MIDDLE SCHOOL COURSE INFORMATION 2015

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GENERAL INFORMATION

Our Aims

At Windsor Gardens Vocational College we aim to support every student to develop and achieve his/her own educational goals.

As students move through the college we work with them and their families to plan their program. We value and emphasize this joint planning approach involving the student, family and the care group teacher as a central part of ensuring all students are progressing successfully toward their future.

The success of students future choices is also due to our strong partnerships with industry, TafeSA, universities and community groups. It is through these partnerships that our students gain a far more comprehensive picture of what their futures can hold. We support students to plan toward their future, aim high and achieve success.

Students in the middle years, 8 – 10, have a variety of compulsory and choice subjects that lay the foundation for their futures. From 2013 we are following the teaching and learning of the Australian Curriculum as subjects are released. Our focus is on developing challenging tasks to meet the demands of the 21st Century that our students will need. This booklet provides an outline of the subjects taught in Years 8 – 10.

The Introduction of an 8-12 University Pathway

In the Middle School students begin to plan and think about their future and this is continued with a sharper focus in Years 10, Stage 1 and Stage 2.

From 2015 a group of students enrolling in Year 8 will be working towards a successful University entry at the end of Year 12. Students who wish to join this pathway will need to be achieving high grades consistently from Years 8-10 to continue with the University Pathway.

The Introduction of the Australian Curriculum

From 2013 we began introducing the Australian Curriculum into the Year 8 Learning Areas of: English, History, Mathematics and Science. Other areas being introduced as they are released.

The 3 Cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

The 7 General Capabilities encompass the knowledge, skills, behaviours and outlook that, together with each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The seven General Capabilities are:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

This booklet provides an outline of each subject taught in the Middle School at Windsor Gardens Vocational College.

If you require further information or wish to discuss anything in relation to our offerings please do not hesitate to contact us.

Paulette Sargent
Principal
CREATING A SUPPORTIVE LEARNING ENVIRONMENT

Our focus is to develop a team of teachers with the highest quality teaching skills in working with young adolescents, enabling the transition of students into a secondary environment as well as into future pathways for study, training or employment.

TRANSITION INTO THE COLLEGE

The college plans and runs transition programs for students from Year 6 onwards with support from trained peer leaders. This continues at the beginning of Year 8 with a camp that focuses on:

- Positive relationships
- Respect for others
- Dealing with harassment
- Work ethic
- Values education

CASE MANAGEMENT THROUGH CARE GROUP STRUCTURE

Each student has available a support structure through small care groups. The purpose of this structure is to provide teachers the opportunity to get to know and support a small group of students by regular contact with parents or caregivers. This ensures issues are dealt with quickly and efficiently and the progress of each child is monitored. Each Year Level has a manager, to enable care group teachers to seek advice and direction regarding any student concerns or issues. Year Level Managers report to the Assistant Principal - Middle School.

21ST CENTURY LEARNING

The college places a high priority on preparing students for their future by ensuring all Learning Areas promote 21st Century Learning. Whilst this does include the use of information technology, it also ensures students are given the opportunity to develop problem solving skills, the ability to work in teams and develop a style of learning that suits their needs.

CENTRE FOR HEARING IMPAIRED

Windsor Gardens Hearing Impaired/Deaf Centre students are integrated with students of Windsor Gardens Vocational College. The purpose of the Centre is to provide a broad balanced education that prepares the student for effective participation in society in accordance with DECD Guidelines.

Students attend College classes and can receive special instruction and have access to a team of Teachers of the Deaf who provide support and mentor each student.

All students learn AUSLAN (Australian Sign Language) in Year 8 which facilitates the successful integration of the Deaf students. Teachers of the Deaf frequently team teach with the College staff where Deaf/Hearing Impaired students are integrated. A variety of support and integration models are used to suit the cohort of students, providing students every opportunity to achieve positive learning outcomes. Our facilities are modern, specially designed for the needs of Hearing Impaired/Deaf students.
TRANSITION – YEAR 10 to SENIOR SCHOOL

The focus of the Care Group Program in Term 1 is building relationships, student wellbeing and support structures/strategies to prepare students for the transition to Senior School. During Term 2 and 3 students are involved in:

- Resume writing
- Personal Portfolio preparation
- Work related activities
- Career planning
- Job interviews
- Key Competencies verification
- Work Experience

The above is part of the Personal Learning Plan class which is part of the SACE. This is supported by the Year 10 Care Group Program. This prepares students to make the appropriate Vocational Pattern of Study at Stage 1. Students are involved in Round Table assessment interviews for selection into the Vocational Pattern. This opportunity provides students entering senior school with a positive experience in a real interview situation. The PLP (Personal Learning Plan) is a compulsory part of the SACE. Students MUST achieve a "C" or better grade. Through PLP students obtain 10 credits towards the 200 credits required to complete their SACE.

The following is a list of activities that students are involved in, either in a choice or compulsory way at Year 10 as part of the College Transition program:

- Vista Sport
- Transition Portfolios
- SACE (Compulsory)
- Pedal Prix
- Music Bands
- Music – CD Production
- Knock out Sports Carnivals
- Work Experience
- Excursions
- Taste of VET Pathways
- Course Counselling Day
- Round Table Interviews
- Maths Competition
- English Competition
- Year 6/7 Transition
- Cheltenham Exchange
- STEM Project
- Peer Support
- Windsor Voice

There are a vast range of opportunities for students to become involved in programs that are offered to prepare themselves for entry into Senior School.

