

# Curriculum Guide 2021

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Year 8, 9 & 10



**PORT AUGUSTA**  
**SECONDARY SCHOOL**  
*Promoting Success for all Students*



**Government of South Australia**

Department for Education

# YEAR 8

## General Information

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### Core Subjects

All students in Year 8 undertake four (4) core or compulsory subjects for the full year. Subjects include English, Humanities, Maths and Science. 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.

### Split Subjects

Year 8 students have the opportunity to study subjects from the three different learning areas: Design and Technologies, Health and Physical Education, and The Arts. Subjects from these learning areas include Digital Technology, Electro Technology, Home Economics, Health & Physical Education, Sports Academy, Visual Arts, Drama and Music. Refer to the curriculum descriptions for more information.

# ENGLISH

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**Subject Type: Core**  
**Full Year**

## **Description**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students study a range of novel and film texts to demonstrate analytical and creative skills. They develop oral language skills through discussion and completing oral presentations. Students continue to develop their listening, speaking, reading, writing and analytical skills through a wide range of activities and assignments. The year 8 curriculum gives students the opportunity to develop the required skills to move in higher levels of English.

## **PATHWAY**

Year 9 English

# HUMANITIES

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**Subject Type: Core**  
**Full Year**

## Description

### History

The unit 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)
- The Black Death in Asia, Europe and Africa (14th century plague).

### Geography

- Landforms and Landscape: 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: This unit investigates the changing human geography of countries, as revealed by shifts in population distribution.

### Civics & Citizenship

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

### Economics & Business

This unit provides students with the opportunity to develop an understanding of the role of government in the market.

## PATHWAY

Year 9 Humanities

# MATHEMATICS

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**Subject Type: Core**  
**Full Year**

## Description

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.

## PATHWAY

Year 9 Mathematics

# SCIENCE

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**Subject Type: Core**  
**Full Year**

## **Description**

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

## **PATHWAY**

Year 9 Science

Year 9 STEM

# DESIGN TECHNOLOGIES

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**Subject Type: Split**  
**1 Term and 1 Semester**

## **Description**

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 Design and Technologies knowledge and understanding through the use, development and impact of technologies in people's lives design and through concepts across a range of technologies contexts.

Students develop Design and Technologies processes and production skills through critiquing, exploring and investigating needs or opportunities, generating, developing and evaluating design ideas for designed solutions, and planning, producing (making) and evaluating designed solutions.

# DESIGN TECHNOLOGIES

## ELECTRO TECHNOLOGY

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**Subject Type: Split**  
**1 Term and 1 Semester**

### **Description**

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

### **PATHWAY**

Year 9 Electro Technology



# DESIGN TECHNOLOGIES

# DIGITAL TECHNOLOGIES

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**Subject Type: Split**  
**1 Term and 1 Semester**

## **Description**

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

## **PATHWAY**

Year 9 Digital Technologies

# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION

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**Subject Type: Split**  
**Full Year**

### **Description**

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.

### **PATHWAY**

Year 9 Health and Physical Education

# HEALTH AND PHYSICAL EDUCATION

## SPORTS ACADEMY

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**Subject Type: Split**  
**Full Year**

### **Description**

The program caters for both boys and girls with male and female specific classes being run during year 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 allows them to visit 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.

### **PATHWAY**

Year 9 Sports Academy

# HEALTH AND PHYSICAL EDUCATION

## WELLBEING

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### Subject Type: Split Semester

### Description

The Wellbeing curriculum is built around teaching students about the following areas:

- Self-Esteem
- Appropriate Relationships
- Bullying
- Cyber Safety
- Cyber Bullying
- Self-Care
- Resilience

Each of these areas align to The Keeping Safe: Child Protection Curriculum Framework (KS:CPC).

KS:CPS is a mandated program in all public schools which teaches children to:

- Recognise abuse and tell a trusted adult about it
- Understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe.

Students develop these skills by participating in hands on group activities that allow them to develop an understanding of what is and is not appropriate behaviour. They learn the importance of positive mental health and the ways that it can impact an individual's life.

They then participate in activities that help to promote a healthy mindset. Students will develop their confidence and oral language skills through group discussions.

Students will not only develop a sense of empathy and resilience throughout the semester's activities, they will also improve their listening, speaking and reading skills, whilst completing their folio of evidence to showcase the skills they have learnt throughout the semester.

