



# **PORT AUGUSTA SECONDARY SCHOOL**

*Promoting Success for all Students*

## ***Year 8, 9 & 10***



## ***Curriculum Guide 2017***

## OVERVIEW

AUSTRALIAN CURRICULUM LEARNING AREAS	SUBJECTS	YEAR 8	YEAR 9	YEAR 10	ADDITIONAL COST
<b>English *</b>	English	✓	✓	✓	
<b>Mathematics *</b>	Mathematics	✓	✓	✓	
<b>Science *</b>	Science	✓	✓	✓	
	Marine Science			✓	✓
	Business Studies			✓	
<b>Humanities and Social Sciences *</b>	History	✓	✓	✓	
	Geography	✓	✓	✓	
	Civics and Citizenship	✓			
<b>The Arts</b>	Drama	✓	✓	✓	✓
	Dance	✓	✓	✓	✓
	Music	✓	✓	✓	
	Visual Arts	✓	✓	✓	
<b>Design Technologies</b>	Child Studies			✓	✓
	Design and Technologies				
	Electro Technology	✓	✓	✓	
	Wood Construction	✓	✓	✓	✓
	Digital Technologies - computing	✓	✓	✓	
	Food & Catering			✓	✓
	Home Economics	✓	✓		
<b>Health and Physical Education</b>	Industry Pathways Program #		✓	✓	
	Health and & Physical Education (Optional and Compulsary)	✓	✓	✓	✓
	Sports Academy	✓	✓	✓	✓
	SASSTA #			✓	✓
<b>Vocational Education and Training (VET) #</b>	Outdoor Education			✓	✓
	Certificate 1 and 2			✓	

\* Compulsory full year subjects

# Optional course for selected students only – see subject descriptions for more detail

Students must have completed semester 1 prior to commencing semester 2, or advanced skills are required to undertake this subject.

# PORT AUGUSTA SECONDARY SCHOOL

## Years 8 - 10 Curriculum

**“Our aim is to meet the needs of the Port Augusta community by providing a positive educational environment that promotes and celebrates successful achievement for all Port Augusta Secondary School students.”**

The school has developed processes and practices that are distinctive and based on the learning practices for young adolescent students in the Middle School.

We recognise that the relationship between the teacher and student is an important part of the learning process in the transition from Primary School to Secondary School. With this in mind, a Middle School Curriculum has been designed to provide all students with a broad experience that will enable them to make informed subject and career choices in Year 8-10 and beyond.

All subject content aligns with the Australian Curriculum which sets out what all young people should be taught through the specification of curriculum content and the learning expected through the achievement standards. There are three dimensions to the Australian Curriculum:

- learning areas
- general capabilities and
- cross-curriculum priorities.

Additional information on the Australian Curriculum can be found at:  
<http://beta.australiancurriculum.edu.au/>

## YEAR 8 GENERAL INFORMATION

### CORE SUBJECTS

All students in Year 8 undertake four (4) core or compulsory subjects for the full year. Students will remain in their care groups for these subjects. All Subjects are taught in accordance to the Australian Curriculum; please visit the site for more details.

#### ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

#### HUMANITIES AND SOCIAL SCIENCES

##### History

###### The Ancient to the Modern World

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750.

Students will undertake the following depth studies:

- The Vikings (c.790 – c.1066)
- Japan under the Shoguns' (c.794 – 1867)
- The Black Death in Asia, Europe and Africa (14th century plague).

## Geography

- Landforms and landscapes:  
This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.
- Changing nations:  
investigates the changing human geography of countries, as revealed by shifts in population distribution.

## Civics & Citizenship

Provides a study of the rights, obligations and freedoms of citizens and how Australians can actively participate in their democracy.

## Economics & Business

Provides students with the opportunity to develop an understanding of the role of government in the market.

## MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. provide the language to build in the developmental aspects of the learning of mathematics.

At this year level, students will cover four proficiency strands including:

### Understanding

Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

### Fluency

Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

### Problem Solving

Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

### Reasoning

Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

## SCIENCE

. In Year 8 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science.

## SPLIT SUBJECTS

Year 8 students have the opportunity to study subjects from the learning areas listed below. Refer to the curriculum descriptions for more information.

- Design and Technologies
  - Digital Technologies
  - Electro Technology
  - Home Economics
  - Wood Construction
  
- Health & Physical Education                      Full year of study
  - Sports Academy                                      Optional subject (see description)
  
- The Arts
  - Visual Arts
  - Drama
  - Digital Art
  - Music – specialist

## TECHNOLOGIES

This subject encompasses both streams of the Technologies curriculum as outlined in the Australian Curriculum. Students will complete 2 semesters of Technologies, incorporating one unit of Digital Technology.

Students work towards developing:

1. Design and Technologies knowledge and understanding
  - the use, development and impact of technologies in people's lives
  - design concepts across a range of technologies contexts.
2. Design and Technologies processes and production skills
  - critiquing, exploring and investigating needs or opportunities
  - generating, developing and evaluating design ideas for designed solutions
  - planning, producing (making) and evaluating designed solutions.

The following units may be undertaken:

### **Electro Technology**

Electro Technology is an introduction to the principles of electricity. Students develop a range of basic electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:

- Workshop Safe Operating Procedures
- Principles of electricity
- Basic electrical safety
- Basic principles of circuits
- Series vs. parallel circuits
- Basic soldering
- Use of Snap Circuit kits.

