

# MIDDLE SCHOOL SUBJECT HANDBOOK



2027



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## Introduction

Our curriculum is designed to inspire curiosity, encourage creativity, and equip students with the knowledge and skills needed to succeed in a rapidly changing world.

At Salisbury High School, we are proud to offer a diverse range of subjects that cater to the unique interests, talents, and aspirations of our students. From challenging academic pathways to practical, hands-on vocational learning, our programs are thoughtfully designed to support learners at every stage of their educational journey.

As you explore the pages of this handbook, you'll discover a wealth of opportunities for intellectual growth and personal development. Whether you're passionate about STEM subjects, the Arts, languages, or humanities, there is a pathway to help you pursue your goals and develop your strengths.

Our dedicated staff are committed to creating a supportive and inclusive learning environment where every student is encouraged to thrive. Through innovative teaching practices, personalised support, and a strong focus on developing 21st-century skills, we empower students to reach their full potential and become confident, lifelong learners.

We encourage you to explore the subjects available, challenge yourself with new opportunities, and make informed choices that will support your future aspirations.

We look forward to supporting you on your learning journey at Salisbury High School.



## SA Curriculum

At Salisbury High School we aim to provide “Pathways to Success”. This sets the context for all our students to thrive, prosper and be successful learners.

This section aims to provide clarity and guidance on the structure, content, and expectations of the curriculum during these pivotal years of secondary education.

The subjects offered in Years 7 – 10 are grouped within the 8 learning areas of the SA Curriculum. These are made up of a combination of compulsory subjects and elective choices.

Each learning area brings its own ways of thinking, working and making meaning, offering learners different lenses through which to explore ideas, experiences and problems. Together, they contribute to a richer and more nuanced understanding of human experience and the world.

The learning areas are:

- 1. English:** Engaging with language and literature through English empowers you to think critically and creatively, making meaning in our worlds. By connecting with others and exploring diverse perspectives, we build relationships and gain insights that deepen empathy, enrich our lives and support us in becoming more effective communicators.
- 2. Health and Physical Education (HPE):** Learning in Health and Physical Education strengthens our sense of self, relationships, and motivation to lead active, healthy and safe lives. Through Health and Physical Education, we develop movement competence to become confident in a range of physical activities. By becoming critical consumers of information, we take responsibility for our wellbeing and contribute to the wellbeing of those around us and our environments.
- 3. Humanities and Social Sciences (HASS):** Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values, and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.
- 4. Languages:** Languages fulfil our human desire to communicate and relate. They invite us to interpret, create and share our stories. Languages belong to people, cultures and places, and shape who we are. Learning through Languages opens our minds to diverse perspectives, understandings and ways of interacting. Through Languages we become more respectful and responsive communicators.
- 5. Mathematics:** Mathematics is a universal language that communicates across cultures and contexts. By thinking and working mathematically, we learn to recognise, explore, and describe patterns and connections we see in our world. This equips us to predict, problem solve and make sound decisions. In the process, we build resilience and reflective habits, enabling us to interpret and engage confidently with challenges in both familiar and unfamiliar settings.

6. **Science:** Scientific thinking and practices empower us to notice, explore and understand how our world works, fostering an appreciation of the dynamic interconnectedness of complex systems. By investigating phenomena and continually seeking answers to questions, science unites curiosity with creativity and enables us to critically engage with evidence, equipping us to contribute as informed citizens to a sustainable future.
  
7. **Technologies:** Technologies learning cultivates curiosity, creativity, and resilience by equipping us to think, make and innovate. Through applying design, systems, and computational thinking, we learn how people, technologies and environments shape one another. In Technologies we solve problems with empathy and imagination, acting ethically and collaboratively to create sustainable, preferred futures.
  
8. **The Arts:** The Arts spark imagination, curiosity, and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional, and intellectual responses, inspiring us to think, act and communicate creatively as we challenge and celebrate our world.

In the SA Curriculum, dispositions are explicitly embedded within individual learning areas. Dispositions are tendencies to think, act or relate in certain ways. They express what we value and shape how we approach learning and life (for example, being curious or empathetic). Dispositions integrate the social, emotional, cognitive, and physical dimensions of self, and are vital for both living well and learning well.

English	HASS	HPE	Languages	Mathematics	Science	Technologies	The Arts
Curious	Curious	Resilient	Community-minded	Reflective	Curious	Creative	Confident
Empathetic	Empathetic	Resourceful	Empathetic	Resilient	Open-minded	Curious	Creative
Reflective	Responsible	Respectful	Reflective	Resourceful	Responsible	Empathetic	Empathetic
Resourceful		Responsible				Resilient	Self-aware

Nurturing dispositions in a highly intentional and contextualised way supports whole-person development. It makes dispositions part of learners’ identities, enabling them to learn and achieve during their school years and live purposeful, fulfilling lives beyond school.

Within each learning area, the SA Curriculum also identifies learning area specific capabilities, the signature ways of thinking and working that underpin disciplinary learning. These capabilities signal what we want learners to grow to be capable of over time. Engaging in these distinctive ways of thinking and working cultivates habits of mind and practices that lead to enduring understanding and authentic expertise. Through meaningful engagement and metacognitive reflection, learners strengthen their ability to apply these capabilities in new and unfamiliar contexts.

<b>English</b>	Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency		
<b>HASS</b>	Participating and contributing	Questioning and researching	Evaluating, analysing and interpreting	Forming perspectives and decision making	Communicating and sharing
<b>HPE</b>	Personal responsibility	Social responsibility	Critical thinking and inquiry	Movement	
<b>Languages</b>	Self and social responsibility	Multilingual thinking	Intercultural communication		
<b>Mathematics</b>	Strategic problem solving	Developing understanding	Fluency and flexibility	Reasoning	
<b>Science</b>	Engaging and influencing with science	Noticing and questioning	Exploring scientifically	Reasoning with evidence	Communicating with purpose
<b>Technologies</b>	Thinking and innovation	Producing and implementing	Ethical practices	Local and global citizenship	Collaboration and management
<b>The Arts</b>	Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action <i>(Media Arts, years 7 to 10 only)</i>	Embodied and applied practice

### Content:

Throughout Years 7 to 10, students will engage with a broad and balanced curriculum that progressively builds upon their prior learning and prepares them for future academic and vocational pathways. The curriculum content is designed to be relevant, engaging, and aligned with the developmental needs and interests of students at each stage of their secondary education.

### Expectations:

In line with the SA Curriculum, we want students in Years 7 to 10 to nurture and empower every learner to:

- achieve personal excellence.
- action their voice and agency.
- build on their strengths, interests, and motivations.
- feel safe, included, and valued.
- actively and positively contribute to society.

At Salisbury High School, we are committed to delivering a high-quality education that prepares students for success in further education, employment, and citizenship.