PEER SUPPORT

Students at the end of Year 9 have the opportunity to undergo Peer Support Training as a unit towards their South Australian School Certificate. This enables them to assist Year 8 students in transition from primary to secondary schooling. Each Year 8 care group is allocated a number of Peer Leaders to assist students in the yard and in some class activities. Year 8 students find this extra support very helpful in the transition phase of their secondary schooling.

SENIOR SCHOOL INFORMATION

Senior School information regarding curriculum and vocational patterns is available in the form of a handbook that can be accessed through the Front Office or the Resource Centre.

Please note: Curriculum offerings may change slightly due to student numbers and choices. Parents will be informed if changes occur which affect their son or daughter.
INTRODUCTION TO THE SACE

The Personal Learning Plan (PLP) is the first stage of the SACE. It is a compulsory part of Year 10 at Windsor Gardens Vocational College. The PLP will run for 2 lessons a week, for the full year and is integrated into the Care Group program conducted each week.

TIMELINE FOR THE SACE

Personal Learning Plan- Completed during Year 10 as a Stage 1 subject = 10 credits.

COMPONENTS OF THE SACE

To complete your SACE, you must achieve 200 CREDITS. You can gain 10 credits for one semester (or 6 months) of study in a particular subject. A benefit of the SACE is that you can gain credits for learning both in and out of school, including vocational training, university studies, community service and some employment.

CAPABILITIES

The SACE is designed to help students gain essential skills and knowledge for work and life. To do this, it aims to build students abilities in five key areas:

- Communication
- Citizenship
- Personal Development
- Work
- Learning

Known as the CAPABILITIES in the SACE

FURTHER INFORMATION

If you wish to obtain further information please visit: www.sace.sa.edu.au
# Learning Areas

<table>
<thead>
<tr>
<th>THE ARTS</th>
<th>COORDINATOR: Fran Charlton</th>
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<tbody>
<tr>
<td>Creating, making and presenting</td>
<td></td>
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<tr>
<td>Arts criticism and presenting</td>
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<tr>
<td>Past and present context</td>
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<table>
<thead>
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<th>ENGLISH</th>
<th>COORDINATOR: Rebecca Sims</th>
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<tbody>
<tr>
<td>Texts and language including reading and viewing</td>
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<tr>
<td>Responding to texts</td>
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<tr>
<td>Writing, speaking and listening</td>
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<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>COORDINATOR: Brenton Dalby</th>
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<tr>
<td>Growth and development</td>
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<td>Movement and coordination</td>
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<td>Fitness and physical activity</td>
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<td>Effective relationships</td>
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<tr>
<td>Safety, challenge and risk</td>
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<tr>
<td>Understanding health</td>
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<thead>
<tr>
<th>LANGUAGES</th>
<th>ENQUIRIES: Amy Geue</th>
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<tbody>
<tr>
<td>Visual interaction / oral / signed interaction</td>
<td></td>
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<tr>
<td>Reading, viewing and responding</td>
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<tr>
<td>Writing and signing</td>
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<tr>
<td>Socio-cultural understandings</td>
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<thead>
<tr>
<th>MATHEMATICS</th>
<th>COORDINATOR: Sharon Robertson</th>
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<tbody>
<tr>
<td>Statistics and Probability</td>
<td></td>
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<tr>
<td>Measurement and Geometry</td>
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<tr>
<td>Number and Algebra</td>
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<table>
<thead>
<tr>
<th>SCIENCES</th>
<th>COORDINATOR: Sharon Robertson</th>
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<tbody>
<tr>
<td>Earth and Space Sciences</td>
<td></td>
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<tr>
<td>Physical Sciences</td>
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<tr>
<td>Biological Sciences</td>
<td></td>
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<tr>
<td>Chemical Sciences</td>
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</table>

<table>
<thead>
<tr>
<th>HUMANITIES &amp; SOCIAL SCIENCES</th>
<th>COORDINATOR: Rebecca Sims</th>
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</thead>
<tbody>
<tr>
<td>Investigation</td>
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<tr>
<td>Communication and participation</td>
<td></td>
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<tr>
<td>Time</td>
<td></td>
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<tr>
<td>Change and continuity</td>
<td></td>
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<tr>
<td>Place and space</td>
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<tr>
<td>Culture and resources</td>
<td></td>
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<tr>
<td>Natural and man-made systems</td>
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<table>
<thead>
<tr>
<th>TECHNOLOGIES</th>
<th>ACTING COORDINATOR: Paul Manser</th>
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</thead>
<tbody>
<tr>
<td>Designing and critiquing</td>
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<tr>
<td>Making and appraising</td>
<td></td>
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<tr>
<td>Information</td>
<td></td>
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<tr>
<td>Materials and systems</td>
<td></td>
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<tr>
<td>Role and preparation of food</td>
<td></td>
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<tr>
<td>Working with textiles</td>
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## YEAR 8 & YEAR 9 Curriculum Patterns

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
</table>
| **Arts** | • Visual Arts  
• Music  
• Multimedia |
| **English** | • English |
| **Health & Physical Education** | • Physical Education |
| **Languages** | • Auslan  
• Languages other than English  
• Humanities & Social Science |
| **Mathematics** | • Mathematics |
| **Science** | • Science |
| **Humanities & Social Science** | • History  
• Geography |
| **Technologies** | Year 8 and 9 students may undertake studies in the following Technologies subjects over a two year cycle.  
• Wood Technology  
• Metal Technology  
• Plastics  
• Electronics  
• CAD/CAM  
• Food & Lifestyle (both years) |
| **Year 8** | Year 8 students will undertake studies in all 8 areas of learning.  
Auslan is a compulsory language curriculum in Year 8. |
| **Year 9** | Year 9 students will undertake studies in all 8 areas of learning.  
They are able to make choices in the area of Arts & Languages  
**NOTE:**  
*If they wish to continue with Music &/or Auslan beyond Year 9 they will need to undertake at least one semester of that subject.* |
YEAR 10 – Transition to Senior School