## **Wood Construction**

Wood Construction is an introduction for students to develop the ability to identify, create, initiate, and develop products and processes. Students learn to use hand and power tools, materials and systems safely and competently to complete a product. The following units of work are to be covered at an introductory level:

- Workshop Safety and WHS requirements
- Hand and Power Tools
- Use of Static Machinery
- Surface Preparation and Finishing
- Project Construction
- Design Process, Critiquing and Evaluation.

## **Digital Technologies**

Digital Technologies focuses on developing students' understanding and skills in computational thinking and engaging students with information.

## **Home Economics**

In Year 8 Home Economics students complete one term of cooking and one term of textiles.

# HEALTH AND PHYSICAL EDUCATION

## **Health and Physical Education**

Health and Physical Education at Year 8 involves theoretical and practical components. A range of sports and physical activities are offered to develop the physical, social and mental aspects of students' lives. Theory includes a variety of health topics including Relationships, Bullying, Sexual Health, Nutrition, Outdoor Education, basic Anatomy and Physiology, and Sport-Specific theory. For hygiene reasons, students are required to bring a change of top to all practical lessons.

## **Sports Academy (cost involved)**

The program caters for both boys and girls with male and female specific classes being run during years 8 and 9. Students are given the opportunity to develop their skills and knowledge in sports that are prominent in the community, including Netball, Football, Soccer, Cricket, Touch Football and Basketball via practical sessions run within lesson time.

It is encouraged that students are already involved in these sports within the community. This includes, but is not limited to coaching, nutrition, training, administration, and how a season is structured. Students are given the opportunity to experience the aspects first hand during the annual Adelaide trip which sees them visiting state and national level facilities.

Students are required to apply if they wish to be involved in the program, and upon successful application must adhere to the school's behaviour policies as these students will be representing both the Sports Academy and Port Augusta Secondary School in both local and regional competitions. Students are able to purchase both a Sports Academy specific polo shirt and jumper that will mean they are identified with, and will be seen to be representing the program and our associated sponsors. Failure to meet the required expectations may mean removal from the program.

**Please note:** *There are some costs involved with the program for the following and prices ranging from up to \$175 - \$215:*

- *Sports Academy Shirt*
- *Sports Academy Hoodie*
- *Adelaide Trip\**

*\* The price for the Adelaide trip is subject to change annually depending on locations visited and numbers attending.*

For further information please contact the Program Coordinator on 86473300.

# THE ARTS

## **Drama**

### **Course Description**

This course aims for students to experience the elements of Drama as a performing art in a way that is current and relevant. Students learn to explore their own creativity through an understanding of the fundamentals of performing arts theory, practice and performance techniques.

Students work collaboratively in improvisational and group-devised activities. They demonstrate their understanding of play analysis and develop confidence in their own skills by participating in a whole group performance to a peer audience, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner.

They will also view live theatre as an audience member as part of their studies and learn to reflect upon the dramatic works created by themselves and others in written and oral tasks.

### **Assessment Components**

30%- Drama Practice

40%- Group Performance

30%- Production Report and Review

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### **Music - specialist music**

The 2016 Specialist Music Program will offer performance opportunities, as well as an intensive study of music. We strive for a tradition of excellence and achievement in Music, and a program that is vibrant and innovative.

#### **Specialist Music students:**

- are committed to the intensive study of music within the context of a balanced music education.
- are committed to the Specialist Music Program from Years 8 to 12.
- attend all Instrumental Music lessons and retain a high grade
- intend to study Music to SACE Stage 2 (Year 12).
- participate in school ensembles/bands (lunchtime and/or after school), attend rehearsals and performances outside of school hours.

#### **Specialist Music Entry**

Entry to this course is through application and successful completion of a practical audition and interview.

Although usual entry is for Year 7s enrolling into Year 8, entry to higher year levels is possible but with music prerequisites.

Students accepted into the program are passionate and committed to a music education as part of a high-level, all round education. PASS Candidate selection criteria and application forms and the information brochure outline the process for enrolment and entry into this course.

Topics covered in this Music Program include:

- Music Theory
- Aural Training and Development
- Composition and Arrangement
- Concert Practice
- Solo and Ensemble Performance

#### **SPECIAL NOTE:**

All Specialist Music students MUST undertake Music Instrumental Lessons either at school through the regional Instrumental Music Service or through a private teacher.

All students must attend Band/ Ensemble rehearsal after school on a designated day in 2016.

### **Visual Arts**

**YEAR 8 Visual Arts** (available for 1 Term in Semester 1, and for a full semester in Semester 2)

#### **Course Outline:**

Visual Arts encompass a selection from the principle areas of:

- painting
- drawing



- design
- printmaking
- art appreciation

Students identify and compare the works of artists, their themes and media used. They develop and refine their skills in a range of practical areas and media. Students analyse, discuss and write about their own and others work, using appropriate terminology. Students keep a developmental work book and are encouraged to plan works, compiling preparatory and final sketches.

**Assessment:**

Students undertake a range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding.

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## YEAR 9 GENERAL INFORMATION

### CORE SUBJECTS

All students in Year 9 undertake four (4) core or compulsory subjects for the full year. Students generally remain in their care groups for these subjects.

#### ENGLISH

In Years 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts - they interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries.

Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual for Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

#### HUMANITIES AND SOCIAL SCIENCES

##### The Making of the Modern World

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

- The Industrial Revolution (1750 – 1914)
- Making a nation
- World War I (1914-1918)

##### Geography

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections.

