

*Please note: At Stage 2 students can study only one Creative Arts Subject.*

### MUSIC EXPLORATIONS

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others works.

This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

# STAGE 2 SUBJECTS

## THE ARTS

### MUSIC PERFORMANCE – ENSEMBLE

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.

Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

### MUSIC PERFORMANCE – SOLO

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

They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

### VISUAL ARTS – ART

In Visual Art students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students undertake a Folio, Practical (two completed art works) accompanied by a Practitioner's Statement, and a Visual Study.

#### School based Assessment

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

#### External Assessment

Assessment Type 3: Visual Study (30%)



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