IMPORTANT INFORMATION ABOUT YOUR YEAR 10 CHOICES

- Year 10 students continue their studies in English, Maths, Science and Society and Environment.
- Students who wish to study Music in Stage 1 (Year 11) will need to undertake Music in Year 10 for a full year.
- Students who wish to continue with AUSLAN at Years 11 and 12 will need to undertake AUSLAN in Year 10 for a full year.
- Students are able to make choices in Semester 1 and 2 in: Health & Physical Education, Technologies, The Arts and Languages.
- The PLP is a compulsory SACE unit undertaken at Year 10 with 2 lessons a week for the whole year.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Compulsory Subjects</strong></td>
<td><strong>Compulsory Subjects</strong></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>• Maths</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
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<tr>
<td>• Science</td>
<td>• Science</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Humanities and Social Sciences x 2 choices</td>
</tr>
<tr>
<td>• History</td>
<td>Either: • History • Geography</td>
</tr>
<tr>
<td><strong>Personal Learning Plan (PLP)</strong></td>
<td><strong>Personal Learning Plan (PLP)</strong></td>
</tr>
<tr>
<td>• 2 lessons per week</td>
<td>• 2 lessons per week</td>
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**SUBJECT CHOICES**

Students **CHOOSE 3** subjects from the following Learning Areas

<table>
<thead>
<tr>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual Arts (A)</td>
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<tr>
<td>• Music (A)</td>
</tr>
<tr>
<td>• Multi Media (A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• AUSLAN</td>
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<table>
<thead>
<tr>
<th>Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>• Physical Education (A)</td>
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<table>
<thead>
<tr>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Info Technology (A)</td>
</tr>
<tr>
<td>• CAD/CAM (A)</td>
</tr>
<tr>
<td>• Metal Technology (A)</td>
</tr>
<tr>
<td>• Wood Tech (Furniture) (A)</td>
</tr>
<tr>
<td>• Photography (A)</td>
</tr>
<tr>
<td>• Electronics/Control Technology (A)</td>
</tr>
<tr>
<td>• Pedal Prix Construction (A)</td>
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<tr>
<td>• Creative Cooking (A)</td>
</tr>
<tr>
<td>• Intro to Child Studies (A)</td>
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<table>
<thead>
<tr>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual Arts (B)</td>
</tr>
<tr>
<td>• Music (B) <strong>(Compulsory for Stage 1 MUSIC)</strong></td>
</tr>
<tr>
<td>• Multi Media (B)</td>
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<table>
<thead>
<tr>
<th>Languages</th>
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<tbody>
<tr>
<td>• AUSLAN <strong>(Compulsory for Stage 1 AUSLAN)</strong></td>
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<table>
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<tr>
<th>Health and Physical Education</th>
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<tbody>
<tr>
<td>• Physical Education (B)</td>
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<table>
<thead>
<tr>
<th>Technologies</th>
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<tbody>
<tr>
<td>• Info Technology (A)</td>
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<td>• Creative Cooking (B)</td>
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<tr>
<td>• Intro to Child Studies (A)</td>
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</table>

Peer Support (SACE Unit)
Progression from Year 10 to Year 11 and Year 11 to Year 12 is based upon assessment grades.
Progression from Year 10 to Year 11 and Year 11 to Year 12 is based upon assessment grades.

WGVC SCIENCE LEARNING AREA PATHWAYS

<table>
<thead>
<tr>
<th>Year 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
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<tr>
<td>SEMESTER LENGTH UNITS</td>
<td>SEMESTER LENGTH UNITS</td>
<td>FULL YEAR SUBJECT</td>
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<tr>
<td>OVER A FULL YEAR</td>
<td>FULL YEAR REQUIRED IF NEEDED FOR STAGE 2</td>
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</table>

- **Science**
  - **Physics A**
  - **Physics B**
  - **Chemistry A**
    - **Chemistry B**
    - **Biology Semester 1**
    - **Nutrition Semester 2**
- **Veterinary Course**
  - Towards**
    - CERT III LABORATORY SKILLS (2 Semesters of a possible 3)
  - Towards**
    - CERT III LABORATORY SKILLS

- **Physics @ UniSA**
- **Chemistry @ UniSA**
- **Biology**
- **Nutrition**
YEARS 9 & 10 COURSE INFORMATION

Year 9 Subjects
Pages 14 – 19

Year 10 Subjects
Pages 20 - 31

Respect
Trust
Teamwork
### THE ARTS

**YEAR 9**

**Subject: VISUAL ARTS**

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>1 or 2 semesters</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Completed a unit of Art at Year 8</td>
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</table>

**COURSE CONTENTS:**
- The subject aim is to provide students with skills in and knowledge about Arts in practice, analysing artworks and its place in society.
- Students will be provided with opportunities to work in both 2D and 3D areas of study to further develop previously acquired knowledge and skills.
- Areas of practical application will cover drawing, painting, printmaking and design.
- Students will experience the use of technology to enhance the development of their ideas and in the completion of their final works.
- Assignments will be structured to encourage students to investigate, experiment and produce artworks from initial ideas to final solution.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

Leads To: Year 10 Art

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**THE ARTS**

**YEAR 9**

**Subject: MUSIC**

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>1 or 2 semesters</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Completed a unit of Music at Year 8</td>
</tr>
</tbody>
</table>

**COURSE CONTENTS:**
- Study theoretical concepts in music to increase the reading and performance of music.
- Develop listening skills.
- Learn the basic elements of a recording studio.
- Record 1 or 2 songs for the school CD.
- Participate in school concerts including Primary schools, school assemblies and year level assemblies.
- Use computer to enhance theoretical knowledge to help develop research skills.
- Use ACID music software to create their own compositions & soundtracks.