- Biomes and food security:  
This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.
- Geographies of interconnections:  
*This* unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

## MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level students cover four proficiency strands including:

### Understanding

Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

### Fluency

Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

### Problem Solving

Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

### Reasoning

Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

## SCIENCE

Science at Port Augusta Secondary School is taught using the Australian Curriculum. In Year 9 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science

They explore ways in which the human body responds to its external environment through the study of our immune and central nervous systems.

They are introduced to theory of an atoms structure and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change.

They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

## SPLIT SUBJECTS

Year 9 students also have an opportunity to identify a specific pathway which offers some specialisation for the full year. Specific pathways include:

- Sports Academy (students need to submit an application and meet selection criteria)
- Industry Skills Pathway (students need to submit an application and meet selection criteria)
- Health and Physical Education- Sports Academy
- The Arts – Drama, Dance, Music, Art, Design
- Home Economics – Cooking, Textiles
- Design and Technologies- Woodwork, Electo Technology, Digital Technology.

Refer to the curriculum descriptions for more information.

**Note:** Subject viability will be determined by the number of students selecting each subject and the availability of qualified staff to deliver the content.

## SPLIT SUBJECT DESCRIPTIONS

**Note:** Some of the Year 9 descriptors are the same as those in Year 8. The curriculum in these subjects is structurally similar, however as students' progress into Year 9 the complexity of the assessment tasks increases and the achievement standards are more demanding.

### TECHNOLOGIES

Year 9 Design and Technologies incorporates the option of studying Electro Technology, Wood Construction, Digital Technology, cooking or textiles.

#### **Electro Technology – additional cost may be required**

Electro technology builds on the introductory foundations gained during Year 8. Students will continue the development of a range of electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:

- Workshop Safe Operating Procedures
- Introduction to Ohm's Law
- Component identification
- Basic principles of circuits
- Soldering
- Measuring electricity
- Build and program Ai2 (Robot).

#### **Wood Construction – additional cost may be required**

Wood Construction builds on the introductory foundations gained during Year 8. Students will continue the development of abilities to identify, create, initiate, and develop products and processes. Students learn to use hand and power tools, materials, and systems safely and competently to complete a product. The following units of work are to be covered at an introductory level:

- Workshop Safety and WHS
- Hand and Power Tools
- Use of Static Machinery
- Surface Preparation and Finishing
- Joint Construction
- Design Process, Critiquing and Evaluation.

**Note:** students may be required to pay additional fees related to some project materials.

#### **Digital Technology**

Digital Technologies focuses on developing students' understanding and skills in computational thinking and engaging students with information. Students will undertake both individual and group projects developed around a Problem Based Learning (PBL) approach. They will be investigating problems and solutions based on scenarios relevant to the local context. They will plan and then develop solutions to problems using a variety of tools and technologies.

The theory components of the course will help students to develop a greater understanding of the technologies that provides the foundation for the world as they know it, with a focus on computational thinking, communication, networks and information transmission.

The practical components of the course will involve applying the System Development Life Cycle to solving problems, researching potential solutions and presenting findings, as well as the development of solutions in the form of digital systems such as interactive programs and games.

#### **Cooking**

Cooking has practical and theoretical components with a focus on good nutrition. Students are introduced to kitchen settings through a variety of tasks and are provided with multiple opportunities to apply skills and knowledge learned over the semester. Students cook a variety of foods with tasks becoming more complex as their skills improve.

#### **Textiles**

Textiles focusses on the production and use of textiles. The course is responsive to the interests of the students and may include spinning, felting, basic knitting and weaving as well as textile use such as sewing. Students will complete independent articles based on their interest.

## INDUSTRY PATHWAYS PROGRAM

Industry Pathways Program (IPP) at PASS has been running for the past 8 years. Students are selected for the program via a literacy and numeracy test along with an interview process involving the applicant and Parent/Caregiver/s. All student data related to subject reports, attendance and behaviour records play a major factor in the selection process.

Students may enter the program at Year 9 and exit the program at a number of points; however it is aimed for the best student outcomes for students to remain in the IPP until a suitable exit plan to employment, apprenticeship or tertiary training is established.

In Year 9 students will attend a set group of subjects with the same group of students until moving onto post school pathways. Students will take part in English, Humanities, Science, Wood Technology, Metal Technology and Mathematics. Students in the program will take part in ten (10) Mathematics lessons a week instead of the traditional five (5). The reasoning for this is that from working closely with industry over the years, mathematics plays a vital role in the success of young people in many trade-based careers.

For further information please contact the Industry Pathways Program Senior Leader on 8647 3300.

## HEALTH AND PHYSICAL EDUCATION

### **Health and Physical Education**

Health and Physical Education at Year 9 involves theoretical and practical components. A range of sports and physical activities are offered to develop the physical, social and mental aspects of students' lives. Theory includes a variety of health topics including Relationships, Bullying, Sexual Health, Nutrition, Outdoor Education, basic Anatomy and Physiology, and Sport-Specific theory. The complexity of tasks increases throughout the year levels as students begin to apply concepts. Practical units cover a range of individual and team-based activities, including, batting and fielding games, court divided games, and invasions games, with a focus on skill development and team play. Students are expected to participate actively in a variety of roles in all practical units and dress according for it. For hygiene reasons, students are required to bring a change of top to all practical lessons.

### **Sports Academy (cost involved)**

Students involved in the Sports Academy at PASS are given the opportunity to develop skills in both literacy and numeracy via the medium of sports.

The program caters for both boys and girls with male and female specific classes being run during years 8 and 9. Students are given the opportunity to develop their skills and knowledge via practical sessions run within lesson time.

