



**BANKSIAPARK**  
**INTERNATIONAL**  
HIGH SCHOOL

EDUCATING FOR GLOBAL FUTURES  
CURRICULUM GUIDE 2023

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# WELCOME



Dear students, parents and caregivers,

This curriculum guide is designed for you. Every effort has been made to describe individual subjects and course requirements to enable you to make informed decisions.

As learning pathways are individual, course selections should be planned to suit subject and personal needs within the opportunities available. Ideally, subject and course selection will be done in partnership with:

- students
- parents/carers
- teachers and leaders.

During term 3 our Extended Care Group program focusses on pathway planning. Students are encouraged to consider their strengths, their passions, and to thoughtfully choose subjects that support their pathways and personal goals.

Students in years 7, 8, 9, 10, and 11 confirm their subject choices on our course confirmation day.

We provide a world-class, challenging and supportive learning environment where students can:

- learn
- achieve success
- develop habits to become powerful learners
- develop entrepreneurial mindsets and problem-solving skills
- learn the skills and capabilities to be effective global citizens in the 21 century
- develop the knowledge, skills and capabilities that enable pathways beyond secondary school
- achieve personal potential.

Other course selection information is available in a number of ways, including our Extended Care Group program, information evenings, the SACE and SATAC websites, career days, tertiary open days, tertiary information booklets, work experience, structured work placements, teachers and leaders.

While our focus is to meet student needs and interests, all subject and course offerings are conditional on adequate student numbers and teacher availability.

We encourage students and their families to read this handbook very carefully and to select subjects and courses where students can gain the greatest benefit from their study program and learning.

To our future leaders and global citizens... all the best!

**Natasa Penna**  
Principal

## Vision

Educating for global futures

## Purpose

To provide a world class education enabling students to thrive, contribute and succeed as effective global citizens.

Through high expectations and a culture that encourages personal and academic achievement, engagement and accountability, we enable students to realise their aspirations in a rapidly changing world.

As an international school we work together to maintain a cohesive and supportive environment, empowering our students to develop the confidence, capabilities and entrepreneurial mindset to be effective lifelong learners in local and global contexts.

Our community values that reflect our purpose are:

- Commitment to learning and personal improvement.
- Respect and responsibility for each other, ourselves and our environment.
- Global citizenship and international mindedness.

Our students will:

- become globally minded citizens equipped with the knowledge, skills and values to engage with the world
- develop the habits required to be successful and responsible citizens
- take a proactive role in their learning demonstrating student agency and an entrepreneurial mindset
- learn by doing and through productive struggle, seeing the purpose of what they learn
- develop their personal resilience through taking on challenges in a supportive environment
- develop a strong sense of identity, purpose and a future pathway.

As global citizens we develop our understanding of the world and our place in it. We learn to value our own culture, beliefs and languages as well as those of others. We take an active role in our community, working together to make our planet more equal, fair and sustainable. We believe that we can make a difference.

Our school will:

- form effective partnerships with parents, business and community groups to enrich learning opportunities for students
- work collaboratively with parents and caregivers
- provide pathway options catering for all students
- support all students with literacy, numeracy and ICT skills to succeed
- develop entrepreneurial learning opportunities through specialist and mainstream programs
- provide a safe, supportive and inclusive learning environment for every student.

Banksia Park International High School prides itself on delivering 21 Century learning for local and international students. Our widely acclaimed harmonious school environment is achieved by students working together in their learning and their positive, welcoming interaction outside of the classroom.

Our school offers a range of international student programs including:

- High School Graduate program
- Intensive Secondary English Courses
- PreSACE Connect
- Study Abroad program
- Study tours.

## HIGH SCHOOL GRADUATE PROGRAM

This program is available for international students who wish to complete their secondary schooling in South Australia and gain their South Australian Certificate of Education (SACE). Students enrolled in the High School Graduate program often stay in Australia upon completing school to attend university.

Students in this program begin with an ongoing orientation to the school, local community and South Australia. Students select and undertake subjects according to their year level. Students can also partake in our ISEC courses. Our staff assist students with curriculum support and with their general well-being to ensure they have an enjoyable and successful experience at school and beyond.

## INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

The ISEC is designed to familiarise students with schooling in Australia and becoming part of the school community through an orientation. The course aims to improve international students' English proficiency in a number of subjects to increase their ability and confidence to listen, speak, read and write in English. Students often undertake this program before entering mainstream classes.

## PRESACE CONNECT

This is offered to students in a High School Graduate program in years 8-10. It provides mainstream teaching in a virtual classroom environment. This is for students who are unable to travel and study in Adelaide due to the pandemic. This course is offered in negotiation with International Education Services.

## STUDY ABROAD PROGRAM

This program is available for students who wish to study for up to 1 year in the school. Depending on the student's English proficiency, they can undertake a combination of ISEC and mainstream classes.

## STUDY TOURS

Our school is recognised as one of the largest providers of international study tours in South Australia. In hosting study tours, our school designs the program to suit the needs of each visiting group. Programs can include special welcome ceremonies with the City of Tea Tree Gully, specialist English lessons, Australian cultural activities, experiential lessons in mainstream classes, visits to primary schools or universities, excursions to visit significant places in Adelaide and beyond. All international students will be provided with a local student buddy during their time at the school.

# ENTREPRENEURIAL SPECIALIST PROGRAM

“To succeed in this ever-changing world, students need to be able to think like entrepreneurs: resourceful, flexible, creative and global”

Professor Yong Zhao, Professor, University of Kansas.

Banksia Park International High School is an entrepreneurial specialist school. The specialist program runs from year 7 to 10 for students who have nominated for this course and been successful through an application process.

Our specialist program helps students build an entrepreneurial mindset through innovative and creative pedagogical learning activities. The design thinking process and business model canvas, amongst other elements, form key components of the program. A focus on entrepreneurial capabilities such as communication, thinking strategically, collaboration, problem solving, and intercultural understanding develop students soft and hard skills, enabling them to transfer their knowledge into any field. In a student-centred environment, students identify problems worth solving and create innovative solutions, while connecting with industry, tertiary and community groups.

Students in the year 10 specialist program are involved in the Adelaide University eSchool Shark Tank Challenge. Students can continue their entrepreneurial journey through SACE subjects such as Business and Innovation, Café Skills, Community Endeavour as well as connect with young entrepreneurs at Adelaide’s new vibrant innovation precinct at LOT 14. Additionally, the Stage 2 Venture Hustle course gives students who are already running a side business or wanting to create one the opportunity, time, and support to develop their venture.

This pathway provides an exciting opportunity for students interested in various careers and can lead to owning and running their own business, university bachelor degrees including business, innovation and entrepreneurship, economics, media and commerce, and TAFE SA courses.





### VEHICLES FOR ENTREPRENEURIAL SUCCESS

"Entrepreneurship is pursuit of opportunity beyond resources controlled."

Teacher-driven  
**VS**  
Student-driven

**CAPABILITY WHEEL**

- Finding Opportunity
- Learning by Doing
- Making it Happen

### OUR ENTREPRENEURIAL ROADMAP

**CORE AVENUE**

- All students access these entrepreneurial opportunities within their regular core subjects and whole-school programs.

**ELECTIVE AVENUE**

- Individual staff and students elect into entrepreneurial programs through optional subject offerings, units and the Pioneering Group.

**VET AVENUE**

- Students access School-based Entrepreneurship opportunities through leading-edge VET offerings.

**SPECIALIST AVENUE**

- Successful applicants access specialised programs and opportunities within the Entrepreneurial Specialist class.

**EXTRACURRICULAR AVENUE**

- Students demonstrate self-agency and find a sense of purpose or passion by driving the school's extracurricular opportunities.

### THE FINAL DESTINATION

Learners will...

- Find a sense of agency, purpose and the confidence to engage with a changing world.
- Value and apply their learning locally, globally and across business and social spheres.
- Develop self-awareness, identity, responsibility and resilience.
- Have the option of pursuing their venture or career within South Australia.
- Be well-equipped for the emerging future.
- Thrive in a fluid economy, sustainably and responsibly, using technology to advantage.

Our school will...

- Be seen as an entrepreneurial leader within local, regional and international networks: a key source of young talent, voice, ideas and problem-solving.

### HOW WILL WE KNOW THEY'VE ARRIVED?

Learners will be able to demonstrate capability:

- NOVICE**  
Having limited skill or knowledge. Reflects lack of experience in capability. In other words: "I've never done it before!"
- BEGINNER**  
Having partial skill or knowledge. Reflects ongoing attempts to develop capability. In other words: "I need help!"
- COMPETENT**  
Having adequate skill or knowledge. Reflects functional attainment of capability. In other words: "I can do it by myself!"
- PROFICIENT**  
Having advanced skill or knowledge. Reflects regular application of capability. In other words: "I've done it a lot!"
- EXPERT**  
Having special skill or knowledge. Reflects mastery of capability. In other words: "I can teach others to do it!"

Ratings describe stages of capability development **NOT** quality of product or outcome.

# SPECIALIST SOCCER PROGRAM

The Specialist Soccer program is endorsed by Football South Australia and has been running since 2008.

The Specialist Soccer program caters for students from years 9 to 12 and allows for students to learn and improve their basic skills, tactics, fitness factors, knowledge and understanding of the game, in line with the FFA National Curriculum guidelines. Students completing the program will gain their level 4 & 3 referees licenses, grassroots coaching certificate, skills and game training certificates, Futsal certificate and organise carnivals including the Banksia Cup, involving several feeder primary schools in the local area.

The program allows for students to also complete their SACE and achieve an ATAR at the completion of year 12.

Year 9	Basic skills, knowledge and understanding, fitness, tactics, FFA skills acquisition phase, Futsal certificate
Year 10	Grassroots coaching certificate, primary school coaching, footgolf, FFA skill training phase
Year 11 (Stage 1)	Level 4 referee's license, organise year 8 soccer carnival and Banksia Cup, FFA game training phase, game training certificate
Year 12 (Stage 2)	Level 3 referee's licence, FFA performance phase coaching, Fitness program

This is a unique program that aligns with Football Australia's policy of providing inclusive playing opportunities to individuals and groups of all abilities and backgrounds. There is no special application process, and anyone enrolled at Banksia Park International High School can learn about and participate in this world wide game.

We have strong affiliations with federation club, Modbury Jets and inter-school soccer games are played at Smith Partners Stadium.

Traditionally the school has had links with Adelaide United, which has seen the players come out for clinics, present trophies at the annual Banksia Cup, and give out tickets to regular season games.

Past graduates of this program include:

- Laura Johns (Adelaide United W-League Team 2012-2021)
- Tim Henderson (Australian School Boys Representative, State School Boys Captain, Metro Stars – 182 First team games)
- Taras Gomulka (Australian and State School Boys Team 2018, Adelaide United 2019-2020, Melbourne City 2021- )
- Julian Vella (State School Boys Team 2018)

Students involved in the program have the option to purchase a soccer shirt with their name and number on the back. This can be worn during Specialist Soccer classes, as well as in local vista carnivals, 5-aside and Futsal soccer competitions.

Students who participate in the Specialist Soccer program get expert teaching and coaching from school staff.

Students involved in this program can be assured of developing technical skills, leadership, teamwork, collaboration and problem-solving skills. At Banksia Park International High School we are not only about developing the player, but the person to be socially competent, respectful and disciplined.



At BPIHS we plan and develop our year 7 to 10 curriculum in line with the Australian Curriculum through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community and beyond.

The Australian Curriculum pays explicit attention to how the general capabilities and cross-curriculum priorities contribute to and can be developed through each learning area.

The 7 general capabilities are:

1. Literacy
2. Numeracy
3. Information and communication technology
4. Critical and creative thinking
5. Personal and social capability
6. Ethical understanding
7. Intercultural understanding.

The 3 cross-curriculum priorities:

1. Aboriginal and Torres Strait Islander histories and cultures
2. Asia and Australia's engagement with Asia
3. Sustainability.

## Development of the capabilities across learning areas

At BPIHS considerable effort is made to assist students with developing their capabilities across learning areas. Examples include:

- Literacy skills are fostered through text types that students are taught across all subjects.
- Numeracy skills are mapped across all subject areas and are a particular focus for the site as well as the Tea Tree Gully Local Partnership.
- Our Extended Care Group program focuses on developing habits for success. Students actively use the 8 Habits of Highly Effective People by Stephen Covey, plan their pathways and complete their Personal Learning Plan across years 8 to 10.
- Students develop their intercultural and ethical understanding through a variety of activities including the year 8 Market Day, short term international programs and the 8 to 10 Personal Learning Plan. A culture of internationalism is evident in all teaching and learning programs.

## STEM

STEM at Banksia Park International High School is an interdisciplinary approach to learning that focuses on inquiry, collaboration and problem solving using real world contexts incorporating Science, Technology, Engineering and Mathematics.

STEM develops a set of thinking, reasoning, teamwork, investigative and creative skills that students can use in all areas of their lives. STEM is not always a standalone class, it is a way to intentionally incorporate different subjects across an existing curriculum. STEM lessons:

- focus on real-world issues and problems
- are guided by the engineering design process
- immerse students in hands-on inquiry and open-ended exploration
- involve students in productive teamwork
- apply rigorous math and science content
- allow for multiple right answers and reframe failure as a necessary part of learning.

Banksia Park International High School offer subject specific STEM subjects and pathways including:

### Robotics

A pathway is offered to students that have a keen interest in robotics from years 9 to 11 that focuses on robotic design and construction, programming code and computational thinking. This pathway encourages students to develop their critical and creative thinking skills and consider the diverse range of employment opportunities for digitally savvy and creative people in the 21st century. Students are encouraged to join the extracurricular robotics club.

### Global Futures

A one semester course offered at year 9 in which students draw on previous knowledge and develop new skills to solve problems to existing real world issues. Using a combination of skills-based teaching and project-based learning, students extend their understanding of society and issues facing our ever-changing world.

## CROSS DISCIPLINARY

The Personal Learning Plan (PLP) is a compulsory 10-credit subject and is delivered from year 8 to 10 during our Extended Care Group program. Students must achieve a C grade or better to gain their SACE credits.

The PLP helps students to:

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education, and training.

Developing goals for the future engages students in activities such as:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals.

### Research Project

Research Project is a compulsory Stage 2, 10 credit subject. It is combined with another Stage 1, 10 credit subject, Research Practices and therefore runs for a full year studied in year 11 at Banksia Park International High School.

Students must achieve a C- grade or better to complete the subject successfully and gain their SACE.

Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Other cross disciplinary subjects include Enterprise Solutions, Health and the Community, Community Endeavour, and Workplace Practices.

Vocational Education and Training (VET) is nationally accredited training that gives students skills and knowledge for work. VET courses enable students to:

- personalise their learning pathway
- gain specific competencies in an industry area
- work towards gaining accredited certification
- work towards achieving their SACE whilst undertaking learning in a vocational environment.

## **NORTH EAST VOCATIONAL OPPORTUNITIES (NEVO)**

Banksia Park International High School is part of the NEVO partnership, comprising of schools from the north eastern suburbs, to provide a wide range of VET pathways for students.

Students from Banksia Park International High School can enroll in a VET course offered through another NEVO school.

Students are enrolled at Banksia Park International High School but attend a host school or Registered Training Organisation (RTO) to complete a VET course of their choice.

## **VET 2023**

Year 10 students receive information about available VET courses through the course counselling process. Students need to complete an expression of interest by using the link which will be sent to them via Daymap message. It is extremely important that dates set for expression of interest and applications are adhered to.

All students are required to submit evidence of industry engagement in the field of their chosen course. In most cases this will be work experience. All students are required to also undertake a literacy and numeracy assessment which will be run by the Training Organisation prior to enrolment.

Care group teachers help prepare students for subject selections through our Extended Care Group program. Year level managers and other staff are available to support students with planning future pathways. Courses for 2023 will be provisionally selected on our Course Confirmation Day.

## ONLINE COURSE SELECTION PROCESS

Early in term 3 students receive an instruction guide with a unique username and password allowing them to log in to the course selection program from school or at home. Students receive login instructions via their care group teacher. When a student logs in they see an individually customised screen where they can select subjects from several drop-down menus. On completion of the online course selection process, an authentication slip must be printed and signed by a parent or caregiver and returned to the care group teacher.

Although every effort is made to meet students preferred choices, this is possible only within the school's capacity to provide the required teachers and to form viable classes. Students who are unable to have their choices or reserve choices allocated will be re-counselled later in 2022.

## TIPS FOR ALL STUDENTS

- It is important to consider possible future pathways based on your current level of performance as well as your aspirations and capabilities. You should seek as much advice and information as possible in determining a realistic learning program.
- It is important to be aware of the subject selection process including the number of subjects that you must select, subject selection timeline, staff who can help you and answer your questions.
- You need to consider university entry, TAFE SA enrolment and employment. Universities and TAFE SA institutes impose their own criteria for selection purposes.
- Look carefully at information throughout this Curriculum Guide. If you need further clarification on a particular subject you should contact the subject coordinator. The more information you have, the more informed your choices will be and the greater chance you will have of achieving personal success.

## SPECIFIC RECOMMENDATIONS TO YEAR 10 AND 11 STUDENTS

- Familiarise yourself with SACE and flexible learning options.
- Learn the terminology used to describe the senior school curriculum.
- Understand the requirements of the South Australian Certificate of Education (SACE) and Vocational education and training (VET).

## PROMOTION TO STAGE 2

At Banksia Park International High School we aim for all students to be successful to give themselves the best possible chance of undertaking their chosen career. To successfully complete year 12 and achieve a high ATAR it is essential students aim for A and B grades in year 11. For students to enter Stage 2 of their SACE, they need to demonstrate evidence of a solid foundation of learning at Stage 1. Therefore, at Stage 1 all students need to:

- complete 2 English semesters at a C- or better (20 credits)
- complete a Maths semester at a C- or better (10 credits)
- complete Research Project at a C- or better (10 credits - compulsory Stage 2 subject completed in year 11)
- complete at least 5 other semester subjects at a C- or better (50 credits)

This means students require a minimum of 9 semesters of a C- or better to be eligible for Stage 2 of their SACE.

Many Stage 2 subjects have prerequisites that require students to achieve a minimum grade before they are recommended for a subject. The prerequisites can be found in each learning area in the subject descriptors.

If students wish to study a subject at stage 2 that has a research or written component that they have not studied at stage 1 (eg Tourism, Modern History, Business Innovations), they need to have gained at least a C+ or better in Research Project during year 11. Other subjects, such as Music, may require an audition.

## ADDITIONAL COURSE FEES

### Years 7, 8 and 9

The subject costs are covered by the school's materials and services fee.

\* The year 7 and 8 Music Concert Band subjects are a special program offered to year 7 and 8 students who wish to study Music in year 7 and 8.

### Years 10 to 12

When selecting subjects for 2023, some subjects incur additional costs for materials or specific learning activities such as camps. The approximate costs are listed above the course description of each learning area in the subject descriptors.

The subjects are generally practical subjects including:

#### DESIGN AND TECHNOLOGY

Year 10 Try a Trade	\$50
Year 10 Woodwork	\$20 TBC
Year 10 Metalwork	\$20 TBC
Stage 1 Design & Technology	\$60
Stage 2 Metalwork	\$100 TBC
Stage 2 Woodwork	\$100 TBC

#### HEALTH AND PHYSICAL EDUCATION

Year 10 Food and Hospitality	\$40
Year 10 Outdoor Education camps	\$100
Stage 1 Café Skills	\$40
Stage 1 Food and Hospitality A & B	\$40 ea
Stage 1 Physical Education B - Aquatics Program (semester 2 only)	\$60
Stage 1 Outdoor Education camps	\$175
Cert II Food Processing	\$110 TBC
Stage 2 Café Skills	\$60
Stage 2 Food and Hospitality	\$60
Stage 2 Physical Education - Aquatics Program	\$60
Stage 2 Outdoor Education camps	\$385

## MATHEMATICS

Stage 2 - Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics for the cost of a MASA digital revision guide \$28 ea TBC

## SCIENCE

Stage 2 - Biology, Physics, Chemistry and Psychology for the cost of a SASTA revision guide \$27 ea TBC

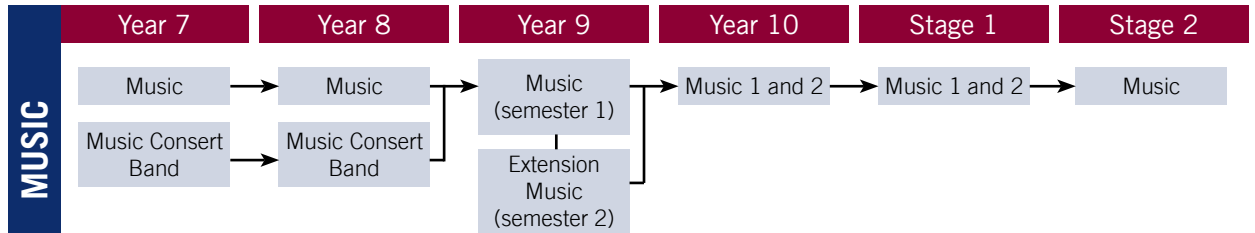
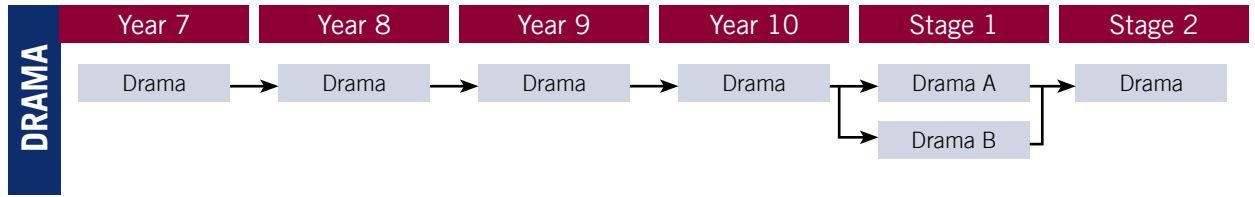
## THE ARTS

Year 7 Music Concert Band	\$150*
Year 8 Music Concert Band	\$150*
Year 10 Drama	\$25
Stage 1 Drama A and B	\$25 ea
Stage 2 Drama	\$50
Stage 2 Visual Arts/Design	\$60

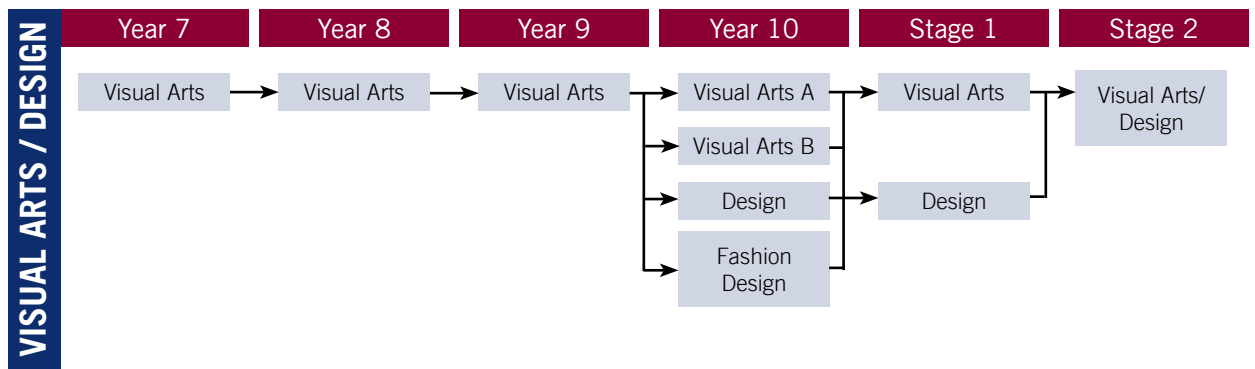
Once a student has selected their subjects, parents/caregivers will be notified near the end of 2022 so the additional costs are known prior to the start of 2023.



