HENLEY
HIGH SCHOOL

Curriculum Guide
2025

Your Journey

Your Journey

A student's journey through school is one of life's greatest and most important adventures.

School guides, and shapes, and transforms. It allows students to explore – explore new ideas and concepts, new ways of thinking and feeling, new ways of being. It tests students. It pushes them beyond their limits, again and again. It strengthens them, developing their resolve to become the person they are meant to be.

School helps provide purpose, revealing in students passions and pursuits that may remain with them for the rest of their lives. It gives them direction – a path to follow beyond the voyage of school, where the next great journey awaits.

At Henley High School, our vision is to prepare our students to flourish in an evolving and challenging world. We value the school journey and are dedicated to helping each student grow and become their best self, able to adapt, respond and contribute as a resilient, ambitious and contemplative human being.

Like a boat sailing on the ocean, a core symbol of Henley High School, a student is free to set their own bearing – make their own journey. Our students aren't alone as they set out. Just as our boat has four sets of oars, so too do our students:

- Our school with its committed teachers and staff
- The student's parents and family
- Their friends and the local community
- The students themselves.

All are driving their oars, helping the student on their journey, to strive, to seek and not to yield.

Henley High School acknowledge and recognise Aboriginal and Torres Strait Islanders as the First Nations people of Australia and that they are the traditional owners and custodians of the land and waterways throughout our country.

Henley High School is on Kaurna Land. We pay our respects to the Kaurna people, the Elders both past and present and their spiritual relationship with country.

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About the 2025 Curriculum Guide

The Henley High School 2025 Curriculum Guide describes courses offered in Years 7 to 12. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work.

The curriculum at Henley High School is aligned with both Australian Curriculum and South Australian Certificate of Education (SACE). In addition, a number of specific programs are offered which meet the particular needs of our school community.

Henley High School is highly regarded for:

- A broad knowledge-rich curriculum including career advice allowing students to choose their journey.
- The use of ICT tools to enhance the engagement of and successful outcomes for, students.
- Science, Technology, Engineering and Mathematics (STEM), Multidisciplinary Projects, Literacy and Numeracy and VET (Flexible Industry Pathways) programs.
- Sports Academy that include a specialised entry program for high achieving student athletes in 10 sports.
- Focus on Internationalism.
- Providing high-quality teaching and learning for all students.

Informed choices should be made based on students' preferences, areas of strength, and information delivered in care group sessions and subject classes.

When choosing subjects, students should keep the following points in mind:

- Do I like this subject?
- Will I be challenged by this subject?
- Will I enjoy studying this subject?
- Will this subject provide the future pathway I am interested in?
- Will the combination of subjects I choose keep my options open?

Students are strongly urged to undertake an honest self-assessment of their strengths to maximise learner success and assist in making wise and informed choices. Students are encouraged to seek information and advice from teachers, counsellors, past students, house leaders, websites and other sources, and not be influenced by peer pressure.

Remember:

- It's okay not to know what you want to be and leave your options open.
- It's okay not to be in all the same classes as your friends, you might make new ones.
- It's natural to take more control over your choices as you move through high school.

Although every effort is made to satisfy choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable.

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Click on the title in the Content List for further information.

Learning at Henley High School

Middle School

Year 7

2 SEMESTERS
- English
- Mathematics
- Science
- HASS

1 SEMESTER
- Digital Technologies
- Health and PE
- Home Economics
- Performing Arts
- Technologies
- Visual Art

Year 8

2 SEMESTERS
- English
- Mathematics
- Science
- HASS
- Japanese

1 SEMESTER
- Health and PE
- Home Economics
- Technologies

1 SEMESTER
- Dance
- Drama
- Media Arts
- Music
- Visual Art

Year 9

2 SEMESTERS
- English
- Mathematics
- Science

1 SEMESTER
- Health and PE
- History
- Food & Health

5 SEMESTERS
- Design and Technologies
- Flexible Learning
- HASS
- Home Economics
- Languages
- Physical Education
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

Senior School

Year 10

2 SEMESTERS
- English
- Mathematics
- Science

1 SEMESTER
- Fit for Life
- History
- EIF (Exploring Identities and Futures)

6 SEMESTERS
- Design and Technologies
- Flexible Learning
- Home Economics and Health
- Humanities and Social Sciences
- Languages
- Mathematics
- Physical Education
- Science
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

Year 11 SACE Stage 1

2 SEMESTERS
- English

1 SEMESTER
- Mathematics
- AIF (Activating Identities and Futures)

8 SEMESTERS
- Design and Technologies
- Flexible Learning
- Home Economics and Health
- Humanities and Social Sciences
- Languages
- Mathematics
- Physical Education
- Science
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

Year 12 SACE Stage 2

8 SEMESTERS
- Design and Technologies
- English
- Flexible Learning
- Humanities and Social Sciences
- Languages
- Mathematics
- Physical Education
- Science
- Sports Academy
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

NOTE

Sections indicate compulsory subjects

Sections are choice subjects

Year 7 Sports Academy

2 SEMESTERS
- Sports Academy
- English
- Mathematics
- Science
- HASS

1 SEMESTER
- Digital Technologies
- Performing Arts
- Technologies
- Visual Art

Year 8 Sports Academy

2 SEMESTERS
- Sports Academy
- English
- Mathematics
- Science
- HASS
- Japanese

1 SEMESTER
- Home Economics

1 SEMESTER
- Dance
- Design and Technologies
- Drama
- Media Arts
- Music
- Visual Art

Year 9 Sports Academy

2 SEMESTERS
- Sports Academy
- English
- Mathematics
- Science

1 SEMESTER
- History
- Food & Health

4 SEMESTERS
- Design and Technologies
- Flexible Learning
- HASS
- Home Economics
- Languages
- Physical Education
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

Year 10 Sports Academy

2 SEMESTERS
- Sports Academy
- English
- Mathematics
- Science

1 SEMESTER
- Fit for Life
- History
- EIF (Exploring Identities and Futures)

4 SEMESTERS
- Design and Technologies
- Flexible Learning
- Home Economics and Health
- Humanities and Social Sciences
- Languages
- Mathematics
- Physical Education
- Science
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

Year 11 Sports Academy

2 SEMESTERS
- Sports Academy
- English

1 SEMESTER
- Mathematics
- AIF (Activating Identities and Futures)

6 SEMESTERS
- Design and Technologies
- Flexible Learning
- Home Economics and Health
- Humanities and Social Sciences
- Languages
- Mathematics
- Physical Education
- Science
- The Arts
- Vocational Education and Training (Flexible Industry Pathway)

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Middle School

Henley High School has a focus on continuity of learning in the Middle Years (Years 6-9). Close links with our feeder Primary Schools ensure that we are able to build on the learning that has taken place in Years 5 and 6.