## Year 9 Course Requirements

	Subject	Information about student choice	Subject Duration
<b>Compulsory / Core Subjects</b>	CARE	<b>Compulsory Subject</b> Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	<b>Full Year</b> (2 semesters)
	English	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semester)
	Humanities	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
	Health and Physical Education	<b>Compulsory Subject</b>	<b>Full Year</b> (2 Semesters)
	Mathematics	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
	Science	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
	Literacy Option	<b>Additional Subject</b> Students may be selected to complete 2 semesters of Literacy	<b>Full Year - Literacy</b> (2 semesters)
<b>Electives Selection</b>	Free Choices	<b>Elective Subjects</b> Students can select 4 semester length subjects that have were not previously selected.	<b>4 Semester Subjects</b>
	Reserve Option Choices	<b>Reserve Elective Subjects</b> In addition to the previous choices students select 2 semester length backup options.	<b>2 Semester Subjects</b>



## Year 10 Course Requirements

	Subject	Information about student choice	Subject Duration
<b>Compulsory / Core Subjects</b>	CARE	<b>Compulsory Subject</b> Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	<b>Full Year</b> (2 semesters)
	English	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semester)
	History	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semesters)
	Health and Physical Education	<b>Compulsory Subject</b>	<b>Half Year</b> (1 Semesters)
	Mathematics Option	<b>Compulsory Subject</b> Students will select a full year from choice of three options	<b>Full Year</b> (2 semesters)
	Science	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
	Exploring Identities and Futures (EIF)	<b>Compulsory Subject</b> EIF is a Stage 1 subject require for the student's SACE completion	<b>Half Year</b> (1 semesters)
<b>Electives Selection</b>	Free Choices	<b>Elective Subjects</b> Students can select 5 semester length subjects that have were not previously selected.	<b>5 Semester Subjects</b>
	Reserve Option Choices	<b>Reserve Elective Subjects</b> In addition to the previous choices students select 2 semester length backup options.	<b>2 Semester Subjects</b>



## Arts

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Art	Art	Art	Visual Art A/B	Visual Art A/B	Visual Art
				Art Practices (IL)	Art Practices (IL)
	Dance	Dance	Dance A/B	Dance (IL)	
	Drama	Drama	Drama A/B	Stage Production (IL)	Stage Production (IL)
Music	Music	Music	Music A	Music Experience A/B	Music Performance – Ensemble & Solo
					Creative Arts (Music)
	Specialist Music	Specialist Music	Specialist Music A/B	Specialist Music – Bands (IL)	
	Introduction to Media Arts	Film & Cinematography	Film & Cinematography	Creative Arts (Media)	
		Animation	Animation		

### 9 Dance

**Length:** 1 Semester

**CONTENT**

Students participate in and experience hip-hop, and musical theatre styles of dance. They explore and research the elements of dance, learn class dances, choreograph their own dances to learn about and experiment with a variety of choreographic devices and techniques, both in live performance and on film

**Topics Include:**

- Learning a class dance (hip hop/Musical Theatre)
- Creating Choreography (dance video/musical theatre)
- Explore the elements of Dance.
- Choreography Research/reflection

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**  
Minimum C grade in Year 8 Drama

### 9 Drama

**Length:** 1 Semester

**CONTENT**

In this subject, students participate in warm up activities, drama games, improvisation tasks and creating and presenting short video products and performing scripted scenes. The course covers an introduction to script reading and writing; taking scenes from page to stage and also incorporates acting for the screen in a persuasive infomercial video task. Students may explore themes or issues that are meaningful and relevant to them and our community/environment. This course will reinforce prior learning in the elements of drama but also explore other facets of drama and theatre production such as: stagecraft, short film making process and techniques.

**Topics Include:**

- Infomercial
- Play Making (Page to Stage)
- Elements of Drama
- Improvisation
- Theatre Sports

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**  
Minimum C grade in Year 8 Drama

### 9 Animation

**Length:** 1 Semester

**CONTENT**

In this course students will study the processes and practices of creating animation with an emphasis on stop motion and digital design. Students will create their own characters out of clay, paper, found objects and sources and will then use industry standard software to bring these characters and scenes to life on screen.

**Topics Include:**

- Claymation
- Found Object Animation
- Puppet Animation
- Cut Out Animation
- Digital Animation

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**  
Minimum C grade in Year 8 Media



## 9 Film & Cinematography

**Length:** 1 Semester

### CONTENT

In this course students will learn the art of film making through using a variety of technologies and creative tools. Students will study the processes and practices of film production through cinematography, digital editing, sound design and post-production elements and effects. Various digital devices and digital software will be used to produce media content that fits with our online world. (e.g.: Final Cut Pro, iMovie, Adobe Creative Suite & mobile Apps)

### Topics Include:

- Genre
- Sound Design
- Editing
- Film Production

### ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Minimum C grade in Year 8 Media

## 9 Art

**Length:** 1 Semester

### CONTENT

Students build their knowledge of the Elements of Art and Design. We will research the life, works and culture of Vincent van Gogh and Post-Impressionism, culminating in the recreation of a van Gogh painting of their choice. Students are also introduced to the rules of perspective in order to create realistic 3D works of art.

### Topics Include:

- Elements of Art
- Post-Impressionism
- Vincent van Gogh
- Acrylic Painting
- Perspective in Art

### ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Year 8 art

## 9 Music

**Length:** 1 Semester

### CONTENT

In Year 9 Music students will build on their previous music skills and knowledge. Topics include Ensemble Performance and the Music Industry which continues to develop instrumental and vocal skills in a group setting. Students also explore career pathways in the Music Industry.

### Topics Include:

- Ensemble performance
- Music Notation
- Music Industry research

### ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Completion of year 8 Music to a minimum B standard and attendance to Instrumental/vocal lessons.

**9 Specialist Music**

**Length:** 1 Semester

**CONTENT**

This course builds on the initial skills learned in previous term with an emphasis on Ensemble and Solo Performance and development of theoretical concepts.

**Topics Include:**

- Practical skill development
- Music Theory
- Music Industry

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Successful completion of Music in Years 7-9 with B grade or higher. Own instrument highly Recommended and attendance to school based Instrumental Music lessons

**Arts leader or Music teacher to approve this subject selection**

**10 Dance A**

**Length:** 1 Semester

**CONTENT**

This course extends student skills and knowledge of dance as preparation for studying Dance in senior school. Students will participate in various dance styles and such as Hip-hop, contemporary, musical theatre and multicultural genres. They research the origins of various dance styles, crazes and cultural genres and create their own dances for given stimuli and choreographic devices.

**Topics Include:**

- Athletics day Dance performance
- Group choreography
- Research (dance through the decades/Fusion)
- Self-reflection and criticism

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a C grade is not achieved in Year 9 Dance.

**10 Dance B**

**Length:** 1 Semester

**CONTENT**

This course extends student skills and knowledge of dance as preparation for studying Dance in senior school. Students will participate in various dance styles and such as Hip-hop, contemporary, musical theatre and multicultural genres. They research famous and inspirational dancers and choreographers in this style, also seeing the evolution of this style and its link to our changing society and technology and create their own dances for given stimuli and choreographic devices.

**Topics Include:**

- Dance showcase performance
- Group choreography
- Peer teaching
- Research (negotiable topics: Evolution of Dance)
- Self-reflection and criticism

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a C grade is not achieved in Year 9 Drama.

### 10 Drama A

**Length:** 1 Semester

**CONTENT**

This subject extends skills developed in Years 8 and 9 expanding on dramatic theories and practices and is suitable preparation for students looking to study Stage Production at Stage 1.

Students focus on “What is acting, and what makes us laugh?” They explore how to communicate emotions through the art of acting and in various social and cultural contexts. More explicitly they examine and experience various styles of comedy and comedic acting techniques. All students will be required to rehearse and perform a whole class stage play to their peers and the wider community, and apply feedback to make improvements in their skills, knowledge and performance.

**Topics Include:**

- Commedia Dell’Arte
- Melodrama
- Slapstick
- Playmaking
- Acting Skills
- Elements of Drama

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a C grade is not achieved in Year 9 Drama.