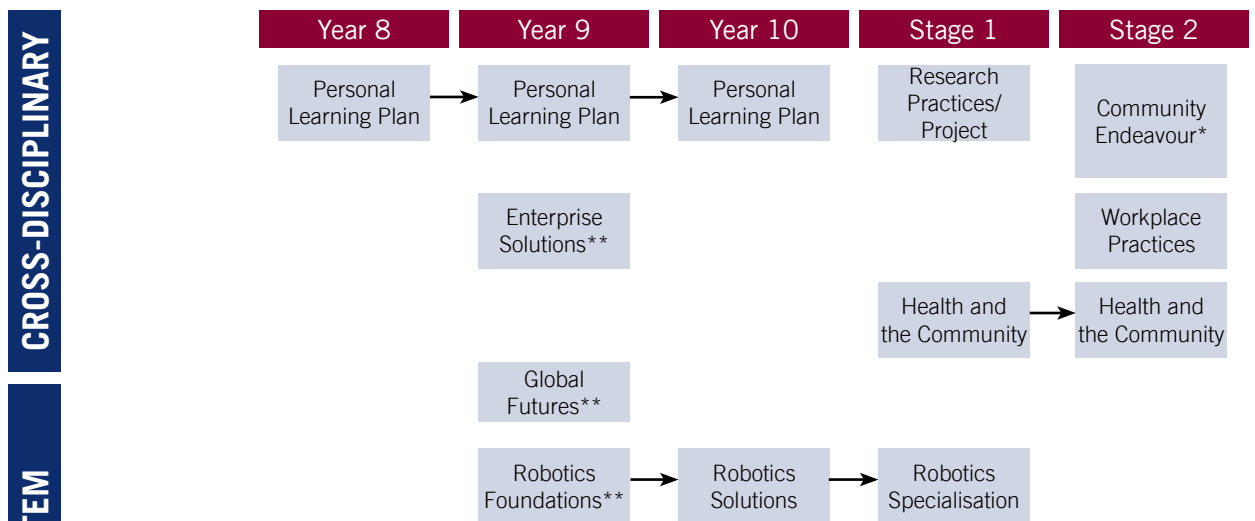
## The Arts



Students who did not study music in the current year, but play an instrument, may arrange an audition to be able to study music in the ensuing year.



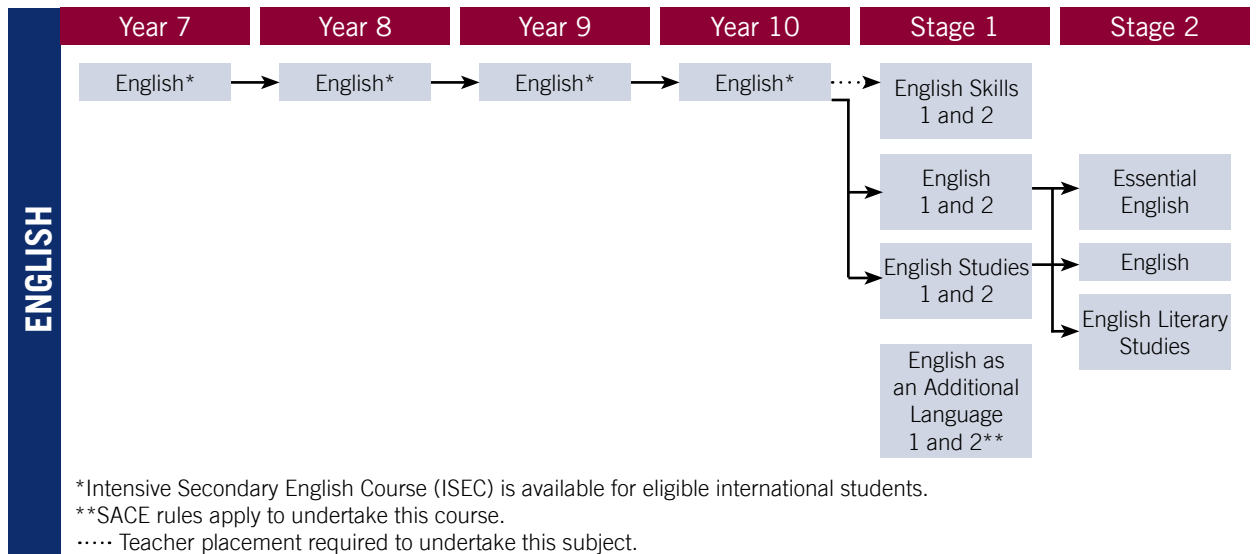
## Cross-Disciplinary Subjects



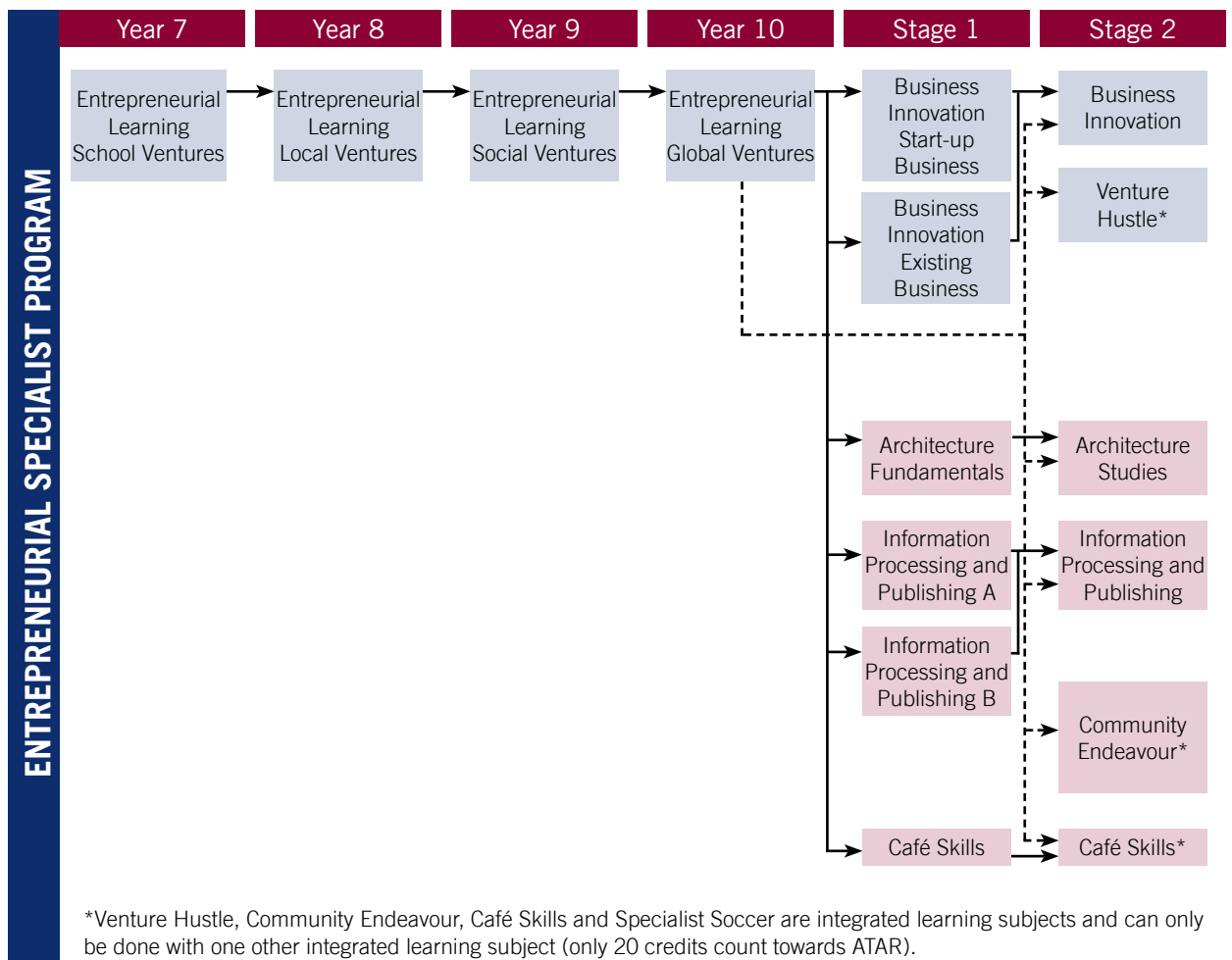
\*\*Year 9 students must select either Enterprise Solutions or Global Futures or Robotics Foundations if not undertaking a language.

\*Community Endeavour, Café Skills, Venture Hustle and Specialist Soccer are integrated learning subjects and can only be done with one other integrated learning subject (only 20 credits count towards ATAR).

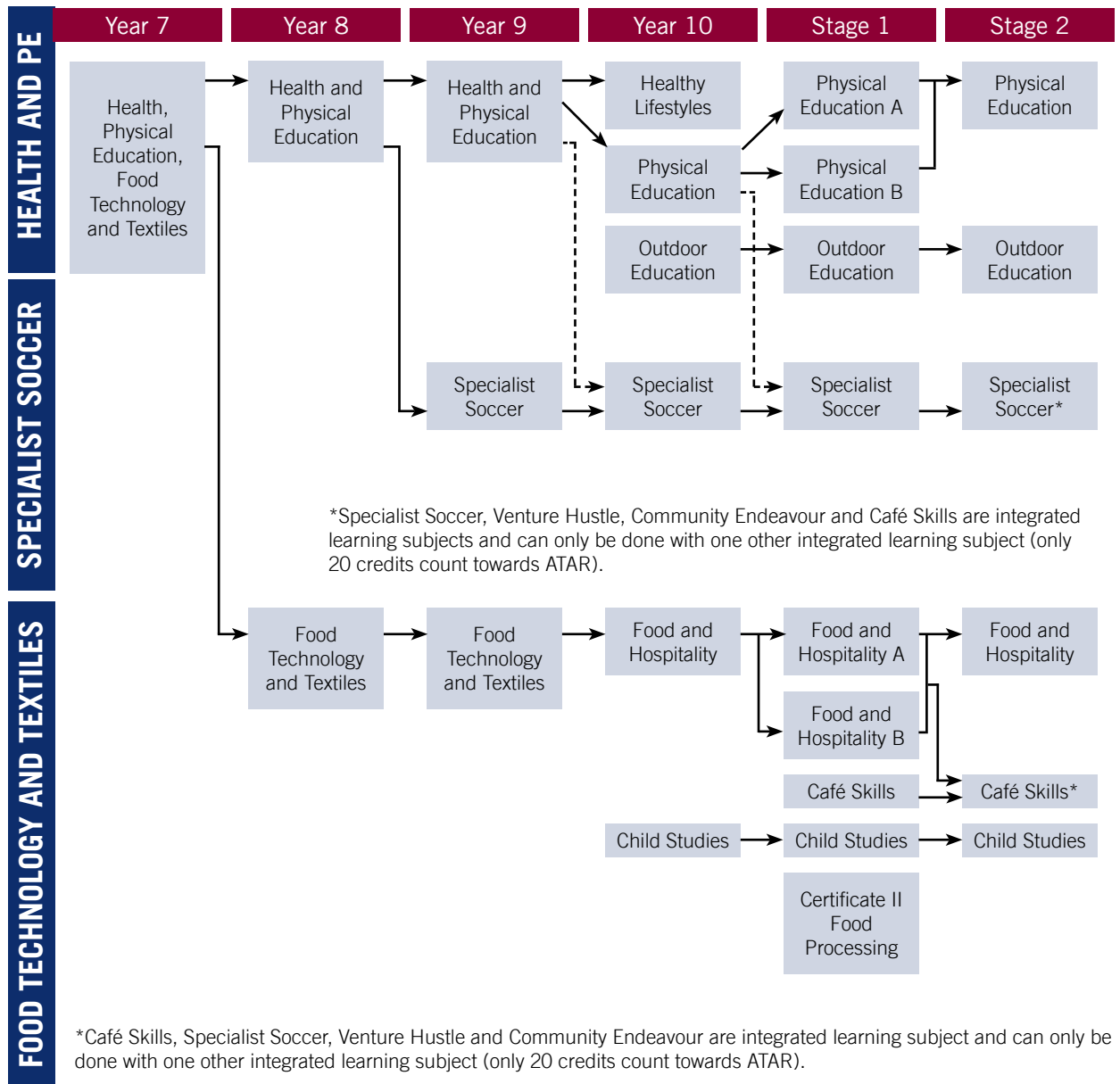
## English



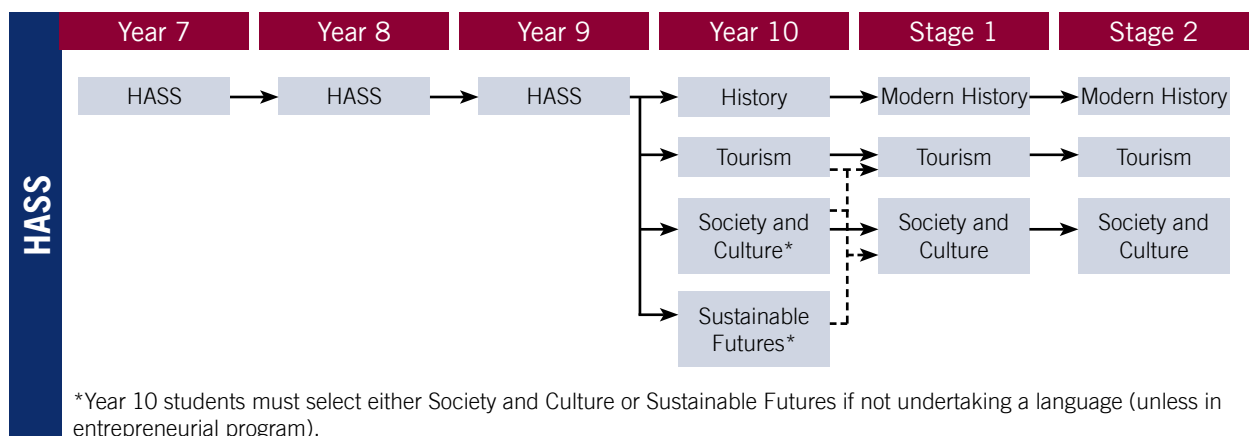
## Entrepreneurial Specialist Program



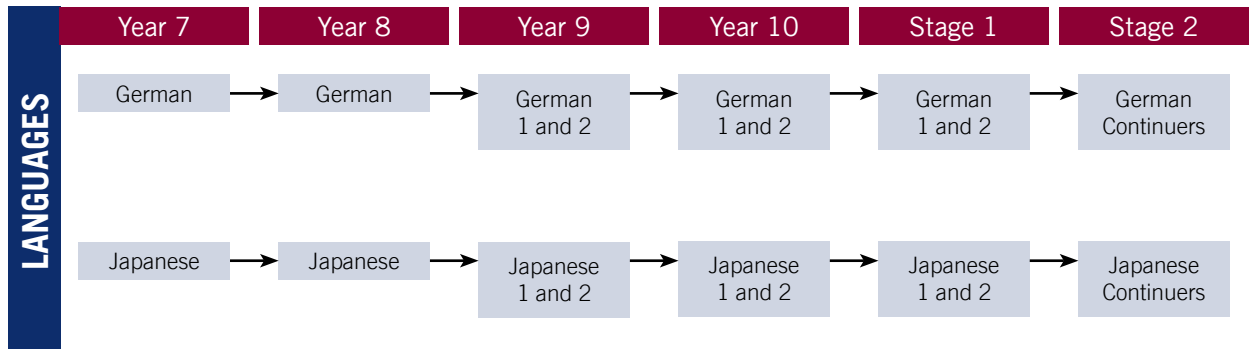
## Health and Physical Education



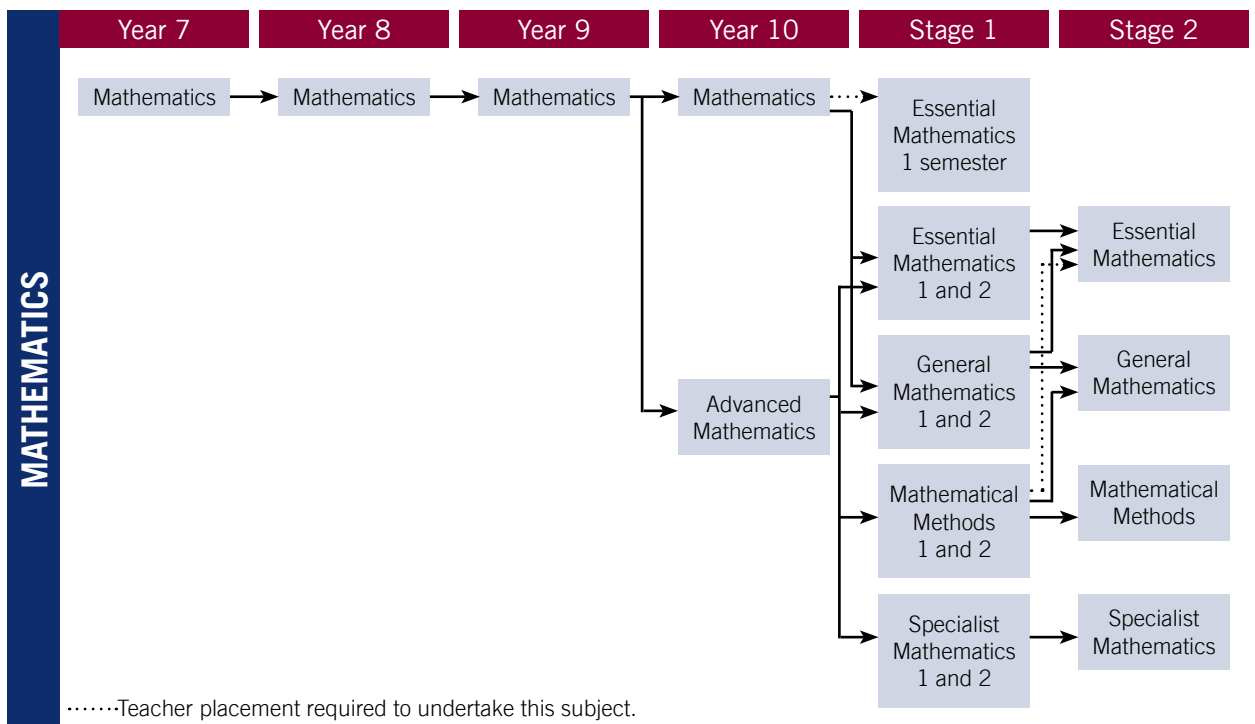
## Humanities and Social Sciences



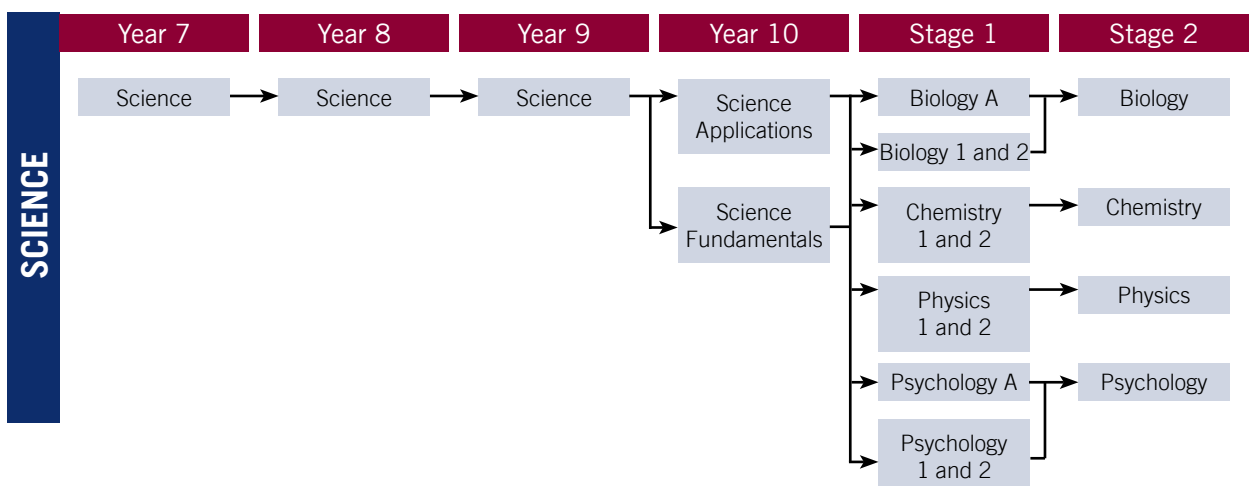
## Languages



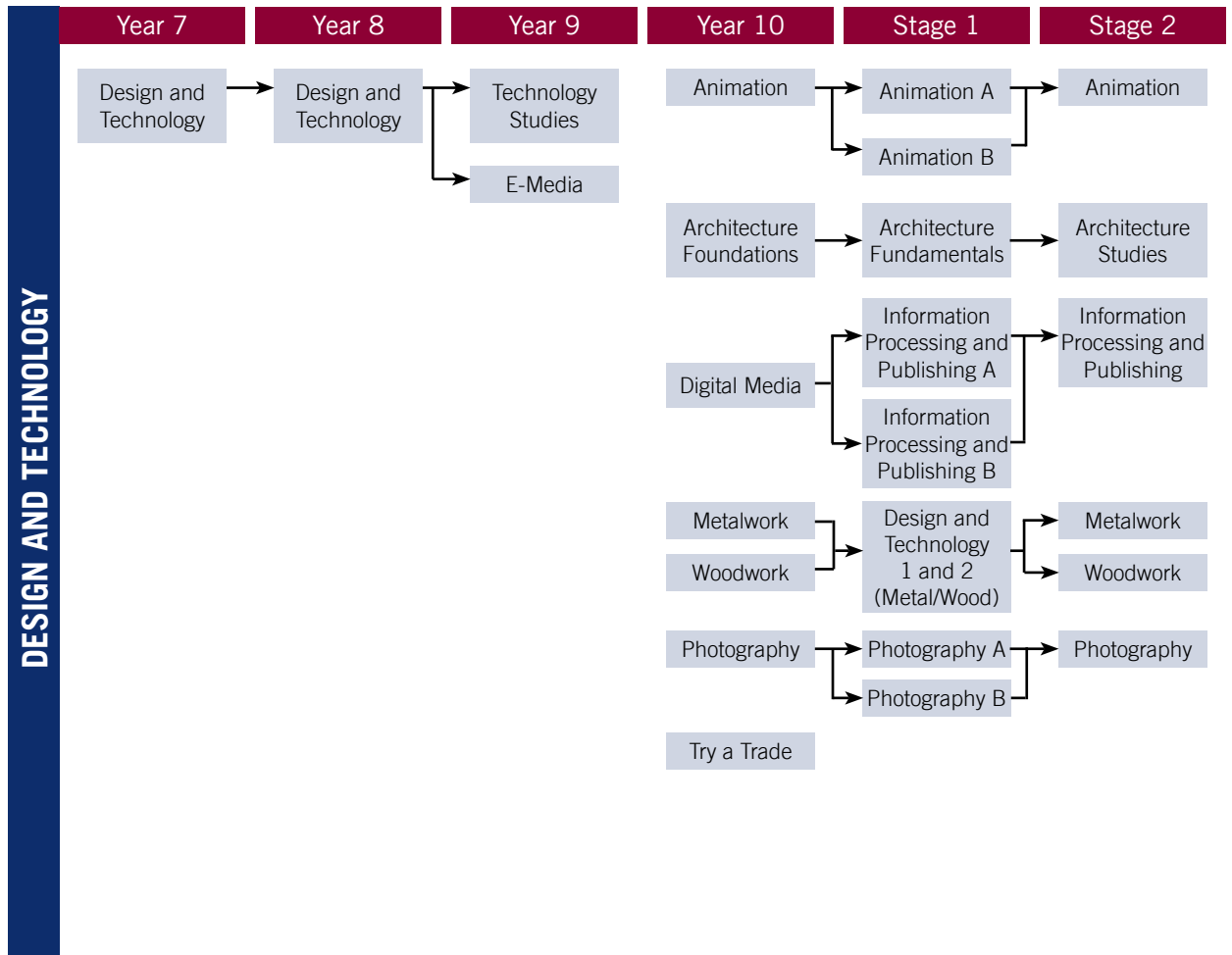
## Mathematics



## Science



## Design and Technology





**Year 7**

(2 Semesters = full year)

	<b>Semester</b>	<b>Selection</b>
<b>Compulsory</b>		
English	2 semesters	Compulsory
Mathematics	2 semesters	Compulsory
Science	2 semesters	Compulsory
HASS (Humanities and Social Sciences) Civics and Citizenship, Geography, Economics and Business, History	2 semesters	Compulsory
Health and Physical Education Health, Physical Education, Food Technology and Textiles	2 semesters	Compulsory
Languages German or Japanese	1 semester	Select 1 language only
Design and Technology Design and Technology	1 semester	Compulsory
<b>Choice Subjects</b>		
The Arts Drama Music Music Concert Band* Visual Arts	1 semester 1 semester 1 semester 1 semester	Must select 2 semesters
<b>Entrepreneurial Specialist Program</b>		
Entrepreneurial Learning - School Ventures (will replace 1 semester of HASS)	1 semester	By application only
Total number of semesters = 14	14 semesters	

\*Students need to select Music at year 7 as their first or second preference to be offered a place in this subject.