Middle School students are actively encouraged to take control of their learning. Through a range of strategies, all Middle School students access a laptop computer to support their studies.

Teachers will work closely with students to develop a curriculum that is challenging and relevant to students. Some parts of the curriculum will be taught with an integrated approach. This means that some subjects are taught with a particular theme or topic.

The House System

At Henley High School there is a House System that starts in the Middle School (Years 7 to 9) and consists of five houses: Florey, Lowitja, Mawson, Mitchell and Oliphant. Each House has a House Leader and Manager and a team of teachers who work together to provide a safe and supportive learning environment for all students within the House. A major focus in the Middle Years is about building strong and effective relationships to support successful learning and the development of qualities and skills necessary to be successful in the wider community.

Middle School Curriculum

The Middle School curriculum provides students with a broad range of studies.

Students study a total of 14 semesters in each year, where a unit of study is a semester of work (approximately 3.5 hours per week of class lessons). The information in this guide will provide you with a clear understanding of:

- What objectives, skills and abilities each student should develop in the course.
- The learning experiences that will ensure that those objectives, skills and abilities are developed.
- How students will be assessed in relation to the objectives, skills and abilities.

If you require any further information about courses, please contact the relevant Curriculum Leader or House Leader.

Cross Curriculum Subjects

Students will learn skills in Digital Technologies using laptops and electronic devices. Literacy and Numeracy is a focus area in all subjects. The emphasis is on gaining these skills within a diverse range of learning contexts.

Senior School & Post School Pathways

Year 10 Curriculum

All Year 10 students will study the equivalent of 14 semesters over the full year and by offering an extensive range of options, we can best cater for the needs and abilities of all learners. Students in Year 10 must undertake Exploring Identities and Futures (EIF) and this is a compulsory component of SACE. A 'C' grade or better is required to successfully complete this 10 credit unit.

South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip students with the skills, knowledge, and capabilities to flourish in an evolving and challenging world. The seven key personal capabilities that are embedded into the SACE program include:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

Students will be awarded the SACE when they successfully complete requirements that include a range of skills and subjects they may study at school or may have acquired through other education, training or experience.

To complete the qualification, students will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually studied over two semesters.

The SACE is flexible and student schedules may differ depending on school pathways. The majority of students in South Australia will start their journey with EIF in Year 10, their selection of Stage 1 subjects in Year 11 (including the compulsory Maths and English choices), and their selection of Stage 2 subjects in Year 12 (including Activating Identities and Futures (AIF), completed during Year 11).

The SACE has evolved to provide students with more flexibility to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET - Flexible Industry Pathways), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

Further information is available at the SACE website (www.sace.sa.edu.au)

The following table shows what will be required as a minimum to achieve the SACE. However, many students will choose to study more subjects than the minimum required at Year 12 (Stage 2).

Requirements	Credits
Year 10	
Exploring Identities and Futures (EIF)	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	up to 90
Year 12 (Stage 2)	
Activating Identities and Futures (AIF)	10
Other Year 12 (Stage 2) subjects and courses*	60 or more
Total	**200**

Note

Year 11 (Stage 1) compulsory subjects and courses

Other subjects and courses

Year 12 (Stage 2) compulsory subjects and courses

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Senior School & Post School Pathways

Exploring Identities and Futures

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

The intention behind EIF is to assist students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades. Through EIF students will:

- explore identity and belonging
- develop agency
- pursue and develop an area of interest that matters to them

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

Activating Identities and Futures

Activating Identities and Futures (AIF) (formerly Research Project) engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The subject was developed by the SACE Board working with schools to pilot and evaluate this new subject with students before the wider implementation of the subject.

Vocational Education and Training (VET) - Flexible Industry Pathways

The SACE can be tailored to each student's needs and interests:

- Students can gain credit for a wide range of learning activities, including undertaking a trade, studying at TAFE or other registered training organisations, and for some part-time work.
- To gain credit for part-time work you'll need to produce evidence that shows how your job has helped you to build skills and knowledge.
- An apprenticeship can count towards the SACE. This means students can gain on-the-job skills while working towards both the SACE and a recognised VET (Flexible Industry Pathway) qualification.

University and TAFE entrance

The SACE is the pathway for entering university or TAFE.

For university entry, and to gain an ATAR (Australian Tertiary Admission Rank), you need to achieve 90 credits at Year 12 (Stage 2).

- Three 20-credit Year 12 (Stage 2) subjects. These need to be Tertiary Admission Subjects (TAS).
- The final 30 credits can come from any of the following: - Another 20 credit TAS subject - Half the score of a 20 credit TAS subject - The score of a 10 credit TAS subject - The score of AIF (10 credit) - Recognised full completed Cert III VET (Flexible Industry Pathways) qualification
- Universities specify the required subjects for some of their courses
- TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. For entry into TAFE SA students need to gain a TAFE Selection Score. This is calculated using the scaled scores from the students best 60 SACE Year 12 (Stage 2) credits. The credits come from:
- 60 credits of TAS, or 40 credits of TAS
- 20 credits of recognised subjects

Further information about university entry can be seen in the fact sheet 'A Guide To University Entry', on the SACE Board website under SACE Information at www.sace.sa.edu.au.

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Sports Academy

The Sports Academy at Henley High School provides ten sports where expert teachers and coaches lead the skill and tactical development of student athletes enrolled in the program.