### 10 Drama B

**Length:** 1 Semester

**CONTENT**

This subject extends skills developed in Years 8 and 9 expanding on dramatic theories and practices and is suitable preparation for students looking to study Stage Production at Stage 1.

Students participate in a topic called ‘The Pitch’ where they are challenged to create a video advertisement to ‘sell the unsellable.’ This involves product creation, writing screenplays, casting, costuming, and acting to camera, as well as developing and understanding of filming and camera techniques, as well as sound and video editing skills. All students will also be required to rehearse and perform small group stage plays to their peers and the wider community, and apply feedback to make improvements in their skills, knowledge, and performance.

**Topics Include:**

- The Pitch
- Production/camera techniques
- Playmaking
- Elements of Drama

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a C grade is not achieved in Year 9 Drama.

### 10 Animation

**Length:** 1 Semester

**CONTENT**

In this course students will study the processes and practices of creating animation through digital art, visual art, digital editing, and postproduction elements. Students will learn how to use industry standard software like Adobe Creative Cloud and other animation methods to bring digital artwork to life on screen and create content that is interesting and entertaining for modern audiences. With a focus on digital media for advertisement, students will create their own animation advertising projects.

Animation is an exciting student-driven course where they are expected to take ownership of their learning and explore how technology can be used to create and capture stories.

**Topics Include:**

- Using Adobe Software
- Movement in Animation
- Character Design
- Advertising with Animation

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a C grade is not achieved in Year 9 Film or Animation.



## 10 Film & Cinematography

**Length:** 1 Semester

### CONTENT

In this course, students learn the art of film making using a variety of technologies and creative tools and will undertake and develop their skills in the processes and practices of film production through, story boarding, scripting, cinematography, digital editing, and postproduction elements/ special effects. In the second half of the course, students will apply what they have learned to write, produce, and edit their own short film in an agreed genre.

Various digital devices and industry standard digital software will be used to produce media content that fits with our online world and communicates to a variety of audiences.

Students are expected to take ownership of their learning and explore how technology can be used to create and capture stories.

### Topics Include:

- Genre
- Editing Techniques
- Scriptwriting & Pre-Production
- Short Film Making

### ASSESSMENT TYPES:

Students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Approval required if a C grade is not achieved in Year 9 Film or Animation.

## 10 Visual Art A

**Length:** 1 Semester

### CONTENT

Students build their knowledge of the Elements of Art and Design.

Next, we look at Pop and Street art leading to design and apply artwork to a skate deck.

### Topics Include:

- Elements of Art
- Pop Art
- Street Art
- Skate Deck Design
- Rendering
- Realism in drawing

### ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Year 9 art

## 10 Visual Art B

**Length:** 1 Semester

### CONTENT

Students build their knowledge of the Elements of Art and Design.

We will then explore 3 types of acrylic painting, experimenting with each to create a surreal landscape on canvas of their choice.

### Topics Include:

- Elements of Art
- Acrylic Painting
- Acrylic Pouring
- Palette Knife Painting
- Landscape painting

### ASSESSMENT TYPES:

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

### Suggested Prior Learning:

Year 9 art

**10 Music A**

**Length:** 1 Semester

**CONTENT**

This course is for students with a special interest in music and builds on elements explored in year 9 and is geared towards those who have a keen interest in pursuing music as a subject at Stage 1.

Students will study the following units: Ensemble Performance and Solo Performance. Students will be expected to perform as part of the class ensemble and as a soloist.

**Topics Include:**

- Ensemble/ small band performance
- Solo performance
- Music (style/genre/artist) analysis

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Approval required if a minimum B grade is not achieved in Year 9 Music. (A discussion must be had with the Music teacher to ascertain suitability) attendance to Instrumental/vocal lessons.

**10 Specialist Music A**

**Length:** 1 Semester

**CONTENT**

This course is for students with a special interest in music and builds on elements explored in year 9 and is geared towards those who have a keen interest in pursuing music as a subject at Stage 1.

Students will study the following units: Ensemble Performance and Solo Performance. Students will be expected to perform as part of the class ensemble and as a soloist.

**Topics Include:**

- Ensemble/ small band performance
- Solo performance
- Music (style/genre/artist) analysis

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Successful completion of Music in Years 7-9 with B grade or higher. Own instrument highly recommended and attendance to school based Instrumental Music lessons

**Arts leader or Music teacher to approve this subject selection**

**10 Specialist Music B**

**Length:** 1 Semester

**CONTENT**

In Year 10 Specialist Music students will build on their previous music skills and knowledge. Topics include Ensemble Performance and the Music Industry which continues to develop instrumental and vocal skills in a group setting. Students also explore career pathways in the Music Industry.

**Topics Include:**

- Ensemble and Solo performance
- Music Theory
- Response and Reflection

**ASSESSMENT TYPES:**

In line with the Australian Curriculum achievement standards, students are assessed against the strands of Exploring & Responding, Developing Practices & Skills, Creating & Making and Presenting & Performing.

**Suggested Prior Learning:**

Successful completion of Music in Years 7-9 with B grade or higher. Own instrument highly recommended and attendance to school based Instrumental Music lessons

**Arts leader or Music teacher to approve this subject selection**



## Cross Disciplinary Studies

Year 10

Stage 2  
(Year 12)

Exploring  
Identities &  
Futures  
(Stage 1)

Activating  
Identities and  
Futures

Workplace  
Practices



## Stage 1 Exploring Identities and Futures (EIF)

**Length:** 1 Semester

### CONTENT

By the end of Year 10, students must have successfully completed EIF with a C grade or higher.

Students will learn more about themselves, their own skills, strengths, and aspirations.

Students are given the opportunity to extend thinking to who they want to be in the future. Students demonstrate agency by setting goals in order to aid their personal discovery and deepen their sense of belonging, identity and connections. Students are introduced to and should complete this subject knowing and using SACE capabilities.

### Topics Include:

- Exploring Current Identity
- Exploring Future Identity
- Career Exploration
- Planning and organising
- Goal Setting
- Implementing and refining plans
- Natural evidence of learning
- Reflecting

### ASSESSMENT TYPES:

Exploring Me and Who I Want to Be x3 (50%)

Taking Action and Showcasing my Capabilities x2 (50%)



## Design Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
	Material Products – Wood	Material Products – Wood	Material Products – Wood	Material Solutions - Wood	Furniture Construction
	Material Products – Metalwork	Material Products – Metal	Material Products – Metal	Material Solutions - Metal	Material Solutions - Metalwork
			Introduction to Construction	Cert II Construction Pathways	Industry Connections (Construction Focus)
			Jewellery Design	Material Solutions - Jewellery	
	CAD Technologies	Engineering Technology	Engineering Technology		
			LEGO Design		



## 9 Material Products - Metal

**Length:** 1 Semester

### CONTENT

Students extend their knowledge of the Design Cycle and create solutions to identified needs or opportunities. Students are introduced to metalwork machines, gas welding equipment and hand tools. They explore the use of a variety of different metals and joining techniques and produce their major project. The design process is documented as part of a Design Folio. Examples of projects include a folding camping shovel and candle holder.