**NOTE:** If students study music for 2 semesters they must learn an instrument and attend a ½ hour instrumental lesson by a HPI provider (regular practice at home is essential).

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

Leads To: Year 10 Music

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**THE ARTS**

**YEAR 9**

**Subject: MULTIMEDIA**

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Completed a unit of Multimedia at Year 8</td>
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</table>

**COURSE CONTENTS:**
The subject introduces aspects of The Media and its role in society. Students will work in areas of film, print and radio, and construct media products in these areas. Analysis of films, advertising and language will provide the groundwork for successful group production work.

- Animation
- Radio Broadcasting / Podcasting
- Audio Recording & Editing
- Digital Photography
- Image/Photo manipulation
- Desktop Publishing
- Film
- Graphic Design

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

Leads To: Year 10 Multimedia
# TECHNOLOGIES

## Subject: TECHNOLOGY STUDIES

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Nil</td>
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**COURSE CONTENTS:** Leads on from Year 8.
All Year 8 and 9 students will be exposed to a range of activities designed to develop critiquing, designing and manufacturing skills using a variety of materials. Course content may change, as courses are developed to encompass new and emerging technologies.

Activities may come from the areas of:
- Wood
- Metal
- Plastic
- Electronics
- CAD/CAM

These activities may include an integrated Information Technology component covering ICT skills and developing competencies in:
- Basic computer language
- Word processing
- Databases
- Spreadsheets
- CAD/CAM

**Australian Curriculum – General Capabilities Covered:** LIT, NUM, ICT, CCT, PSC, EU, and ICU
**Leads To:** All Year 10 Technology Studies subjects including Information Technology

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# TECHNOLOGIES

## Subject: FOOD AND TECHNOLOGY

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>1 semester</th>
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<tr>
<td>PRE-REQUISITES:</td>
<td>Nil</td>
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</tbody>
</table>

**COURSE CONTENTS:**
- Australian Dietary Guidelines
- Healthy Eating Habits (5 food groups, nutrients)
- Safety and Hygiene (Personal and occupational)
- Practical Food Preparation/Presentation
- Teamwork Skills
- Sexuality and Relationships
- Textiles – Types, Handling, Properties
- Construction of Articles using the sewing machine

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**
**Leads To:** Year 10 Intro to Creative Cooking A & B
ENGLISH

Subject: ENGLISH

LENGTH OF COURSE: 2 semesters
PRE-REQUISITES: Year 8 English

COURSE CONTENTS:
Specifically, English aims to ensure that students:
- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

GENERAL CAPABILITIES:
Primarily English focuses on developing the Literacy, Information and Communication Technology, Critical and Creative Thinking as well as Personal and Social Capability.
Ethical Behaviour, Intercultural Understanding and Numeracy Capabilities also play an important part in the curriculum.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Year 10 English

HEALTH & PHYSICAL EDUCATION

Subject: PHYSICAL EDUCATION

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Nil

COURSE CONTENTS:
- Fitness
- Game skills - tactics
- Health relating to fitness and lifestyle choices
- Leadership and initiative activities
- Sport skills
- Anatomy and Weight training

Students will build on and improve basic motor skills in a wide range of practical activities, including traditional and popular sports such as badminton, netball and volleyball.
They will also have the opportunity to participate and pursue some activities to a higher level.
In groups, students will plan strategies, practice drills, and plan and apply tactics in games.
The health component of this course will be aimed at promoting the individual’s awareness of healthy lifestyle by completing an anatomy and weights and fitness unit.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Year 10 Physical Education
HUMANITIES & SOCIAL SCIENCES

Subject: GEOGRAPHY

LENGTH OF COURSE: 1 or 2 semesters
PRE-REQUISITES: Nil

Focus of Study:
The Year 9 curriculum provides students with the opportunity to explore and investigate the world around them from a geographical perspective. The course focuses on key issues for the 21st Century, while building the necessary skills for future study in this field.

The 7 Key Geographical Understandings:
1) Place
2) Space
3) Change
4) Scale
5) Environment
6) Sustainability
7) Interconnection

Topics:
- Biomes and Food Security
- Exploring Interconnections

Assessment:
- Skills and applications tasks
- Investigations
- Fieldwork

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads to: Year 10 Geography

HUMANITIES & SOCIAL SCIENCES

Subject: HISTORY

LENGTH OF COURSE: Whole year (2 lessons per week)
PRE-REQUISITES: Year 8 History

Focus of Study: 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’.

KEY INQUIRY QUESTIONS:
1. What were the changing features of the movements of people from 1750 to 1918?
2. How did new ideas and technological developments contribute to change in this period?
3. What was the origin, development, significance and long-term impact of imperialism in this period?
4. What was the significance of World War I?