Each of the academies are developed in close consultation with the State Associations to ensure that students are provided with both a 'developmental' and 'high performance' focus to tailor for individual student athlete's needs. Select entry to the program is made on the basis of an application which must meet academic and sporting criteria. Further information about the application process and timelines can be found on the schools website www.henleyhs.sa.edu.au

The aims of the Sports Academy are to provide student athletes access to:

- A flexible, supportive and athlete friendly academic environment.
- Quality coaching in state of the art facilities at the school or in the community.
- Competition and training opportunities matched to the athlete's development and potential.
- Sport Science services such as fitness testing, performance analysis and sports psychology.
- Work experience, career education support and planning.
- An extensive personal development program specific to the student athlete.

Programs offered include:

- Athletics
- Basketball
- Cricket
- Dance
- Football
- Hockey
- Netball
- Soccer
- Surf Life Saving and Swimming
- Tennis

Academic Curriculum

The curriculum in which the Academy is based on provides students with a strong Sports Science focus and draws upon the disciplines of Physical Education and Science. In establishing the link between these disciplines the academy provides a strong pathway to gain a University entrance score leading to sports based careers such as Physiotherapy, Human Movement, Health Sciences, Event Management, Sport Psychology, Education, Exercise Physiology and Nutrition. As students move through the Year 7 – 12 curriculum of the Sports Academy they focus on building upon the skills they have developed in previous years. They are provided with a range of opportunities in and outside of school to develop their leadership and communication skills in supporting their transition into active community members.

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Click on the title in the Content List for further information.

Cross-Disciplinary Flow Chart

Click on the subject to go to the subject description.

Middle School Year 7	Middle School Year 8	Middle School Year 9	Senior School Year 10 SACE Stage 1	Senior School Year 11 SACE Stage 2	Senior School Year 12 SACE Stage 2
			Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF) (formerly Research Project)	

'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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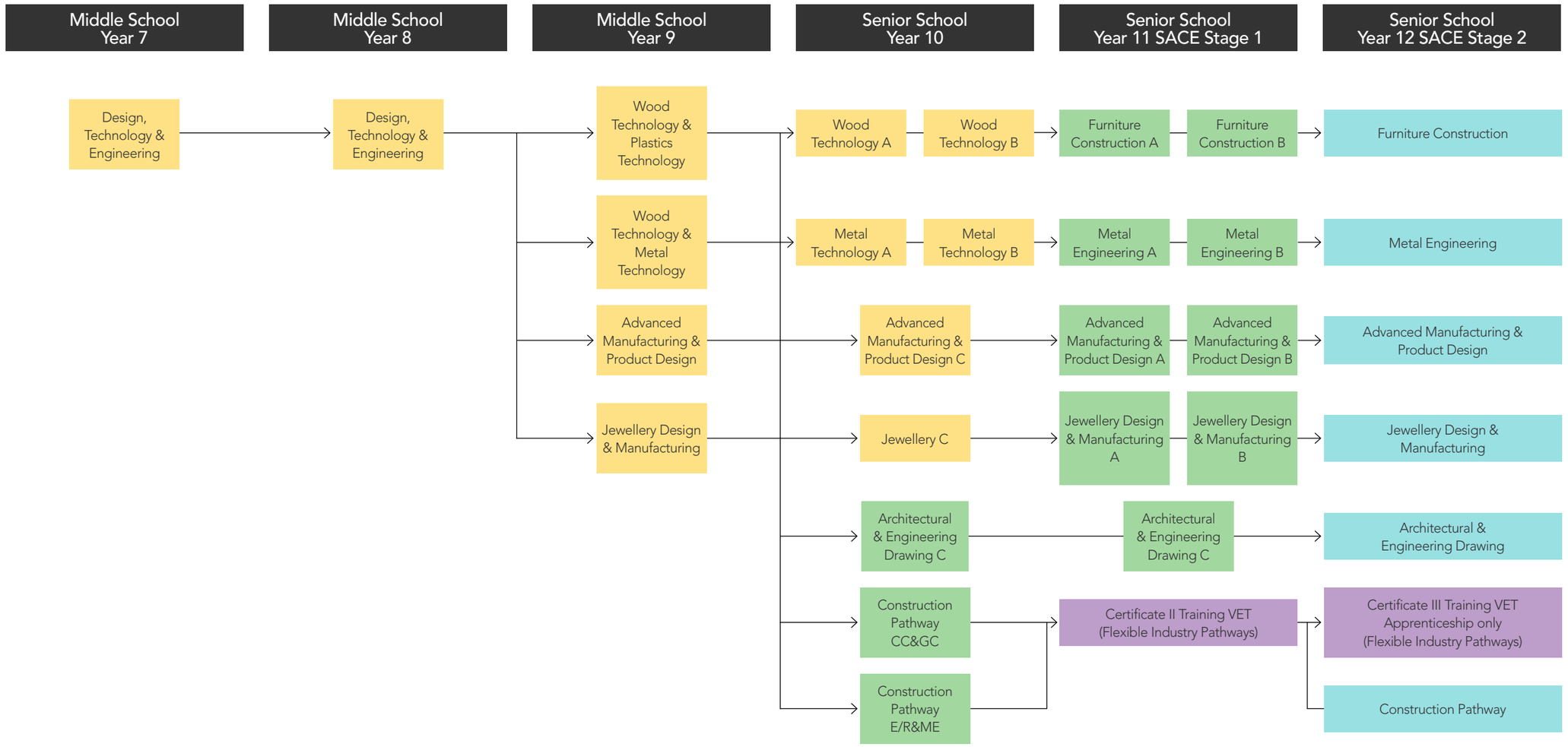
Click on the title in the Content List for further information.