# THE ARTS

## DRAMA

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**Subject Type: Split**  
**1 Term and 1 Semester**

### **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.

### **PATHWAYS**

Year 9 Drama  
Youth Theatre Ensemble

# THE ARTS

## SPECIALIST MUSIC

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**Subject Type: Split**  
**Full Year**

### Description

The 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 7 students 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 the Special Music Program include:

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

### 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 Concert Band rehearsal after school 1 day per week.

### PATHWAYS

Year 9 Specialist Music

# THE ARTS

## VISUAL ARTS AND DESIGN

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**Subject Type: Split**  
**1 Term and 1 Semester**

### Description

Visual Arts encompass a selection from the principle areas of:

- Painting
- Drawing
- Sculpture
- Printmaking
- Design
- 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.

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.

### PATHWAYS

Year 9 Visual Arts and Design  
After School Arts Club

# YEAR 9

## General Information

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### Core Subjects

All students in Year 9 undertake four (4) core or compulsory subjects for the full year. Subjects include English, Humanities, Maths and Science. 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.

### 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: Industry Skills Pathway, Design and Technologies, Health and Physical Education, and The Arts. Subjects from these learning areas include Digital Technology, Electro Technology, Health & Physical Education, Sports Academy, Visual Arts, Design, Drama and Music. 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. Subject viability will be determined by the number of students selecting each subject and the availability of qualified staff to deliver the content.



# ENGLISH

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**Subject Type: Core**  
**Full Year**

## **Description**

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, 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 become increasingly complex.

Students create a range of imaginative, informative and persuasive texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

## **PATHWAY**

Year 10 English

# HUMANITIES

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**Subject Type: Core**  
**Full Year**

## Description

### **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 was from 1914 to 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.

### **PATHWAYS**

Year 10 Humanities

Year 10 Business Studies

# MATHEMATICS

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**Subject Type: Core**  
**Full Year**

## Description

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.

## PATHWAYS

Year 10 Mathematics  
Year 10 Business Studies

# SCIENCE

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**Subject Type: Core**  
**Full Year**

## **Description**

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.

## **PATHWAYS**

Year 10 Science

Year 10 STEM

# DESIGN TECHNOLOGIES

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**Subject Type: Split**  
**1 Semester or Full Year**

## **Description**

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 Design and Technologies knowledge and understanding through the use, development and impact of technologies in people's lives design and through concepts across a range of technologies contexts.

Students develop Design and Technologies processes and production skills through critiquing, exploring and investigating needs or opportunities, generating, developing and evaluating design ideas for designed solutions, and planning, producing (making) and evaluating designed solutions.

# DESIGN TECHNOLOGIES

## INDUSTRY PATHWAYS PROGRAM

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**Subject Type: Split**  
**Full Year**

### **Description**

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, 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

### **PATHWAY**

Year 10 Industry Pathways Program

# DESIGN TECHNOLOGIES

## ELECTRO TECHNOLOGY

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**Subject Type: Split**  
**1 Semester or Full Year**

### **Description**

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

### **PATHWAYS**

Year 10 STEM

Year 10 Computing

Year 10 Electronics

# DESIGN TECHNOLOGIES

## DIGITAL TECHNOLOGIES

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**Subject Type: Split**  
**1 Semester or Full Year**

### **Description**

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.

### **PATHWAYS**

Year 10 STEM  
Year 10 Computing  
Year 10 Electronics



# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION

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**Subject Type: Split**  
**1 Semester or Full Year**

### **Description**

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.

### **PATHWAYS**

Year 10 Health and Physical Education

Year 10 Health

Year 10 Outdoor Education

# HEALTH AND PHYSICAL EDUCATION

## SPORTS ACADEMY

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**Subject Type: Split**  
**1 Semester or Full Year**

### **Description**

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 year 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 allows them to visit 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.

### **PATHWAYS**

Year 10 Sports Academy  
Year 10 Health and Physical Education  
Year 10 Health  
Year 10 Outdoor Education

# THE ARTS

## DRAMA

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**Subject Type: Split**  
**1 Semester or Full Year**

### **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.

### **PATHWAYS**

Year 10 Drama  
Youth Theatre Ensemble

## THE ARTS

# GENERAL MUSIC

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**Subject Type: Split**  
**1 Semester or Full Year**

### **Description**

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.

### **PATHWAYS**

Year 10 Music

# THE ARTS

## SPECIALIST MUSIC

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**Subject Type: Split**  
**Full Year**

### Description

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

### 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 Concert Band rehearsal after school 1 day per week.

### PATHWAYS

Year 10 Music

# THE ARTS

## VISUAL ARTS AND DESIGN

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**Subject Type: Split**  
**1 Semester or Full Year**

### Description

Visual Arts encompass a selection from the principle areas of:

- Painting
- Drawing
- Sculpture
- Printmaking
- Design
- 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.

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.

### PATHWAYS

Year 10 Visual Arts and Design  
After School Arts Club

# YEAR 10

## General Information

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### Core Subjects

All students in Year 9 undertake four (4) core or compulsory subjects for the full year. Subjects include English, Humanities, Maths and Science. 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.