TOPICS:
- The Industrial Revolution
- Making a nation
- World War One

GENERAL CAPABILITIES:
History seeks to develop all of the capabilities: Literacy, Numeracy, Information and Communication Technology (ICT) Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Year 10 History
LANGUAGES

Subject: AUSLAN

LENGTH OF COURSE: 1 or 2 semesters
PRE-REQUISITES: Year 8 Auslan

COURSE CONTENTS:
- A focus on developing the student’s ability to communicate with Deaf people in a variety of situations
- A variety of themes: including self, family & friends, leisure, food & technology
- A focus on developing students’ awareness and appreciation of cultural aspects of the Deaf community
- Reinforcement of finger-spelling and grammatical structures, building on knowledge in a sequential manner
- The use of a variety of resources, including videos and computers
- Some members of the Deaf Community are employed in the classroom; others are invited as guest presenters

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

Leads To: Year 10 Auslan

MATHEMATICS

Subject: MATHEMATICS

LENGTH OF COURSE: 2 semesters
PRE-REQUISITES: Year 8 Maths

COURSE CONTENTS:
This course is in accordance with the Australian Curriculum.
By the end of Year 9, students would have covered the topics involving:
- Problem Solving
- Simple interest
- Ratio and scale factors
- Collecting data
- Trigonometry and Pythagoras’ Theorem
- Mean, median and mode
- Area, volume and surface area
- Probability

NOTE: We encourage our students to have a good scientific calculator; these are available for sale from the Front Office at the college.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

Leads To: Year 10 Mathematics
COURSE CONTENTS:
The course is developed in accordance with the Australian Curriculum.
By the end of Year 9, students would have covered the topics involving:

- Chemical reactions
- Energy transfers
- Geological processes and timescales
- Response of biological systems to change
- Social and technological factors that have influenced scientific developments
- Future applications of Science and Technology

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Year 10 Science
THE ARTS

Subject: MULTIMEDIA

LENGTH OF COURSE: 1 or 2 semesters
PRE-REQUISITES: Completed 1 semester of Multimedia at Year 9 or some IT skills

COURSE CONTENTS:
Through interaction with various technologies and software students will develop products such as, Magazine Covers, Movie Posters, Radio programs, Animations and Digital Graphics.
Students will further develop and understand the multimedia concept through the use of more than one application to develop a final product. Topics covered include:

- Web page design
- Web page animation
- Radio Broadcasting
- Audio Recording & Editing
- Digital Photography
- Image/Photo manipulation
- Desktop Publishing
- Digital Art – drawing
- IMAC – Video Production

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Media Studies/Stage 1 Creative Industries (Media) Pathway

THE ARTS

Subject: MUSIC

LENGTH OF COURSE: 1 or 2 semesters
PRE-REQUISITES: Must have completed Year 9 Music (1 or 2 semesters)

COURSE CONTENTS:
- Continue to develop aural skills
- Perform as a soloist & ensemble member
- Perform in a class band and participate in school concerts, primary concerts, school assemblies, year level assemblies and end of year Music showcase
- Introduction to multi track recording and record 1 or 2 songs for school CD
- Students learn a variety of techniques directly related to their chosen instrument during class time
- Use “ACID” & “Band in a Box” music software to create their own compositions
  SIBELIUS, PROTOOLS, AUDACITY

NOTE: Must continue learning an instrument and attend a ½ hour instrumental lesson by a HPI provider (regular practice at home is essential)

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Music. It is recommended that students complete 2 semesters of Music at Year 10.
THE ARTS

Subject: VISUAL ARTS

LENGTH OF COURSE: 1 or 2 semesters
PRE-REQUISITES: Completed a semester of Art in Year 9. It is recommended students study at least 1 semester of Art in Year 10 before choosing Stage 1 Art.

COURSE CONTENTS:
- Students will be encouraged to build on and enhance their knowledge of concepts, techniques, processes and skills in 2D and 3D areas of study
- Set tasks will encourage students to experiment, investigate and use their creativity to produce finished Art works
- These tasks will develop skills in the areas of drawing, painting, printmaking and design
- Students will experience the use of technology to enhance the development of their ideas and in the completion of their final works
- Theory studies will enable students to research and develop a better understanding and appreciation of Arts and Art concepts

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Art, Craft and Design

CROSS DISCIPLINARY STUDIES

Subject: PERSONAL LEARNING PLAN

LENGTH OF COURSE: Whole Year (2 lessons per week)

This is a compulsory unit of work worth 10 credits for the SACE.

COURSE CONTENT:
- Communication
- Learning
- Citizenship
- Personal Development/Well being
- Career Investigation

ASSESSMENT
Student achievement is school assessed and externally moderated by SACE. The units will be graded A, B, C, D, E using performance standards applicable to the activity.

The subject must be completed at a “C” grade or higher.

The Personal Learning Plan will help students:
- Identify and research career paths and options (including further education, training and work)
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- Gain skills for future employment
- Review and adjust plans to achieve goals

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: SACE Credits
TECHNOLOGIES

YEAR 10

Subject: CAD/CAM (Computer Aided Drawing /Manufacturing)

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Nil

COURSE CONTENTS:
- Produce 3D models using Autodesk Inventor
- Create simple and compound projected and revolved parts
- Create and print Part drawings to AS1100 Drawing Standards
- Place and constrain parts in Assembly Models
- Create exploded views of an Assembly Model
- Create drawings of assembly views, including parts lists
- Use Edge Cam interface to produce CNC machined components

NOTE: Course content may change, as courses are developed to encompass new and emerging technologies.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 CAD. This course will benefit students undertaking further study in all Technology subjects and VET Pathways at Stage 1 and Stage 2 levels.