# YEAR 7

## English

LENGTH: 2 Semesters

Code: 7ENG

### COURSE DESCRIPTION

Students respond to and create a variety of texts. They explore persuasive texts and narratives through listening, reading and viewing and develop their skills in writing and speaking. Editing strategies are practised in order to develop the ability to select and use appropriate vocabulary, grammar, spelling and punctuation. Reading is a focus, through the selection of independently chosen texts as well as class reading. Students demonstrate their creativity and expand their use of ICT's through the study of poetry and the production of multimodal texts.

### ASSESSMENT

- Film and literature study
- Narrative (entrepreneurial) and exposition
- Independent reading
- Rhythm and voice

## Mathematics

LENGTH: 2 Semesters

Code: 7MAT

### COURSE DESCRIPTION

Students solve problems involving whole numbers and integers. They make the connections between perfect squares and square roots and use index notation. They solve problems involving percentages, fractions and decimals. They compare the cost of items to make financial decisions. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane and solve simple numerical problems involving angles.

Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals and determine the sample space for simple experiments and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets and construct stem-and-leaf plots and dot-plots.

Students are expected to own a scientific calculator with a fraction button. Suitable calculators can be sourced cheaply from local outlets.

### ASSESSMENT

- Tests
- Investigations
- Homework, class exercises, quizzes

## Science

LENGTH: 2 Semesters

Code: 7SCI

### COURSE DESCRIPTION

Students learn to describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. Students will analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students learn the general principles around the scientific method for investigation and undertake inquiry based learning. They develop literacy and numeracy skills through completing a range of different assessment tasks including data collation, graphing and research. Technology is used to support learning.

Science as a Human Endeavour (SHE) introduces and explores science in a real-life context by applying the 4 concepts of development, application & limitations, influence, and communication & collaboration to each context.

### ASSESSMENT

- Topic tests
- Investigation folio
  - Practical and research reports
  - Science as a Human Endeavour reports

# Humanities and Social Sciences

LENGTH: 2 Semesters

Code: 7HAS

## COURSE DESCRIPTION

This course exposes students to a wide variety of topics and perspectives across the humanities and social sciences.

**Civics and citizenship:** Students examine how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation.

**Geography:** Students consider the value of water for the peoples of Australia, as well as the nature of water scarcity and ways of overcoming it. They explore different influences on the liveability of places and the strategies used to enhance liveability.

**Economics and business:** Students reflect on the characteristics of entrepreneurs and successful businesses.

**History:** Students develop their knowledge and understanding of the ancient world. They undertake a range of overview and depth studies taken from between 60,000 BCE and 650 CE.

## ASSESSMENT

- Folio
- Investigation
- Creation
- Source analysis

# Health and Physical Education

## Health, Physical Education, Food Technology and Textiles

LENGTH: 2 Semesters

Code: 7HFP

## COURSE DESCRIPTION

This course aims to develop students physically, socially and emotionally, as well as developing their knowledge, understandings, skills, and attitudes to make informed decisions about leading an active healthy lifestyle now and in the future. As this is a combined course of health and physical education and food technology, students will get involved in a range of practical experiences throughout the year. Students study food and nutrition, healthy eating and sustainability enabling them to develop important life skills and cook a variety of recipes. They approach their learning in physical education through 'game sense', where they learn to identify and apply common

aspects from a variety of sports. Physical education units include minor games, fitness and dance. Student well-being will be a focus with mindfulness activities, meditation, and Yoga. Child Protection is an important aspect of the program, where students learn about the right to be safe, positive relationships, and decision making.

## ASSESSMENT

- Practical assessment in skills, strategies and games awareness
- Peer and self-assessment
- Cooking
- Research and analysis
- Written response questions - Child Protection unit

# Languages

## German

LENGTH: 1 Semester

Code: 7GER

## COURSE DESCRIPTION

This course is aimed at beginners in the language but if students have previously studied German they will be given opportunities to extend their knowledge. Students focus on the 3 Australian Curriculum strands of communicating, understanding language and understanding culture, and are given opportunities to utilise relevant ICT skills to enhance their learning. They explore related topics and develop an understanding of German culture by participating in a number of activities such as food tastings, games, role-plays, interaction with exchange students and viewing authentic visual resources. Students are encouraged to actively use their developing language skills in both written and spoken activities.

## ASSESSMENT

- Writing
- Speaking
- Reading
- Inter-cultural understanding
- Reflection

## Japanese

LENGTH: 1 Semester

Code: 7JAP

### COURSE DESCRIPTION

Aimed at beginners in Japanese but also giving opportunities to extend student knowledge if they have previously studied the language. Students focus on the 3 Australian Curriculum strands of communicating, understanding language and understanding culture. Students are given opportunities to utilise relevant ICT skills to enhance their learning and to communicate about themselves and friends, and their interests. Students will explore related topics and develop an understanding of Japanese culture by learning how to use three different kinds of Japanese scripts, Hiragana, Katakana and Kanji. Students are encouraged to actively use their developing language skills in both written and spoken activities.

### ASSESSMENT

- Writing
- Speaking
- Reading
- Inter-cultural understanding
- Reflection

## Design and Technology

### Design & Technology

LENGTH: 1 Semester

Code 7TEC

### COURSE DESCRIPTION

The semester program is broken up into 4 to 5 week blocks covering:

- Computing Skills
- Plastics
- Wood
- Introduction to Coding

Students use the design process to create solutions to problems both within the workshop and using digital technologies. Students construct projects and develop skills in the safe use of tools and machinery. In digital technology students develop an understanding of 3D drawing and 3D printing, laser cutting, and coding.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## The Arts

### Drama

LENGTH: 1 Semester

Code: 7DRA

### COURSE DESCRIPTION

Students identify and apply the elements of drama through a range of practical and theoretical tasks. They explore introductory practices including performance styles, techniques, forms and dramatic intentions. Through small and large group collaboration, they develop performances, building their confidence in public speaking and teamwork. Literary skills are developed through writing reviews, where students evaluate and analyse the elements of a performance. Students are exposed to historical and cultural performance conventions, using these in their own dramatic work. They are introduced to off-stage roles, implementing the elements of design through set, costume, and music.

### ASSESSMENT

- Performance
- Responding to drama (review and report)
- Creative synthesis (collaborative design)

### Music

LENGTH: 1 Semester

Code: 7MUS

### COURSE DESCRIPTION

Students build essential literacies of music including notes of pitch, rhythm, and time signatures, and apply these skills to theory tasks and a short composition. Students develop basic skills on a range of rhythm section instruments and participate in whole class ensembles to build their reading, memory, and listening skills. They also develop their knowledge of early blues and rock music, including simple analysis and listening.

### ASSESSMENT

- In-class performance assessment
- Written and ICT tasks, including composition

## Music Concert Band

LENGTH: 1 Semester

Code: 7MCB

Approximate Course Fees: \$150

**PREREQUISITE:** Students need to select Music at year 7 as their first or second preference to be offered a place in this subject.

### COURSE DESCRIPTION

Students are assigned a concert band instrument based on their preferences submitted during transition day and are required to attend weekly 30 minute instrumental lessons with a specialised teacher. During class time students rehearse and perform music in a concert band setting learning how to play as an ensemble and how to work with a conductor. Theoretical knowledge of music literacy is explored alongside history and function of music in relation to their chosen instrument. Students also take part in a keyboard skills course and computer aided composition tasks.

### ASSESSMENT

- Performance
- Theory and aural tasks
- Presentation
- Composition

## Visual Arts

LENGTH: 1 Semester

Code: 7ART

### COURSE DESCRIPTION

Students are introduced to art and design principles and practices in a hands-on setting. Using art techniques and materials, students produce a variety of works to demonstrate their practical skills and knowledge. They explore the roles of artists and audiences and communicate their understanding of artworks through art literacies; requiring them to evaluate and analyse their own art, as well as the work of artists. With opportunity for both individual and collaborative learning, students expand their knowledge and understanding of viewpoints, themes, materials and periods in time. Students develop exhibition and display skills aimed at representing their ideas to audiences.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Entrepreneurial Specialist Program

### Entrepreneurial Learning (School Ventures)

LENGTH: 1 Semester

Code 7ENT

**PREREQUISITE:** Students need to apply for the specialist program through the school's website. This includes completing a 300-word response, or solving a problem, providing a teacher recommendation, along with their latest school report. Please note the due date of all applications in the enrolment section of our website.

### COURSE DESCRIPTION

Students are introduced to the importance of an entrepreneurial mindset. Students begin by exploring our Banksia community and the ways that people in our local area are creating successful and innovative projects, services and products. Students explicitly learn how to prototype, as well as the importance of using feedback in developing their learning and ideas. In concluding the course, students use their entrepreneurial knowledge and mindset to design their own entrepreneurial solution to a problem in our school; sharing their idea with a special panel of entrepreneurial thinkers. Assessments and learning opportunities are specifically designed to develop students entrepreneurial skills such as critical and creative thinking, complex problem solving, teamwork and communication.

### ASSESSMENT

- Folio
- Group Discussion & Presentation
- Student Venture



## Year 8

(2 Semesters = full year)

	Semester	Selection
<b>Compulsory</b>		
English	2 semesters	Compulsory
Mathematics	2 semesters	Compulsory
Science	2 semesters	Compulsory
HASS (Humanities and Social Sciences) History, Geography, Economics and Business, Civics and Citizenship	2 semesters	Compulsory
Health and Physical Education Food Technology and Textiles Health and Physical Education	1 semester 1 semester	Compulsory
Languages German or Japanese	1 semester	Select 1 language only
Design and Technology Design and Technology	1 semester	Compulsory
<b>Choice Subjects</b>		
The Arts Drama Music Music Concert Band* Visual Arts	1 semester 1 semester 1 semester 1 semester	Must select 2 semesters
<b>Entrepreneurial Specialist Program</b>		
Entrepreneurial Learning - Local Ventures (will replace 1 semester of HASS)	1 semester	By application only
Total number of semesters = 14	14 semesters	

\*Students who have completed this subject at year 7 will be offered a placement in the year 8 course. Interest beyond an automatic placement must be negotiated with the Arts Coordinator.  
Students who do not wish to retain a place in the year 8 Concert Band program can negotiate this with their year level manager.

# YEAR 8

## English

LENGTH: 2 Semesters

Code: 8ENG

### COURSE DESCRIPTION

Students respond to and create a variety of texts. They continue to explore persuasive texts and narratives through listening, reading and viewing and develop their skills in writing and speaking. Editing strategies continue to be practised to further develop the ability to select and use appropriate vocabulary, grammar, spelling and punctuation. Reading remains a focus, through the selection of independently chosen texts as well as class reading. Students demonstrate their creativity and expand their use of ICTs through the production of multimodal texts.

### ASSESSMENT

- Film and literature study
- Narrative and exposition (entrepreneurial)
- Independent reading
- Rhythm and voice

## Mathematics

LENGTH: 2 Semesters

Code: 8MAT

### COURSE DESCRIPTION

Students continue to develop mathematical skills and increase knowledge of and competence in such topics as: number operations, fractions, decimals and percentages, basic geometric concepts, measurement, patterns in number and algebra (including graphing), chance and data and venn diagrams.

Once a semester, students study a topic in Mathematics and Science at the same time, so they can study the same topic from an integrated perspective.

Students are expected to own a scientific calculator with a fraction button. Suitable calculators can be sourced cheaply from local outlets.

### ASSESSMENT

- Tests
- Investigations
- Homework, class exercises, quizzes

## Science

LENGTH: 2 Semesters

Code: 8SCI

### COURSE DESCRIPTION

Students learn to compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels and will examine the different science knowledge used in occupations.

Students learn the general principles around the scientific method for investigation and undertake inquiry based learning. They develop literacy and numeracy skills through completing a range of different assessment tasks including data collation, graphing and research. Technology is used to support learning.

Science as a Human Endeavour (SHE) introduces and explores science in a real-life context by applying the 4 concepts of development, application & limitations, influence, and communication & collaboration to each context.

### ASSESSMENT

- Tests - topic and end of semester common tests
- Investigation folio
  - Practical and research reports
  - Science as a Human Endeavour reports

## Humanities and Social Sciences

LENGTH: 2 Semesters

Code: 8HAS

### COURSE DESCRIPTION

This course exposes students to a wide variety of topics and perspectives across the humanities and social sciences.

**Civics and citizenship:** Students examine how citizens can participate in Australia's democracy, including through use of the electoral system, contact with elected representatives, use of lobby groups, and direct action.

**Geography:** Students consider the causes and consequences of urbanisation, as well as its implications for the management and planning of Australia's urban future. They also explore how geomorphic processes produce different landscapes and landforms, undertaking a case study of the school's creek.

Economics and business: Students apply economics and business knowledge, skills and concepts to the planning, preparation, and operation of a fundraising stall during the school's year 8 Market Day.

History: Students develop their knowledge and understanding of the Middle Ages. They undertake a range of overview and depth studies taken from between 650 and 1750 CE.

#### ASSESSMENT

- Folio
- Investigation
- Creation
- Source analysis

## Health and Physical Education

### Health & Physical Education

LENGTH: 1 Semester

Code: 8HPE

#### COURSE DESCRIPTION

This course aims to develop students physically, socially and emotionally, as well as developing students' knowledge, understandings, skills and attitudes to start to make informed decisions about leading an active healthy lifestyle now and into the future. Students are involved in a range of practical topics in a 'game sense' approach. This is where students identify and apply common aspects and principles from nominated sports. Assessment tasks include units in athletics, striking and fielding (softball, cricket), field invasion (ultimate Frisbee, hockey, AFL/buroinjin) and net and wall (volleyball, badminton, table tennis). Fitness assessment and activities, as well as the integration of indigenous games will be embedded throughout the semester.

A SHINESA and Child Protection unit is part of the program and includes a range of activities around sexuality, the right to be safe, positive relationships, decision making and child protection.

#### ASSESSMENT

- Practical skills rubrics, peer and self-assessment, strategies and game awareness.
- In Health, a choice of responses that reflect the students work, understanding and learning in the SHINESA and Child Protection unit.

### Food Technology and Textiles

LENGTH: 1 Semester

Code: 8FTT

#### COURSE DESCRIPTION

Students produce design solutions using food products within a kitchen environment and explore principles of food safety, preparation, presentation and using

sensory language. Students work independently and collaboratively to develop solutions to solve real world challenges, and engage in the problem-solving process using the design cycle.

Students specifically study food and nutrition, healthy eating, sustainability and textiles. The course incorporates The Australian Guide to Healthy Eating and hygiene and safety in the kitchen. Students develop important life skills, cook a variety of recipes, and design and sew a product with a sustainable focus.

#### ASSESSMENT

- Practical tasks - cooking and sewing including evaluations/reflections
- Theory - research and analysis questions

## Languages

### German

LENGTH: 1 Semester

Code: 8GER

#### COURSE DESCRIPTION

This course is aimed at beginners in the language but if students have previously studied German they will be given opportunities to extend their knowledge. Students focus on the 3 Australian Curriculum strands of communicating, understanding language and understanding culture, and are given opportunities to utilise relevant ICT skills to enhance their learning. They explore related topics and develop an understanding of German culture by participating in a number of activities such as food tastings, games, role-plays, interaction with exchange students and viewing authentic visual resources. Students are encouraged to actively use their developing language skills in both written and spoken activities.

#### ASSESSMENT

- Writing
- Speaking
- Reading
- Inter-cultural understanding
- Reflection

### Japanese

LENGTH: 1 Semester

Code: 8JAP

#### COURSE DESCRIPTION

This course is aimed at beginners in Japanese but students will be given opportunities to extend their knowledge if they have previously studied the language. Students focus on the 3 Australian Curriculum strands of communicating, understanding language and understanding culture, and are given opportunities to utilise relevant ICT skills to enhance their learning. Students learn to communicate about themselves and

friends, and their interests and explore related topics and develop an understanding of Japanese culture by learning how to use three different kinds of Japanese scripts, Hiragana, Katakana and Kanji. Students are encouraged to actively use their developing language skills in both written and spoken activities.

#### ASSESSMENT

- Writing
- Speaking
- Reading
- Inter-cultural understanding
- Reflection

## Design and Technology

### Design & Technology

LENGTH: 1 Semester

Code 8TEC

#### COURSE DESCRIPTION

The semester program is broken up into 4 to 5 week blocks covering:

- Metalwork
- Plastics
- CADD and 3D Printing
- Introduction to Robotics and Coding – Lego spike

Students use the design process to create solutions to problems both within the workshop and using digital technologies.

Students construct projects and develop skills in the safe use of machinery. They develop an understanding of how technology impacts society and our daily lives.

In digital technology students extend their understanding of 3D drawing and 3D printing, laser cutting, coding and robotics.

#### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## The Arts

### Drama

LENGTH: 1 Semester

Code: 8DRA

#### COURSE DESCRIPTION

Students analyse and apply the elements of drama and dramatic conventions through making and responding. They apply skills and understanding through independently and collaboratively devising performances, and demonstrate knowledge and understanding through responding from creator, performer, and audience viewpoints. Through working

in small and large groups, students continue to develop their understanding of the dramatic process while building their confidence in public speaking and teamwork. Through writing reviews, students evaluate and analyse the elements of a performance, developing their literary skills. Students are exposed to historical and cultural performance conventions, using these in their own dramatic work.

#### ASSESSMENT

- Performance
- Responding to drama (review and report)
- Creative synthesis - film

## Music

LENGTH: 1 Semester

Code: 8MUS

#### COURSE DESCRIPTION

Students develop their knowledge of musical elements, including form, timbre and tonality. Students work on developing their instrumental skills and their ability to work in ensemble settings. Students explore music in varying cultural contexts across time and place. They also create their own pieces of music using both traditional instruments and computer software, such as a soundtrack for a short video.

#### ASSESSMENT

- Practical performances
- Assignments and written tasks
- Compositions and IT skills
- Tests – including listening skills

## Music Concert Band

LENGTH: 1 Semester

Code: 8MCB

Approximate Course Fees: \$150

**PREREQUISITE:** Students who have completed this subject at year 7 will be offered a placement in the year 8 course. Interest beyond an automatic placement must be negotiated with the Arts Coordinator.

Students who do not wish to retain a place in the year 8 Concert Band program can negotiate this with their year level manager.

#### COURSE DESCRIPTION

Students continue to learn the concert band instrument they began learning in year 7 and are required to attend weekly 30 minute instrumental lessons with a specialised teacher. During class time students rehearse and perform music in a concert band setting learning how to play as an ensemble and how to work with a conductor. Theoretical knowledge of music literacy is explored alongside history and function of music in relation to their chosen instrument. Students also take part in a keyboard skills course and computer aided composition tasks.

## ASSESSMENT

- Performance
- Theory and aural tasks
- Presentation
- Composition

## Visual Arts

LENGTH: 1 Semester

Code: 8ART

### COURSE DESCRIPTION

Students explore art and design principles and practices across one semester. Alongside practical tasks, they study artists and artworks through visual studies and folio process development, which will enable students to develop their own art and design practical outcomes. Students are encouraged to develop material-based technical skills alongside digital technologies and have the opportunity to practically experiment. Students apply art literacies to describe, analyse and evaluate artwork in both classroom and exhibition settings.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Entrepreneurial Specialist Program

### Entrepreneurial Learning (Local Ventures)

LENGTH: 1 Semester

Code 8ENT

**PREREQUISITE:** Applied for and completed the year 7 entrepreneurial specialist course. If any vacancies for the course are advertised, interested students can consult with the entrepreneurial team and complete an application process.

### COURSE DESCRIPTION

Students are introduced to the world of entrepreneurial endeavours and the fundamental qualities of an entrepreneurial mindset. Students explore the South Australian community and how an entrepreneurial mindset can create growth and opportunity for our state. They also examine the changing nature of work and the impacts of innovation and technologies on our workforce. In concluding the course, students use their entrepreneurial knowledge and mindset to

design their own entrepreneurial solution for a local community problem. Assessments and learning opportunities are specifically designed to develop students entrepreneurial skills such as critical and creative thinking, complex problem solving, collaboration and agency.

### ASSESSMENT

- Folio
- Case Study
- Student Venture
- Pitch

## Cross-disciplinary

### Personal Learning Plan

At Banksia Park International High School the Personal Learning Plan (PLP) is delivered from years 8 to 10 as students develop their personalised pathway. The PLP is resulted at the end of year 10 and counts towards 10 credits in the South Australian Certificate of Education (SACE). The PLP is a compulsory component of the SACE in which all students must achieve a C grade or better.

### ASSESSMENT

- Year 8 round table assessment (Term 4)
- Year 9 round table assessment (Term 4)
- Year 10
  - pathways presentation – Course Confirmation Day
  - work experience (preparation and journal)
  - review

## Year 9

(2 Semesters = full year)

	Semester	Selection
<b>Compulsory</b>		
English	2 semesters	Compulsory
Mathematics	2 semesters	Compulsory
Science	2 semesters	Compulsory
HASS (Humanities and Social Sciences) History, Geography	2 semesters	Compulsory
Health and Physical Education Health and Physical Education	1 semester	Compulsory
<b>Choice Subjects</b>		
Health and Physical Education Specialist Soccer Food Technology and Textiles	1 semester 1 semester	Students choose either <ul style="list-style-type: none"> <li>• full year of language or</li> <li>• no language</li> </ul> If students do not choose a language they <b>MUST</b> choose either enterprise solutions or global futures or robotics foundations. Students choose either: <ul style="list-style-type: none"> <li>• full year of music</li> <li>• 1 semester of music or</li> <li>• no music.</li> </ul> Students then choose a combination of arts, health & physical education, and technologies subjects bringing the total number of choice subjects to 5 plus one reserve.
Languages German 1 and 2 or Japanese 1 and 2	2 semesters	
Design and Technology Technology Studies E-Media	1 semester 1 semester	
The Arts Drama Music (semester 1) Extension Music (semester 2) Visual Arts	1 semester 1 semester 1 semester 1 semester	
Cross-disciplinary Enterprise Solutions Global Futures Robotics Foundations	1 semester 1 semester 1 semester	
<b>Entrepreneurial Specialist Program</b>		
Entrepreneurial Learning - Social Ventures (will replace 1 semester of HASS)	1 semester	
Total number of semesters = 14	14 semesters	



# YEAR 9

## English

LENGTH: 2 Semesters

Code: 9ENG

### COURSE DESCRIPTION

students respond to and create a variety of texts. They continue to explore persuasive texts and narratives through listening, reading and viewing and develop their skills in writing and speaking. students explore the connectedness of texts and intertextuality through listening, reading and viewing and continue to develop their skills in writing and speaking. Editing strategies continue to be practised in order to further develop the ability to select and use appropriate vocabulary, grammar, spelling and punctuation. Reading is a focus, through the selection of independently chosen texts as well as class reading. Students demonstrate their creativity and expand their use of ICTs through the study of production of multimodal texts. The spontaneous use of language is a focus.