Design, Technology & Engineering Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

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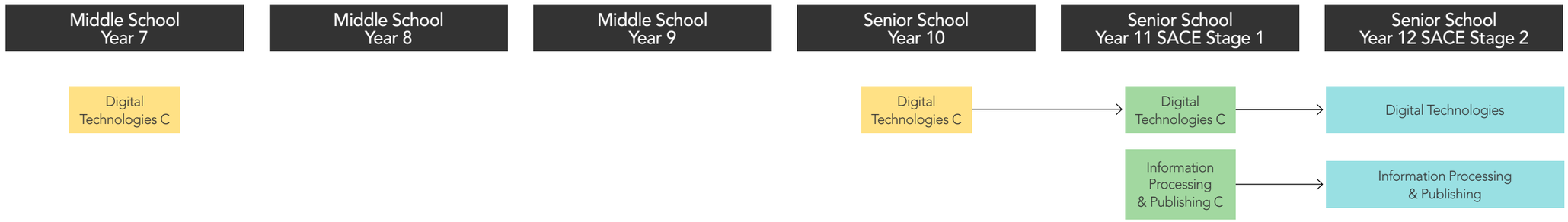
Click on the title in the Content List for further information.

Digital Technologies Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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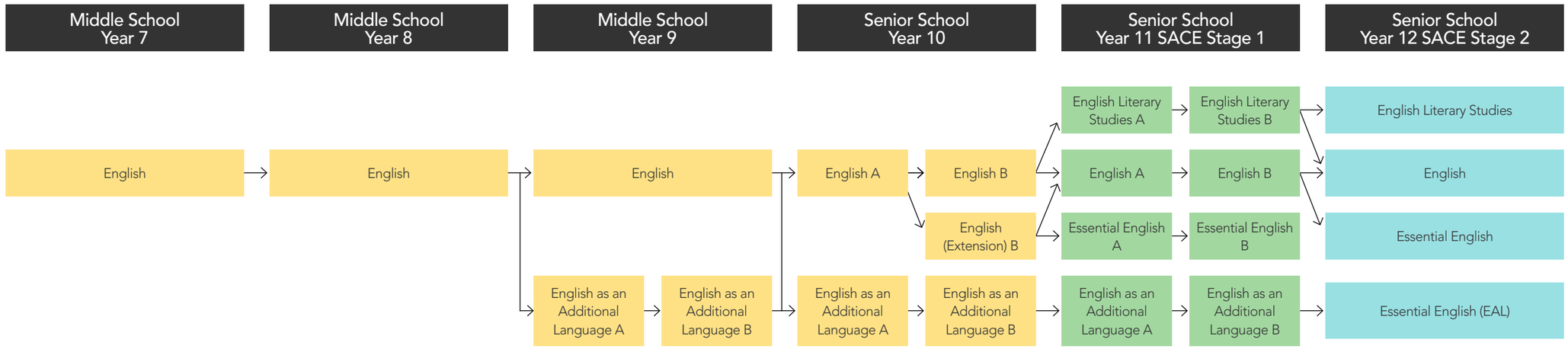
Click on the title in the Content List for further information.

English Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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Flexible Learning Flow Chart

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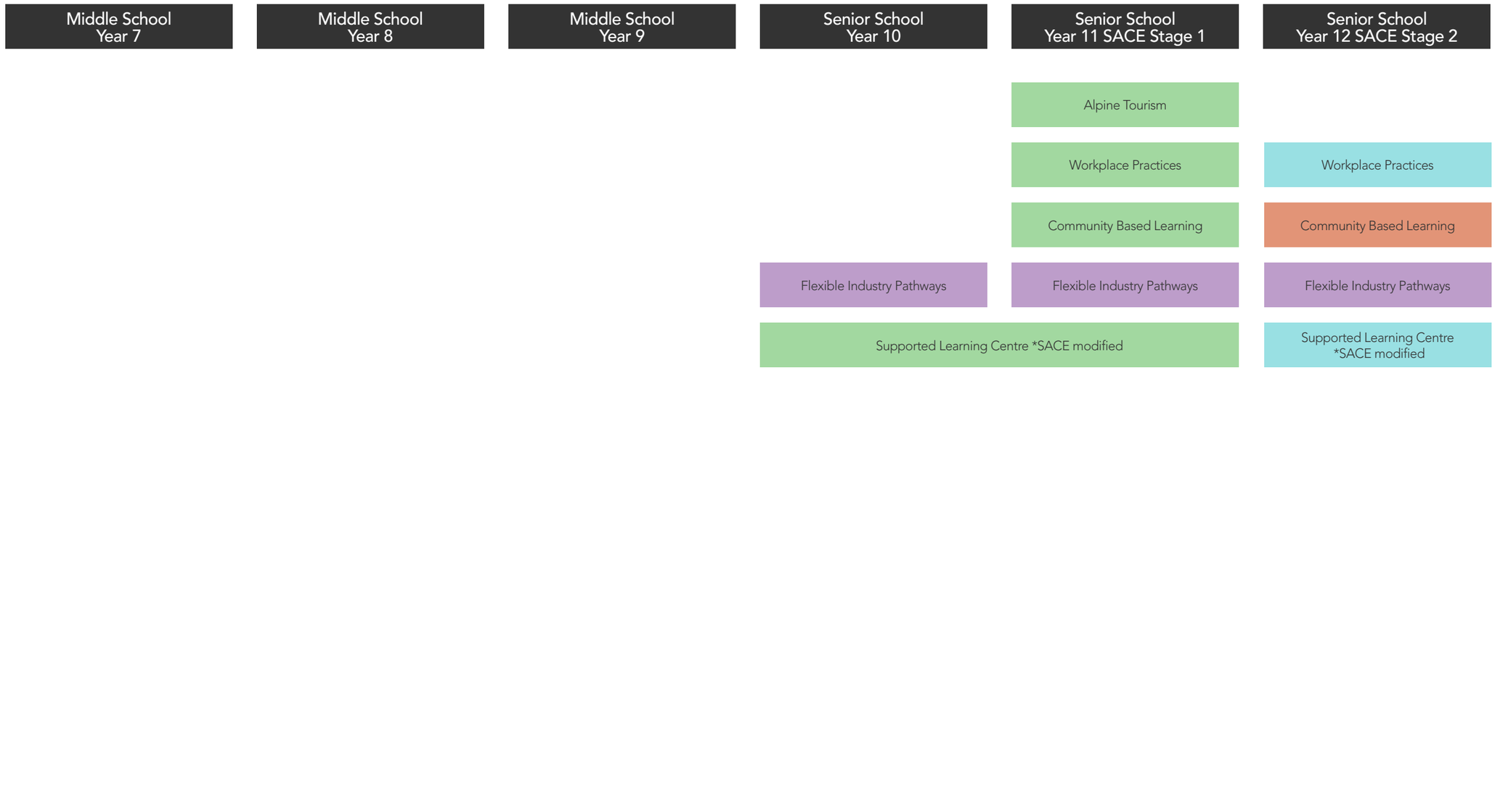