TECHNOLOGIES

YEAR 10

Subject: ELECTRONICS

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Interest in electronics

COURSE CONTENTS:
Electronics:
- Component identification
- Electronic concepts and theory
- Breadboarding circuits
- Fault finding
- Problem Solving
- Soldering
- Completion of a project

NOTE: Course content may change, as courses are developed to encompass new and emerging technologies.

Australian Curriculum – General Capabilities Covered: LIT, NUM, CCT, PSC and EU
Leads To: Continued study at Year 12 or TAFE Prevocational or Apprenticeship level
## TECHNOLOGIES

### YEAR 10

**Subject: INFORMATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>1 Semester</th>
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<tr>
<td>PRE-REQUISITES:</td>
<td>Nil</td>
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</table>

**COURSE CONTENTS:**
The following competencies may be included in the course content:

- Operate a personal computer
- Operate a word processing application
- Operate a spreadsheet application
- Operate a presentation package
- Send and retrieve information over the Internet using browsers and email
- System maintenance
- Install software applications
- Maintain equipment and consumables
- Maintain system integrity
- Enterprise Skills and Work Placement
- Apply WHS procedures
- Participate in a team to achieve goals
- Apply problem-solving techniques to achieve organisational goals
- Receive and process oral and written communication

**NOTE:** Course content may change, as courses are developed to encompass new and emerging technologies.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
 Leads To: Stage 1: All WGVC pathways in Stage 1.

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### TECHNOLOGIES

**Subject: METAL TECHNOLOGY**

<table>
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<tr>
<th>LENGTH OF COURSE:</th>
<th>1 semester</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Assumed knowledge of Year 8 &amp; 9 Technology Studies</td>
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</tbody>
</table>

**COURSE CONTENTS:**

- Appropriate safety procedures
- Basic fitting skills
- Oxy acetylene welding techniques
- Cutting, bending and shaping of metal
- Basic lathe operations
- Use of the milling machine
- Cutting threads with taps and dies
- Students may gain exposure to CAM processes

**NOTE:** Course content may change, as courses are developed to encompass new and emerging technologies.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
 Leads To: Stage 1 Metal or other MEMO5 modules in the Skilled Metals pathway.
TECHNOLOGIES

Subject: PEDAL PRIX DESIGN & CONSTRUCTION

LENGTH OF COURSE: 1 Semester
PRE-REQUISITES: Nil

COURSE CONTENTS:

- Design principles / Pedal Prix vehicles
- Research
- Materials and Applications
- Working to design specifications and race rules
- Construction and making of Pedal Prix vehicle for students to race
- Metalwork skills, including tube bending, welding and machining
- Construction of jigs and moulds
- Gearing systems
- Science & Physics principles in practice

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 & 2 Metal or other MEM05 modules in the Skilled Metals pathway.

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TECHNOLOGIES

Subject: PHOTOGRAPHY

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Nil

COURSE CONTENTS:

- Camera skills
- Composition
- Depth of Field
- Digital enhancement and manipulation

The above are incorporated into summative assignments, which include:

- Design folio
- Photographic products such as magazine covers, postcards or brochures
- Evaluation of photographic work

NOTE: Course content may change, as courses are developed to encompass new and emerging technologies.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Photography, Stage 2 Photography
Supports students taking Stage 1 and Stage 2 Art
Subject: WOOD TECHNOLOGY (Furniture Construction)

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Assumed knowledge of Year 8 & 9 Technology Studies

COURSE CONTENTS:
- Safe working procedure
- Bench operations and hand equipment
- Static machine operation and safety procedures
- Basic power tools and safe operation
- Joint preparation
- Leg and Rail construction design task (DMA)
- CAD drawing
- Maintenance of hand equipment
- Evaluation of completed tasks
- Finishing and staining operations

NOTE: Course content may change, as courses are developed to encompass new and emerging technologies.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 & Stage 2 SACE Furniture Construction and to the Construction Pathway.

Subject: CREATIVE COOKING A

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Nil

COURSE CONTENTS:
- Work in a socially diverse environment
- Food safety and hygiene
- Menu planning
- Organise, prepare and present food
- Develop knowledge and skills in cooking (catering focus)
- Provide a link between kitchen and Front of House service area

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Leads To: Stage 1 Hospitality Pattern – Certificate 1 in Hospitality (Kitchen Operations), Stage 1 Hospitality Pattern – Certificate 1 in Hospitality Operations (Restaurant Operations), Stage 1 Food and Entertaining A & B

Subject: CREATIVE COOKING B

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Nil

COURSE CONTENTS:
- Work in a socially diverse environment
- Food safety and hygiene
- Menu planning
- Organise, prepare and present food
- Develop knowledge and skills in cooking (catering focus)
- Provide a link between kitchen and Front of House service area

Semester 2 builds on and further develops the knowledge and skills developed in the first semester, encouraging students to develop greater expertise in their area of interest. Students do not have to complete Creative Cooking A in order to participate in this course.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Hospitality Pattern – Certificate 1 in Hospitality (Kitchen Operations), Stage 1 Hospitality Pattern – Certificate 1 in Hospitality Operations (Restaurant Operations), Stage 1 Food and Entertaining A & B
### TECHNOLOGIES

**Subject:** INTRODUCTION TO CHILD STUDIES

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>1 semester</th>
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<tr>
<td>PRE-REQUISITES:</td>
<td>Nil</td>
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**COURSE CONTENTS:**
This unit covers the changing needs of a child from conception to school age.