There is no requirement for the students to be playing these sports within the community. The program aims to give students an insight into these sports at the local, state and national level. It also looks into other aspects that go into making up the games. This includes but is not limited to coaching, nutrition, training, administration, and how a season is structured. Students are given the opportunity to experience the aspects first hand during the annual Adelaide trip which sees them visiting and experience state and national level facilities.

Students are required to apply if they wish to be involved in the program, and upon successful application must adhere to the school's behaviour policies as these students will be representing both the Sports Academy and Port Augusta Secondary School in both local and regional competitions. Students are able to purchase both a Sports Academy specific polo shirt and jumper that will mean they are identified with, and will be seen to be representing the program and our associated sponsors. Failure to meet the required expectations may mean removal from the program.

**Please note:** There are some costs involved with the program for the following and prices ranging from up to \$175 - \$215:

- Sports Academy Shirt
- Sports Academy Hoodie
- Adelaide Trip\*

\* The price for the Adelaide trip is subject to change annually depending on locations visited and numbers attending.

## THE ARTS

### Dance

Dance offers students the opportunity to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. Students learn to choreograph, rehearse, perform and respond as they engage with dance practices and techniques including contemporary hip hop, jazz, and Broadway as well as examining the culture and community in which the dance form evolved.

**Please note:** There is an additional cost of up to \$20 depending on the type of excursion undertaken

### Drama

#### **Course Description**

This course aims for students to experience the elements of Drama as a performing art in a way that is current and relevant. Students learn to explore their own creativity through an understanding of the fundamentals of performing arts theory, practice and performance techniques.

Students work collaboratively in improvisational and group-devised activities. They demonstrate their understanding of play analysis and develop confidence in their own skills by participating in a whole group performance to a peer audience, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner.

They will also view live theatre as an audience member as part of their studies and learn to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

#### **Assessment Components**

30%- Drama Practice

40%- Group Performance

30%- Report and Review

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### Music - General Music

The General Music course is designed for students who have not yet started lessons to learn a selected instrument as well as those who have already begun learning an instrument (which can include voice). Students learn about and develop music knowledge, basic techniques, skills and processes to explore music practices and to make music, which can include singing. Students explore, respond to, analyse and interpret music.

Students take part in a variety of practical musical activities, which involve instruments including percussion, guitar and keyboard. The theory component covers basic music theory concepts.

### Music – Specialist

In 2016, the Specialist Music Program offers successful Year 8 graduates the opportunity for further performance opportunities, as well as an intensive study of music. We strive for a tradition of excellence and achievement in Music, and a program that is vibrant and innovative.

## **Specialist Music Entry into Year 9**

Entry into Year 9 Specialist Music will be dependent on the grade achieved in Year 8 Specialist Music, as well as the level of commitment to the underlying principles of our *PASS Specialist Music Program*.

### **Specialist Music students:**

- are committed to the intensive study of music within the context of a balanced music education.
- are committed to the Specialist Music Program from Years 8 to 12.
- attend all Instrumental Music lessons and retain a high grade
- intend to study Music to SACE Stage 2 (Year 12).
- participate in school ensembles/bands (lunchtime and/or after school), attend rehearsals and performances outside of school hours.

Topics covered in this Music Program include:

- Extended Music Theory
- Further Aural Training and Development
- Extended Composition and Arrangement
- Concert Practice
- Solo and Ensemble Performances

### **SPECIAL NOTE:**

All Specialist Music students **MUST** undertake Music Instrumental Lessons either at school through the regional Instrumental Music Service or through a private teacher.

All students must attend Band/ Ensemble rehearsal after school on a designated day in 2016.

## **Visual Arts**

.Available in both semesters.

### **Course Outline:**

With a focus on 2 dimensional practices (such as drawing painting and printmaking), students develop their knowledge of how ideas and intentions are communicated in and through visual arts.

Students build on and refine their knowledge, understanding and skills through visual arts practices focusing on representations, practices and viewpoints.

### **Assessment:**

Students undertake a range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding

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## YEAR 10 GENERAL INFORMATION

### CORE SUBJECTS

All students in Year 10 undertake four (4) core or compulsory subjects for the full year. Students generally remain in their care groups for these subjects.

#### ENGLISH

In Year 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

#### HUMANITIES AND SOCIAL SCIENCES

##### **The Modern World and Australia**

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

The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the AsiaPacific region, and its global standing. Topics include:

- World War II (1939-45)
- Rights and freedoms (1945 – the present)
- Popular culture (1945 – present) or  
Migration experiences (1945 – present) or  
The environment movement (1960s – present).

There are two units of study in the year 10 curriculum for Geography: *Environmental change and management* and *Geographies of human wellbeing*.

##### **Environmental change and management:**

This unit focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to maintain the change.

##### **Geographies of human wellbeing**

This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.



## MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level students cover four proficiency strands including:

### **Understanding**

Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

### **Fluency**

Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

### **Problem Solving**

Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

### **Reasoning**

Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

## SCIENCE

Science at Port Augusta Secondary School is taught using the Australian Curriculum. In Year 10 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science. They explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the formation of the universe. They investigate the structure of life (DNA) and the ethics of genetic change.

Atomic theory is developed to understand relationships within the periodic table and how different elements bond together during a chemical reaction. They investigate how motion and forces are related through experiments and by applying physical laws.

## CHOICE SUBJECTS

Year 10 students have the opportunity to select three (3) choice subjects (from lines 5,6,&7) each semester from the following list. Students may choose subjects for either one (1) semester or a full year. Some prerequisites may exist for Semester 2 subjects. Refer to the curriculum descriptions for more information.