'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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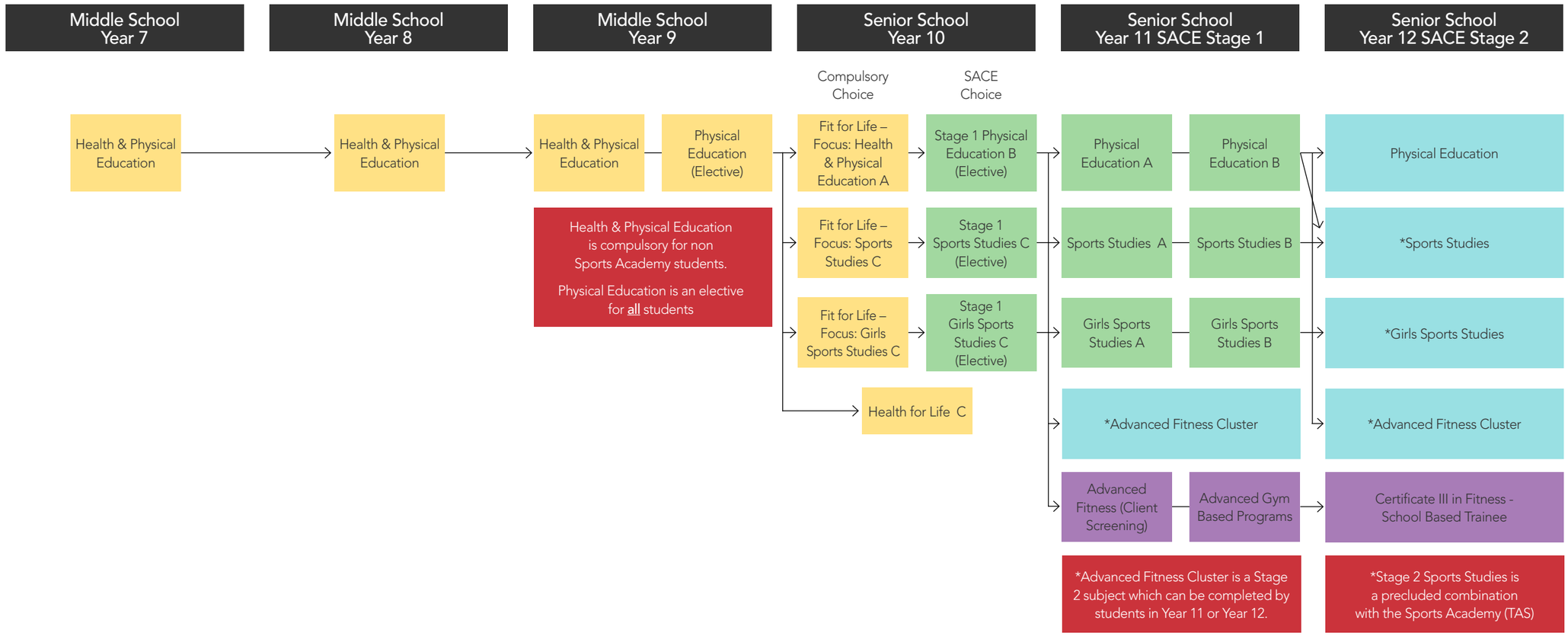
Health & Physical Education Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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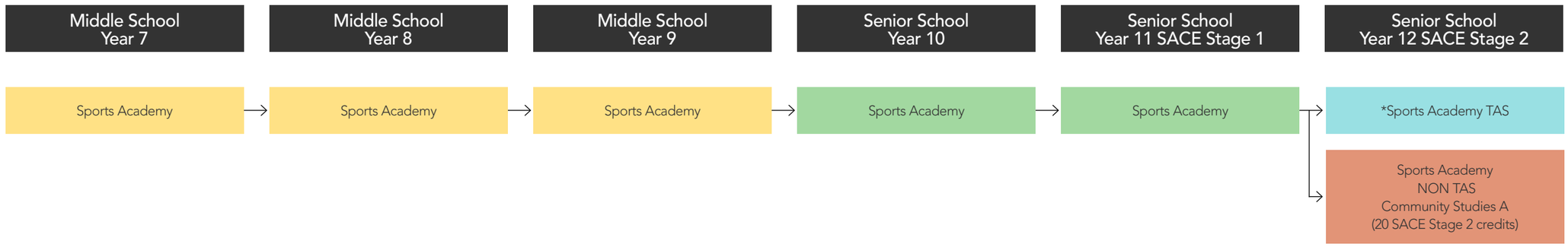
Click on the title in the Content List for further information.