Topics include:
- Conception and genetic issues
- Pregnancy and becoming a parent
- Child development and play
- Constructing a toy/learning aid
- Child safety
- Nutrition and food for children

The course includes visits to child care centres.

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**

**Leads To:** Stage 1 Community Services pathway, Stage 1 & 2 Child Studies

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### ENGLISH

**Subject:** ENGLISH

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Year 9 English</td>
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</table>

**COURSE CONTENT:**
Please note all English classes will include the same kind of content, but the number of texts and the degree of difficulty of texts will vary from course to course.

- 4 printed texts, including classic, contemporary and popular texts
- Mass media texts, emphasising film, video and television texts
- Detailed examination of 20 poems, including the writing techniques used
- Writing at least 4 literary or other essays
- Presenting at least 2 oral presentations, including reading aloud, making a speech, group presentation
- Learning to connect 2 texts by comparing and contrasting them
- Close reading (comprehension) of a wide range of texts, including newspaper and magazine articles, short stories, films and novels
- Creating a wide range of text forms, including at least 4 narratives, some under exam conditions
- Focussing closely on word knowledge, grammar, spelling and punctuation, and appropriate use of language
- Using technology, as appropriate

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**

**Leads to:** Year 11 English or English Pathways. Students will be nominated by their teachers for Literacy for Work and Community Life.
Subject: INTEGRATED LEARNING: PEER SUPPORT PROGRAM

LENGTH OF COURSE:
1 semester (10 SACE credits) Must pass a selection process, to be trained and work as a Peer Support Leader

PRE-REQUISITES:
Nil

SELECTION OF STUDENTS:
Selection of students occurs in Term 4 of Year 9 with an application process, and a 2 day training session. The course continues into Year 10. Students, upon completion, will gain 10 credits towards the completion of the SACE.

FOCUS OF STUDY:
- Training workshop to introduce Peer Support leaders to their role
- Year 6/7 Transition Program applying leadership skills
- Year 7 Transition Day applying skills and experience
- Year 8 Transition Program as part of the Care Group Program

SUBJECT OVERVIEW:
- Leadership
- Interpersonal skills
- Intrapersonal skills
- Problem solving
- Planning
- Management
- Reflection
- Change

CAPABILITIES: Communication and Citizenship

ASSESSMENT:
- Practical – delivering Peer Support Programs (20%)
- Group Activity – planning Peer Support Activities (50%)
- Folio and Discussion – Peer Support Skills (30%)

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Community Services pathway

Respect
Trust
Teamwork
**HEALTH & PHYSICAL EDUCATION**

**Subject: PHYSICAL EDUCATION A & B**

**LENGTH OF COURSE:**
- 1 or 2 semesters
- Successful completion of Year 9 PE

**PRE-REQUISITES:**
- Year 9 PE

**PHYSICAL EDUCATION A**

**SEMESTER 1**

Involvement in this subject will develop skills and understanding in a range of areas ie: sport, leisure, recreation and health. Aspects of the course will highlight the value of a commitment to physical health and lifestyle including theory and practical preparation for an outdoor education camp.

Students will be able to choose from traditional sports such as Netball, Basketball and Volleyball, as well as also having the opportunity to participate in a range of negotiated activities with a community and recreational focus, such as Table Tennis, Golf, Badminton, Archery and Ten Pin Bowling.

The course is designed to cater for both boys and girls.

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**

**Leads to:** SACE Stage 1 & Stage 2 Physical Education and Sport & Recreation pathway

**PHYSICAL EDUCATION B**

**SEMESTER 2**

Students who enter this course will have previously demonstrated an interest towards and an ability in Physical Education. In this subject, they will be taken through practical and theoretical topics designed to extend their skills and understandings. This will enhance their progression into Stage 1 and 2 P.E. if they choose to continue in the subject in subsequent years.

Practical topics covered will extend students in areas where they already have some expertise as well as introducing them to non-traditional topics. There will be the opportunity for negotiation from a range of options. Students will carry out an individual investigation researching current issues relating to health & sport.

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**

**Leads To:** SACE Stage 1 and Stage 2 Physical Education and Sport & Recreation pathway.

**HUMANITIES AND SOCIAL SCIENCES**

**Subject: GEOGRAPHY**

**LENGTH OF COURSE:**
- 1 semester

**PRE-REQUISITES:**
- Year 9 History or Geography

**COURSE CONTENTS:**

**SEMESTER 2**

Focus of Study:

The Year 10 curriculum provides students with the opportunity to explore and investigate the world around them from a geographical perspective. The course focuses on key issues for the 21st Century, while building the necessary skills for future study in this field.

**7 Key Geographical Understandings**

1) Place
2) Space
3) Change
4) Scale
5) Environment
6) Sustainability
7) Interconnection

**Topics:**

- Environmental change and management
- Geographies of Human well-being

**Assessment:**

- Skills and applications tasks
- Investigations
- Fieldwork

Students need to complete a whole year Humanities program. Students will need to select Geography or History in second semester.

**Incorporating Australian Curriculum capabilities and cross-curriculum priorities**

**Leads to:** Stage 1 Geography
HUMANITIES AND SOCIAL SCIENCES

Subject: HISTORY

LENGTH OF COURSE: 1 semester
PRE-REQUISITES: Year 9 History

COURSE CONTENTS: SEMESTER 1

Focus of Study: 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 Asia-Pacific region, and its global standing.