	1	2	3	4	5	6	7
SEMESTER 1	Science	Maths	English	Humanities	Business Studies	HPE	Food and Catering
	COMPULSORY	COMPULSORY	COMPULSORY	COMPULSORY	Dance	Visual Arts	Outdoor Education \$
					Marine Science	Child Studies\$	Woodwork\$
					Sports Academy \$	Drama	Computing
					Health	Electronics \$	Music
						Food and Catering	HPE
							Visual Arts
SEMESTER 2	1	2	3	4	5	6	7
	Science	Maths	English	Humanities	HPE	HPE	Computing
	COMPULSORY	COMPULSORY	COMPULSORY	COMPULSORY	Child Studies \$	Visual Arts	Visual Arts
					Marine Science Ⓜ	Food and Catering	Music Ⓜ
					Dance	Electronics Ⓜ	Woodwork\$
					Outdoor Education \$	Drama	PLP*
						Workabout	

Please note all subjects are dependent upon student numbers.

Ⓜ Prerequisites apply for these subjects

\$ This subject may incur additional charges.

\*SACE Subject

**Note:** Industry Pathways Program, SAASTA and VET are options at Year 10 to selected students only. Refer to the curriculum descriptions below.

## CHOICE SUBJECT DESCRIPTIONS

### BUSINESS STUDIES

Business Studies is a diverse subject that allows students to explore their own enterprising skills and the role of business in society.

#### **Business Studies A - Semester 1**

Students complete initial activities to develop their understanding of the characteristics of an entrepreneur, the concepts of marketing, legal structure, sources of finance demand and supply and the role of business in society.

Students are required to create a business, either real or virtual, and explore the many concepts and decisions required to start a business. This may involve excursions to local business or completing a case study of a business of their choice.

At the conclusion of the semester, students have developed enterprising skills, organisation, time management skills, the ability to research effectively and collate that research into a professional document for the purpose of their business.

### CHILD STUDIES

#### **Child Studies A - Semester 1**

This course involves the study of children aged 0-8 years. Students who participate in this course have the opportunity to visit a range of Children's Services, participate in play activities and babysitting, prepare food for a children's party and construct a toy. Areas of study include:

- Children's Services in Port Augusta
- Children's Toys
- Children's Nutrition
- Construction of Toys or Clothing
- Child Development.

#### ***Assessment:***

Assessment includes the maintenance of a work folio, journal, food and textile practicals, assignments and participation in class activities.

***Special Conditions:*** Some costs (up to \$10) are involved in the construction of a toy, and a small contribution towards the Children's Party.

#### **Child Studies B - Semester 2**

This course involves the study of children aged 0-8 years. Students who participate in this course have the opportunity to visit a range of Children's Services, participate in play activities and babysitting, prepare food for a children's party and construct a toy. Areas of study include:

- Organisation of a Children's Party
- Safety and Outdoor Play
- Commercial Children's Parties
- Construction of Toys or Clothing
- Parenting roles of a multicultural society.

#### ***Assessment:***

Assessment includes the maintenance of a work folio, journal, food and textile practicals, assignments and participation in class activities.

***Special Conditions:*** Some costs (up to \$10) are involved with the construction of a toy, and a small contribution towards the Children's Party.

## DIGITAL TECHNOLOGIES

### **Digital Technologies A - Semester 1**

This unit is designed to support students in a range of subject areas across the school. The topics covered are chosen to assist students in a range of curriculum areas.

The software packages students use are of industry standard and the course provides a good basis for industry pathways such as the Certificate II in Information Technology. Topics include:

- Internet and Computer Safety
- Internet Research and Referencing.
- Office Applications including Microsoft Word and Publisher
- Touch Typing
- Document Design Principles.

### **Digital Technologies B - Semester 2**

This unit is designed for students intending to go into Year 11 Information Technology and beyond, or for students intending to complete Vocational Education and Training (VET) competencies in Multimedia and Programming.

The focus of the SACE courses taught at PASS are Application Programming and website Programming, and the topics presented in this unit provide an introduction to the techniques and software used at Year 11 and 12 (Stage 1 and 2). Topics include:

- Principles of Game Design
- Careers in Information Technology
- Game Programming
- Audio and Video Development.

## DANCE

Course Description:

This course aims to provide the student with a practical knowledge of the principles of contemporary dance and jazz dance, and the ability to explore movement to express particular ideas either individually or as part of a group.

The four components of the course are technique, composition, performance and theoretical studies.

The practical sections of the course use contemporary and jazz dance principles with the theoretical component covering such topics as technique analysis, modern dance history, choreographic approaches, evaluation and criticism and safe dance practices.

Students also develop their knowledge and understanding of dance notation, studying Labanotation, and learning to read and write in this visual language.

### **Assessment Components:**

- 20%- Dance technique
- 30%- Movement compositions
- 30%- Presentation/ performance
- 20%- Theoretical studies- written assignments, and folio.

## DRAMA

**PLEASE NOTE:** Students can elect to undertake either Semester 1 or Semester 2 in Drama, OR undertake both if intending to enrol in Stage 1 and/ or Stage 2 Drama.

Year 10 Drama is a pathway to SACE Stage 1 and 2 Drama.

Students build confident theatre ensemble skills and learn how to participate collaboratively and creatively in the planning, rehearsal and performance of a whole group performance for an intended audience, in which they participate in an on-stage role as an actor, or off-stage role as a theatre practitioner.

They are able to develop and extend their performance techniques and play making skills through the experience of taking a play script from page to stage. They also learn how to incorporate the design and technical elements of stagecraft into a theatre production.