Sports Academy Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | SACE Stage 2 | NON TAS

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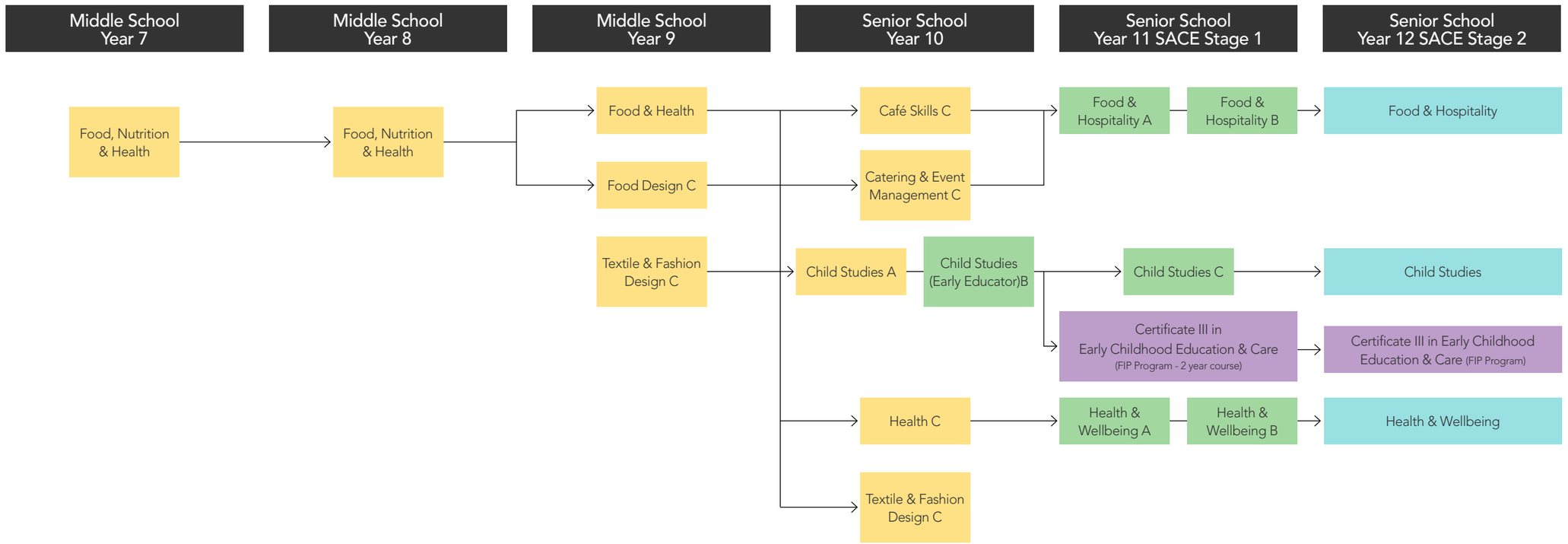
Click on the title in the Content List for further information.

Home Economics & Health Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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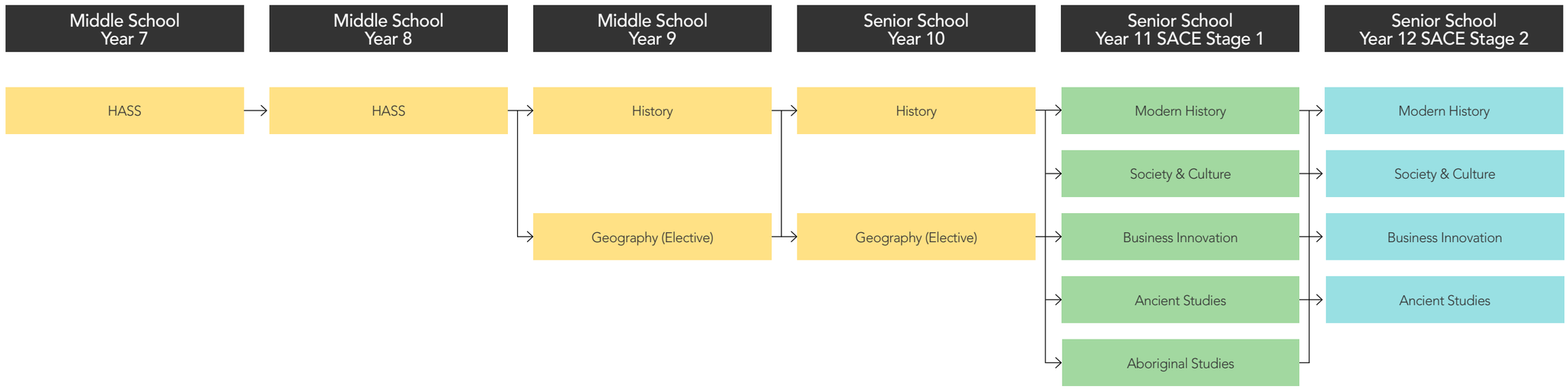
Humanities & Social Sciences Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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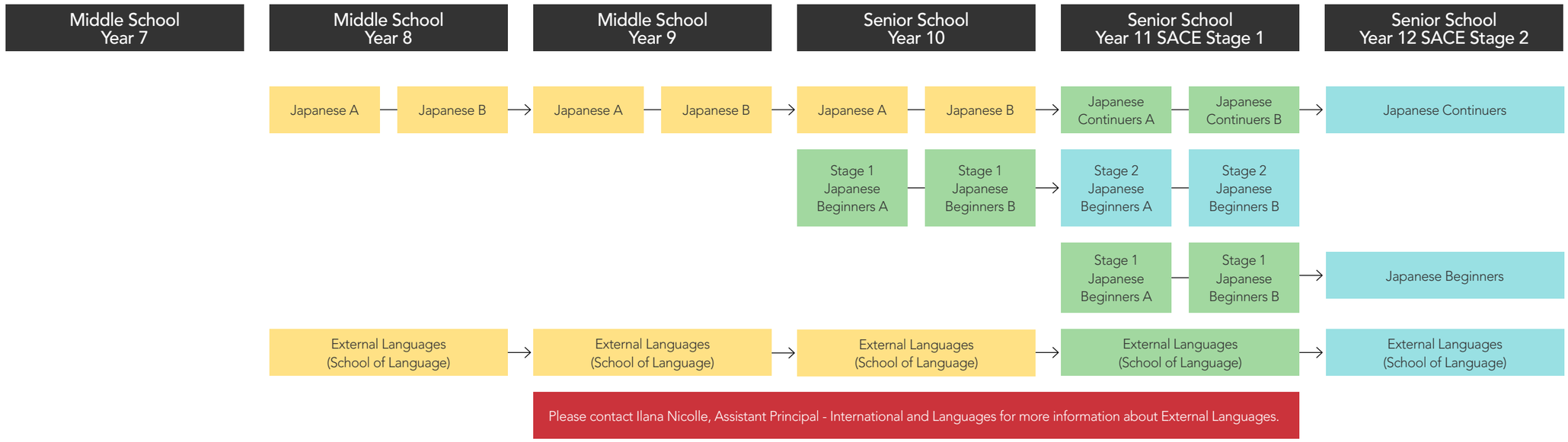
Languages Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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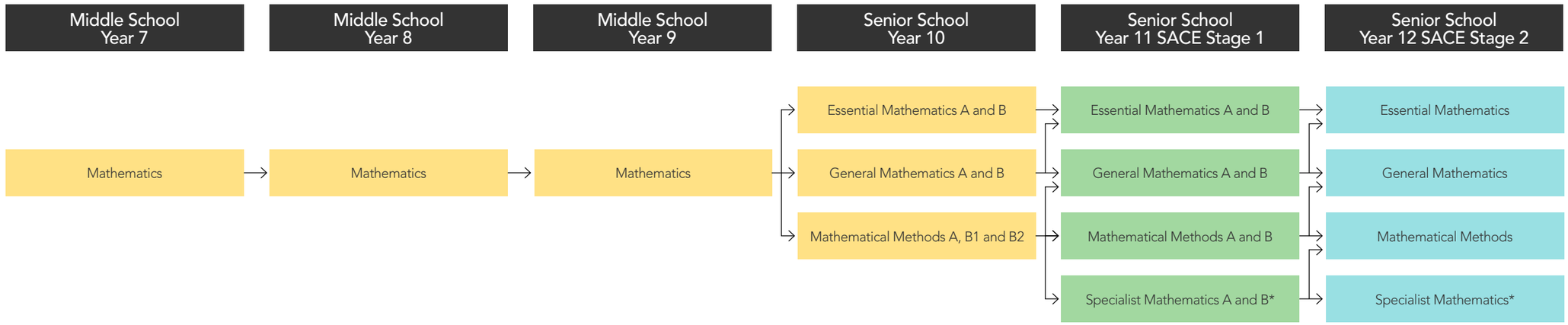
Mathematics Flow Chart