### Topics Include:

- Safe Use of Hand Tools, Power Tools and Static Machines.
- MIG and Oxy-Acetylene Welding Techniques.
- Understanding and Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

Assessment 1: Skill Development  
Assessment 2: Creating a Major Product Using the Design Cycle  
Assessment 3: Evaluation of Major Product

### Suggested Prior Learning:

Year 8 Material Products – Metal

## 9 Material Products - Wood

**Length:** 1 Semester

### CONTENT

Students extend their knowledge of the Design Cycle and create solutions to identified needs or opportunities. Students are introduced to woodwork machines, tools, and equipment. They explore the use of a variety of different wood products and joining techniques and produce their final project. The design process is documented as part of their Design Folio. Examples of projects include an elephant desk organiser and custom timber box.

### Topics Include:

- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding & Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

Assessment 1: Skill Development  
Assessment 2: Creating a Major Product Using the Design Cycle  
Assessment 3: Evaluation of Major Product

### Suggested Prior Learning:

Year 8 Material Products – Wood

## 9 Engineering Technology

**Length:** 1 Semester

### CONTENT

This course is designed for students with an interest in Electronics, Computer Aided Design, Engineering, and Robotics. Students will learn how to create electronic circuits, soldering projects, and integrate electronics with 3D printing and laser cutting to create solutions to different problems. Students will also learn to apply the Engineering Design Cycle in a project-based approach. Examples of projects include Edge Lit LED Signs, CO2 Dragsters, LED Flasher Circuits

### Topics Include:

- Introduction to Computer Aided Design
- Electronics & Soldering
- Understanding & Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

- Design Thinking Journal
- Skills Tasks
- Folio

### Suggested Prior Learning:

8 CAD Technology



## 10 Material Products - Metal

**Length:** 1 Semester

### CONTENT

Students use the Design Cycle to develop a project that meets an individual need or challenge. After developing a design solution, students will use the metal workshop to complete their project. Documentation of the design process will be kept as part of a Design Folio. Past projects include but are not limited to shoe racks, coffee tables and fire pits.

### Topics Include:

- Safe Use of Hand Tools, Power Tools and Static Machines.
- MIG and Oxy-Acetylene Welding Techniques.
- Understanding and Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

Assessment 1: Skill Development  
 Assessment 2: Creating a Major Product Using the Design Cycle  
 Assessment 3: Evaluation of Major Product

### Suggested Prior Learning:

Year 9 Metalwork

## 10 Material Products - Wood

**Length:** 1 Semester

### CONTENT

Students use the Design Cycle to develop a project that meets an individual need or challenge. After developing a design solution, students will use the wood workshop to complete their project. Documentation of the design process will be kept as part of a Design Folio. Past projects include but are not limited to bedside tables, coffee tables and stools.

### Topics Include:

- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding & Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

Assessment 1: Skill Development  
 Assessment 2: Creating a Major Product Using the Design Cycle  
 Assessment 3: Evaluation of Major Product

### Suggested Prior Learning:

Year 9 Woodwork

## 10 Introduction to Construction

**Length:** 1 Semester

Stage 1 Material Products (only available to Year 10 students) 10 Stage 1 Credits

### CONTENT

Introduction to construction allows students to explore a range of trade-based occupations. Throughout the semester students will work both individually and in groups to explore the following;

- Work health and safety requirements specific to the construction industry
- Industry immersion, through visiting and interviewing those who already work in the industry.
- Practical Assessment that include, timber framing, bricklaying, concreting, and plasterboard fixing and flushing.

### Topics Include:

- Safe use of construction specific hand and power tools
- Day to Day Life in the Construction Industry
- Large Scale Practical Construction Project

### ASSESSMENT TYPES:

Skills & Application Task: 40%  
 Major Product & Design Folio: 60%

### Suggested Prior Learning:

None required.



## 10 Engineering Technology

**Length:** 1 Semester

### CONTENT

In this course students develop skills, encompassing CAD fundamentals, robot design, and electrical circuit construction. Delve into the world of Computer-Aided Design (CAD), mastering essential software for engineering and design applications. This course is hands on with CAD and design work with past projects including but not limited to: RC Car Design, Infinity Mirror design and construction and Laser Cut Boxes.

### Topics Include:

- Fusion CAD
- Basic Electronics
- Understanding & Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

- Skills Tasks
- Folio

### Suggested Prior Learning:

9 Engineering Technology

## 10 Jewellery Design

**Length:** 1 Semester

### CONTENT

Jewellery Design focuses on creating Jewellery and similar small objects using a range of composite materials including polymer clay, resin, wood and wire. It provides students with the technical skill base to be able to successfully design and create a major project.

### Topics Include:

- Making jewellery using polymer clay – keyring, necklace or bracelet and a magnet
- Wire making jewellery
- Resin moulds
- Laser cutting
- Major project following the design cycle

### ASSESSMENT TYPES:

- Knowledge and Understanding
- Processes and Production Skills

## 10 LEGO Design

**Length:** 1 Semester

### CONTENT

Students use the Design Cycle to develop projects that meets an individual need or challenge. After developing a design solution, students will use the medium of LEGO to complete their project. Documentation of the design process will be kept as part of a Design Folio. Challenges may include Bridge Design, Motorised Products for everyday tasks.

### Topics Include:

- Use of Studio LEGO Design program
- Incorporating Gears into Projects
- Understanding & Developing a Project Using the Design Cycle

### ASSESSMENT TYPES:

Assessment 1: Skill Development  
Assessment 2: Creating a Major Product Using the Design Cycle  
Assessment 3: Evaluation of Major Product

### Suggested Prior Learning:

Some experience with the medium of LEGO is recommended.



## Digital Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Digital Technology	Digital Technology	Digital Technology	Digital Technology	Game Development (IL)	
			Cyber Security Studies		
	Digital Design	Digital Design	Digital Design	Digital Design	
		Digital Photography	Digital Photography	Digital Photography A/B	



## 9 Digital Design

**Length:** 1 Semester

### CONTENT

This course is designed for students with a keen interest in graphic design, visual communication, and want to learn more about digital design editing. A great emphasis is placed on the design process, and business branding.

### Topics Include:

- Fonts, Typography
- T shirt Design
- Illustrator skills
- Surrealism Advert

### ASSESSMENT TYPES:

Practical application

- Student evidence of practical application
- Evaluation of practical application

### Suggested Prior Learning:

8 Digital Products

## 9 Digital Technology

**Length:** 1 Semester

### CONTENT

In the first half of the semester, students will be introduced to HTML and CSS, the foundational languages used in web development, and will learn how to create simple static and responsive websites.

In the second half of the semester, students will explore 2D game development using Godot, a popular open-source game engine. They will learn to use Godot's tools and GDScript language to design and build a 2D platformer game while developing an understanding of concepts such as movement, collisions, physics, and game mechanics.

### Topics Include:

- Introduction to Web development
- Game Development with Godot and GDScript

### ASSESSMENT TYPES:

- Quizzes and coding challenges
- Basic Web development projects
- 2D Game development projects

### Suggested Prior Learning:

Year 7/8 Digital Technology

## 9 Digital Photography

**Length:** 1 Semester

### CONTENT

This course is an introduction to Digital Photography where students learn the camera and photography basics, the components of a camera and how they work. They also learn photo manipulation skills using Photoshop/Light room and develop an understanding composition rules.

### Topics Include:

- Photography basics
- Composition and camera operation
- Photo editing
- Framing Identity: A Creative Self-Portrait.

### ASSESSMENT TYPES:

- Skill development
- Major project

### Suggested Prior Learning:

None Required.



## 10 Digital Design

**Length:** 1 Semester

### CONTENT

This course is designed for students with a keen interest in graphic design visual digital communication, and marketing. We promote collaborative studio-based learning, while students produce work in response to a client brief. Students explore the studio environment including the different roles involved in larger projects, collaborative creativity, design strategy and project workflows.