### Choice Subjects

Year 10 students have the opportunity to select three (3) choice subjects (from lines E, F & G) 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.

# ENGLISH

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**Subject Type: Core**  
**Full Year**

## **Description**

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. These include various types of media texts, including newspapers, film, 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 chosen to support and extend students in Year 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 texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

## **PATHWAYS**

Stage 1 English

Stage 1 Essential English



# HUMANITIES

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**Subject Type: Core**  
**Full Year**

## Description

### **The Making of the Modern World**

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 Asia Pacific 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)

## **Geography**

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 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.

## **PATHWAYS**

Stage 1 Global Studies

Stage 1 Historical Studies

Stage 1 Aboriginal Studies

# MATHEMATICS

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**Subject Type: Core**  
**Full Year**

## Description

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.

## PATHWAYS

Stage 1 Mathematical Methods  
Stage 1 General Mathematics  
Stage 1 Essential Mathematics  
Stage 1 STEM

# SCIENCE

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**Subject Type: Core**  
**Full Year**

## **Description**

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.

## **PATHWAYS**

- Stage 1 Biology
- Stage 1 Chemistry
- Stage 1 Nutrition
- Stage 1 Physics
- Stage 1 Psychology
- Stage 1 STEM

# HUMANITIES

## BUSINESS STUDIES

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### **Subject Type: Choice** **Semester 1**

#### **Description**

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

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, and the ability to research effectively and collate that research into a professional document for the purpose of their business.

#### **PATHWAYS**

Stage 1 Community Studies

Stage 1 Global Studies

Stage 1 Historical Studies

# CROSS DISCIPLINARY PERSONAL LEARNING PLAN

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## Subject Type: Choice Semester 2

### Description

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at SACE Stage 1. Students at Port Augusta Secondary School will 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.

# CROSS DISCIPLINARY

## PERSONAL LEARNING PLAN cont.

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### Subject Type: Choice Semester 2

#### Description

##### 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 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.

# CROSS DISCIPLINARY STEM

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## Subject Type: Choice Semester

### Description

This course is for students who have a keen desire to apply their knowledge of science, technology and maths to create their own solutions to solve a range of real world problems. This solution may be purely a well-developed idea, or may be a physical solution that is created using the technology we have in the centre. It is a subject well suited to students who enjoy working on open ended projects in a collaborative environment.

#### **Out of this World - Semester 1**

In this unit students will explore whether we should explore mining of celestial bodies as an alternative to depleting Earth's mineral resources. It will look at the opportunities and challenges that space mining would provide. The unit will look at what mineral resources are out there in space, the physics of rocket launches and the factors that influence the height achieved by a water rocket, and will culminate in an engineering project where students will design and construct a technology that could be used in remotely mining in space.

#### **Stayin' Alive - Semester 2**

In this unit students will explore how we can effectively communicate scientific information to a range of stake holders in the midst of a crisis. It will look at how we can determine the best course of action for a particular crisis situation and how we can ensure that policy makers, and the general public get the right information so that they can make appropriate decisions. This unit will look at an investigation into a particular crisis situation and how science can be used to understand and respond effectively to it. The unit will also investigate how we can convey information to the scientific community and to policy makers so that appropriate decisions for the community can be made. Finally students will look at creating a social media campaign aimed educating the public on an appropriate course of action in response to the crisis.

# DESIGN TECHNOLOGIES

## CHILD STUDIES

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**Subject Type: Choice**  
**Semester 1, Semester 2 or Full Year**

### Description

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

#### Special Conditions

Some costs are involved in the construction of a toy and additional craft items.

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

#### Special Conditions

Some costs are involved in the construction of a toy and additional craft items.



# DESIGN TECHNOLOGIES

# COMPUTING

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**Subject Type: Choice**  
**Semester 2**

## **Description**

### **Computing - 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

### **PATHWAYS**

Stage 1 Computer Technologies

Stage 1 Multimedia

Stage 1 Electro Technology

Stage 1 Information Processing and Publishing

Stage 1 STEM

# DESIGN TECHNOLOGIES

## ELECTRONICS

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**Subject Type: Choice**  
**Semester 1, Semester 2 or Full Year**

### Description

#### Electronics A - Semester 1

This subject is a consolidation of up to 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

#### Electronics B – Semester 2

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

#### NOTE

There is a cost incurred for both Semester 1 and 2 of Electro Technology.

#### PATHWAYS

Stage 1 Computer Technology

Stage 1 Digital Technology

Stage 1 Electro Technology

Stage 1 Information Processing and Publishing

Stage 1 STEM

# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION

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**Subject Type: Core & Choice**  
**1 Semester or Full Year**

### Description

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

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.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION cont.