Click on the subject to go to the subject description.



*Students completing Specialist Mathematics must also complete Mathematical Methods.

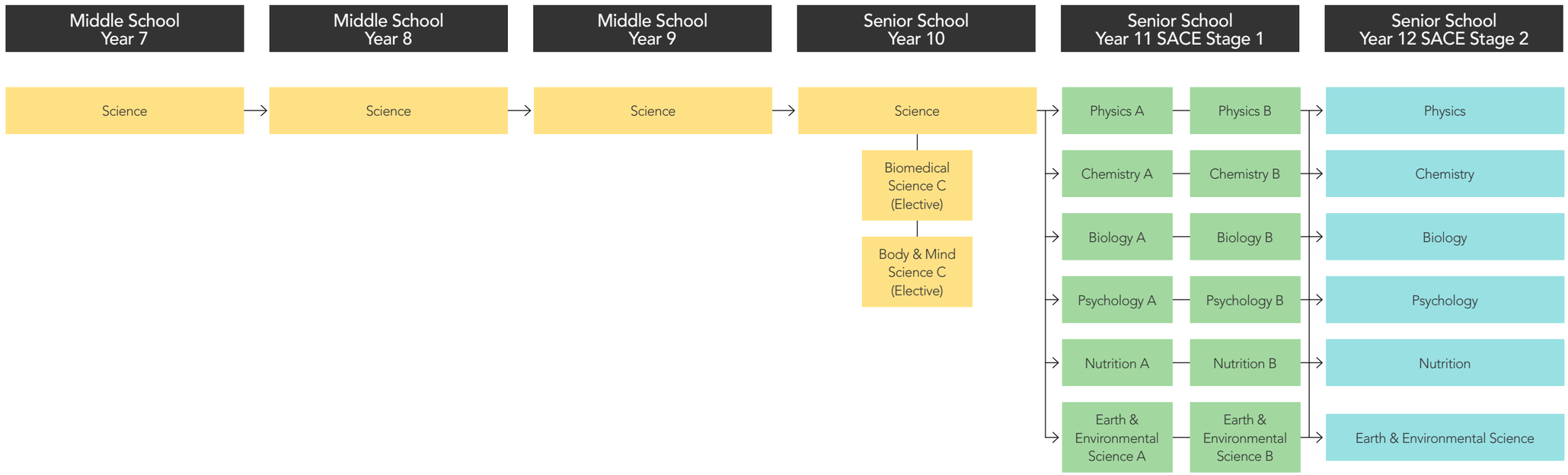
'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

Click on the title in the Content List for further information.