Students are encouraged to use the Adobe creative suite and various online creative apps that aid in branding and presenting/publishing.

### Topics Include:

- Typography and Visual design/communication
- Design layout and formats for social media
- Brand identity and logo development
- Printed promotional material
- Digital design and documentation of project flow
- Textile printing press for T-shirt/ hat/ hoodie

### ASSESSMENT TYPES:

Students are assessed on practical and theoretical components.

## 10 Digital Technology

**Length:** 1 Semester

### CONTENT

In the first half of the semester, students will extend their web development skills by building on their knowledge of HTML and CSS and developing more advanced capabilities using JavaScript. They will focus on creating interactive and dynamic websites, applying their learning through a range of practical projects that involve designing and developing increasingly complex web applications.

In the second half of the semester, students will continue to build on their prior game design and development skills through 3D game development using Godot, a popular open-source game engine. They will use the engine's tools and GDScript language to design and develop simple 3D games, further strengthening their understanding of game development processes.

### Topics Include:

- Advanced Web game development
- 3D Game development

### ASSESSMENT TYPES:

- Quizzes and coding challenges
- Advanced Web development projects
- 3D Game development projects`

### Suggested Prior Learning:

9 Digital Technology

## 10 Cyber Security Studies

**Length:** 1 Semester

### CONTENT

Explore cyber trends and threats, safeguarding personal and company data. Embark on a thrilling journey to master essential skills and emerge as a cyber guardian! Gear up for a cutting-edge networking adventure! Unravel network foundations, devices, media, and protocols. Gain hands-on experience configuring devices and unlock seamless network communication. Ignite your passion for technology in the most exhilarating way imaginable!

### Topics Include:

- Introduction to Cybersecurity: Basics of cybersecurity.
- Protecting Data and Privacy
- Networking Components
- Wireless & Mobile Networks

### ASSESSMENT TYPES:

- Interactive Labs
- Online Quizzes



## 10 Digital Photography

**Length:** 1 Semester

### CONTENT

This course is designed for students with a keen interest in Photography. Students expand their understanding of the functions of the compact camera and their phones and be introduced to the DSLR camera. Students will also further develop photo manipulation skills.

### Topics Include:

- Photography for different social media platforms
- Create an Instagram or Facebook story
- Stop motion animation using photographs
- Digital manipulation
- Analysis of Photography

### ASSESSMENT TYPES:

- Knowledge and Understanding
- Processes and Production Skills

### Suggested Prior Learning:

9 Digital Photography



## English

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
English	English	English	English	English	English
				English as an Additional Language	English as an Additional Language
			Essential English	Essential English	Essential English
Literacy	Literacy		Essential English Literacy	Essential English (Literacy)	
		EAL Literacy	EAL Literacy		
			Creative Writing		

### 9 EAL Literacy

**Length:** 2 Semesters

**CONTENT**

This course is offered to students who do not speak English as their first language. A Bilingual Student Support Officer (BSSO) will support in most classes. The literacy course is designed to support the development of reading and writing skills to build student confidence and competence across all subject areas.

**Topics Include:**

- Comprehension strategies
- Vocabulary development
- Morphology
- Grammar
- Punctuation
- Whole text development and cohesion
- Oracy and discussion skills

**ASSESSMENT TYPES:**

The Language and Literacy strands of the SA curriculum and the Literacy Progressions are used to formatively assess student work.

### 9 English

**Length:** 2 Semesters

**CONTENT**

The Year 9 English program is designed to help students enhance their skills in listening, reading, watching, speaking, writing, and creating. Students will analyse, interpret, create, evaluate, discuss, and perform literary texts that entertain, inform, and persuade. The topics require abstract thinking, advanced reasoning, and making connections between texts. Teachers select texts that offer diverse perspectives, including those from Aboriginal and Torres Strait Islander cultures, and encourage students to critically consider how context influences texts and language. Students will also improve their use of language features, such as writing complex sentences, using a lot of technical vocabulary, and employing figurative and persuasive language.

**Topics Include:**

- Prose fiction
- Speculative fiction
- Analysing persuasive literary devices in representations of Australia’s peoples, cultures, and histories
- Critical reading of short texts
- Performing poetry
- Responding to film

**ASSESSMENT TYPES:**

Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts.

### 10 Creative Writing

**Length:** 1 Semester

**CONTENT**

This course is ideal for students who want to challenge themselves with new forms of writing, develop their writing skills in English, and grow their confidence in writing. In this elective, Year 10 students will enhance their writing skills by creating various types of texts, such as poetry and descriptive pieces, as well as responding to regular writing prompts. The subject covers a range of skills, including listening, reading, watching, speaking, and creative writing. Lessons focus on teaching the conventions and structures of different texts and developing the skills needed to create them successfully. Students will learn to use a variety of language techniques to make their writing more engaging and will challenge themselves to try new writing styles. They are encouraged to push the boundaries of traditional writing forms and break conventions. By the end of the course, students will become skilled authors of both non-fiction and fiction genres.

**Topics Include:**

- Experimental poetry
- Intertextuality
- Screenwriting
- Descriptive writing

**ASSESSMENT TYPES:**

Students are assessed against the Achievement Standards of the Australian Curriculum in Language, Literacy, and Literature.



## 10 EAL Literacy

**Length:** 2 Semesters

### CONTENT

This course is offered to students who do not speak English as their first language. A Bilingual Student Support Officer (BSSO) will support in most classes. The literacy course is designed to support the development of reading and writing skills to build student confidence and competence across all subject areas.

### Topics Include:

- Comprehension strategies
- Vocabulary development
- Morphology
- Grammar
- Punctuation
- Whole text development and cohesion
- Oracy and discussion skills

### ASSESSMENT TYPES:

The Language and Literacy strands of the SA curriculum and the Literacy Progressions are used to formatively assess student work.

## 10 English

**Length:** 2 Semesters

### CONTENT

In year 10 English, students can expect to study, and use, new literary techniques and to improve their academic writing in preparation for senior school English and higher education. Students will analyse, interpret, create, evaluate, discuss, and perform literary texts that entertain, inform, and persuade. Genres are diverse and themes include the human experience, cultural significance, interpersonal relationships, and ethical and global dilemmas. The topics require abstract thinking, advanced reasoning, and making connections between texts. Teachers select texts that offer diverse perspectives, including those from Aboriginal and Torres Strait Islander cultures, and encourage students to critically consider how context influences texts and language.

### Topics Include:

- Creation of a poetry anthology
- Gothic fiction
- Advocacy through documentary and podcasting
- A genre study

### ASSESSMENT TYPES:

Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts.

## 10 Essential English

**Length:** 2 Semesters

### CONTENT

This subject is designed for students who need some support in reading and writing. In Essential English, students analyse figurative, persuasive, and cinematic techniques that they already know and will improve their verbal and written communication skills in preparation for Stage 1. Genres are diverse and themes include the human experience, cultural significance, interpersonal relationships, and ethical and global dilemmas. Teachers select texts that offer diverse perspectives, including those from Aboriginal and Torres Strait Islander cultures, and encourage students to consider how context influences texts and language.