### ASSESSMENT

- Literature study
- Narrative and exposition
- Independent reading (entrepreneurial)
- Connected text
- Intertextual study

## Mathematics

LENGTH: 2 Semesters

Code: 9MAT

### COURSE DESCRIPTION

Students study pythagoras and ratios and how mathematics is used in business. They learn why algebra is a useful tool to solve real world problems. Geometry is also studied. Students learn to graph coordinates and solve problems using graphs. They study probability, the mathematics of chance as well as constructing statistical graphs to compare and contrast pairs of data sets.

Students are expected to own a scientific calculator with a fraction button. Suitable calculators can be sourced cheaply from local outlets.

### ASSESSMENT

- Tests
- Investigations
- Homework, class exercises, quizzes

## Science

LENGTH: 2 Semesters

Code: 9SCI

### COURSE DESCRIPTION

Students learn to explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. Students explain global features and events in terms of geological processes and time-scales, analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.

Students continue to develop their understanding of the scientific method. They develop literacy and numeracy skills through completing a range of assessment tasks including data collation, graphing and research. Technology will be used to support learning.

Science as a Human Endeavour (SHE) explores science in a real-life context by applying the 4 concepts of development, application & limitations, influence, and communication & collaboration to each context.

### ASSESSMENT

- Tests - topic and end of semester common tests
- Investigation folio
  - Practical and research reports
  - Science as a Human Endeavour reports



# Humanities and Social Sciences

## HASS

LENGTH: 2 Semesters

Code: 9HAS

### COURSE DESCRIPTION

This course deepens students understanding of the humanities and social sciences by studying a full semester of geography and a full semester of history.

**Geography:** Students examine the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity. They consider the environmental, economic and technological factors that influence crop yields and the challenges to food production that can arise. Students also explore the ways that places and people are interconnected, and they will propose solutions to the harmful effects of globalisation.

**History:** Students develop their knowledge and understanding of the modern period. They undertake a range of overview and depth studies taken from between 1750 and 1918. This includes an examination of the movements of people through slavery and convict transportation, the making of the Australian nation, and finally the First World War.

### ASSESSMENT

- Application
- Investigation
- Creation
- Source analysis
- Evaluation

# Health and Physical Education

## Health & Physical Education

LENGTH: 1 Semester

Code: 9HPE

### COURSE DESCRIPTION

Students continue to develop physical, social, and emotional skills, as well as extending students knowledge, skills, and attitudes to encourage informed decision making and leading a safe, healthy and active lifestyle. There is emphasis on developing 'game sense'. Students undertake a range of practical activities and work to both identify and apply common game concepts and processes to those sports.

Students experience field invasion sports in Gaelic and AFL as well as building on skills and knowledge in Indigenous games and athletics. Court invasion games focus on basketball, netball and European

handball and will culminate with a student led SEPEP tournament in one of these sports. Net/wall sports focus on badminton and table tennis. Students revisit fitness where fitness testing is undertaken, and results analysed using Microsoft Excel to create tables and graphs for comparison to year 8 data.

The SHINESA and Child Protection program continues with students focussing awareness on gender analysis, respecting diversity and communication styles, as well as advanced sexuality and relationship issues.

### ASSESSMENT

- Practical skills rubrics, peer and self-assessment, strategies, and game awareness
- In Health, a choice of responses that reflect the students work, understanding and learning in the SHINESA and Child Protection unit

# Specialist Soccer

LENGTH: 1 Semester

Code: 9HPS

PREREQUISITE: C+ or better in year 8 HPE.

### COURSE DESCRIPTION

The course is inclusive of all students, from those who have had significant experience in soccer to those who have had very little. Students develop basic skills, including one verses one, striking the ball, first touch and running with the ball. They then get the opportunity to further develop these skills in small sided and full pitch games including the offensive and defensive principles. Basic tactics are examined throughout the semester and students expand their knowledge of the game and explore the fitness factors required to be a successful soccer player. Students participate in a SEPEP (sport education) program, where they have an opportunity to play, referee, captain, coach, keep data and write reports of an interclass competition. There is a theoretical component to the course where students research an Asian champions league team, discover many of the rules of the game and nutritional requirements of an elite soccer players diet. Students obtain their Football SA Futsal Coaching certificate at no additional cost.

### ASSESSMENT

- Practical skills rubrics, self and peer assessment, fitness testing results
- Theory - research task

## Food Technology and Textiles

LENGTH: 1 Semester

Code: 9FTT

### COURSE DESCRIPTION

Students continue applying principles of food safety, working in a safe manner to prepare, present and evaluate their finished products with the use of sensory language. Students work independently and collaboratively to develop solutions to solve real world challenges and engage in the problem-solving process using the design process.

Students specifically study food and nutrition, sustainability and textiles. The course incorporate The Australian Guide to Healthy Eating, food labelling and healthy food choices. Students develop important life skills, cook a variety of recipes and undertake a sewing project. They design and produce a product with a sustainable focus.

### ASSESSMENT

- Practical tasks - cooking and sewing including evaluations/reflections
- Theory - research and analysis questions

## Languages

### German 1 and 2

LENGTH: 2 Semesters

Code: 9GER

PREREQUISITE: C+ or better in semester 1. Students studying a language at year 8 in semester 2 only will be subject to teacher approval.

### COURSE DESCRIPTION

Students extend their knowledge and skills in German focusing on the 4 communication skills of listening, speaking, reading and writing. They are given opportunities to utilise relevant ICT skills to enhance their learning. Students further extend their vocabulary and skills in communicating in German and explore related topics and develop an understanding of German culture by participating in a number of activities such as food tastings, games, role-plays, interaction with exchange students and viewing authentic visual resources. Students are encouraged to actively use their developing language skills in both written and spoken activities.

### ASSESSMENT

- Writing
- Speaking
- Reading
- Listening
- Inter-cultural understanding
- Investigation and tests

## Japanese 1 and 2

LENGTH: 2 Semesters

Code: 9JAP

PREREQUISITE: C+ or better in semester 1. Students studying a language at year 8 in semester 2 only will be subject to teacher approval.

### COURSE DESCRIPTION

Students extend their knowledge and skills in Japanese focusing on the 4 communication skills of listening, speaking, reading and writing. They are given opportunities to utilise relevant ICT skills to enhance their learning. Students explore related topics and develop an understanding of Japanese culture by participating in a number of activities such as food, cooking and tastings, games, role-plays, interaction with exchange students and excursions.

Students are encouraged to actively use their developing language skills in both written and spoken activities both in class and on excursions to a Japanese restaurant and to the art gallery. Students may have the opportunity to participate in an exchange program to Shikama High School in Japan.

### ASSESSMENT

- Writing
- Speaking
- Reading
- Listening
- Inter-cultural understanding
- Investigation and tests

## Design and Technologies

### Technology Studies

LENGTH: 1 Semester

Code: 9TEC

### COURSE DESCRIPTION

Students undertake study in the areas of woodwork and metalwork. They use the design process to create solutions to design problems within a workshop situation while expanding their understanding of the safe use of basic hand and power tools.

Projects could include boxes, garden sculptures and trays.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## E-Media

LENGTH: 1 Semester

Code: 9TEM

### COURSE DESCRIPTION

Students develop skills across a range of ICT learning technologies. This enables them to have the ability to understand, use and implement a number of computer based skills across the curriculum at year 9 and in future years.

Possible modules of study could be chosen from the following:

- Microsoft Suite (Word, Powerpoint)
- Adobe Suite (Photoshop, Premier Pro: video editing, Muse: web)
- Autodesk Suite (Revit: house drawings, Maya: 3D modelling)

Students produce letters and business documents, modify and improve photographic images, draw house plans, produce a video and present this information in a web format.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## The Arts

### Drama

LENGTH: 1 Semester

Code: 9DRA

### COURSE DESCRIPTION

Students consolidate and build on their knowledge of performance, analysis and design. They learn a range of performance styles, techniques, dramatic forms and intentions and collaborate to develop performance outcomes. Students continue to develop their understanding of the dramatic elements with a focus on characterisation, movement and voice. They continue to develop their literary skills in evaluation and analysis of their own performances and the performances of others. Students are given the opportunity to undertake an off-stage role in a variety of areas linked to design and construction such as set, costume, lighting, sound and multi-media.

### ASSESSMENT

- Performance
- Responding to drama (review and report)
- Creative synthesis - film

## Music

LENGTH: Semester 1 Only

Code: 9MUS

PREREQUISITE: C+ or better in year 8 music and a commitment to playing an instrument & public performance. Students who play an instrument and did not do year 8 music may organise an audition.

COURSE DESCRIPTION: Students may study:

- 1 Semester of music or
- Music in semester 1 and extended music in semester 2

Students work on developing their instrumental skills and their ability to work in both solo and ensemble settings. They are expected to take instrumental music lessons via the instrumental music service (free of charge) or via private tuition. Students develop their aural skills to recognise and analyse elements of music. Students discover and present information about contemporary rock and pop artists and genres. They apply their knowledge of music theory to create a composition using MuseScore Notation software.

Students perform publicly as part of the course work and assessment. After hours commitment to personal practice is essential for success.

### ASSESSMENT

- Performances, theory and aural tests
- Written tasks, including composition

## Extension Music

LENGTH: Semester 2 Only

Code: 9MUE

PREREQUISITE: C+ or better in year 8 music and a commitment to playing an instrument & public performance. Students who play an instrument and did not do year 8 music may organise an audition.

### COURSE DESCRIPTION

Extension music is a program for students that are dedicated to their chosen instrument. Students work independently and as part of small ensembles to prepare performances. Deeper theoretical concepts are explored and applied to create compositions using Musescore Notation software. Students continue to develop their analytical skills while studying a range of musical styles and genres. They discover electronic music and deepen their knowledge of computer aided composition. Students also learn how to compose for and produce a functioning piano roll for use with a music box.

Students perform publicly as part of the course work and assessment. After hours commitment to personal practice is essential for success.

### ASSESSMENT

- Performances, theory and aural tests
- Written and ICT tasks, including composition

## Visual Arts

LENGTH: 1 Semester

Code: 9ART

### COURSE DESCRIPTION

Students consolidate and develop art and design learning and develop their own ideas through a portfolio process; designing their own practical outcomes and creating their own art. Students are encouraged to develop material-based technical skill alongside digital technologies in producing personal artworks and exhibit to audiences across a variety of curated displays. Students apply arts literacies to describe, analyse and evaluate artists and artworks through visual studies. Students explore both art and design and have the opportunity to refine their aesthetic in their own artwork. These skills are highly transferrable to a range of subjects across the senior school curriculum, including year 10 Visual Art, year 10 Design, as well as other creative pathways.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Cross-disciplinary

### Personal Learning Plan

At Banksia Park International High School the Personal Learning Plan (PLP) is delivered from years 8 to 10 as students develop their personalised pathway. The PLP is resulted at the end of year 10 and counts towards 10 credits in the South Australian Certificate of Education (SACE). The PLP is a compulsory component of the SACE in which all students must achieve a C grade or better.

### ASSESSMENT

- Year 8 round table assessment (Term 4)
- Year 9 round table assessment (Term 4)
- Year 10
  - pathways presentation – Course Confirmation Day
  - work experience (preparation and journal)
  - review

## Enterprise Solutions

LENGTH: 1 Semester

Code:9ESO

**PREREQUISITE:** Students may choose this subject as a cross-disciplinary option. However, students must select either enterprise solutions, global futures, or robotics foundations, if not undertaking a language in year 9.

### COURSE DESCRIPTION

Have you ever wanted to help other people and add value to your community? Are you interested in developing a business, product, or service? Do you have a passion or interest that you have always wanted to turn into a personal project? Enterprise solutions emphasises the use of entrepreneurial skills and knowledge to tackle social problems, improve communities, and achieve personal goals. Students have the opportunity to participate in the nationwide \$20 Boss program, and apply for the start-up capital needed to create, launch, and operate a social enterprise. Alternatively, students may choose to run a self-funded business or a non-profit personal enterprise. In doing so, they look to the example of existing organisations, businesses, and entrepreneurs to ensure that they conduct their activities ethically and to give their own enterprise the best chance of success.

### ASSESSMENT

- Investigation
- Analysis
- Application
- Evaluation

## Global Futures (STEM)

LENGTH: 1 Semester

Code:9CGF

**PREREQUISITE:** Students may choose this subject as a cross-disciplinary option. However, students must select either Enterprise Solutions, Global Futures or Robotics Foundation if NOT undertaking a language in year 9.

### COURSE DESCRIPTION

Students draw on previous knowledge and develop new skills to solve problems to existing real-world issues. Using a combination of skills-based teaching and project-based learning, students extend their understanding of society and issues facing our ever changing world. Working with identified global needs students are required to identify a need, research the problem/s, develop possible solutions, create and build prototypes and evaluate its effectiveness against the original need. Students develop an understanding of group dynamics, roles and responsibilities in the workplace, democratic processes, Gantt charts and planning and other skills related to project management.

### ASSESSMENT

- Folio 1 (evidence of learning)
- Project 1 (minor)
- Folio 2 (evidence of learning)
- Project 2 and presentation (major)

## Robotics Foundations (STEM)

LENGTH: 1 Semester

Code: 9CRF

PREREQUISITE: C+ or better in year 8 mathematics and science.

### COURSE DESCRIPTION

Students build and program Lego robots as well as learning the fundamentals of robots including inputs, outputs and programming.

They work in teams to design, build, and conduct challenges based on Lego League and real-world scenarios.

Students learn about the system development life cycle as well as standard programming concepts: algorithms, pseudo code, structure, logic, looping, data types, variables, error checking and debugging.

Students undertaking year 9 Robotics are encouraged to join the extracurricular Robotics Club.

### ASSESSMENT

- skills tasks
- design folios
- practical projects

## Entrepreneurial Specialist Program

### Entrepreneurial Learning (Social Ventures)

LENGTH: 1 Semester

Code 9ENT

PREREQUISITE: Applied for and completed the year 8 entrepreneurial specialist course. If any vacancies for the course are advertised, interested students can consult with the entrepreneurial team and complete an application process.

### COURSE DESCRIPTION

Students explore social enterprises and entrepreneurial ventures that aim to add value to our local and global communities. Students build their understanding of how to identify needs through empathy, as well as value-driven and 'future-proofed' ventures that are needed in the 21st century. Students continue to strengthen the fundamental qualities of their entrepreneurial mindsets, such as critical and creative thinking, complex problem solving and agency. Assessments and learning opportunities are specifically designed to develop students capabilities through the lenses of learning by doing, making it happen and finding opportunity.

### ASSESSMENT

- Folio
- Social Inquiry
- Student Venture

## Year 10

(2 Semesters = Full year)

	Semesters	Selection	Total Semesters
<b>Compulsory</b>			
English	2 semesters	Compulsory	2
Mathematics Mathematics or Advanced Mathematics	2 semesters 2 semesters	Compulsory	2
Science Science Applications or Science Fundamentals	2 semesters 2 semesters	Compulsory	2
HASS (Humanities and Social Sciences) History	1 semester	Compulsory	1
Health and Physical Education Healthy Lifestyles	1 semester	Compulsory	1
PLP – Personal Learning Plan	1 semester	Extended care group	1
<b>Choice</b>			
HASS Tourism Society and Culture Sustainable Futures	1 semester 1 semester 1 semester	Students may select at least 1 semester	<p>You must have a total of: 9 compulsory semesters and 8 choice semesters.</p> <p>Your 7th and 8th choice are reserve options (8th choice must be HASS).</p>
Health and Physical Education Physical Education Outdoor Education Specialist Soccer Food and Hospitality Child Studies	1 semester 1 semester 1 semester 1 semester 1 semester	Students may select at least 1 semester	
Languages or HASS German 1 and 2 or Japanese 1 and 2 or Society and Culture or Sustainable Futures	2 semesters 2 semesters 1 semester 1 semester	Select a language or Society and Culture or Sustainable Futures	
Design and Technology Animation Architecture Foundations Digital Media Metalwork Woodwork Photography Try a Trade	1 semester 1 semester 1 semester 1 semester 1 semester 1 semester 1 semester	All students must select at least 1 semester	
The Arts Drama Music 1 and 2 Visual Arts A and B	1 semester 2 semesters 1 semester each	Non music students must select at least 1 semester	
Design Fashion Design	1 semester 1 semester	Music students select Music 1 and 2	
<b>Continued on next page</b>			



**Year 10 (continued)**

	Semesters	Selection	Total Semesters
<b>Choice</b>			
Cross-Disciplinary Robotics Solutions	1 semester	Optional	You must have a total of: 9 compulsory semesters and 8 choice semesters. Your 7th and 8th choice are reserve options (8th choice must be HASS).
<b>Entrepreneurial Specialist Program</b>			
Entrepreneurial Learning - Global Ventures (will replace 1 semester of HASS)	1 semester		
Total Number of Semesters = 15 (incl. PLP)	15 Semesters		



# YEAR 10

## English

LENGTH: 2 Semesters

Code: OENG

### COURSE DESCRIPTION

Students continue to explore the connectedness of texts and intertextuality with a focus on themes and issues in texts. Abstract thought and higher order reasoning is developed through listening, reading and viewing and students continue to develop their skills in writing and speaking. Editing strategies continue to be practised in order to develop the ability to select and use appropriate vocabulary, grammar, spelling and punctuation. Students demonstrate their creativity and expand their use of ICTs through the study of poetry and the production of multimodal texts.

### ASSESSMENT

- Folio
- Narrative
- Connected text
- Shakespeare (entrepreneurial)

## Mathematics

### Mathematics

LENGTH: 2 Semesters

Code: OMAT

### COURSE DESCRIPTION

Students study simple and compound interest and solve problems involving linear equations. They make connections between algebraic and graphical representations of relations. Students study the geometry of plane shapes. They compare and contrast 2 data sets. Students find unknown values by substitution into formulae and solve simple quadratic and simultaneous equations. They study trigonometry and probability.

Students are expected to own a scientific calculator with a fraction button. Suitable calculators can be sourced cheaply from local outlets.

### ASSESSMENT

- Tests
- Investigations
- Homework, class exercises, quizzes

## Advanced Mathematics

LENGTH: 2 Semesters

Code: OMAA

PREREQUISITE: B- or better in year 9 mathematics.

**\*\*Please note the graphics calculator requirement for this course.**

### COURSE DESCRIPTION

Students are prepared for the highest level of mathematics. Students learn more about linear and nonlinear relationships such as quadratics and circles, exponential notation and algebra. They find out what trigonometry and quadratics really are and what they are used for in the real world. Students further develop their algebra skills and find out about probability and its applications. The use of computers and/or graphics calculators, which will open up a whole new range of mathematical experiences.

### ASSESSMENT

- Tests
- Investigations
- Homework, class exercises, quizzes

### \*\* Graphics Calculator Requirements

There are graphics calculator requirements for advanced maths courses from year 10 to SACE Stage 2. Please note courses that include a note requiring a graphics calculator:

Acceptable models for use are the Casio fx-9860G AU Plus and the new Casio fx-CG20 AU and Casio fx-CG50 AU. More up to date information can be obtained from the SACE Website. The fx-CG50 AU has a colour screen of far superior quality to the older black and white model and sells for approximately \$250. The vast majority of students selecting advanced mathematics from year 10 continue with one of the mathematics courses available at year 11 & 12 and get at least 3 years use from the graphics calculator and possibly more if they continue on to university.

# Science

## Science Applications

LENGTH: 2 Semesters

Code: OSCA

### COURSE DESCRIPTION

Science Applications is designed for students who are perhaps undecided on a STEM career pathway but are curious about the world around them.

Students explore topics across Biology, Chemistry, Physics and Psychology to prepare them for the science occurring in their lives now and into the future. They learn about how human disease is influenced by genetics and how mutations can be inherited. Motion Physics is taught through road science and driver safety preparing students to be safe on the road. Students learn to be responsible global citizens by learning about environmental systems and climate change as well as how they can reduce their footprint. The evolution topic helps students understand their place in the earth's history and how the human brain evolved to make humans what they are today. Students explore the periodic table through everyday materials including plastics, metals and synthetic substances.

Students are given opportunities to develop higher order thinking skills as well as practical skills via an inquiry-based approach. Technology is utilised to increase ICT skills.

Science as a Human Endeavour (SHE) explores science in a real-life context by applying the 4 concepts of development, application & limitations, influence, and communication & collaboration to each context.

### ASSESSMENT

- Topic tests
- Investigation folio
  - Practical and research reports
  - Science as a Human Endeavour reports

## Science Fundamentals

LENGTH: 2 Semesters

Code: OSCF

### COURSE DESCRIPTION

Science Fundamental is designed to lead students to Stage 1 and 2 SACE science pathways inspiring students to tertiary education.

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living,

physical and chemical world are applied to systems on a local and global scale, and this enables students to predict how changes will affect equilibrium within these systems.

Students learn through an inquiry-based approach where they deconstruct problems to design and conduct experiments. Students are given opportunities to develop higher order thinking skills. Technology is used to support learning.

Science as a Human Endeavour (SHE) explores science in a real-life context by applying the 4 concepts of development, application & limitations, influence, and communication & collaboration to each context.

### ASSESSMENT

- Tests - topic and end of semester common tests
- Investigation folio
  - Practical and research reports
  - Science as a Human Endeavour reports

# Humanities and Social Sciences

## History

LENGTH: 1 Semester

Code: OHSY

### COURSE DESCRIPTION

Are you interested in the personal lives and stories of famous people from the past? Do you want to know why Adolf Hitler, Martin Luther King, and Elvis Presley are so well-known? History examines the period from 1918 to the present, with an emphasis on Australia and its contributions to the modern world. The twentieth century was a critical time in Australia's social, economic and political development, and it represents a period of great turmoil and conflict. Students learn about the impacts of the Second World War, campaigns for greater rights and freedoms, and the emergence of popular culture. These developments transformed society and are crucial to understanding Australia's place within the Asia-Pacific region and the world.

### ASSESSMENT

- Analysis
- Application
- Creation
- Evaluation and investigation

## Tourism

LENGTH: 1 Semester

Code: OTOS

### COURSE DESCRIPTION

Do you want to travel the world and see its sights? Maybe your life dream is to work overseas. Tourism enables students to explore the different career pathways that exist, the different sectors that make up the industry, and its multibillion-dollar importance to Australia and the world. Students consider the social, environmental and economic impacts of tourism on local communities. They also look at how countries promote and market themselves as tourist destinations, how technology is changing the industry, and how tourist resorts and attractions need to be increasingly sustainable. Importantly, students have the opportunity to gain experience outside the classroom by attending excursions and developing the skills of a tour guide.

### ASSESSMENT

- Analysis
- Application
- Creation
- Evaluation and investigation

## Society and Culture

LENGTH: 1 Semester

Code: OSOR

PREREQUISITE: Students may choose this subject as a HASS option. However, students must select either Sustainable Futures or Society and Culture if NOT undertaking a language in year 10.