Students collaborate with others to plan, produce, rehearse and refine at least one major performance (to be presented in Term 2 (Sem 1) Term 4 (Sem 2)).

Students demonstrate their application of individual and ensemble performance and design skills. Students are also required to view and review live theatre as an audience member and to document the page to stage process to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

**Assessment Components:**

- 30% - Drama Practice
  - 40% - Group Performance
  - 30% - Performance Journal and Review
- 

## ELECTRO TECHNOLOGY

### **A - Semester 1 (cost involved)**

This subject is a consolidation of the 20 weeks of previous learning during Year 8 and 9. Students undertaking this course will be working towards completing competencies linked to the Electro technology Industry Pathways Program. Students enter the subject with a range of basic electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:

- Revision of Electrical Theories
- Ohm's Law
- Soldering
- Component Knowledge
- Circuit Wizard
- Series Circuit design and construction
- Workshop safety and OHSW procedures.

### **B – Semester 2 (cost involved)**

This subject is a building block on Semester 1 course with students further enhancing their skills and abilities in a range of competencies related to the Electro technology Industry Pathways Program.

Students will develop theoretical and practical skills and be assessed in the following areas:

- Troubleshooting series circuits
- Continued developmental knowledge of Electrical Theories
- Renewable Energy
- Circuit Wizard
- Soldering
- Design and construction of Printed Circuit Boards
- Workshop safety and OHSW procedures.

## FOOD AND CATERING

### **A - Semester 1**

Students who participate in this course will have the opportunity to cater for school and community functions. They will develop their skills in food preparation, presentation and service, measuring, hygiene, safety, food ordering, time management and team work.

Areas of study include:

- Food Hygiene in the Kitchen
- Ethnic Cuisines
- Garnishing and Plate Presentation
- Food Preparation and Service
- Pastries, Cakes and Cake Decorating

### **Assessment**

Assessment will be based on successful participation in class activities, food practicals, assignments and team work.

### **B - Semester 2**

Students who participate in this course will have the opportunity to cater for school and community functions. They will develop their skills in food preparation, presentation and service, measuring, hygiene, safety, food ordering, time management and team work.

Areas of study include:

- Food Hygiene in the Kitchen
- Food Preparation and Service
- Marketing of Food Products
- Eating better for less
- Native foods

### **Assessment**

Assessment will be based on successful participation in class activities, food practicals, assignments and team work.

**Note:** Food and catering will incur costs of up to \$15 per semester. Parents/caregivers need to sign an agreement to this prior to beginning this subject.

## HEALTH AND PHYSICAL EDUCATION (HPE)

At year 10, students are required to partake in at least one semester of health and physical education.

### **Semester 1**

#### **Option 1: COMPULSORY HPE**

##### Theory (approximately 40%)

The theory aspect of this course has two sections which are designed to help students develop lifelong learning around health and physical activity:

- SHineSA relationships and sexual health education (topics include gender equality, power, diversity of sexual attraction, relationships and contraception)
- Benefits of Physical Activity (topics include factors that influence participation and motivation, health and social benefits)

Theory assignments allow students to demonstrate critical analysis and reflection on topics covered in class.

##### Practical (approximately 60%)

Students will undertake five different practical units in compulsory HPE, which are negotiated with the students. The practical units provide the opportunity to participate in a wide range of activities, with a focus on skill development and team play. Possible units include lacrosse, badminton, lawn bowls, netball and table tennis.

Students are expected to participate actively in a variety of roles in all practical units and dress accordingly. For hygiene reasons, students are required to bring a change of top to all practical lessons.

### **Option 2: COMPULSORY HEALTH**

This course is designed to cover curriculum requirements while catering for students who are not engaged in the practical component of HPE.

Topics include:

- SHineSA relationships and sexual health education (topics include gender equality, power, diversity of sexual attraction, relationships and contraception)
- Fitness in the community – trends, opportunities and barriers
- Planning for and implementing a healthy diet
- Effect of drugs and alcohol on health
- Harm minimisation strategies

This course still has a small practical element, where students will get the opportunity to experience various fitness and leisure activities available in the community. Students will be assessed through a variety of tasks including issues responses, a group activity and an investigation into a health issue.

### **Semester 2 – OPTIONAL HPE**

#### **Theory (approximately 40%)**

The theory aspect of this semester is designed to prepare students who plan to continue studying physical education in year 11 and 12 (Stage 1 and 2). Topics covered include:

- Musculoskeletal and cardiorespiratory systems and changes with activity
- Fitness Components
- Training Principles and Methods
- Food for Energy
- Energy Systems

Theory assignments are a similar format to those in stage 1 and 2 physical education, and allow students to apply their understanding of the concepts covered to physical activity situations.

#### **Practical (approximately 60%)**

Students will undertake five different practical units in compulsory HPE, which are negotiated with the students. The practical units provide the opportunity to participate in a wide range of activities, with a focus on skill development and team play. Possible units include basketball, soccer, volleyball, ultimate Frisbee, touch football and tennis.

Students are expected to participate actively in a variety of roles in all practical units and dress accordingly. For hygiene reasons, students are required to bring a change of top to all practical lessons.

## **INDUSTRY PATHWAYS PROGRAM**

**Note:** positions may not be available as Year 9 students participating in the IPP from the previous year have first option. Please contact Simon Finch for more information.

During Year 10, students work towards the completion of their SACE while taking part in a range of Vocational Competencies at school in the Port Augusta Secondary School Trade Training Centre whilst also attending TAFESA Port Augusta campus.