### Topics Include:

- Creation of a poetry anthology
- Gothic fiction
- Advocacy through documentary and podcasting
- A genre study

### ASSESSMENT TYPES:

Students can expect some level of scaffolding in Essential English. Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts

## 10 Essential English Literacy

**Length:** 2 Semesters

### CONTENT

This subject is designed for students who need a lot of support with basic reading and writing skills. Students will identify and interpret figurative, persuasive, and cinematic techniques that they already know and create texts that entertain, inform, and persuade. Genres studied are diverse and themes include the human experience, cultural significance, interpersonal relationships, and ethical and global dilemmas. Teachers select texts that offer diverse perspectives, including those from Aboriginal and Torres Strait Islander cultures, and encourage students to think about how context influences texts and language.

### Topics Include:

- Creation of a poetry anthology
- Gothic fiction
- Advocacy through documentary and podcasting
- A genre study

### ASSESSMENT TYPES:

Students can expect scaffolding to complete tasks. Students are assessed against the Australian Curriculum achievement standards and they interpret and create a range of imaginative, informative, and persuasive types of texts.



## Food Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Hospitality	Food & Hospitality
		Food Innovation	Food Innovation	Food innovation	Food Innovation



## 9 Food Innovation

**Length:** 1 Semester

### CONTENT

This course focuses on designing innovative items of food as part of the Design Process. The Design Process enables students to be creative and independent in designing items of food to prepare in the kitchen. Students build their culinary skills and techniques using a range of Technology during practical lessons.

### Topics Include:

- Safe Management Practices: Students learn safe management practices in relation to the correct storing, serving, and handling of food.
- Garnishing – Chocolate design and sugar/toffee garnishing.
- Student choice (Negotiated with teacher)

### ASSESSMENT TYPES:

Design Brief

- Research Task
- Food Order
- Time Management Plan
- Practical Application
- Student Evidence
- Evaluation

### Suggested Prior Learning:

None required.

## 9 Food & Nutrition

**Length:** 1 Semester

### CONTENT

Students research, design, plan and prepare food items. They modify recipes and prepare food orders to cook items of food, of their choice. Students consider the importance of food and nutrition, developing culinary skills and preparing nutritious foods they can eat at home.

### Topics Include:

- Safe Management Practices: Students learn safe management practices in relation to the correct storing, serving and handling of food.
- Australian Guide to Healthy Eating
- Food Additives and Nutrients
- Healthy Food Choices

### ASSESSMENT TYPES:

Design Brief

- Research Task
- Food Order
- Time Management Plan
- Practical Application
- Student Evidence
- Evaluation

### Suggested Prior Learning:

None required.

## 10 Food & Nutrition

**Length:** 1 Semester

### CONTENT

This course requires students to research food items that are trendy and healthy. Students investigate #foodtrends and consider sustainable practices in the production and preparation of food. Students research, design, plan and prepare food items. They modify recipes and prepare food orders to cook items of food, of their choice.

### Topics Include:

- Safe Management Practices: Students learn safe management practices in relation to the correct storing, serving and handling of food.
- What's Trending #food trends
- Cafe culture
- Food and Sustainability
- Superfoods

### ASSESSMENT TYPES:

Design Brief

- Research Task
- Food Order
- Time Management Plan
- Practical Application
- Student Evidence
- Evaluation

### Suggested Prior Learning:

None required.

## 10 Food Innovation

**Length:** 1 Semester

### CONTENT

This course focuses on designing innovative items of food as part of the Design Process. The Design Process enables students to be creative and independent in designing and cooking food items they are passionate about.

Students build their culinary skills and techniques using a range of Technology during practical lessons.

### Topics Include:

- Safe Management Practices: Students learn safe management practices in relation to the correct storing, serving and handling of food.
- Baking – Trendy Caf  s & Bakeries
- Sustainable practices – creating items of food from seasonal produce
- Technology and culinary skills and techniques

### ASSESSMENT TYPES:

Practical application

- Student evidence of practical application
- Evaluation of practical application
- Design Brief

### Suggested Prior Learning:

None required.



## Health & Physical Education

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education A	Sports Studies (IL) A/B	Sport, Health and Physical Activity (IL)
			Specialist HPE	Physical Education A/B	Physical Education
			Child Studies	Child Studies A/B	Child Studies
				Health and Wellbeing A/B	Health & Wellbeing
			Outdoor Education A	Outdoor Education A/B	Outdoor Education
				Positive Education	
		SAASTA Connect	SAASTA (IL) & Aboriginal Studies – Stage 1	SAASTA (IL) – Stage 2	SAASTA (IL) – Stage 2



## 9 Health & Physical Education

**Length:** 2 Semesters

**Content:**

By the end of Year 9, students will develop strategies for managing their identities and emotions, assess relationships in terms of equality and diversity, and devise plans to ensure personal safety online and offline. They will integrate health information to promote wellbeing, refine movement skills for diverse scenarios, propose community fitness initiatives, and demonstrate leadership and collaboration in various physical activities.

**Topics Include:**

- Softball
- Indigenous Games
- Relationships & Sexual Health
- Sustainable Health
- Invasion Games
- Outdoor Education
- Net-Divided Games
- Football Codes

**Assessment Types:**

- Practical Checklists
- Group Presentations
- Practical & Theoretical Scenarios
- Evidence Folio

## 9 SAASTA Connect

**Length:** 2 Semesters  
Studied in Semester 2

**Content:**

*This subject is for Aboriginal & Torres Strait Islander students ONLY.*

Students will start their SAASTA journey, where they will learn about their own culture, Aboriginal history, key issues, the future of Aboriginal people, and explore Pride. They will further develop this knowledge through a variety of learning experiences and sporting excursions including the SAASTA shield.

**Topics Include:**

- Cultural representation including art,
- STEM and Careers,
- Health and Wellbeing
- Community connection

**Assessment Types:**

- Common design tasks
- 2 Summative assessments

## 10 Outdoor Education A

**Length:** 1 Semester

**Content:**

Year 10 Outdoor Education explores how experiences in natural environments shape identity, emotions, and relationships. Students develop resilience, teamwork, and strategies for safe, inclusive group participation. They plan and undertake outdoor activities, applying bushcraft, navigation, and risk management skills while refining movement skills in unfamiliar environments.

**Topics Include:**

- Environmental science and conservation
- Planning and Management for Outdoor Journeys
- Personal and social growth and development
- Development of camp craft and bush skills

Students will also engage in the following compulsory practical experiences:

- 1 x 6 hour aquatics program (day trip)
- 1 x day Hike & Orienteering trip ( day trip)
- 1 x 3 day, 2-night Bushwalking camp – Mt Lofty ranges area

**NOTE: A course fee of \$100 is required.**

**Assessment Types:**

- Personal development VLOG/ BLOG – 30%
- Camp Planning and reflection folio – 40%
- Ecosystems investigation – 20%
- Practical Skill Checklist – 10%

**Suggested Prior Learning**

None – however an interest in Outdoors and Natural Environments is strongly recommended.



## 10 Health & Physical Education A (Compulsory)

**Length:** 1 Semester

**Content:**

By the end of Year 10, students will manage emotions, understand relationship dynamics, navigate safely online, promote well-being, and refine movement skills. They'll evaluate and apply movement concepts effectively, adapting strategies for success in new situations. Additionally, they'll engage in community activities, demonstrating leadership and collaboration across diverse contexts.