### COURSE DESCRIPTION

Have you ever wondered what your life would be like if you had been raised by wolves like Mowgli from the Jungle Book? Imagine how different things might have been. Year 10 society and culture brings together many different HASS disciplines to examine what it really means to be a member of human society. Students learn about several major themes, such as human development, social change, world culture and international cooperation. In doing so, students consider the processes that people use to improve their communities. They also investigate the unique traditions and customs within different cultures around the world. And finally, students explore how different countries can work together to solve important global issues.

### ASSESSMENT

- Analysis
- Application
- Creation
- Evaluation and investigation

## Sustainable Futures

LENGTH: 1 Semester

Code: OHSF

PREREQUISITE: Students may choose this subject as a HASS option. However, students must select either Sustainable Futures or Society and Culture if NOT undertaking a language in year 10.

### COURSE DESCRIPTION

Are you concerned about environmental destruction and its effects upon society? If you think that we need to do more to protect the world that we live in, then sustainable futures will give you the opportunity to help. Through problem-based activities and individual negotiation, students propose innovative and creative solutions to the major challenges facing the world today. They investigate topics such as climate change, water shortages, waste, and human well-being, and they examine the theme of sustainability from a range of local and global perspectives. Students participate in many practical activities, both inside and outside the classroom, including excursions. So, if you want to know how you can make a difference in the world, then choose sustainable futures.

### ASSESSMENT

- Analysis
- Application
- Creation
- Evaluation and investigation

# Health and Physical Education

## Healthy Lifestyles

LENGTH: 1 Semester

Code: OHLS

### COURSE DESCRIPTION

Students extend their development physically, socially and emotionally with an emphasis on participation and enjoyment. Students develop knowledge, understanding, skills and attitudes to make informed decisions about active and healthy living choices for themselves and the community.

Students complete the compulsory SHINESA and Child Protection programs focussing awareness around power, relationships, gender equality, sexuality, unplanned pregnancy options, safe partying, recognising abuse, wellbeing, cyber safety, and where to go for help in the community.

Students create a campaign to promote physical activity within the community, as well as investigate how food is marketed alongside the nutritional recommendations. Additionally they research the impact of drugs in our society.

Students engage in some practical recreational activities in this course which may include: fitness (gym), golf, archery, tenpin bowling, lawn bowls, indigenous games, bocce and table tennis.

### ASSESSMENT

- Practical skills rubrics, peer and self-assessment
- Theory – choice of report, poster, brochure or news report

## Physical Education

LENGTH: 1 Semester

Code: OHPE

PREREQUISITE: C+ or better in year 9 HPE.

### COURSE DESCRIPTION

This course focuses on popular physical activities and team sports from countries around the world. It encourages students to be physically active and teaches them to analyse and collect data to understand the body's response to exercise. This subject allows for students to negotiate the practical component of the course with the teacher. Students can select from the following units: court invasion games (basketball, netball and european handball), field invasion games (AFL, soccer, gaelic, flag football, touch, softcrosse & ultimate frisbee), and net wall sports (volleyball, badminton, table tennis & tennis).

There is a 50% theoretical component to the subject which focuses on biomechanics, fitness testing &

fitness factors and heart rate analysis. This subject is preparing students for physical education at Stage 1 & 2.

### ASSESSMENT

- Practical skills rubrics, peer and self-assessment
- Theory - lab reports/data analysis assignment

## Outdoor Education

LENGTH: 1 Semester

Code: OOED

Approximate Course Fees: Camps \$100

### COURSE DESCRIPTION

Students are introduced to a range of core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment and gain their Basic Skills certificate.

Compulsory practical activities include a 2-day kayaking course at West Lakes Aquatics Centre and a 3-day bushwalking and orienteering camp at Mount Crawford Forest. Through these activities, alongside the theory and practical tasks in the classroom, students learn a range of practical skills including how to pitch a tent, cook on a Trangia stove, read a topographical map, use a compass and analyse and manage risk.

Respect for and awareness of the environment is a focus, with students learning about and exploring ways to minimise their impact on the environment in order to live a more sustainable life.

Students are provided opportunities to lead their classmates and work as part of a group to solve real problems and achieve challenging goals.

Please note this is a Stage 1 subject and has a written requirement of 1000 words.

### ASSESSMENT

- About natural environments 40%
- Experience in natural environments 60%

## Specialist Soccer

LENGTH: 1 Semester

Code: OHPS

PREREQUISITE: C+ or better in year 9 HPE or Specialist Soccer.

### COURSE DESCRIPTION

Students extend their knowledge and skills of the game, further improving their skills, understanding of team tactics and have the opportunity to learn about administration, refereeing, coaching, training and organisation. Students obtain their Miniroos Coaching certificate (learning the 'FFA's Discovery Phase'), which allows them to coach children aged 5 to 9 years old and Skill Training certificate allowing students to coach 9 to 13 year olds. Students put their skills into practice where they teach primary school students from the local area. Students studying this course also get to practice their skills in a round of footgolf at Mt Pleasant golf course.

The theoretical component includes learning about the energy systems and how they function and exploring basic sports medicine such as: importance of warm-ups, cool downs, nutrition, first aid treatment and strapping.

### ASSESSMENT

- Practical skills rubrics, peer and self-assessment
- Primary school coaching  
Miniroos and skill training certificates - Football SA
- Energy systems, fitness factors, fitness testing

## Food and Hospitality

LENGTH: 1 Semester

Code: OFHA

Approximate Course Fees: \$40

### COURSE DESCRIPTION

Students plan meals, create menus and improve practical skills, whilst developing a global perspective on entertaining styles. Students are encouraged to develop their cookery skills whilst preparing a range of menu items, including canapes, soups, main courses and desserts. There is also a focus on creating multicultural foods, and utilising native Australian ingredients in menu planning and food preparation. Students develop important life skills which include planning, budgeting and recipe costing, purchasing, and preparing a 2 course meal.

### ASSESSMENT

- Practical - cooking and evaluations
- Theory - meal planning, design and evaluation

## Child Studies

LENGTH: 1 Semester

Code: OCSD

### COURSE DESCRIPTION

Perfect for students interested in the development of young children, this subject allows students to learn more about the physical and social development of children including their nutritional needs in the formative years.

Students investigate the effects of teen pregnancy, design and make or analyse a suitable toy or activity for children, design healthy children's party food, and finally investigate health and safety around the home.

### ASSESSMENT

- Teen pregnancy
- Stages of development
- Play and development
- Nutrition (group task)
- Safety around the home

## Languages

### German 1 and 2

LENGTH: 2 Semesters

Code: OGER

PREREQUISITE: C+ or better in year 9 German.

### COURSE DESCRIPTION

Students consolidate and expand on the knowledge, vocabulary, structures and skills learned over the past two years. They explore how the language skills they are developing can help them in future work and travel opportunities. They learn German through a number of methods in interactive lessons with a focus on communicating in German. Students develop more accurate and complex reading and writing skills and are encouraged to actively use their new language skills. They participate in cultural activities through food tastings, excursions and use of authentic resources and materials. Students have access to native speakers, magazines and films. Students need to study both German 1 and German 2 to develop the skills to study German at Stage 1.

### ASSESSMENT

- Writing
- Speaking
- Reading
- Listening
- Inter-cultural understanding
- Investigation and tests



## Japanese 1 and 2

LENGTH: 2 Semesters

Code: OJAP

PREREQUISITE: C+ or better in year 9 Japanese.

### COURSE DESCRIPTION

Students consolidate and build on the knowledge, vocabulary, structures and skills they have learned over the past two years. They explore how the language skills they are developing can help them in future work and travel opportunities. Students may have the opportunity to participate in an exchange program to Shikama High School in Japan. Students take part in interactive lessons using authentic materials and resources with a focus on communicating in Japanese. They engage in cultural activities including an excursion to Adelaide Central Market and Adelaide Himeji Gardens.

### ASSESSMENT

- Writing
- Speaking
- Reading
- Listening
- Inter-cultural understanding
- Investigation and tests

## Design and Technology

### Animation

LENGTH: 1 Semester

Code: OTAN

### COURSE DESCRIPTION

Students are introduced to designing, constructing and animating 3D objects and characters, leading to the creation of a small movie as the major project. The software used is called Maya which was used to create movies such as Shrek. To start students model inanimate objects, texturing them to look realistic and creating and lighting an environment for the object.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

### Architecture Foundations (STEM)

LENGTH: 1 Semester

Code: OARF

### COURSE DESCRIPTION

Students develop skills across a range of ICT learning technologies including 3D printing and architectural design enabling them to understand, use and implement a number of computer based skills across the curriculum at year 10 and in future years.

Students design a small home and produce a set of plans/working drawings. They then produce a working model to analyse environmental aspects of design.

Modules of study include:

- Inventor (3D prototyping)
- Revit (House Drawings)

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Digital Media

LENGTH: 1 Semester

Code: OTDM

### COURSE DESCRIPTION

Students develop skills across a range of ICT learning technologies enabling them to have the ability to understand, use and implement a number of computer based skills across the curriculum at year 10 and in future years.

They develop a good understanding of the basic functions of the software and are able to effectively use functions effectively. Focus is on the technical skills of the software.

Modules of study could be chosen from the Adobe suite.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Metalwork

LENGTH: 1 Semester

Code: OTMW

Approximate Course Fees: \$20

### COURSE DESCRIPTION

Students develop knowledge, attitudes and skills, as they begin to master challenging practical tasks. Students gain confidence and self-reliance; experience the satisfaction of producing well-designed and useful items while working cooperatively with classmates.

Students may develop competence in fusion and brazing welding, metal casting and practise MIG welding. Students are taught safe use of the metal lathe while performing processes such as facing, parallel and taper turning, drilling and knurling.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Woodwork

LENGTH: 1 Semester

Code: OTWW

Approximate Course Fees: \$20

### COURSE DESCRIPTION

Students understand what is involved in a technical workshop while working to current WHS safety standards. Students expand their understanding of how to safely use machinery, power and hand tools, while developing practical processes when making products with timber.

Students develop an understanding of the use of timber in a global society and understand what our responsibilities are when working in a workshop situation, by developing a cooperative work ethic and learning respect for individuals and their property.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Photography

LENGTH: 1 Semester

Code: OTPH

### COURSE DESCRIPTION

Through the medium of digital photography students develop greater awareness of the camera's ability to capture and display snapshots of the world around us and the place of photography in society. Students gain an understanding of how to use and manipulate the functions, controls and software associated with using a digital single lens reflex camera. They develop skills as a photographer through understanding a range of photographic techniques. Students take photographs on themes, upload images, and produce prints and other digital products. Emphasis is on accuracy and quality. Creative digital photographic techniques form an integral part of assessment tasks.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Try a Trade

LENGTH: 1 Semester

Code: OTAT

Approximate Course Fees: \$50

PREREQUISITE: By teacher recommendation only.

### COURSE DESCRIPTION

Are you interested in a trade or an apprenticeship in the construction industry? If so, this could be for you.

Students are exposed to a range of trades through small projects, site visits and guest speakers. They develop skills within these trades such as tiling, gyprocking, bricklaying, concreting and plumbing. Students have the opportunity to complete this as a Stage 1 subject.

### ASSESSMENT

- Practical task
- Presentations
- Folio

## The Arts

### Drama

LENGTH: 1 Semester

Code: ODRA

Approximate Course Fees: \$25 per semester

PREREQUISITE: C+ or better in year 9 drama.

### COURSE DESCRIPTION

Recommended for those looking to study drama through to year 12, students develop a rich understanding of the techniques, technologies and literacies of the dramatic arts. Students are prepared for SACE drama through developing skills in application, evaluation and analysis. Through a focus on enriching performance, developing stagecraft skills and utilising dramatic elements, students apply their knowledge to a range of performance styles, collaborative applications and outcomes. Students perform individually and in groups and are required to participate in a public performance in either an on or off-stage role. Students read and study play scripts and films, and demonstrate their understanding through developing practical outcomes. Analytical skills are developed through production reports and review writing.

### ASSESSMENT

- Performance
- Responding to drama (review and report)
- Creative synthesis (collaborative)



## Music 1 and 2

LENGTH: Full Year

Code: OMUS

PREREQUISITE: C+ or better in year 9 music OR by audition with music staff.

### COURSE DESCRIPTION

This course is for students who have been learning an instrument either with an instrumental teacher at school or a private tutor. It is preferable that students have a minimum of 1 to 2 years' experience on that instrument. Students work on further developing their instrumental skills and their ability to work in both solo and ensemble settings. They are expected to take instrumental music lessons via the instrumental music service (free of charge) or via private tuition. Students explore the theory and history of jazz music and world music, including composition and performance. Students are also introduced to metal music via creative tasks using notation software Musecore. Song writing and recording experience is provided through the group composition of an original song by each class.

### ASSESSMENT

- Performances
- Written work and research tasks
- Theory and aural tests
- Compositions/song writing

## Visual Arts A or B

LENGTH: 1 Semester or Full Year

Code: OART

### COURSE DESCRIPTION

Student creativity is encouraged through the development of material-based knowledge and hands-on practical skills. Students study at least two different mediums and are supported in developing their own ideas and aesthetic. They also explore the influence of different times, cultures, and places on artworks. Students communicate their personal intentions through visual study processes, and a folio that explores techniques, materials, and technologies, as well as the refinement of their own art outcomes. Students continue to build on their skills and understanding of art practitioners; exploring various opportunities for art and design in professional contexts, as well as the exhibition and display skills needed to represent ideas to an audience.

Students are prepared for several SACE subjects, especially Stage 1 Visual Art and Stage 1 Design.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Design

LENGTH: 1 Semester

Code: ODES

### COURSE DESCRIPTION

Students focus on function and form, and developing professional and entrepreneurial solutions to real world design problems. They develop understanding of design processes, commercial applications and industry links and networks. Students explore a range of materials, media and technologies (Adobe creative suite, Wacom) in creating design based practical outcomes. Students evaluate design and practitioners approaches in real world settings in the design area of their interest (graphic, product, fashion, etc) where student choice/agency allows for learning in an area of interest. Design outcomes are exhibited/displayed aimed at representing ideas to clients/other audiences.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Fashion Design

LENGTH: 1 Semester

Code: OAFD

### COURSE DESCRIPTION

Fashion design is a specialisation offered at year 10, developing student learning from art and design in years 8 and 9.

Fashion design involves the exploration of fibres and fabrics, mixed media approaches to garments development and production, practice and refinement of hand drawing skills and use of digital technologies.

Students explore local and international designs and design practitioners via their visual study task. They explore professional practices and processes through their folio.

### ASSESSMENT

- Visual study
- Folio
- Practical

## Cross-disciplinary

### Personal Learning Plan

At Banksia Park International High School the Personal Learning Plan (PLP) is delivered from years 8 to 10 as students develop their personalised pathway. The PLP is resulted at the end of year 10 and counts towards 10 credits in the South Australian Certificate of Education (SACE). The PLP is a compulsory component of the SACE in which all students must achieve a C grade or better.

#### ASSESSMENT

- Year 8 round table assessment (Term 4)
- Year 9 round table assessment (Term 4)
- Year 10
  - pathways presentation – Course Confirmation Day
  - work experience (preparation and journal)
  - review

### Robotics Solutions

LENGTH: 1 Semester Code: OCRS

PREREQUISITE: C+ or better in year 9 robotics foundations or B or better in year 9 maths.

#### COURSE DESCRIPTION

Students build on the knowledge and skills learnt in year 9 Robotics as well as other STEM skills including CADD design, Electronics, logic and problem-solving.

Students use a variety of hardware (components) that are combined with software (programming) to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using robotic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Students are assessed using the Stage 1 Design, Technology and Engineering subject outline and gain 10 stage 1 credits towards SACE.

#### ASSESSMENT

- Specialised Skills Task
- Design Process and Solution

## Entrepreneurial Specialist Program

### Entrepreneurial Learning (Global Ventures)

LENGTH: 1 Semester Code: 10ENT

PREREQUISITE: Completed the year 7, 8 and 9 entrepreneurial specialist courses. If any vacancies for the course are advertised, interested students can consult with the entrepreneurial team and complete an application process.

#### COURSE DESCRIPTION

Students are involved in the Adelaide University 'eSchool Shark Tank Challenge'. The challenge provides students with the opportunity to think creatively and develop solutions to real world problems. Each module in the challenge is part of the 5-step innovative design process and encourages students to collaborate with others, and self-direct their learning activities.

From developing an understanding of the impact of the identified problem on others, students prototype their solution ideas, and finally pitch and present their innovative solutions to a panel of experts. Students compete against other secondary schools across South Australia.

Students who successfully complete all assignments can access learning credits at three levels of education, including 10 SACE credits, have their learning recognised towards 2 units in a Cert IV course, plus receive 1 undergraduate course credit towards any Adelaide Business School degree at the University of Adelaide.

#### ASSESSMENT

- Business Skills tasks
- Business Pitch

Students who complete this course are eligible to apply for Stage 2 Business Innovation while in year 10 moving into year 11.

## Requirements of SACE

There are 2 stages of the SACE:





- Stage 1, which usually begins in year 10 with the Personal Learning Plan, and continues through year 11. At Bankaia Park International High School the PLP is delivered across years 8 to 10 in our extended care group program.
- Stage 2, which is usually undertaken in year 12.

Each subject or course that is successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each stage 1 subject and A+ to E- for Stage 2 subjects.

To qualify for the SACE students must:

- complete a minimum of 200 credits
- achieve a C- grade or better in the Stage 1 compulsory requirements
- achieve a C- grade or better in the Stage 2 compulsory requirements.

Requirements	Credits
<b>Year 10</b>	
Personal Learning Plan	10
<b>Year 11 (Stage 1) or Year 12 (Stage 2)</b>	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
<b>Year 12 (Stage 2)</b>	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
<b>Year 11 or 12 (Stages 1 or 2)</b>	
Other subjects and courses of your choice	up to 90
<b>Total</b>	<b>200</b>

-  Stage 1 compulsory requirements
-  Stage 1 or Stage 2 compulsory
-  Stage 2 compulsory
-  Other subjects and courses

\*Many students will complete subjects or courses worth more than 70 credits at Stage 2.

The compulsory requirements are:

Personal Learning Plan 10 credits at Stage 1

Literacy at least 20 credits from a range of English subjects (Stage 1 or Stage 2)

Numeracy at least 10 credits from a range of Mathematics subjects (Stage 1 or Stage 2)

Research Project 10 credits at Stage 2

Other Stage 2 subjects at least 60 credits from a range of Stage 2 subjects.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or board-recognised courses of a student's choice (such as vocational education and training or community learning).

For more information visit: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

# SACE Planner



SACE  
Board of SA

## Personal Learning Plan = 10 credits

Credits

10

## Literacy = 20 credits

Choose from a range of English subjects or courses



Subtotal 10



## Numeracy = 10 credits

Choose from a range of mathematics subjects or courses



## Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses








Subtotal 30








## Research Project = 10 credits

10

## Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses











Subtotal 70











Subtotal 90

## To gain the SACE, you must earn 200 credits

**Total** 200

<span style="color: green;">■</span> Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
<span style="color: purple;">■</span> Compulsory Stage 1 and/or Stage 2	
<span style="color: orange;">■</span> Compulsory Stage 2	
<span style="color: lightblue;">■</span> Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

## Stage 1

SACE Subjects	Credits	Selection	Total Units
<b>English</b> English Skills 1 and 2 English 1 and 2 English Studies 1 and 2 English as an Additional Language 1 and 2	20 Credits 20 Credits 20 Credits 20 Credits	Compulsory complete a full year (20 credits) of Stage 1 English with a C grade or better to meet the literacy requirements of the SACE	20 Credits minimum
<b>Mathematics</b> Essential Mathematics Essential Mathematics 1 and 2 General Mathematics 1 and 2 Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	10 Credits 20 Credits 20 Credits 20 Credits 20 Credits	Compulsory complete a semester (10 credits) of Stage 1 Maths with a C grade or better to meet the numeracy requirements of the SACE	10 Credits minimum
<b>Research Practices/Project</b> Research Practices Research Project	10 credits 10 credits	Compulsory	10 Credits minimum
<b>Science</b> Biology A Biology 1 and 2 Chemistry 1 and 2 Physics 1 and 2 Psychology A Psychology 1 and 2	10 Credits 20 Credits 20 Credits 20 Credits 10 Credits 20 Credits	1 semester = 10 credits  After selecting	
<b>HASS (Humanities and Social Sciences)</b> Modern History Tourism Society and Culture	10 Credits 10 Credits 10 Credits	<ul style="list-style-type: none"> <li>10 credits Maths</li> <li>20 credits of English</li> <li>10 credits Research Project</li> </ul>	
<b>Health and Physical Education</b> Physical Education A Physical Education B Outdoor Education Specialist Soccer Food and Hospitality A Food and Hospitality B Café Skills Child Studies Cert II Food Processing	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 10 Credits up to 85 Credits	You must select a total of 70 credits from any learning area.  Please note subjects with a 1 and a 2 are full year subject worth 20 credits.	
<b>Languages</b> German 1 and 2 Japanese 1 and 2	20 Credits 20 Credits		
<b>Design and Technology</b> Animation A Animation B Architecture Fundamentals Information Processing and Publishing A Information Processing and Publishing B Design and Technology - Metal/Wood 1 and 2 Photography A Photography B	10 Credits 10 Credits 10 Credits 10 Credits 10 Credits 20 Credits 10 Credits 10 Credits		
<b>Continued on next page</b>			

**Stage 1 (continued)**

SACE Subjects	Credits	Selection	Total Units
The Arts Drama A Drama B Music 1 and 2 Visual Arts Design	10 Credits 10 Credits 20 Credits 10 Credits 10 Credits	After selecting <ul style="list-style-type: none"> <li>• 10 credits Maths</li> <li>• 20 credits of English</li> <li>• 10 credits Research Project</li> </ul>	1 semester = 10 credits
Cross-Disciplinary Health and the Community Robotics Specialisation	10 Credits 10 Credits	You must select a total of 70 credits from any learning area.	
Entrepreneurial Business Innovation - Start-up Business Business Innovation - Existing Business	10 Credits 10 Credits	Please note subjects with a 1 and a 2 are full year subject worth 20 credits.	

# Year 11

## English

### Stage 1 English Skills 1 and 2

LENGTH: Full year - 20 Credits Code: 1EES

PREREQUISITE: Teacher placement required to undertake this subject.

Note: This course DOES NOT LEAD to Stage 2 Essential English, English OR English Literary Studies

#### COURSE DESCRIPTION

Students develop confidence and competence in literacy through negotiated assessments based on student interests. Engaging with a range of everyday texts, students develop skills in locating and interpreting information, ideas and perspectives. Students explore how texts are constructed for particular purposes and audiences through the creation of a range of texts with a focus on the use of multimodal texts and using ICTs.

#### ASSESSMENT

- Responding to texts 50%
- Creating texts 50%

### Stage 1 English 1 and 2

LENGTH: Full year - 20 Credits Code: 1ENG

PREREQUISITE: C or better in year 10 English.

#### COURSE DESCRIPTION

A wide range of texts in various forms and media are read, viewed, and created with a focus on comparison and connections with ideas and perspectives in texts. At least one assessment in each semester will be oral or multimodal where students demonstrate their ability to use ICTs in appropriate ways for a variety of contexts, audiences, and purposes.

#### ASSESSMENT

- Responding to texts - 25% semester 1 & 50% semester 2
- Creating texts - 50% semester 1 & 25% semester 2
- Intertextual study – A response to texts (semester 1) and a created text (semester 2) 25%

### Stage 1 English Studies 1 and 2

LENGTH: Full year - 20 Credits Code: 1ELS

PREREQUISITE: B or better in year 10 English.