KEY INQUIRY QUESTIONS:
1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

Topics include:
- World War Two
- Rights and Freedoms (Human Rights)
- Independent study on one of the following: Pop Culture/Migration Experiences/Environmental Movement

Assessment:
- Source Analysis
- Investigations
- Oral Presentations

GENERAL CAPABILITIES:
History seeks to develop all of the capabilities: Literacy, Numeracy, Information and Communication Technology (ICT) Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding.

Students need to complete a whole year Humanities program. Students will need to select History or Geography in second semester.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads to: Stage 1 History

COURSE CONTENTS: SEMESTER 2

Focus of Study: Ancient History OR Negotiated content

Ancient Studies can be focussed by time frame, continent or country.

Time Periods:
- Prehistory
- c. 3000–1500 BC
- c. 1500–500 BC
- c. 500 BC–AD 500
- c. AD 500–

Continents:
- Asia–Australia
- Americas
- Europe
- Western Asia
- South America

Countries:
- Australia
- Spain
- France
- Britain
- Iraq
- Turkey
- Near East
- Egypt
- Indus Area
- China
- Crete
- India
- Maya
- Peru
- Greece
- India
- Russia
- Iran
- USA
- Japan
- Cambodia
LANGUAGES

Subject: AUSLAN

LENGTH OF COURSE: 2 semesters
PRE-REQUISITES: Successful completion of at least 1 semester of Year 9 Auslan

COURSE CONTENTS:
- A focus on developing the student’s ability to communicate with Deaf people in a variety of situations
- A variety of themes: including Personal Identification, The Changing World, Deaf & Hearing Communities, History
- A focus on developing student’s awareness and appreciation of cultural aspects of the Deaf community and history
- Finger-spelling skills and knowledge of grammatical structures and lexicon in a sequential manner
- The use of a variety of resources including videos and computers
- Members of the Deaf community are employed in the classroom while others are regularly invited to class for discussion
- Visits to other students at other schools who also use Auslan
- Continuous assessment of skills based on a variety of tasks including expressive and receptive, homework, research assignments, and informal & formal tests

VET COMPONENT:
Introductory module of Certificate 1 – Auslan. May be offered at Year 11 with Stage 1 SACE

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Auslan

MATHEMATICS

Subject: MATHEMATICS

LENGTH OF COURSE: 2 semesters *
PRE-REQUISITES: Completion of Year 9

COURSE CONTENTS:
This course is in accordance with the Australian Curriculum.
By the end of Year 10, students would have covered the topics involving:
- Simple and compound interest
- Linear equations and inequalities
- Algebraic and graphical representations
- Surface area and volume problems
- Parallel and perpendicular lines
- Statistical relationships
- Quadratic expressions
- Algebraic fractions
- Formulas

NOTE: We encourage our students to have a good scientific calculator; these are available for sale from the Front Office at the college.

Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: SACE Stage 1 Mathematics A, B, C, Applications or Vocational Maths

(*In Semester 2 students will experience pre-Stage 1 Maths courses under negotiation with their teachers and parents/caregivers.)
This unit of work is for students, in Semester 2 of year 10, who have learning difficulties. It will allow them to fulfil, upon successful completion, the compulsory numeracy component of the SACE.

### MATHEMATICS

**Subject:** NUMERACY FOR WORK AND COMMUNITY LIFE

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>10 credits - 1 Semester</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Completion of Year 10 Semester 1 Maths at the Appropriate Level of Study</td>
</tr>
<tr>
<td>AREA OF STUDY:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>VOCATIONAL PATHWAY:</td>
<td>All</td>
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<tr>
<td>SACE BOARD OF SA CODE:</td>
<td>1NWC10</td>
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**FOCUS OF STUDY:**
This subject is designed so that students:

- Understanding and apply maths concepts, processes, and strategies in a variety of workplace and community contexts
- Develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations
- Use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts
- Communicate maths processes and results using appropriate language, notation, and representations
- Use appropriate technologies to access, interpret, and communicate data and information
- Work individually and/or in groups to plan, organise, and carry out tasks

**Subject Overview:**
Students will be required to complete tasks within a selection of the following suggested topics:

- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- Or a negotiated study

**Assessment**
Assessment at Stage 1 is school based and may be moderated externally. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

**Leads To:** This subject provides opportunities for students to meet the SACE numeracy requirements, and to gain additional numeracy support for their studies and future pathways. It will lead to Stage 1 Mathematics Pathway (formerly known as Vocational Maths in Year 11).

### SCIENCE

**Subject:** SCIENCE

<table>
<thead>
<tr>
<th>LENGTH OF COURSE:</th>
<th>2 semesters</th>
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<tbody>
<tr>
<td>PRE-REQUISITES:</td>
<td>Year 9 Science</td>
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</table>

**COURSE CONTENTS:**
This course is in accordance with the Australian Curriculum. By the end of Year 10, students would have covered the topics involving:

- The periodic table and the properties of elements
- Energy conservation
- Force, mass and acceleration
- The origin of the universe
- Heredity and evolution
- Models and theories
- Interactions and cycles occurring on Earth

Incorporating Australian Curriculum capabilities and cross-curriculum priorities

**Leads To:** Depending on the achievement level in Year 10 Science and choice of vocation, students may choose from Stage 1 Chemistry, Physics, Biology or Nutrition. Stage 1 Nutrition is suggested for students interested in the Community Services, Hospitality or University pathways.