**Topics Include:**

- Relationships & Sexual Health
- Badminton
- Fitness Components
- Outdoor Education
- Tchoukball

**Assessment Types:**

- Practical & Theoretical Scenarios
- Practical Checklists
- Group Presentations
- Creation of Training Programs
- Evidence Folio

## 10 SAASTA Program

**Length:** 2 Semesters

Semester 1 – Stage 1 Integrated Learning (10 credits)

Semester 2 – Stage 1 Aboriginal Studies (10 credits)

**Content:**

*This subject is for Aboriginal & Torres Strait Islander students ONLY.*

Interested and eligible students must go through an application process where their Academic Performance, Attendance, Behaviour, Respect, Teamwork, and Pride will all be examined. Successful students then learn and develop their knowledge on Aboriginal culture and history in a variety of ways.

Students also attend various sporting excursions such as the Power Cup & SAASTA Shield.

**Topics Include:**

Students provide evidence of their learning through 6 assessments, as well as attending and learning at cultural activities such as:

- Aboriginal cultural & historical Learning
- Cultural dancing
- Aboriginal Art
- Aboriginal Power Cup
- SAASTA shield

**Assessment Types:**

Integrated Learning:

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

Aboriginal Studies:

- Learning Journey (75%)
- Creative Presentation (25%)

**Suggested Prior Learning:**

N/A

## 10 Specialist Health & Physical Education (Optional)

**Length:** 1 Semester

**Content:**

Specialist HPE is designed for students passionate about Health and Physical Education who want to extend their skills. Students will refine movement strategies in unfamiliar and complex situations, enhance their understanding of relationships and well-being, and explore safe online behaviours. They'll develop leadership and teamwork through community and group activities. Ideal for those seeking challenge and growth in HPE.

**Topics Include:**

- Golf
- Modified Games
- Volleyball
- Youth Health Issues

**Assessment Types:**

- Practical Skills Analysis
- Group Presentations
- Practical Checklists
- Issues Analysis

**Suggested Prior Learning:**

Students must have completed 10 Health & Physical Education A.



## 10 Child Studies

**Length:** 1 Semester

**Content:**

This is pathway course to the world of early childhood and childcare, with courses offered in Stage 1 and Stage 2 Child Studies. The course is designed for students interested in working with children 0-8 years. It aims to introduce students to the skills and knowledge required to care for children.

**Topics Include:**

- Screen time and the affects it has on young children.
- Innovative nutritional meals suitable for young children
- Interacting with children and creating positive relationships.
- Understanding and celebrating cultural diversity by designing culturally focused, age-appropriate activities.

**Assessment Types:**

- Practical application
- Student evidence of practical application
- Evaluation of practical application
- Research Task
- Action Plan
- Group Task (Action Plan)



## Humanities

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History (compulsory)	Modern History	Modern History
			Aboriginal Studies (Stage 1)		
				Society & Culture	Society & Culture
			Civics, Citizenship, Economics & Business	Politics, Power & People	Politics, Power & People
				Philosophy	Philosophy
				Tourism	
				Women's Studies	Women's Studies
					Cultural Explorations (CD)

### 9 Humanities and Social Sciences

**Length:** 2 Semesters

**Content:**

Students study important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. The first unit of study at is focused on the creation of the modern world, with a focus on the time period 1750 – 1901. The time period is one of industrialisation, imperial expansion, mass migration and urbanisation. For Geography students will do a unit on Biomes. Business & Economics will be integrated within the history unit.

**Topics Include:**

Students learn about Australia’s history (1788-1850’s) through several videos and transcripts. They will explore the following

- Aboriginal History
- Pre European exploration
- Early European Exploration.
- James Cook & English Exploration.
- The first fleet and settlement.
- The Gold Fields and Ned Kelly
- The Industrial Revolution
- World War 1 – MAIN causes of the War
- Gallipoli and Australian impact (Homefront and abroad)

**Assessment Types:**

Students are assessed against the achievement standards.

- Historical Knowledge
- Historical Skills
- Geographical Knowledge
- Geographical skills

### 10 Aboriginal Studies

**Length:** 1 Semester  
Stage 1 Aboriginal Studies (10 Stage 1 credits)

**Content:**

Students engage in learning from and alongside Aboriginal peoples, communities, and diverse Aboriginal voices. This collaborative learning forms the foundation of the subject and is essential for students to develop respectful ways of thinking, communicating, understanding, and acting. Throughout the course, students draw on knowledge from history, sociology, politics, arts, and literature.

They critically examine significant historical and contemporary experiences of Aboriginal peoples and communities. Students explore the lasting effects of government policies—both past and present—on the health and wellbeing of Aboriginal peoples today. Additionally, they investigate stories of ongoing resilience and survival, and study initiatives and achievements that have emerged in response to these challenges.

**Topics Include:**

Learning strand 1: Learning from and with Aboriginal peoples and communities  
Learning strand 2: Narratives  
Learning strand 3: Respect and responsibility

**Assessment Types:**

Assessment Type 1: Learning Journey  
Assessment Type 2: Creative Presentation

### 10 History Compulsory

**Length:** 1 Semester

**Content:**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context

**Topics Include:**

Topics include any of the following:

- World War Two
- The Holocaust
- Rwanda - A Genocide – Holocaust Comparison
- Human Rights
- The making of modern Australia
- Pop Culture 1945-2022

**Assessment Types:**

Students are assessed against the Australian Curriculum achievement standards.

- Historical Knowledge
- Historical Skills
- Geographical Knowledge
- Geographical skills



## 10 Civics, Citizenship, Economics and Business

**Length:** 1 Semester

**Content:**

Students study 1 term of Law and Society and 1 term of Business and Economics.

**Topics Include:**

- Australian courts
- Civil Rights
- Human Rights
- Rwandan Genocide
- Prison Systems – global examples
- Justice systems
- Citizenship rights
- Popular Australian Legal cases
- Australian elections
- Australian economy

**Assessment Types:**

Students are assessed against the Australian Curriculum Civics and Citizenship and Business and Economics achievement standards.

**Suggested Prior Learning:**

None



## Languages

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Italian (Compulsory)	Italian	Italian	Italian	Italian (continuers)	
Aboriginal Language and Identity					



## 9 Italian

**Length:** 2 Semesters

**Content:**

Learning Languages develops overall literacy and is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Students develop the personal and social capability and become open minded as they recognise that people view and experience the world in different ways. Students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways for perceiving and acting in the world. The development of intercultural understanding is a central aim of learning languages.

**Topics Include:**

- Keeping Fit and Healthy
- Shopping
- Public transport
- Housing and Accommodation
- Planning an overseas holiday
- Regions of Italy (Culture)

Students will also learn about the culture, geography and history of Italy.

**Assessment Types:**

Students are assessed against the Australian Curriculum achievement standard.

**Suggested Prior Learning:**

Year 8 Italian

## 10 Italian

**Length:** 2 Semesters

**Content:**

Learning Languages develops overall literacy and is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Students develop the personal and social capability and become open minded as they recognise that people view and experience the world in different ways. Students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways for perceiving and acting in the world. The development of intercultural understanding is a central aim of learning languages.

Students develop skills in listening, speaking, reading and writing through conversation, role-play and translations and aural comprehension.

**Topics Include:**

- Made in Italy (culture)
- - Italian lifestyle and traditions
- - Daily life and routine
- - Shopping for food and clothing in Italy
- -Traveling through Italy

Students will also learn about the culture, geography and history of Italy.

**Assessment Types:**

Students are assessed against the Australian Curriculum achievement standard.