#### COURSE DESCRIPTION

Do you plan on or are you considering studying English at stage 2? If so, this is the course for you. Students demonstrate their critical thinking by exploring a range of texts through reading and viewing and considering these not just in isolation but in relation to each other. Students demonstrate their creativity through the production of a range of oral, written, and multimodal texts. How is this different to stage 1 English? Good question. English Studies offers the opportunity for choice of texts and the study of the classics.

#### ASSESSMENT

- Responding to texts - 25% semester 1 & 50% semester 2
- Creating texts - 50% semester 1 & 25% semester 2
- Intertextual study – A response to texts (semester 1) and a created text (semester 2) 25%

### Stage 1 English as an Additional Language 1 and 2

LENGTH: Full year - 20 Credits Code: 1EAL

PREREQUISITE: To undertake this course students are required to qualify under the SACE rules to be eligible. For further information see the English Coordinator.

#### COURSE DESCRIPTION

Students develop skills and strategies in communication, comprehension, language and text analysis. A variety of texts are created for a range of contexts, audiences and purposes where students demonstrate their use of appropriate textual conventions. Students exchange information, experiences and opinions as well as interpret personal, social and cultural perspectives in texts.

#### ASSESSMENT

- Responding to texts 50%
- Interactive study – an interview (semester 1) and a discussion (semester 2) 25%
- Language study 25%



# Mathematics

## Stage 1 Essential Mathematics 10 Credits

LENGTH: 1 Semester - 10 Credits      Code: 1MEA

PREREQUISITE: Teacher placement required to undertake this subject.

Note: This course DOES NOT LEAD to Stage 2 mathematics subjects.

### COURSE DESCRIPTION

Essential Mathematics focuses on students using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. Students prepare for post-school options of employment and further training.

In Unit 1 students develop the mathematical skills and understanding to solve problems relating to calculations involving percentages and the use of rates to make comparisons; for example, using unit prices to compare best buys, applications of measurement to perimeter, area, volume, mass and energy units, the use of formulas to find an unknown quantity, and the interpretation of graphs and construction of graphs from tables and with spreadsheets.

Students are expected to own a scientific calculator with a fraction button.

### ASSESSMENT

- Multiple, short and open book skills and applications tasks 50%
- Investigations 50%

## Stage 1 Essential Mathematics 1 and 2

LENGTH: Full year - 20 Credits      Code: 1MEM

PREREQUISITE: C or better in year 10 Mathematics  
Current enrollment in year 10 Mathematics  
Advanced.

### Essential Mathematics 1

#### COURSE DESCRIPTION

Essential Mathematics Unit 1 has the same focus and covers the same mathematical skills, knowledge and understanding as Stage 1 Essential Mathematics Unit 1 (10 Credits).

Students are expected to own a scientific calculator with a fraction button.

### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

### Essential Mathematics 2

#### COURSE DESCRIPTION

In Essential Mathematics, students use their knowledge and skills to investigate realistic problems of interest which involve the application of mathematical relationships and concepts.

In Unit 2 students use their mathematical skills and understanding to solve problems related to classifying, representing and comparing data in meaningful graphical form or from data summaries. Students will apply their knowledge of percentages to real life money problems and calculate simple interest. They work with common rates and convert between them and solve problems involving ratios and direct proportion. Student calculate time intervals, interpret transport timetables and use them to calculate most time efficient routes. They read maps and use scale to calculate distances and estimate time taken for a journey.

Students are expected to own a scientific calculator with a fraction button.

### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

## Stage 1 General Mathematics 1 and 2

LENGTH: Full year - 20 Credits      Code: 1MGM

PREREQUISITE: B- or better in year 10 Mathematics  
or C- or better in year 10 Mathematics Advanced.

If you are a student who likes mathematics but not the algebra, this is a really interesting course for you, particularly the matrices section which presents mathematics in a way you have never seen before to solve practical problems.

### General Mathematics 1

#### COURSE DESCRIPTION

Unit 1 has 3 topics: 'Investing and Borrowing', 'Measurement', and 'Statistical Investigation'. In 'Investing and Borrowing' students review the concepts of rate and percentage change in the context of earning and managing money and the use of spreadsheets. 'Measurement' extends students knowledge and skills of the concept of similarity and associated calculations involving simple and

## Stage 1 Mathematical Methods 1 and 2

LENGTH: Full year - 20 Credits      Code: 1MMM

PREREQUISITE: C+ or better in year 10 Mathematics Advanced.

**\*\*Please note the graphics calculator requirement for this course.**

### Mathematical Methods 1

#### COURSE DESCRIPTION

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph.

The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

### Mathematical Methods 2

#### COURSE DESCRIPTION

In unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three dimensional shapes. 'Statistical Investigation' develops students' ability to organise and summarise data in the context of conducting a statistical investigation.

Students are expected to own a scientific calculator with a fraction button.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

### General Mathematics 2

#### COURSE DESCRIPTION

Unit 2 has 3 topics: 'Applications of trigonometry', 'Linear and Exponential Functions and their graphs', and 'Matrices and Networks'. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression, and bearings in navigation. 'Linear and Exponential Functions and their graphs' uses linear equations and straight-line graphs and exponential functions and their graphs to model and analyse practical situations. 'Matrices and Networks' introduces the new topic of matrices in the context of solving problems in Networks.

Students are expected to own a scientific calculator with a fraction button.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

### \*\* Graphics Calculator Requirements

There are graphics calculator requirements for advanced maths courses from year 10 to SACE Stage 2. Please note courses that include a note requiring a graphics calculator:

Acceptable models for use are the Casio fx-9860G AU Plus and the new Casio fx-CG20 AU and Casio fx-CG50 AU. More up to date information can be obtained from the SACE Website. The fx-CG50 AU has a colour screen of far superior quality to the older black and white model and sells for approximately \$250. The vast majority of students selecting advanced mathematics from year 10 continue with one of the mathematics courses available at year 11 & 12 and get at least 3 years use from the graphics calculator and possibly more if they continue on to university.

## Stage 1 Specialist Mathematics 1 and 2

LENGTH: Full year - 20 Credits Code: 1MSM

PREREQUISITE: B or better in year 10 Mathematics Advanced.

**\*\*Please note the graphics calculator requirement for this course.**

### Specialist Maths 1

#### COURSE DESCRIPTION

Students will be prepared for the highest level of mathematics.

Unit 1 contains 3 topics that complement the content of mathematical methods. The proficiency strand, 'reasoning', is continued explicitly in the topic 'geometry' through a discussion of developing mathematical arguments.

This topic also provides the opportunity to summarise and extend students studies in Euclidean geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic 'combinatorics' provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic 'vectors in the plane' provides new perspectives on working with two-dimensional space, and serves as an introduction to techniques which can be extended to three-dimensional space in Stage 2 Specialist Mathematics.

These topics enable students to increase their mathematical flexibility and versatility.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

### Specialist Maths 2

#### COURSE DESCRIPTION

Unit 2 contains 3 topics, 'trigonometry', 'matrices' and 'real and complex numbers'. 'Matrices' provides new perspectives for working with two-dimensional space, 'real and complex numbers' provides a continuation of the study of numbers. The topic 'trigonometry' contains techniques that are used in other topics in both this unit and Stage 2 Specialist Mathematics. All of these topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

#### ASSESSMENT

- Skills and applications tasks 50%
- Investigation 25%
- Final exam 25%

## Science

### Stage 1 Biology A

LENGTH: 1 Semester - 10 Credits Code: 1BIA

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science

#### COURSE DESCRIPTION

Biology A is a 1 semester course and is concerned with the study of cellular biology and human physiology. The course focuses on the mechanisms of body function from cells to body systems and is organized around the central theme of homeostasis. Biology increases student knowledge and understanding of the living world.

#### ASSESSMENT

- Topic test and end of semester (1½ hour) online exam 50%
- Practical report 25%
- Science as a Human Endeavour investigation 25%

### Stage 1 Biology 1 and 2

LENGTH: Full year - 20 Credits Code: 1BGY

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science

#### COURSE DESCRIPTION

This course is the full year option of Biology and students cover the topics from Biology A in semester 1. Semester 2 Biology covers topics encompassing mechanisms of infectious diseases and ecology. Students build their knowledge of the living world and develop practical and research skills.

Biology 1 and 2 should be considered by students intending to study Stage 2 Biology.

#### ASSESSMENT

- Topic tests and end of semester (1½ hour) online exams 50%
- Practical reports 25%
- Science as a Human Endeavour investigations 25%

## Stage 1 Chemistry 1 and 2

LENGTH: Full year - 20 Credits Code: 1CME

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science

### COURSE DESCRIPTION

Students study the chemistry of materials, and the properties, uses, means of production and reactions of matter. They investigate a critical study of the social and environmental impact of materials and chemical processes.

Through practical studies students develop investigation skills, and have opportunities to develop an understanding of the physical world. Topics include properties of matter & materials, quantities in reactions, the periodic table bonding, metals, electrochemistry, carbon chemistry (including polymers) and acids and bases. Students learn practical techniques such as titrations and prepare organic molecules using reflux and distillation.

### ASSESSMENT

- Topic tests and end of semester (1½ hour) exams 50%
- Practical investigations and reports 25%
- Science as a human endeavour investigations 25%

## Stage 1 Physics 1 and 2

LENGTH: Full year - 20 Credits Code: 1PYS

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science

### COURSE DESCRIPTION

Physics offers students the opportunity to understand and appreciate the natural world. Students develop their logical thinking skills, their ability to solve problems and to use numeracy to work through questions.

Course work covers motion, energy, forces, power and nuclear physics. Topics have a focus on an application. For example when studying nuclear physics students look at the operation of nuclear reactors and the factors associated with their use.

Students gain an understanding of the scientific process, use technology to investigate concepts, and conduct and design their own experiments.

In Physics 2, students undertake study in topics which complement Physics 1, with a focus on wave motion, electricity and magnetism, as well as projectile motion. Students gain a sound understanding of how technology that we use is reliant on basic physics laws and principles.

### ASSESSMENT

- Topic tests and end of semester (1½ hour) exams 50%
- Practical investigations and reports 25%
- Science as a human endeavour investigations 25%

## Stage 1 Psychology A

LENGTH: 1 Semester - 10 Credits Code: 1PSA

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science or B or better in year 10 English.

### COURSE DESCRIPTION

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. Psychology also addresses the ways in which behavior can be changed. However, every change also holds the possibility of harm; therefore ethical considerations are important in psychology. Students gain an understanding that psychological evidence, theories, and principles address four levels of explanation of human behaviour — biological, basic processes, person, and sociocultural. Psychology develops skills in students such as how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

The Psychology A course includes Introduction to psychology; plus 2 of the following: social influence, intelligence, cognition, brain and behaviour, human psychological development, and emotion.

### ASSESSMENT

- Topic test and end of semester (1½ hour) online exam 50%
- Theoretical analysis report 35%
- Group issues investigation 15%

## Stage 1 Psychology 1 and 2

LENGTH: Full year - 20 Credits      Code: 1PSC

Approximate Course Fees: optional workbook \$45

PREREQUISITE: C+ or better in year 10 Science or B or better in year 10 English.

### COURSE DESCRIPTION

Students cover the topics from Psychology A in semester 1 and semester 2 includes 3 of the following which are not covered in Psychology A: social influence, intelligence, cognition, brain and behaviour, human psychological development, and emotion.

Students further their understanding that psychological evidence, theories, and principles address four levels of explanation of human behaviour — biological, basic processes, person, and sociocultural.

Psychology 1 and 2 should be considered by students intending to study Stage 2 Psychology.

### ASSESSMENT

- Topic tests and end of semester (1½ hour) exams 50%
- Theoretical analysis reports 20%
- Group and individual issues investigations 30%

## Humanities and Social Sciences

### Stage 1 Modern History

LENGTH: 1 Semester - 10 Credits      Code: 1HSY

### COURSE DESCRIPTION

Have you ever wondered why some countries seem so rich, while other countries seem so poor? Imagine a perfect world where wealth and power were shared around equally. Why is that not the world that we live in today? Stage 1 Modern History explores the social, political and economic systems that have dominated the world since 1750. Students learn about the people and ideas that inspired the modern world and consider how their actions have impacted the fortunes and freedoms of others. Through research, discussion and firsthand evidence from the past, students interpret key events associated with the emergence of liberal democracy and capitalism. In doing so, they will learn about such topics as imperialism, revolution and intellectual change.

### ASSESSMENT

- Historical Skills 30%
- Historical Study 70%

## Stage 1 Tourism

LENGTH: 1 Semester - 10 Credits      Code: 1TOS

### COURSE DESCRIPTION

Did you know that some people want to spend their holidays in places where the worst historical events have happened? Were you aware that some tourists like to visit the poorest parts of the poorest countries? Stage 1 tourism examines the many types of experience that people are now seeking from their travels, including 'dark tourism' and 'slum tourism'. Students learn about the advantages and disadvantages of tourism and gain a deeper understanding of the tourism industry. In doing so, they are introduced to subject-specific concepts, such as the multiplier effect, leakage, and industry sectors. Particular focus is placed on issues that affect South Australian tourism and the sustainability of local business.

### ASSESSMENT

- Practical Activity 25%
- Case Study 25%
- Investigation 30%
- Source Analysis 20%

## Stage 1 Society and Culture

LENGTH: 1 Semester - 10 Credits      Code: 1SOR

### COURSE DESCRIPTION

Do you often find yourself getting mad at the injustices of the world? Perhaps you're the sort of person that cares about whether people are being treated fairly. Stage 1 society and culture explores the many forces that can either strengthen or weaken a society. Students are encouraged to develop their own opinions on a range of topics that could include prejudice, discrimination, inequality, poverty, crime, politics, religion, conflict, and media influence. They identify some of the signs that societies are failing to work and they investigate how societies can ensure that the basic needs and rights of members are being met. In doing so, students have the chance to work independently and in groups as they explore issues with a national and global focus.

### ASSESSMENT

- Source Analysis 30%
- Investigation 40%
- Group Activity 30%



# Health and Physical Education

## Stage 1 Physical Education A

LENGTH: 1 Semester - 10 Credits Code: 1PEA

PREREQUISITE: C+ or better in year 10 PE or year 10 Specialist Soccer.

### COURSE DESCRIPTION

Students interested in developing their interpersonal skills and who enjoy analysing data within the field of sports science should choose this course. Students gain knowledge about how the body responds to exercise (acute and chronic responses to activity) and compare data from the Vo2 Max testing machine and predict their score in the beep test based on their oxygen uptake.

The Stage 1 Physical Education has 2 focus areas.

- Focus area 1: Through movement
- Focus area 2: About movement

### ASSESSMENT

- Improvement analysis 70%
- Physical activity Investigation 30%

## Stage 1 Physical Education B

LENGTH: 1 Semester - 10 Credits Code: 1PEB

Approximate Course Fees: Aquatics program \$60

PREREQUISITE: C+ or better in year 10 PE or year 10 Specialist Soccer.

### COURSE DESCRIPTION

Students interested in developing their interpersonal skills and who enjoy analysing data within the field of sports science should choose this course. Students gain knowledge about training programs including how to apply and analyse the training principles and training methods to see improvements in their performance. This course also explores the biomechanics of aquatics with a 3-day course at West Lakes Aquatics Centre. Video footage is gathered and used to discuss their technique and suggest improvements.

The Stage 1 Physical Education has 2 focus areas.

- Focus area 1: Through movement
- Focus area 2: About movement

### ASSESSMENT

- Improvement analysis 70%
- Physical activity investigation 30%

## Stage 1 Outdoor Education

LENGTH: 1 Semester - 10 Credits Code: 1OUE

Approximate Course Fees: Camps \$175

PREREQUISITE: C+ or better in year 10 Outdoor Education.

### COURSE DESCRIPTION

Students further develop their outdoor education skills, knowledge and understanding in a challenging but safe environment. Practical activities include a 3-day kayaking camp at Loch Luna, rock climbing at Morialta Conservation Park and a range of leadership and initiative activities. Through these activities alongside the theory and practical tasks in the classroom, students develop and extend the core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment. Students learn about risk management, environmental awareness, and minimum impact camping. They get opportunities to lead the class, and work as part of a team to solve real problems and achieve challenging goals.

### ASSESSMENT

- About natural environments 70%
- Experience in natural environments 30%

## Stage 1 Specialist Soccer

LENGTH: 1 Semester - 10 Credits Code: 1HPS

PREREQUISITE: C+ or better in year 10 PE or year 9 or 10 Specialist Soccer.

### COURSE DESCRIPTION

This course is aimed towards the more experienced player who wishes to extend their knowledge and skills. The course offers a link to the sports and recreation industry including the attainment of the level 4 referee's license through Football SA. This national license aims to develop practical skills as a beginning referee, through understanding the 'laws of the game'. Students also obtain their Game Training certificate at no cost.

Students further develop and learn about administration, refereeing, coaching, training and organisation through their involvement in organising a 5-a-side Banksia Cup soccer competition. Students are assessed on the above and their ability to contribute to overall team performances. Students are expected to represent the school at a variety of soccer competitions and to mentor younger players in the specialist soccer program.



## ASSESSMENT

- Practical Exploration - level 4 referee's license and laws of the game certificate 40%
- Connections (Banksia Cup) 30%
- Personal Ventures (Game Training certificate) 30%

## Stage 1 Food and Hospitality A

LENGTH: 1 Semester - 10 Credits      Code: 1FHA

Approximate Course Fees: \$40

### COURSE DESCRIPTION

Students interested in a career in food and hospitality, and investigating issues surrounding the industry, should choose this subject. Students develop their skills in food preparation, safe work skills and safe food practices. They study a modern adaption of recipes and an investigation of current emerging and multicultural trends in the industry. There is an emphasis on developing practical skills for the purpose of event catering.

### ASSESSMENT

- Practical activities 50%
- Investigation 25%
- Group catering task 25%

## Stage 1 Food and Hospitality B

LENGTH: 1 Semester - 10 Credits      Code: 1FHB

Approximate Course Fees: \$40

### COURSE DESCRIPTION

Students have the opportunity to take this as a single 10 credit subject or following Food and Hospitality A to make a 20 credit subject. In this subject, students study safe food handling practices, current and emerging food trends and undertake an investigation of the food and hospitality industry. There is an emphasis on developing practical skills for the purpose of event catering.

### ASSESSMENT

- Practical activities 50%
- Investigation 25%
- Group catering task 25%

## Stage 1 Café Skills

LENGTH: 1 Semester - 10 Credits      Code: 1CAF

Approximate Course Fees: \$40

### COURSE DESCRIPTION

Students develop skills which benefit them in gaining employment in a café or food and hospitality establishment. The purpose of this subject is to provide students with the opportunity for more practical work and the development of more advanced skills that will be useful if they pursue a career in the industry.

Students investigate and develop practical skills in food hygiene, workplace safety, food preparation and presentation, teamwork, customer relation skills and practise using a coffee machine.

Students apply their skills and knowledge to produce and present café quality food, practice teamwork and decision making essential when working in a group, develop customer relation skills (especially communication) essential to 'front of house' employment in the hospitality sector. Practical skills in this course are applied in the creation, preparation and delivery of 2 pop up cafés.

Students are encouraged to seek feedback from a range of people and evaluate and reflect on their own learning.

### ASSESSMENT

- Practical exploration 40%
- Connections and collaboration 30%
- Personal venture 30%

## Stage 1 Child Studies

LENGTH: 1 Semester - 10 Credits      Code: 1CSD

### COURSE DESCRIPTION

Suitable for students looking for a career in this valuable industry as either a childcare worker, an early childhood educator or to understand child development.

This course covers the intense period of growth and development from conception to 8 years of age. The topics covered incorporate the growth and wellbeing of children and include: an investigation, group activity about creating a learning aid for children with a disability or learning issue (entrepreneurial focus), and care of a SIM baby.

### ASSESSMENT

- Practical – cooking, sewing & educational resource 50%
- Theory – Assignments and an investigation 25%
- Group activities 25%

## Certificate II in Food Processing (FBP20117)

LENGTH: 1 Semester - up to 85 Stage 1 Credits

COST: Subsidised cost: \$110 Materials fee per student (including GST) – Supportive through TGSS Work Ready – Cost is subject to change.

This Certificate II in Food Processing needs to be applied for using the same procedures as all other VET courses.

### COURSE DESCRIPTION

This course is tailored as an introduction to café, sales and barista and is ideal for students wishing to pursue a career in the food or hospitality industry.

Barista skills, sweet and savoury food preparation, food safety, hygiene and HACCP as well as customer service and presentation are all covered in detail.

The qualification is nationally recognised and accredited and contributes towards a students SACE Stage 1 credits, up to a maximum of 85 for a successful completion of this entire qualification.

### ASSESSMENT

This qualification is completed over one semester, these include both practical and theory components. Students are also required to complete 30 hours of vocational placement and individual learning assignments which contribute towards their overall qualification.

## Languages

### Stage 1 German 1 and 2

LENGTH: Full year - 20 Credits Code: 1GEC

PREREQUISITE: C+ or better year 10 German.

### COURSE DESCRIPTION

Students consolidate their language skills acquired in years 8-10 and develop their knowledge of more complex language forms.

Students also develop a combination of cultural awareness and use of language. They are encouraged to enjoy German as a language and understand the skills needed to learn a language. Their general literacy and awareness of vocational opportunities using German is also extended. Students study three themes: The individual, German-speaking communities and the changing world.

### ASSESSMENT

- Interaction 20%
- Text Production 20%
- Text Analysis 20%
- Investigation 40%

### Stage 1 Japanese 1 and 2

LENGTH: Full year - 20 Credits Code: 1JAC

PREREQUISITE: C+ or better in year 10 Japanese.

### COURSE DESCRIPTION

Students consolidate their language skills acquired in years 8 to 10 and develop their knowledge of more complex language forms.

Students also develop a combination of cultural awareness and the ability to use the language. Students ability to communicate in Japanese and write using kanji, katakana and hiragana script, and their awareness and understanding of the Japanese culture is extended. Students are encouraged to enjoy Japanese as a language and understand the skills needed to learn a language. Their general literacy and awareness of vocational opportunities using Japanese is also extended.

### ASSESSMENT

- Interaction 20%
- Text Production 20%
- Text Analysis 20%
- Investigation 40%

## Design and Technologies

### Stage 1 Animation A

LENGTH: 1 Semester - 10 Credit Code: 1ANA

### COURSE DESCRIPTION

Students develop the skills and concepts of animating, covering modelling, texturing and lighting within 3D animation. Students work through the process of creating an animated short film. The course involves the designing/modelling of scenes, creating storyboards and the creation of materials suitable for both game design and film production. Software used includes Maya (3D), Unreal Engine, Photoshop and Premiere Pro.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Stage 1 Animation B

LENGTH: 1 Semester - 10 Credit      Code: 1ANB

### COURSE DESCRIPTION

Students continue to develop modelling and animating skills. The students work through the process of creating an animated short film or game. The associated software of Unreal Engine is used for game development and rendering. The course involves the designing of scenes/ characters, creating storyboards, developing game levels and fluid character animations. Software used includes Maya (3D), Mudbox (3D), Unreal Engine, Premiere Pro, as well as sound editing and working with Photoshop.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Stage 1 Architecture Fundamentals (STEM)

LENGTH: 1 Semester - 10 Credit      Code: 1ARF

### COURSE DESCRIPTION

This is an architecturally based unit, further building on the skills and concepts of technical drawing using Revit and Inventor to solve architectural problems.

Skills include production of design folios, undertaking investigations, drawing plans, developing and producing relevant internal details, fit out components and evaluating performance of design.

Presentation methods could include print, model making and animated walk throughs.