Students have the opportunity to complete Certificate II competencies in Metal Engineering, Fitting, Automotive, Electro Technology and Construction and work towards the partial completion of several Certificate III competencies.

**Note:** *competencies delivered may vary from year to year depending on staffing.*

Students may operate on a modified timetable due to the nature of the programs. Students are closely monitored through program mentors and Parent/ Caregivers are involved at the first instance if issues arise related to a child's progress.

## MARINE SCIENCE

The Marine Science course is designed to provide students with positive and engaging science experiences in the field of ocean related environments. The course is one year in duration for year 10 students who seek to deepen their understanding of the environment and Earth-ocean systems.

Throughout the year students will conduct a range of investigations, field studies and experiments that examine the diversity of marine ecosystems on global, national and local scales, including:

- Origins and history of Earth's oceans;
- Water properties;
- Coasts and shorelines;
- Mangroves and estuaries;
- Waves, tides and currents;
- Water cycles;
- Marine life;
- Human impact on marine systems;

It is an expectation that students actively participate in field activities that may include kayaking, day trips and overnight camps.

Enrolment at the beginning of term 1 is a prerequisite for this course, and it is expected all students will complete the full year course.

## MUSIC

### REQUIREMENT:

Experience of at least 1 semester of Music at some point across their schooling (including Primary Years) **OR** an audition showing a student's ability on their chosen instrument

### COURSE OUTLINE

This course focuses on the development of skills in playing, and knowledge of instruments that are usually connected to creating a 'Band' – instruments include, guitar, drums, keyboard, singing. Other instruments can be negotiated with the teacher, but it is the intention of the course for students to form a '**Band**' and to work collaboratively to develop at least one performance piece which will be presented near the conclusion of Semester 2.

The course encourages students with a background in Music to enrol, but students who are highly motivated and willing to enrol in the Instrumental Music Program to learn an instrument can apply to enrol.

This course enables students to increase their understanding of the nature of band performance and song structure, and it will facilitate the development of skills and procedures in:

- Related theoretical concepts
- Aural training
- Performing Music in a Band
- Music appreciation of other Bands



## SPECIAL NOTE:

This course requires a commitment to practice at least 2 hours a week on their chosen instrument and to participate in performances as they are a part of the assessment.

Students will be required to have consistent access to their musical instrument which will mean either the student owns their own instrument or that they will need to hire the instrument or access the school's instrument such as the drum kit. Students will need to bring their instrument to school for every Music lesson and for every Instrumental Music lesson.

## OUTDOOR EDUCATION (COST INVOLVED)

### Aquatics/Bushwalking – Semester 1

The Term 1 aquatic session revolves around developing students' skills in a range of activities including sailing, orienteering and rock climbing. During Term 2, students focus on their overnight bushwalking camp and outdoor living skills.

The assessment for both of these units is: 50% practical and 50% theory. Please note theory is based on practical endeavours and therefore attendance is pivotal to student success.

### Aquatics/Rock Climbing/Day Walk – Semester 2

Term 3 focuses on day walks and an overnight rock climbing. The Term 4 aquatic session develop students' skills in wind surfing and kayaking.

The assessment for both these units is: 50% practical and 50% theory.

Theory topics include:

- Weather
- Ecology
- Risk management
- Camp craft
- Leadership
- Sustainable futures

### **Special Conditions:**

*For students to satisfactorily meet the requirements of this course they **must attend all** practical experiences held for the semester.*

*Students must also attend 80% of practical classes to gain the necessary skills needed to attend the camps safely.*

*Students must be prepared to meet the cost of the camp as well as make up the work missed in subject areas affected by the time spent out of school.*

**Costs:** *There are additional costs associated with this subject (ranging from \$50-\$100 per semester depending on the activities chosen).*

## PERSONAL LEARNING PLAN

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1. Students at Port Augusta Secondary School can undertake the subject in **Year 10** so they can plan for Years 11 and 12.

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

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 will engage 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.

The content in the Stage 1 Personal Learning Plan comprises:

- The Seven Capabilities
- Personal and Learning Goals
- Suggested Topics.

### **The Seven Capabilities**

The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

The capabilities that have been identified are:

1. literacy
2. numeracy
3. information and communication technology capability
4. critical and creative thinking
5. personal and social capability
6. ethical understanding
7. intercultural understanding.

### **Personal and Learning Goals**

Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals by, for example:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices.
- capability or capabilities review their learning.

### **Evidence of Learning**

The following assessment types enable students to demonstrate their learning in the Stage 1 Personal Learning Plan:

- Assessment Type 1: Folio
- Assessment Type 2: Review.

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.

### **Performance Standards**

When the student completes the subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

## **SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)**

The SAASTA Academy at PASS provides predominantly, an opportunity for Aboriginal students to engage in a program which can acquire them a number of points towards their SACE certificates, and also potentially gain Certificate II and III accreditation in Sport and Recreation. Students that wish to engage in the program should have a strong interest towards completing and gaining their SACE certificate, and also an interest in the health, sport and recreation industry.

Students will be required to apply to be part of the academy, and successful applicants will then be able to enrol in up to 2 full time subjects, with some scope for SAASTA related support and assistance in others including English, and the Personal Learning Plan. Planning is being conducted to develop support materials for SAASTA students with Stage 1 Maths compulsory subjects also.

Parents and Students please note: Under some special circumstances non Aboriginal students may also undertake some aspects of the SAASTA curriculum. If so they will be specifically participating in the Certificate II and III studies. Should non-Aboriginal students wish to potentially engage in study to gain these accreditations they need to contact the SAASTA Coordinator at PASS for more information.