**Suggested Prior Learning:**

Year 9 Italian



## Mathematics

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Mathematics	Mathematics	Mathematics	Advanced Mathematics	Mathematical Methods A/B	Mathematical Methods
			Mathematics A (Pre SACE)	Mathematical Methods C/ Pre- Specialist Mathematics D	Specialist Maths
			General Mathematics	General Mathematics A/B	General Mathematics
				Essential Maths (Vocational) 1/2	
			Essential Mathematics	Essential Maths (Numeracy) 1/2	Math Skills for Life (IL)
				Numeracy Development (IL)	



## 9 Mathematics

**Length:** 2 Semesters

**Content:**

By the end of Year 9, students use rational and irrational numbers, extend exponent laws, expand binomials, and factorise quadratics. They calculate distance, gradient, and midpoint on the Cartesian plane. They model financial and applied problems with linear and quadratic functions, graph and solve quadratics, and analyse parameter variations. Students solve geometric problems, apply Pythagoras' theorem, use trigonometric ratios, and express numbers in scientific notation. They analyse data distributions, apply sampling techniques, and determine probabilities for compound events.

**Topics Include:**

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

**Assessment Types:**

- Inquiry investigations
- Tests (Page of notes)

**Evidence of Learning:**

- Collaborative Thinking
- Class books
- Mathematics
- Arrival tasks

## 10 Advanced Mathematics

**Length:** 2 Semesters

**Content:**

This math course caters to students aiming for Specialist and/or Mathematical Methods in Years 11-12, ideal for careers in mathematics, engineering, economics, computer science, and the sciences. By the end of Year 10, students understand approximation effects, solve growth and decay problems with linear, quadratic, and exponential functions, and justify solutions from simultaneous equations and linear inequalities. They apply Pythagoras' theorem and trigonometry and solve measurement problems involving surface area and volume of composite objects. They interpret networks, and conduct statistical investigations, analysing bivariate data and evaluating media inferences.

**Topics Include:**

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

**Assessment Types:**

- Inquiry investigations
- Tests (Page of notes)
- Semester exams (Double sided page of notes)

**Evidence of Learning:**

- Class books
- Mathematics
- Arrival tasks

**Suggested Prior Learning:**

Successful completion of year 9 mathematics, at an A level.

## 10 General Mathematics

**Length:** 2 Semesters

**Content:**

This math course prepares students for General Maths in Years 11-12, ideal for careers in high-end trades, nursing, accountancy, and psychology. By the end of year 10, students understand approximation effects, solve growth and decay problems with linear, quadratic, and exponential functions, and solve simultaneous equations and inequalities graphically. They apply Pythagoras' theorem and trigonometry and solve measurement problems involving surface area and volume of composite objects. They describe networks, and conduct statistical investigations, analysing bivariate data and media biases.

**Topics Include:**

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

**Assessment Types:**

- Inquiry investigations
- Tests (Page of notes)
- Semester exams (Open Book)

**Evidence of Learning:**

- Class books
- Mathematics
- Arrival tasks

**Suggested Prior Learning:**

Successful completion of year 9 mathematics (B grade or above).



## 10 Essential Mathematics

**Length:** 2 Semesters

**Content:**

This math course focuses on core skills: critical thinking, numeracy, and problem-solving. By the end of Year 10, students solve growth and decay problems, and solve simultaneous equations. They, apply Pythagoras' theorem and trigonometry, solve measurement problems involving surface area and volume of composite objects and construct simple networks. They conduct statistical investigations, analyse bivariate data, and discuss data distributions in terms of centre, spread, shape, and outliers.

**Topics Include:**

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

**Assessment Types:**

- Class books
- Mathematics
- Arrival Tasks

## 10A Mathematics (Pre SACE)

**Length:** 1 Semester

**Content:**

In Mathematics 10A (Pre SACE), students make and test conjectures on functions and relations using digital tools. They interpret logarithmic scales for quantities in applied contexts, use mathematical modelling for proportion and scaling problems, and apply deductive reasoning and algorithms for spatial problems. They use conditional probability to solve compound event problems and design simulations using digital tools to explore conditional probability scenarios.

**Topics Include:**

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

**Assessment Types:**

- Inquiry investigations
- Tests (Page of notes)
- Semester exams (Double sided page of notes)

**Suggested Prior Learning:**

This subject is undertaken in semester 2 on top of students' compulsory year 10 mathematics class and should be selected by students intending to study Specialist and/or Mathematical Methods in the senior years.



## Science

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Science	Science	Science	General Science	Biology 1/2	Biology
			Pre SACE Science	Chemistry 1/2	Chemistry
				Nutrition A/B	
				Physics 1/2	Physics
				Psychology A/B	Psychology
					Integrated Psychology (IL)
				Scientific Studies A/B	Scientific Studies
					Science and Healthy Lifestyle (IL)

### 9 Science

**Length:** 2 Semesters

**Content:**

By the end of Year 9, students explain how organisms survive by coordinating responses to stimuli and describe reproductive strategies that support survival and biodiversity. They investigate how interactions between Earth's systems influence the carbon cycle and climate change. Students analyse energy conservation using wave and particle models to explain energy transfer and efficiency. They describe how chemical reactions rearrange atoms while conserving mass, and compare subatomic particles and radioactive decay, including its uses. They carry out ethical investigations, analyse data, and use evidence to form responsible conclusions about science and its impact on society.

**Topics Include:**

- Living systems
- Earth and space systems
- Forces and energy
- Matter and materials

**Assessment Types:**

- Practical inquiry
- Investigations/Research
- Information Reports and Explanations
- SHE Tasks
- Tests (Open book)
- Class books and Science Starters

### 10 General Science

**Length:** 2 Semesters

**Content:**

Students are to select General Science if they **DO NOT** intend to study Biology, Chemistry or Physics in Year 11.

By the end of Year 10, students explain how DNA, genes, and chromosomes control inheritance, and how cell division supports growth, repair, and reproduction. They use evolution by natural selection to explain biodiversity and describe the development of the universe using evidence and models. Students examine energy flow within Earth's systems, including climate impacts and human influences.

They apply Newton's laws to predict motion, explain how atomic structure affects element properties and reactivity, and describe factors that influence reaction rates and products. Students conduct ethical investigations, analyse data, and use evidence to form responsible conclusions about science and its role in society.

**Topics Include:**

- Living systems
- Earth and space systems
- Forces and energy
- Matter and materials

**Assessment Types:**

- Practical inquiry
- Investigations/Research
- Information Reports and Explanations
- SHE Tasks
- Tests (page of notes)
- Semester exams (open book)
- Class books and Science Starters

### 10 Pre SACE Science

**Length:** 2 Semesters

**Content:**

Students are to select Pre SACE Science if they **intend** to study Biology, Chemistry or Physics in Year 11. By the end of Year 10, students explain how DNA, genes, and chromosomes control inheritance, and how cell division supports growth, repair, and reproduction. They use evolution by natural selection to explain biodiversity and describe the development of the universe using evidence and models. Students examine energy flow within Earth's systems, including climate impacts and human influences. They apply Newton's laws to predict motion, explain how atomic structure affects element properties and reactivity, and describe factors that influence reaction rates and products. Students conduct ethical investigations, analyse data, and use evidence to form responsible conclusions about science and its role in society.

**Topics Include:**

- Living systems
- Earth and space systems
- Forces and energy
- Matter and materials

**Assessment Types:**

- Practical inquiry
- Investigations/Research
- Information Reports and Explanations
- SHE Tasks
- Tests (page of notes)
- Semester exams (Page of notes)
- Class books and Science Starter

**Suggested Prior Learning:**

Successful completion of year 9 science (B grade or above).