### ASSESSMENT

- Skills tasks
- Critiquing of architectural designs
- Design tasks
- Completion of a major project on a chosen topic

## Stage 1 Information Processing and Publishing A

LENGTH: 1 Semester - 10 Credit      Code: 1IPA

### COURSE DESCRIPTION

This Graphic Design based course gives students the opportunity to develop paper-based publications, providing them with broad entry-level industry skills. Students learn to use publishing software including In-Design, Photoshop, Illustrator, PowerPoint, and Word to design documents for personal and business use.

Final products that students could expect to create include logos for a hypothetical or a 'real world' business, business cards, letter heads, advertising flyers, newsletters, brochures, and menus. The design process and use of 'layout' design principles are explicitly taught, allowing students to produce high quality products and learn layout skills that can be applied to their assessments in all other learning areas.

### ASSESSMENT

- Practical skills 50%
- Product and documentation 30%
- Issues analysis 20%

## Stage 1 Information Processing and Publishing B

LENGTH: 1 Semester - 10 Credit      Code: 1IPB

### COURSE DESCRIPTION

This Graphic Design based course gives students the opportunity to continue developing paper and digital based publication, which provide them with broad entry/intermediate-level industry skills. Students learn to use publishing software including In-Design, Photoshop, Illustrator, PowerPoint, and Word to design documents for personal and business use.

Final products that students could expect to create include greeting cards, menus, invitations, the 2024 school planner cover, the 2023 school yearbook cover and newsletters. The design process and use of 'layout' design principles are explicitly taught, allowing students to produce high quality products and learn layout skills that can be applied to their assessments in all other learning areas.

### ASSESSMENT

- Practical skills 50%
- Product and documentation 30%
- Issues analysis 20%

## Stage 1 Design and Technology 1 and 2 (Metal/Wood)

LENGTH: Full year - 20 Credit Code: 1MRS

Approximate Course Fees: \$60

### COURSE DESCRIPTION

Students develop skills in both metals engineering and furniture construction. This course is designed to develop students ability to identify, create, initiate and develop products processes and systems. They learn to work with tools, materials and systems safely and competently to produce products. Students explore and analyse the impact of technology including social, environmental and sustainable consequences.

#### Metals Engineering

Students may be introduced to metal machining, casting, and welding processes that are fundamental to many technical trades and occupations. Students develop skills in design and problem solving while focussing on safety and industrial practices.

#### Furniture Construction

Students are introduced to the manufacture of furniture and other items using power machines. They develop an understanding of framing construction and carcass construction and how to apply these techniques. They analyse strength, environment aspects and sustainability with regard to construction of their product.

### ASSESSMENT

- Design folios and practical projects 60%
- Skills tasks 40%

## Stage 1 Photography A Basic

LENGTH: 1 Semester - 10 Credit Code: 1PHA

### COURSE DESCRIPTION

Students develop the ability to identify, create, initiate, and develop products, processes and systems. Students learn to use tools, materials and systems safely and competently to produce a product, and explore technologies in both contemporary and historical settings, and analyse the impact of technology, including social, environmental, and sustainable consequences.

In this unit students approach photography with a practical emphasis. The course includes the use of a Digital SLR camera, telephoto lenses and other photographic accessories. Composition and creative aspects are explored in order to improve images through detailed study of camera and digital manipulation techniques.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## Stage 1 Photography B Advanced

LENGTH: 1 Semester - 10 Credit Code: 1PHB

### COURSE DESCRIPTION

Advanced photography will develop the ability to identify, create, initiate, and develop products, processes and systems. Students learn to use tools, materials and systems safely and competently to produce a product.

The unit extends and expands on basic skills and techniques and students are expected to produce work using complex techniques. Students are involved in aspects of digital photography including studio lighting, scanning, product design and creation, and image manipulation.

### ASSESSMENT

- Design folios
- Skills tasks
- Practical projects

## The Arts

### Stage 1 Drama A or B

LENGTH: 1 Semester - 10 Credits  
Full year - 20 Credits Code: 1DRAA/1DRAB

Approximate Course Fees: \$25 per semester

PREREQUISITE: C+ or better in year 10 Drama.

### COURSE DESCRIPTION

This course is recommended as a full year course for those students looking to study drama through to year 12.

Students develop a rich understanding of the techniques, technologies and literacies of the dramatic arts. This semester or full year course prepares students for Stage 2 Drama through developing skills in application, evaluation and analysis. Through a focus on enriching performance, developing stagecraft skills and utilising dramatic elements, students apply their knowledge to a range of performance styles, collaborative applications and outcomes. They perform individually and in groups and are required to participate in a public performance in either an on or off-stage role. Students read and study play scripts and films, and demonstrate their understanding through developing practical outcomes. Analytical

skills are developed through production reports and review writing.

#### ASSESSMENT

- Performance 40%
- Responding to drama 30%
- Creative synthesis (collaborative) 30%

### Stage 1 Music 1 and 2

LENGTH: Full year - 20 Credits Code: 1MUE

PREREQUISITE: C+ or better in year 10 Music or by audition with music staff.

#### COURSE DESCRIPTION

SACE music is intended for students who have studied an instrument for at least two years. Students need to have access to an instrument of their own to practice upon each week, preferably daily. This may be hired or purchased. Working in an ensemble is an integral part of the course. Students continue to develop their analytical and compositional skills through advanced music theory. In preparation for a Stage 2 performance subject, students learn to critically evaluate their own performance skills. Assessment is on practical skills and musical literacy tasks.

#### ASSESSMENT

- Performances – individual and ensemble 40%
- Written tasks and tests 30%
- Compositions/arrangements 30%

### Stage 1 Visual Arts

LENGTH: 1 Semester - 10 Credits Code: 1VAA

PREREQUISITE: C or better in Year 10 Art or Design

#### COURSE DESCRIPTION

Students research and analyse contemporary and historical artists, artefacts and art movements. They explore and experiment with media and techniques, resolve and produce practical work and respond to their own and others art making in arts writing contexts.

Students develop visual thinking and investigate personally relevant ideas and concepts, refine technical skills and produce creative solutions by communicating personal ideas, values beliefs and opinions in visual form. Students choose an area of specialisation from the following: mixed media, painting, drawing, print making, sculpture, ceramics, installation, digital art or other in negotiation with teachers.

Visual art and design are supported by extensive access to creative technologies including the Adobe Creative suite.

#### ASSESSMENT

- Visual study 30%
- Folio 40%
- Practical 30%

### Stage 1 Design

LENGTH: 1 Semester - 10 Credits Code: 1VAD

PREREQUISITE: C or better in Year 10 Art or Design

#### COURSE DESCRIPTION

Students research and analyse contemporary and historical designers, design genres and movements, and explore and experiment with media and techniques. They resolve and produce practical work and respond to their own and other's design process including responding to design brief contexts. Students define a problem, develop problem solving approaches, and generate solutions and/or concepts. They develop skills in the visual communication of ideas in various text, visual and practical modes including sketches, diagrams, models, prototypes, photographs, using appropriate technologies and/or audio visual techniques leading to resolved pieces.

Students choose an area of specialisation from the following: product design, graphic design, fashion design or other in negotiation with teachers.

Visual art and design subjects are supported by extensive access to current creative technologies including the Adobe Creative suite.

#### ASSESSMENT

- Visual study 30%
- Folio 40%
- Practical 30%



## Cross-disciplinary

### Research Practices/Project

LENGTH: Full Year - 20 Credits      Code: 1RPB  
(10 Credits Research Practices, 10 Credits Research Project)

**Research project is a compulsory component of the SACE which at Banksia Park International High School is studied in Stage 1. Students must achieve a C- grade or better.**

#### COURSE DESCRIPTION

Students research a topic of their own choice, refining their topic to a specific Research Project question. They create a folio which demonstrates their planning, and development of their research, as well as showing synthesis by highlighting key points which directly answer their question. As part of their folio students also need to show detailed evaluation of all their sources. From their research students create an outcome in a format of their choice, and then evaluate their research processes and outcome, including analysing whether they answered their question and how they presented their key findings.

#### SCHOOL BASED ASSESSMENT

- Folio 30%
- Outcome 40%

#### EXTERNAL ASSESSMENT

- Evaluation or Review 30%

### Stage 1 Health and the Community (SACE Health)

LENGTH: 1 Semester - 10 Credits      Code: 1HSC

Approximate Course Fees: Mental Health first aid course \$90

#### COURSE DESCRIPTION

Designed to cater for students with an interest in the various factors that impact on the health and wellbeing of individuals and the community, the subject focuses on what health encompasses, including the definition of health and the main aspects influencing personal health.

Students examine the impacts of drugs and alcohol on the health of individuals, as well as government promotions to reduce the risks. They look at current issues around mental and emotional health, with a student led mental health expo targeted at teenagers in our school community. Students analyse the contributing factors to an active lifestyle and complete a training program to develop a physical

component of their own health.

Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their community.

#### ASSESSMENT

- Issues response 25%
- Group Activity 25%
- Investigation 25%
- Practical Activity 25%

### Stage 1 Robotics Specialisation

LENGTH: 1 Semester - 10 Credits      Code: 1CRS

PREREQUISITE: C+ or better in year 10 Robotics Solutions or B or better in year 10 Maths.

#### COURSE DESCRIPTION

This course builds on and reinforces the knowledge and skills learnt in year 10 Robotics as well as other STEM skills including CADD design, Electronics, logic and problem solving skills

Students use a variety of hardware (components) that are combined with software (programming) to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using robotic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

#### ASSESSMENT

- Specialised Skills Task 30%
- Design Process and Solution 70%



# Entrepreneurial Ventures

## Stage 1 Business Innovation Start-Up Business

LENGTH: 1 Semester - 10 Credit      Code: 1BVA

### COURSE DESCRIPTION

Have you ever wondered how people create a start-up business? Business Innovation Start-Up Business explores how we can identify problems that matter within our communities and create meaningful solutions. Whether it be redesigning a skate park, creating an app to benefit the wellbeing of young people, or stationery that helps students focus; there are many problems that we connect with and many solutions that we can learn to create with a real-world focus. This subject progresses students through the five-step design thinking process; from empathising to testing, and eventually pitching the final product. Consider this subject if you care about a cause, think independently and enjoy a challenge.

### ASSESSMENT

- Identifying and confirming problems 25%
- Product and solution hypothesis testing 25%
- Business model canvas and revenue models 25%
- Business pitch 25%

## Stage 1 Business Innovation Existing Business

LENGTH: 1 Semester - 10 Credit      Code: 1BVB

### COURSE DESCRIPTION

What makes a successful business? Is it a focus on the customer, a strong social media presence, or an ability to pivot and adapt to meet the needs of a community? Business Innovation Existing Business explores the challenges that businesses face in a real-world setting and how students can learn the necessary strategies to adapt to change. This subject progresses students through the five-step design thinking process; from empathising to testing and creating solutions for businesses to grow and survive. Consider this subject if you think globally, are a problem-solver and enjoy applying learning to a real-world setting.

### ASSESSMENT

- Identifying and confirming problems 25%
- Product and solution hypothesis testing 25%
- Business model canvas and revenue models 25%
- Business pitch 25%

# PROMOTION TO STAGE 2

At Banksia Park International High School we aim for all students to be successful to give themselves the best possible chance of getting into their chosen career. To successfully complete Stage 2 (year 12) and achieve a high ATAR it is essential students aim for A and B grades in Stage 1 (year 11). For students to enter Stage 2 of their SACE, they need to demonstrate evidence of a solid foundation of learning at Stage 1. Therefore at Stage 1 ALL students need to:

- complete 2 English semesters at a C- or better, 20 credits
- complete a Maths semester at a C- or better, 10 credits
- complete Research Project at a C- or better, 10 credits  
(compulsory Stage 2 subject completed at Stage 1)
- complete at least 5 other semester subjects at a C- or better, 50 credits

This means students require a minimum of 9 semesters of a C- or better to be eligible for Stage 2 of their SACE.

Many Stage 2 subjects have a prerequisite that require students to achieve a minimum grade before they are recommended for a subject. The prerequisite can be found in each learning area in the subject descriptors.

If students wish to study a subject at Stage 2 that has a research or written component that they have not studied at Stage 1 (eg Tourism, Modern History, Business Innovation), they need to have gained at least a C+ or better in Research Project during year 11. Other subjects, such as Music, may require an audition.

## Stage 2

SACE subjects	Units	Selection	Total Units
<b>English</b> Essential English English English Literary Studies	20 Credits 20 Credits 20 Credits	<p><b>Note:</b></p> <p>You can only select a maximum of 3 of the following subjects to go towards your SACE. Only 2 of the following subjects can count towards an ATAR (total 40 credits):</p> <ul style="list-style-type: none"> <li>• Animation</li> <li>• Design and Technology Woodwork</li> <li>• Design and Technology Metalwork</li> <li>• Photography</li> <li>• Architecture Studies</li> </ul> <p>You can only select a maximum of 2 of the following subjects to go towards your SACE. You can only select 1 of the following to count towards an ATAR (total 20 credits) Students cannot choose both Community Endeavour and Venture Hustle:</p> <ul style="list-style-type: none"> <li>• Cafe Skills</li> <li>• Community Endeavour</li> <li>• Venture Hustle</li> <li>• Specialist Soccer</li> </ul>	
<b>Mathematics</b> Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	20 Credits 20 Credits 20 Credits 20 Credits		
<b>Science</b> Biology Chemistry Physics Psychology	20 Credits 20 Credits 20 Credits 20 Credits		
<b>HASS (Humanities and Social Sciences)</b> Modern History Tourism Society and Culture	20 Credits 20 Credits 20 Credits		
<b>Health and Physical Education</b> Physical Education Outdoor Education Specialist Soccer Food and Hospitality Café Skills Child Studies	20 Credits 20 Credits 20 Credits 20 Credits 20 Credits 20 Credits		
<b>Languages</b> German Continuers Japanese Continuers	20 Credits 20 Credits		
<b>Design and Technology</b> Animation Architecture Studies Information Processing and Publishing Design and Technology Metalwork Design and Technology Woodwork Photography	20 Credits 20 Credits 20 Credits 20 Credits 20 Credits 20 Credits		
<b>The Arts</b> Drama Music Visual Arts/Design	20 Credits 20 Credits 20 Credits		
<b>Cross-disciplinary Subject</b> Community Endeavour Workplace Practices Health and the Community	20 Credits 20 Credits 20 Credits		
<b>Entrepreneurial</b> Business Innovation Venture Hustle	20 Credits 20 Credits		

# YEAR 12

## English

### Stage 2 Essential English

LENGTH: Full year - 20 Credits      Code: 2ETE

PREREQUISITE: C or better for Stage 1 English 1 & 2 or Stage 1 English Studies 1 & 2.

#### COURSE DESCRIPTION

Students focus on communication and real-world application of language and conventions. A range of everyday texts are explored including from the community and the workplace with a focus on the role of language in supporting effective interaction. Understanding of stylistic features from a range of oral, multimodal and written texts is also developed through analysis and creation, with a focus on advocacy and persuasion.

#### SCHOOL BASED ASSESSMENT

- Responding to texts 30%
- Creation of texts 40%

#### EXTERNAL ASSESSMENT

- Language study 30%

### Stage 2 English

LENGTH: Full year - 20 Credits      Code: 2ESH

PREREQUISITE: C+ or better for Stage 1 English 1 & 2 or Stage 1 English Studies 1 & 2.

#### COURSE DESCRIPTION

Students explore a range of texts from a selection of film, narrative, poetry and plays with a focus on the relationship between purpose, audience, and context. This course provides the opportunity for students to explore their own interests through the self-selection of text for comparative analysis. Students demonstrate their creativity and use of ICTs through the production of a range of written, oral and multimodal texts. A writer's statement allows the students the opportunity to explain creative decisions made and reflect on the texts produced.

#### SCHOOL BASED ASSESSMENT

- Responding to texts 30%
- Creation of texts 40%

#### EXTERNAL ASSESSMENT

- Comparative analysis 30%

### Stage 2 English Literary Studies

LENGTH: Full year - 20 Credits      Code: 2ELS

PREREQUISITE: B or better for Stage 1 English 1 & 2 or Stage 1 English Studies 1 & 2.

#### COURSE DESCRIPTION

Do you love a really good book? Do you enjoy having your thinking challenged? This course explores the subtle messages and perspectives in literary texts and allows students to challenge other interpretations and justify their own critical interpretations. Students experiment with stylistic features and demonstrate their creativity and use of ICTs through the production of a range of written, oral and multimodal texts. A writer's statement allows the students the opportunity to explain creative decisions made and reflect on the texts produced.

#### SCHOOL BASED ASSESSMENT

- Responding to texts 50%
- Creation of texts 20%

#### EXTERNAL ASSESSMENT

- Comparative text study - a comparative analysis of 2 texts and a critical reading 90 minute examination 30%

# Mathematics

## \*\* Graphics Calculator Requirements

There are graphics calculator requirements for advanced maths courses from year 10 to SACE Stage 2. Please note courses that include a note requiring a graphics calculator:

Acceptable models for use are the Casio fx-9860G AU Plus and the new Casio fx-CG20 AU and Casio fx-CG50 AU. More up to date information can be obtained from the SACE Website. The fx-CG50 AU has a colour screen of far superior quality to the older black and white model and sells for approximately \$250. The vast majority of students selecting advanced mathematics from year 10 continue with one of the mathematics courses available at year 11 & 12 and get at least 3 years use from the graphics calculator and possibly more if they continue on to university.

## Stage 2 Essential Mathematics

LENGTH: Full year - 20 Credits      Code: 2MEM

Approximate Course Fees: \$28 for the cost of a MASA digital revision guide.

PREREQUISITE: B or better in both semesters in Stage 1 Essential Mathematics 1 & 2, C- or better in both semesters in Stage 1 General Mathematics, or being currently enrolled in Stage 1 Mathematical Methods.

\*\*Please note the graphics calculator requirement for this course.

If students do not currently own a graphics calculator, they can either purchase one or hire one from the resource centre with a deposit of \$70 for the year and a return of \$40 upon the return of the calculator at the end of the year.

### COURSE DESCRIPTION

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

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

### SCHOOL BASED ASSESSMENT

- Skills and applications tasks 30%
- Investigations 40%

### EXTERNAL ASSESSMENT

- Final exam 30%

## Stage 2 General Mathematics

LENGTH: Full year - 20 Credits      Code: 2MGM

Approximate Course Fees: \$28 for the cost of a MASA digital revision guide.

PREREQUISITE: C+ or better in both semesters in Stage 1 General Mathematics or C- or better in both semesters in Stage 1 Mathematical Methods.

\*\*Please note the graphics calculator requirement for this course.

If students do not currently own a graphics calculator, they can either purchase one or hire one from the resource centre with a deposit of \$70 for the year and a return of \$40 upon the return of the calculator at the end of the year.

### COURSE DESCRIPTION

General Mathematics extends students mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

### SCHOOL BASED ASSESSMENT

- Skills and applications tasks 40%
- Investigations 30%

### EXTERNAL ASSESSMENT

- Final exam 30%

## Stage 2 Mathematical Methods

LENGTH: Full year - 20 Credits Code: 2MHS

Approximate Course Fees: \$28 for the cost of a MASA digital revision guide.

PREREQUISITE: C+ or better in both semesters in Stage 1 Mathematical Methods.

**\*\*Please note the graphics calculator requirement for this course.**

### COURSE DESCRIPTION

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and physics.

### SCHOOL BASED ASSESSMENT

- Skills and applications tasks 50%
- Investigations 20%

### EXTERNAL ASSESSMENT

- Final exam 30%

## Stage 2 Specialist Mathematics

LENGTH: Full year - 20 Credits Code: 2MSC

Approximate Course Fees: \$28 for the cost of a MASA digital revision guide.

PREREQUISITE: C+ or better in both semesters in Stage 1 Specialist Mathematics.

**\*\*Please note the graphics calculator requirement for this course.**

### COURSE DESCRIPTION

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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

and proofs, and use 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 envisaging careers in related fields will benefit from studying this subject.

### SCHOOL BASED ASSESSMENT

- Skills and applications tasks 50%
- Investigations 20%

### EXTERNAL ASSESSMENT

- Final exam 30%

## Science

### Stage 2 Biology

LENGTH: Full year - 20 Credits Code: 2BIG

Approximate Course Fees: \$27 for the cost of a SASTA revision guide. Optional workbook \$45.

PREREQUISITE: C+ or better in Stage 1 Biology or B or better in Stage 1 Chemistry, Physics or Psychology.

### COURSE DESCRIPTION

This course is designed to develop student understanding of some of the key ideas of biology and an appreciation of the role of the scientific method in the accumulation of knowledge about biology. The course is divided into 4 units – DNA and proteins, cells as the basis of life, homeostasis and evolution.

Students will develop their ability to communicate information and ideas, using the language of biology, through using manipulative and observational skills in practical activities. They will be able to solve problems, using the knowledge and ideas of biology and to obtain information about biology using a variety of sources. In addition students will explore the complex and varied ways in which there is interaction between science and society.

### SCHOOL BASED ASSESSMENT

- Investigations Folio: Practical investigation reports, Science as a Human endeavour investigation 30%
- Skills and applications tasks: Topic tests 40%

### EXTERNAL ASSESSMENT

- Online examination (2hour) 30%



## Stage 2 Chemistry

LENGTH: Full year - 20 Credits Code: 2CME

Approximate Course Fees: \$27 for the cost of a SASTA revision guide. Optional workbook \$45.

PREREQUISITE: C+ or better in Stage 1 Chemistry.

### COURSE DESCRIPTION

Students develop manipulative and observational skills through practical activities. Students gain an appreciation of the role of scientific method in chemistry and an ability to obtain information about chemistry using a variety of sources. They are able to critically analyse and evaluate chemical information and procedures. After gaining knowledge and understanding of some of the key ideas of chemistry students are able to apply them in both real and hypothetical situations and increase their awareness of the social implications of chemical knowledge and technological advances in chemistry. Students learn to communicate information and ideas using the language of chemistry.

Topics include managing the environment, managing chemical properties, organic & biological chemistry, and managing resources.

### SCHOOL BASED ASSESSMENT

- Investigations Folio: Practical investigation reports, Science as a Human endeavour investigation 30%
- Skills and applications tasks: Topic tests 40%

### EXTERNAL ASSESSMENT

- Examination (2hour) 30%

## Stage 2 Physics

LENGTH: Full year - 20 Credits Code: 2PYS

Approximate Course Fees: \$27 for the cost of a SASTA revision guide. Optional workbook \$45.

PREREQUISITE: C+ or better in Stage 1 Physics.

### COURSE DESCRIPTION

Students develop an understanding of some of the key ideas of physics, the characteristics of physics and the ways physicists ask questions about nature. By understanding how the concepts of physics are used in selected applications students are able to solve problems using the ideas of physics. Students develop an understanding of experimental design and the analysis and interpretation of experimental data. Students are able to obtain and evaluate physics-related information and data and develop skills in the effective communication of the ideas of physics.

### SCHOOL BASED ASSESSMENT

- Investigations Folio: Practical investigation reports, Science as a Human endeavour investigation 30%
- Skills and applications tasks: Topic tests 40%

### EXTERNAL ASSESSMENT

- Examination (2hour) 30%

## Stage 2 Psychology

LENGTH: Full year - 20 Credits Code: 2PSC

Approximate Course Fees: \$27 for the cost of a SASTA revision guide. Optional workbook \$45.

PREREQUISITE: C+ or better in Stage 1 Psychology or B or better in Stage 1 English or Research Project.

### COURSE DESCRIPTION

Stage 2 Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. Students build on knowledge learnt at Stage 1 to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Students develop skills in acquiring, understanding, and applying psychological knowledge. As they develop an appreciation of the issues and ideas described in the content and learn to apply psychology in a broad, holistic manner, students develop the capabilities for citizenship and work.