Students will be required to achieve and maintain a set of standards which are expected across all SAASTA sites across the state. Successful applicants will be required to sign an agreement that they will meet and maintain these expectations. Failure to consistently do so may result in removal from the academy. The SAASTA student expectations include:

- maintaining (or ability to maintain) a 70% attendance rate per school term
- adhering to the school's behaviour code at all times
- actively and respectfully participate in all aspects of SAASTA programs
- showing a high standard of respect and courtesy towards all staff, students and visitors
- representing SAASTA at school, in the local community and at events in a positive manner
- conducting themselves with a high manner of sportsmanship in all aspects of practice and competition
- wearing the SAASTA uniform with pride and in a manner of respect for the brand

Should parents or students have any questions or require further clarification on any of the above then please contact the SAASTA coordinator at PASS for more information.

## **INTEGRATED LEARNING / POWER CUP (10 SACE CREDITS)**

**Subject Pre-requisite:** This subject is open to all SAASTA students in Semester 1.

### **Subject Overview**

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

The SAASTA Integrated Learning - Power Cup subject culminates in attendance and participation at the annual Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition.

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

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

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

### **Assessment**

#### **Practical - (40%)**

Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey, performing a war cry, preparing a traditional meal as well as specific tasks related to personal development. Students will also develop their football skills and knowledge through participation in coaching clinics with AFL players and regular team training sessions.

#### **Group Activity - (30%)**

Students are required to actively participate in the annual three-day Aboriginal Power Cup carnival held in Adelaide. At the carnival they will compete against teams from each of the SAASTA academies in 9-a-side football competition as well as participate in a series of cultural and personal development activities, official functions and career workshops.

#### **Folio & Discussion - (30%)**

Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

**Important note:** only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup event.

## **INTEGRATED LEARNING / SAASTA SHIELD (10 SACE CREDITS)**

**Subject Prerequisite:** This subject is open to all SAASTA students in Semester 2.

### **Subject Overview**

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

Through the SAASTA Integrated Learning – SAASTA Shield subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield.

Regular school attendance is a key factor in a student's ability to be successful in this subject

### **Assessment**

#### Practical - (60%)

Students undertake a series of tasks, both individually and as a team, to develop their skills in a variety of sports, recreational and health activities. Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates including base level coaching in each of the selected sporting areas.

#### Group Activity - (20%)

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

#### Folio & Discussion - (20%)

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

## **SPORTS ACADEMY (COST INVOLVED)**

The Sports Academy at year 10 has a strong focus on popular community sports. It is preferred, but not essential, that students have been involved in Sports Academy in years 8 and 9. Practical units in Sports Academy may consist of netball, AFL or basketball, or a combination of these. Theory topics within this subject focus on 'behind-the-scenes' aspects of sport, including coaching, umpiring and sports administration. As part of this course, students will also be required to be involved in coaching and umpiring in events such as SAPSASA and SSSSA Knockout sport.

Students have the opportunity to purchase a Sports Academy jumper and polo shirt to identify them as part of the program. Students will also be invited to attend the annual Sports Academy camp to Adelaide, to visit major sporting venues, meet elite sports people from netball, basketball and AFL, and participate in a game of football against a metropolitan team.

Please note there are some costs involved for the merchandise and camp, ranging from \$195-\$235. This figure has been subsidized by sponsorship but varies annually based on numbers attending the camp.

Students can choose Sports Academy in semester one in addition to the compulsory HPE unit. It is recommended that students who wish to continue with PE or Sports Studies in senior school also choose mainstream HPE in semester two, as this will help develop knowledge about key physical education concepts required at Stage 1 and 2.

## VISUAL ARTS

**Special Note:** It is preferred that students undertake both semesters because a full year experience in Visual Arts lays a strong foundation for successful senior school Visual Arts.

### Course Outline

The course has been designed to prepare students for the tasks and requirements of SACE Visual Arts and incorporates both 2D and 3D practices.

Students will:

- develop and produce a range of practical work
- produce a Folio of work, which will be utilised for planning, analysis, research, and reflection
- complete evaluations that will involve reflecting on the processes applied and quality of their final products

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

### Assessment:

Students undertake a range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding.

## VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations.

VET qualifications are recognised in the SACE, and SACE credits that can be earned. Up to the maximum credit allocation, students can earn:

- 5 SACE credits for the completion of 35 nominal hours of VET towards a VET qualification
- 10 SACE credits for the completion of 70 nominal hours of VET towards a VET qualification.

More information on individual certificate courses can be found at: [www.yes.sa.edu.au](http://www.yes.sa.edu.au) or contact the Youth Engagement Strategy (YES) Centre Senior Leader on 8647 3300.

## WOOD CONSTRUCTION

***This subject can be undertaken as 1 or 2 units.***

***Please note that there is a cost involved with this subject.***

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use hand and power tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences.

The following units of work are likely to be covered to assist students with their transition towards Stage 1 Furniture Construction:

- Workshop Safety and O.H.S.W. requirements
- Hand and Power Tools
- Use of Static Machinery
- Timber and Manufactured Boards
- Design and Technical Drawing
- Surface Preparation and Finishing
- Joint Construction
- Critiquing and Evaluation

Due to the nature of the subject the units of work are repetitive if selecting to complete **Unit A** and **Unit B**. Students will be directed to select different major practical tasks in electing to undertake Unit A and B.

**Note:** *Students have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign an agreement to the expected cost before construction commences.*