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**Subject Type: Core & Choice**  
**1 Semester or Full Year**

### **Description**

#### **Semester 2**

#### **OPTIONAL HPE**

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. 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

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.

#### **PATHWAYS**

Stage 1 Health

Stage 1 Nutrition

Stage 1 Outdoor Education

Stage 1 Physical Education

# HEALTH AND PHYSICAL EDUCATION

## OUTDOOR EDUCATION

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**Subject Type: Choice**  
**1 Semester or Full Year**

### Description

#### **Outdoor Education A - 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.

#### **Outdoor Education B - 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 are: 50% practical and 50% theory. Theory topics include:

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

### NOTE

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

### PATHWAYS

Stage 1 Biology  
Stage 1 Health  
Stage 1 Marine Science  
Stage 1 Outdoor Education  
Stage 1 Physical Education

# HEALTH AND PHYSICAL EDUCATION

## SPORTS ACADEMY

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**Subject Type: Choice**  
**1 Semester**

### **Description**

#### **Sports Academy A- Semester 1**

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.

#### **PATHWAYS**

Stage 1 Health  
Stage 1 Nutrition  
Stage 1 Outdoor Education  
Stage 1 Physical Education

# THE ARTS

## DRAMA

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**Subject Type: Choice**  
**Semester 1, Semester 2 or Full Year**

### **Description**

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 (Semester 1) Term 4 (Semester 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.

### **PATHWAYS**

Stage 1 Drama  
Youth Theatre Ensemble

# THE ARTS

## MUSIC

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**Subject Type: Choice**  
**1 Semester or Full Year**

### **Description**

Music is a full year subject. This course focuses on the development of skills in playing, and knowledge of instruments that are usually connected to creating a 'Band' – instruments include woodwind, brass, guitar, drums, keyboard and 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 performances which will be presented each Semester.

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

### **REQUIREMENT**

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

### **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.

### **PATHWAYS**

Stage 1 Music



# THE ARTS

## VISUAL ARTS AND DESIGN

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**Subject Type: Choice**  
**1 Semester or Full Year**

### Description

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

### PATHWAYS

Stage 1 Visual Arts - Art

Stage 1 Visual Arts - Design

After School Arts Club

## SOUTH AUSTRALIA ABORIGINAL SECONDARY TRAINING ACADEMY

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### Subject Choice: Choice 1 Semester or Full Year

#### Description

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 numerous courses. 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.

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 90% 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 Co-ordinator at PASS for more information.

## POWER CUP (10 SACE Credits)

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**Subject Type: Choice**  
**Semester 1**

### Description

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

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.

### NOTE

Only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup event.

## SAASTA SHIELD (10 SACE Credits)

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**Subject Type: Choice**  
**Semester 2**

### **Description**

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

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 the 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.

# VET

## VOCATIONAL EDUCATION AND TRAINING

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### Subject Type: Choice

### Flexible

(Insert Picture)

### Description

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 Assistant Principal on 8647 3300.

# PORT AUGUSTA SECONDARY SCHOOL OUR SCHOOL EXPECTATIONS

## **RESPECT EACH OTHER AND SCHOOL PROPERTY**

- Talk to all students and staff how you would like to be talked to
- Our school has a 'zero tolerance' to violence

## **SHOW COURTESY, CARE AND COMPASSION EVERY DAY**

- Use your manners
- Follow instructions
- Help others
- Offer assistance

## **BE ACTIVE IN CREATING A POSITIVE SCHOOL ENVIRONMENT**

- Put rubbish in the bin
- Leave classrooms in a clean and organised state
- Look after all school property
- Wear school uniform everyday

## **USE APPROPRIATE LANGUAGE IN OUR SCHOOL**

- No swearing
- No back chatting
- No aggressive responses to students and staff

# PORT AUGUSTA SECONDARY SCHOOL

# OUR CLASSROOM RESPONSIBILITIES

## **ARRIVE ON TIME**

- Arrive at school before 8.30am
- Attend Care Group
- Move to class on first bell
- Be at each lesson before second bell

## **BE PREPARED TO LEARN**

- Have equipment needed for your classes
- Correct footwear for practical lessons

## **PUT AWAY ELECTRONIC DEVICES DURING CLASS**

- No mobile phones used/visible during class time
- No iPods/earphones used/visible during class time

## **DO YOUR BEST**

- Have a go at the work
- Choose wisely who to sit with
- Seek assistance, ask questions
- Take responsibility for your learning



Port Augusta Secondary School

# STRATEGIC DIRECTIONS

2018-2021



Government of South Australia  
Department for Education and  
Child Development



# SUCCESS FOR ALL