### SCHOOL BASED ASSESSMENT

- Investigations folio: Experimental and data analysis group and individual issue investigation 30%
- Skills and applications tasks: Topic tests and explanation and theoretical analysis reports 40%

### EXTERNAL ASSESSMENT

- Online examination (2hour) 30%

# Humanities and Social Sciences

## Stage 2 Modern History

LENGTH: Full year - 20 Credits Code: 2MOH

PREREQUISITE: C+ or better for Modern History or English 1 & 2 or Research Project at Stage 1.

### COURSE DESCRIPTION

Do you enjoy watching spy movies and war films, or keeping up with international news? Have you ever wondered why America doesn't get along with countries like Russia, China and North Korea? Stage 2 Modern History examines the social, political and economic interactions that occurred between some of the world's most powerful nations. Through research, discussion and source analysis, students interpret key events associated with the emergence of communism and fascism. In doing so, they learn about the Cold War between America and the Soviet Union, as well as the history of another modern nation, such as China, Germany or Indonesia. Students see how new and old systems of government collided in the twentieth century, leading to some of the worst hostilities and upheavals in history.

### SCHOOL BASED ASSESSMENT

- Historical skills 50%
- Historical study 20%

### EXTERNAL ASSESSMENT

- Examination 30%

## Stage 2 Tourism

LENGTH: Full year - 20 Credits Code: 2TOS

Approximate course fees: Students incur additional costs for trips and excursions. Prices may vary. If individuals are unable to attend, they will need to arrange an alternative experience for the purpose of practical assessment.

PREREQUISITE: C+ or better for Tourism or English 1 & 2 or Research Project at Stage 1.

### COURSE DESCRIPTION

Do you worry about how Australia will recover from the economic impact of COVID-19? Have you ever thought about how your travel might be helping or harming the people and places that you visit? Stage 2 Tourism examines the many factors that motivate people to travel and the different ways in which these are marketed by organisations such as Tourism Australia. Students analyse the impacts of tourism on host communities, and its prospects for sustainability, at local, national

and global levels. They learn how to be a responsible tourist by following current news stories and thinking about the behaviour of Australians overseas. Students get to go outside of the classroom as they visit new places and interview different people, in order to research the tourism industry and its sectors.

### SCHOOL BASED ASSESSMENT

- Folio 20%
- Practical activity 25%
- Investigation 25%

### EXTERNAL ASSESSMENT

- Examination 30%

## Stage 2 Society and Culture

LENGTH: Full year - 20 Credits Code: 2SOR

PREREQUISITE: C+ or better for Society and Culture or English 1 & 2 or Research Project at Stage 1.

### COURSE DESCRIPTION

Have you ever noticed how the problems we face today are beyond the power of any single nation to solve? And yet, political debate sometimes seems more toxic than ever before. We live in a time when a bit of cultural understanding would go a long way towards making the world a better place. Stage 2 Society and Culture examines why societies behave and function as they do. As students analyse the structures, systems, values and beliefs of societies, they reflect on their own values and how these influence their perceptions of the world. They become more aware of the many social factors that affect people's lives, including power, ethics, gender, ethnicity, and class. In doing so, students learn to act responsibly in a culturally diverse, complex and changing society.

### SCHOOL BASED ASSESSMENT

- Folio 50%
- Interaction 20%

### EXTERNAL ASSESSMENT

- Investigation 30%

# Health and Physical Education

## Stage 2 Physical Education

LENGTH: Full year - 20 Credits Code: 2PHE

Approximate Course Fees: Aquatic program \$60

PREREQUISITE: C+ or better in Stage 1 Physical Education.

### COURSE DESCRIPTION

Through 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 confidence and competence. An integrated approach to learning in physical education supports an educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Stage 2 Physical Education has 3 focus areas:

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

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities and use of technologies including video analysis, heart rate, GPS tracking, and VO2 testing. Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. These movement concepts and strategies include:

- Factors of fitness affecting physical performance
- Energy sources affecting physical performance
- Effects of training on physical performance
- Biomechanics and technology
- Learning theories
- Psychology of sporting performance.

### SCHOOL BASED ASSESSMENT

- Diagnostics tasks- exercise physiology and skill acquisition 30%
- Improvement Analysis – aerobic fitness focus 40%

### EXTERNAL ASSESSMENT

- Group Dynamics-carnival and team management 30%

## Stage 2 Outdoor Education

LENGTH: Full year - 20 Credits Code: 2OUE

Approximate Course Fees: Camps \$385

PREREQUISITE: C+ or better in year 10 or Stage 1 Outdoor Education.

### COURSE DESCRIPTION

Students build on their prior experience in Outdoor Education to further develop and extend the core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment. At Stage 2 students are responsible for the majority of the planning and management of the 3 outdoor experiences and are expected to demonstrate a higher level of leadership and responsibility throughout the course compared to previous years.

The practical components of the course include a 3-day surfing camp at Middleton, a 3-day camp at Deep Creek, and a 3-day self-reliant (under indirect supervision) bushwalk in the Flinders Rangers.

### SCHOOL BASED ASSESSMENT

- About natural environments 20%
- Experiences in natural environments 50%

### EXTERNAL ASSESSMENT

- Connections with natural environments 30%

## Stage 2 Specialist Soccer (Integrated Learning)

LENGTH: Full year - 20 Credits Code: 2SCR

PREREQUISITE: C+ or better in year 9, 10 or Stage 1 Specialist Soccer.

### COURSE DESCRIPTION

Aimed at experienced students who wish to extend their knowledge, skills and concepts involved in soccer. Specialist Soccer offers a link to the sport and recreation industry through real world experiences. Students practically analyse gameplay at an individual and team level to develop performance as well as gain a level 3 referee licence. Students referee at Football SA or School Sport SA affiliated competitions and may be required to complete this out of school hours. Students further develop and learn about sports administration, logistics, organisation, analysis, refereeing and training through their involvement in the program. Students are expected to represent the school at a variety of soccer competitions and to mentor younger players in the specialist soccer program.

## SCHOOL BASED ASSESSMENT

- Practical inquiry 40%
- Connections 30%

## EXTERNAL ASSESSMENT

- Personal Endeavour 30%

## Stage 2 Food and Hospitality

LENGTH: Full year - 20 Credits      Code: 2FOH

Approximate Course Fees: \$60

PREREQUISITE: C+ or better in Stage 1 Café Skills or Stage 1 Food and Hospitality.

### COURSE DESCRIPTION

Ideal for students who are interested in developing practical cooking skills and considering a career in the food and hospitality industry. Food and Hospitality focuses on contemporary practices as well as the changing nature of the industry and may include such topics as safe food handling, sustainability, multiculturalism, native ingredients, technology, creative food preparation and the changing image of Australian cuisine.

## SCHOOL BASED ASSESSMENT

- Practical activities 50%
- Group activities 20%

## EXTERNAL ASSESSMENT

- Investigation 30%

## Stage 2 Café Skills (Integrated Learning)

LENGTH: Full year - 20 Credits      Code: 2CAF

Approximate Course Fees: \$60

PREREQUISITE: C+ or better in Stage 1 Café Skills or Stage 1 Food and Hospitality.

### COURSE DESCRIPTION

This subject is delivered under integrated learning, which focuses to develop student's skills which would benefit them in gaining employment in a café or food and hospitality establishment. This is ideal for students who would like to improve their practical cookery, and barista skills, on going from Stage 1 Café Skills. Students investigate and develop practical skills in food hygiene, food preparation and presentation, teamwork and customer relation skills and barista skills. Students apply these skills to develop café quality food and develop customer relations while practicing 'front of house'. Opportunities allow for students to make connections with industry workers, and members of the community.

The purpose of this subject is to provide students with the opportunity for more practical work and to develop advanced skills useful if they pursue a career in the industry.

## SCHOOL BASED ASSESSMENT

- Practical inquiries 40%
- Connections (collaborative tasks) 30%

## EXTERNAL ASSESSMENT

- Personal exploration (individual, student led project) 30%

## Stage 2 Child Studies

LENGTH: Full year - 20 Credits      Code: 2CSD

PREREQUISITE: C+ or better in Stage 1 Child Studies or by meeting with the HPE Coordinator.

### COURSE DESCRIPTION

Students who have an interest in working with young children and would like to understand more about their growth and development should choose this course. They are provided the opportunity to gain research, management and practical skills. Child Studies focuses on children's development from conception to 8 years of age and includes such topics as children's health, creating and maintaining safe environments, children with special needs, children's fitness, antenatal development, premature babies, multiculturalism and the use of technology to enhance the health and wellbeing of children.

## SCHOOL BASED ASSESSMENT

- Practical activities with theory 50%
- Group activities with theory 20%

## EXTERNAL ASSESSMENT

- Investigation 30%

## Languages

### Stage 2 German Continuers

LENGTH: Full year - 20 Credits Code: 2GEC

PREREQUISITE: C+ or better in Stage 1 German

#### COURSE DESCRIPTION

In this course students will build on their skills previously learnt in German. They will learn more complex aspects of the language and how to use German in various roles and circumstances. They will also focus on exploring and developing knowledge of cultural issues. Topics in the course will be chosen to cater for students' needs and interests.

#### SCHOOL BASED ASSESSMENT

- Folio – includes Interaction, text production and text analysis 50%
- In-depth study – includes oral presentation, written response in German and a reflective response in English 20%

#### EXTERNAL ASSESSMENT

- Includes an oral examination AND written examination 30%

### Stage 2 Japanese Continuers

LENGTH: Full year - 20 Credits Code: 2JAC

PREREQUISITE: C+ or better in Stage 1 Japanese

#### COURSE DESCRIPTION

In this course students will build on their skills previously learnt in Japanese. They will learn more complex aspects of the language and how to use Japanese in various roles and circumstances. They will also focus on exploring and developing knowledge of cultural issues. Topics in the course will be chosen to cater for students' needs and interests.

#### SCHOOL BASED ASSESSMENT

- Folio – includes Interaction, text production and text analysis 50%
- In-depth study – includes oral presentation, written response in Japanese and a reflective response in English 20%

#### EXTERNAL ASSESSMENT

- Includes an oral examination AND written examination 30%

#### PLEASE NOTE

The allocation of senior language classes is subject to enrolment numbers. As a result, students may be allocated to a combined Stage 1 / Stage 2 language class or undertake enrolment with the School of Languages for their language study outside of normal school hours.

Other Stage 2 languages are also available for students who are proficient in another language, such as Italian, Korean, Arabic and Khmer. These are also delivered through the School of Languages. Please contact the school for more details.

## Design and Technologies

### Stage 2 Animation

LENGTH: Full year - 20 Credit Code: 2CCA

PREREQUISITE: C or better in Stage 1 Animation or previous experience with CAD/Revit upon negotiation with the teacher.

#### COURSE DESCRIPTION

Students cover the concepts of animating, covering 3D animation and work through the process of creating an animated feature, involving the designing of scenes and characters, creating storyboards, shot choice and the creation of materials. Software used includes Maya, Premiere as well as sound editing and working with Photoshop. Character animation is covered with the emphasis on the creation and animation of complex characters. Further work in lighting effects, particle effects and specialised materials improve the visual effect of the movie to be created.

#### SCHOOL BASED ASSESSMENT

- Skills, tasks and product

#### EXTERNAL ASSESSMENT

- Design folio

### Stage 2 Architecture Studies

LENGTH: Full year - 20 Credit Code: 2ARC

PREREQUISITE: C or better in Architecture Foundations (STEM) or Stage 1 Architecture Fundamentals.

#### COURSE DESCRIPTION

Architecture develops students understanding of building design and use of space. They further develop their skills in the use of Revit to produce drawings and walkthroughs of their buildings as well as construction of models of their final designs. Students undertake an investigation into material used in the construction of buildings and investigate sustainable aspects of construction.

The skills students develop include producing design folios, investigation and testing, drawing plans, developing mood boards and layouts for rooms and the evaluation of performance of outcomes.

Presentation of work include print, model making and walkthroughs.

#### SCHOOL BASED ASSESSMENT

- Specialised skills task 20%
- Design process and solution 50%

#### EXTERNAL ASSESSMENT

- Resource study 30%



## Stage 2 Information Processing and Publishing

LENGTH: Full year - 20 Credit Code: 2IPR

PREREQUISITE: C or better in Stage 1 IPP, Visual Art - Art, Visual Art - Design or Photography.

### COURSE DESCRIPTION

This Graphic Design based course continues to develop students understanding of 'Design Thinking' and the design process, as well as develop their understanding and application of the 'layout' design principles across a range of practical design outcomes. Students also develop intermediate/advanced skills in a range of industry standard programs including the Microsoft Office Suite and Adobe Suite.

All assessment tasks fit into the category of 'Desktop Publishing' or 'Business Document' design. Students are given design briefs that engage with the world around them and where possible create links with the broader school community to make tasks more relevant and meaningful.

### SCHOOL BASED ASSESSMENT

- Practical skills 40%
- Issue analysis 30%

### EXTERNAL ASSESSMENT

- Product and documentation 30%

## Stage 2 Metalwork

LENGTH: Full year - 20 Credit Code: 2MRSM

Approximate Course Fees: \$100

PREREQUISITE: C+ or better in Stage 1 Design and Technology.

### COURSE DESCRIPTION

In Design, Technology and Engineering students use a design and realisation process to engineer solutions for the development of products or systems. Students undertake a program of activities with a particular emphasis on design and skills development relative to the metalworking and engineering industries. The learning activities cover welding and fabrication, metal casting and machining, and sheet metalwork, in the construction of a substantial machining project. The program features the designing of components, developing skills in machining and welding processes and the ability to research information.

### SCHOOL BASED ASSESSMENT

- Specialised skills task 20%
- Design process and solution 50%

### EXTERNAL ASSESSMENT

- Resource study - 30%

## Stage 2 Woodwork

LENGTH: Full year - 20 Credit Code: 2MRSW

Approximate Course Fees: \$100

PREREQUISITE: C+ or better in Stage 1 Design and Technology.

### COURSE DESCRIPTION

Students undertake a program of activities and experiences including designing, materials, information and systems relative to furniture construction. Students produce a range of projects and exercises that incorporate wood machining and current technology processes. The emphasis is to enable students to use a range of traditional and contemporary jointing techniques and to assess their value in a technological context. The course includes opportunities for furniture design, problem solving, mass production, assembly aides and the construction of a personal item of furniture.

### SCHOOL BASED ASSESSMENT

- Specialised skills task 20%
- Design process and solution 50%

### EXTERNAL ASSESSMENT

- Resource study 30%

## Stage 2 Photography

LENGTH: Full year - 20 Credit Code: 2CCP

PREREQUISITE: C+ or better in Stage 1 Photography.

### COURSE DESCRIPTION

Students undertake a program of activities and experiences, including designing, materials, information and systems relating to photographic, vocational and recreational considerations. Photography is approached with a practical emphasis.

An understanding of creative camera techniques and composition is developed, and then used to produce digital images through manipulating the digital SLR cameras. Students also gain an understanding of creative manipulation and enhancement of images through the use of Adobe Photoshop. The major focus of the course is a digital product design task. Throughout this task students gain an understanding of the process of designing and capturing an image, and then manipulating images to create a photographic product.

### SCHOOL BASED ASSESSMENT

- Skills tasks 20%
- Design folios 50%

### EXTERNAL ASSESSMENT

- Practical projects 30%



# The Arts

## Stage 2 Drama

LENGTH: Full year - 20 Credits Code: 2DRM

Approximate Course Fees: \$50

PREREQUISITE: C+ or better in Stage 1 Drama.

### COURSE DESCRIPTION

Students develop and apply skills in creativity, collaboration, critical thinking and communication. Students explore and adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for real audiences and analyse and evaluate artistic processes and products. They complete 2 written responses that make links between live theatre productions and their own practice as an actor, director, filmmaker or designer. These assessments demonstrate their analysis, evaluation and creativity as an authentic drama practitioner.

### SCHOOL BASED ASSESSMENT

- Group production 40%
- Evaluation and creativity 30%

### EXTERNAL ASSESSMENT

- Creative presentation (collaborative) 30%

## Stage 2 Music

LENGTH: Full year - 20 Credits Code: 2MUS

PREREQUISITE: C+ or better in Stage 1 Music or by audition with music staff.

### COURSE DESCRIPTION

Students elect to undertake either a performance-based course, and/or a general music course incorporating elements of performance as well as musical literacies and composition/arrangement. Students undertaking the performance-based course complete solo and ensemble performances totalling 18 minutes each over the course of the year. Students in this stream also undertake written discussions/self-evaluations to further refine their performance skills.

Students undertaking the general music course perform pieces solo and/or in an ensemble, as well as developing their musical literacy skills through compositions/arrangements using either traditional or digital notation. They also conduct an analysis of a live performance or a genre depth study.

Students who select Music at Stage 2 must have instrumental lessons with either a Department for

Education instrumental music teacher or a private provider and have at least 3 years' experience on their instrument.

Students may select from these options:

Solo performance – 10 credits

Ensemble performance – 10 credits

Solo & ensemble performance – 20 credits

Music explorations – 20 credits

### SCHOOL BASED ASSESSMENT

- Varying assessments depending on unit selected

### EXTERNAL ASSESSMENT

- Varying assessments depending on unit selected

## Stage 2 Visual Arts/Design

LENGTH: Full year - 20 Credits Code: 2VAA

Approximate Course Fees: \$60

PREREQUISITE: C or better in Stage 1 Visual Art or Stage 1 Design or by meeting with the Arts Coordinator.

### COURSE DESCRIPTION

Visual Art students research and analyse contemporary and historical artists, artefacts and art movements. They explore and experiment with media and techniques, resolve and produce practical work and respond to their own and others art making in arts writing contexts. Students develop visual thinking and investigate personally relevant ideas and concepts, refine technical skills and produce creative solutions by communicating personal ideas, values, beliefs and opinions in visual form. Students choose an area of specialisation from the following; mixed media, painting, drawing, print making, sculpture, ceramics, installation, digital art or other in negotiation with teachers.

Design students research and analyse contemporary and historical designers, design genres and movements, explore and experiment with media and techniques, resolve and produce practical work and respond to their own and other's design process by responding to design brief contexts. Students define a problem, develop problem solving approaches, generate solutions and/or concepts and develop skills in the visual communication of ideas in various text, visual and practical modes including: sketches, diagrams, models, prototypes, photographs, using appropriate technologies and/or audio visual techniques leading to resolved pieces. Students choose an area of specialisation from the following: product design, graphic design, fashion design or other in negotiation with teachers.

Visual Art and Design subjects are supported by access to current creative technologies including the Adobe Creative suite, an AO printer and a laser cutter.

## SCHOOL BASED ASSESSMENT

- Folio 40%
- Practical (2) and practitioner statement 30%

## EXTERNAL ASSESSMENT

- Visual study 30%

## Cross-disciplinary

### Stage 2 Community Endeavour (Integrated Learning)

LENGTH: Full year - 20 Credits                      Code: 2CED

#### COURSE DESCRIPTION

Community Endeavour is a student-centred learning program which provides students with the opportunity to develop an entrepreneurial mindset through solving problems creatively and collaboratively.

Underpinning the design of Integrated Learning is an emphasis on students making links between aspects of their lives and their learning and one of the 7 SACE capabilities: critical and creative thinking, ethical understanding, information and communication technology, intercultural understanding, literacy, numeracy and the personal and social capability.

Programs within this subject are designed to link to the interests and needs of students. Program focus areas for 2023 include:

**Arts and Culture** – beautify an area; community mural; family history; street scape design.

**Community Connectedness** – ventures which promote connections with the community or add value to individuals and the community.

**Event Management** – potential school or community event management.

**Environment and Sustainability** - school garden; carbon footprint reduction; water capture; waste reduction, clean-up waterways.

**Sports and Recreations** - come & try sport; sport coaching; carnival organisation; functional fitness; 'grassroots' fitness.

**Wellbeing** - mind body and spirit wellbeing program creation; ecopsychology.

Students have the opportunity to complete the prestigious 'Global Citizen's Medal' as part of this course. (The medal can also be completed as a separate process aside of this course.)

This course can contribute towards a students ATAR.

## SCHOOL BASED ASSESSMENT

- Practical Inquiry 40%
- Connection 30%

## EXTERNAL ASSESSMENT

- Personal Endeavour 30%

## Stage 2 Workplace Practices

LENGTH: Full year - 20 Credits                      Code: 2WPP

PREREQUISITE: C- or better in Stage 1 English or Research Project.

#### COURSE DESCRIPTION

Students study a range of topics to develop knowledge and understanding of the nature, type, and structure of the workplace. Students undertake vocational learning to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace. Vocational learning could include:

- casual or part time employment
- student business or enterprise
- work experience, work shadowing, observation
- worksite visits
- voluntary participation in a community organisation
- a VET course (accredited training provided under the Australian Qualifications Framework by a registered training organisation).

#### SCHOOL BASED ASSESSMENT

- Folio 25%
- Performance/Vocational Learning 25%
- Reflection 20%

#### EXTERNAL ASSESSMENT

- Investigation 30%

## Stage 2 Health and the Community (SACE Health and Wellbeing)

LENGTH: Full year - 20 Credits      Code: 2HSC

PREREQUISITE: C+ or better in Stage 1 English or Research Project.

### COURSE DESCRIPTION

Designed to cater for students with an interest in the health and wellbeing of individuals, and the impact at an individual, community and government level. Students take a holistic approach to investigate the factors impacting on physical, emotional, intellectual, social and environmental health. They focus on risks and challenges facing teenagers, social justice issues present in society and student led practical activities to develop their own health and community awareness.

Students develop their skills in analysing existing health promoting strategies as well as reflecting on ways in which health promotion can be led in the community. Students develop their own health literacy and engage with members of the community to further their understanding on societal impacts of health and social justice.

### ASSESSMENT

- Issues response 25%
- Group Activity 25%
- Investigation 25%
- Practical Activity 25%

## Entrepreneurial Ventures

### Stage 2 Business Innovation

LENGTH: Full year - 20 Credit      Code: 2BNV

PREREQUISITE: C+ or better in Stage 1 Business Innovation or Research Project.

### COURSE DESCRIPTION

Students problem solve and design solutions for the wider community. Whether creating a unique solutions to community issues, developing solutions further to sustain a business idea, or looking at how to transform an existing business students work on real world problems using skills attained in Stage 1 Business Innovation.

Students investigate how social media and an online presence can grow a business, and further refine understanding of the 5-step design process and the Business Model Canvas. Students obtain an in depth understanding of product-market fit where the customer segments are the focus for product/service design and learn how businesses make money or add value to people's lives, working out cost structures, and developing skills in marketing your products for others.

### SCHOOL BASED ASSESSMENT

- Business skills tasks 40%
- Business model 30%

### EXTERNAL ASSESSMENT

- Business plan and pitch 30%

## Stage 2 Venture Hustle (Integrated Learning)

LENGTH: Full year - 20 Credit      Code: 2EVH20

PREREQUISITE: Meeting with the entrepreneurial teacher team required before Course Confirmation Day to discuss a current or proposed venture.

### COURSE DESCRIPTION

Do you want to spend a full year developing a venture?

Venture Hustle provides students with the opportunity, time and support to turn their ideas into a practical reality. In addition, they are able to continue working on their venture for the remainder of the year. A member of the entrepreneurial team personally supports students with their enterprise, and are granted further flexibility and independence to direct their learning.

If you want to be your own boss when you finish year 12, then Venture Hustle gives you the best possible chance of leaving school with a successful venture!

Assessment is tailored to the practical activities each student wants to do to grow their venture, such as bringing a sellable product to market, managing sales and planning for future expansion.

### SCHOOL BASED ASSESSMENT

- Practical Inquiry 40%
- Connections 30%

### EXTERNAL ASSESSMENT

- Personal Endeavour 30%

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