Science Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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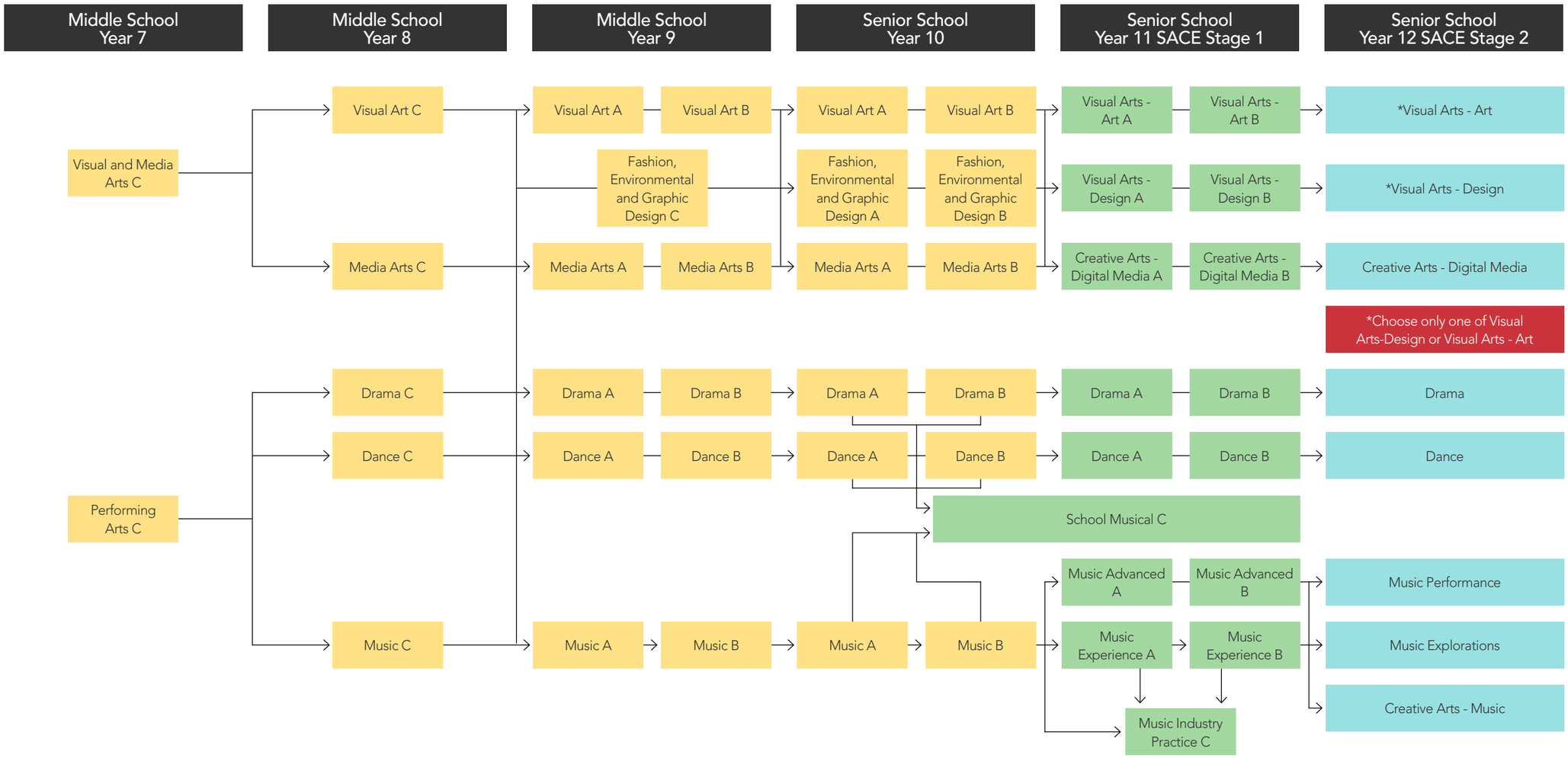
The Arts Flow Chart

Click on the subject to go to the subject description.



'A' courses are Semester 1
'B' courses are Semester 2
'C' courses are either Semester 1 or 2

Australian Curriculum | SACE Stage 1 | VET (FIP) | SACE Stage 2 | NON TAS

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Supported Learning Centre Disability Unit

Our curriculum

We cater for students from year 7 to year 12 and offer Australian Curriculum through years 7, 8 and 9 with a focus on general capabilities. Year 10 sees the first modified SACE subjects introduced and for students in years 11 and 12 the focus is on modified SACE and post school options.

The SLC achieves success by delivering a creative, innovative and dynamic curriculum that focuses on student's abilities, interests and post-school goals. Our curriculum is underpinned by each student's individual SMARTAR Goals which are reviewed each term with formal meetings in term 1 and 3 of each year.

In addition to the academic curriculum, SLC staff support students in the following areas:

- Self-Regulation
- Social Skills
- Life Skills
- Executive Functioning
- Community Awareness, Safety and Access
- Enterprise Skills
- Post-School Planning

Enrolment in the unit is done through a state-wide placement process. For more information, please contact the Department of Education's Flinders Park on (08) 8226 1000.

Curriculum emphasis is placed on:

1. English
2. Mathematics
3. HPE and KS:CPC
4. Living Skills
5. Community Access
6. Work and Transition

Open Employment | **Supported Employment** | **Volunteer Work** | **SLES/DES** | **Day Options**

Independent Living Skills, Personal Interest, Community Access Wellbeing and Leisure

Post School Options

Middle School Year 7	Middle School Year 8	Middle School Year 9	Senior School Year 10	Senior School Year 11 **Modified SACE Stage 1**	Senior School Year 12 **Modified SACE Stage 2**
Literacy	Literacy	Literacy	Literacy	Stage 1 English: **Modified**	Stage 2 English: **Modified**
Numeracy	Numeracy	Numeracy	Numeracy	Stage 1 Mathematics: **Modified**	Stage 2 Mathematics: **Modified**
HPE	HPE	HPE	Stage 1 EIF: **Modified**	Stage 1 Health and Wellbeing: **Modified**	Stage 2 Health and Wellbeing: **Modified**
STEM	STEM	STEM	STEM	Stage 1 Design, Technology and Engineering: **Modified**	Stage 2 Design, Technology and Engineering: **Modified**
Life Skills	Life Skills	Life Skills	Life Skills/Health	Stage 1 Cross-disciplinary Studies: **Modified**	**Work experience or courses**
HASS	HASS	HASS	HASS	Stage 1 Society and Culture: **Modified**	**Work experience or courses**
Community Access	Community Access	Community Access	Community Access	Stage 1 Business Innovation: **Modified**	Stage 2 Business Innovation: **Modified**
Australian Curriculum			Australian Curriculum/ Introduction to Modified SACE	Modified SACE (200 Credits)	

NOTE

Subject aligned with SACE

Subject aligned with Australian Curriculum

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Cross-Disciplinary

Year 10 Exploring Identities and Futures (EIF)

LEVEL: Year 10 (Stage 1)

LENGTH: Equivalent to 1 Semester (10 credits), to be run over the year

CONTACT PERSON:
Sam Eliades

RECOMMENDED BACKGROUND:
The Exploring Identities and Futures (EIF) has replaced the previous course of Personal Learning Project (PLP). EIF is a Stage 1 course, undertaken at year 10 during two 50 minute Care Group sessions per week for the full year. Students are required to achieve a minimum C grade to successfully pass this subject, as part of their SACE completion.

CONTENT:
In this subject, students develop agency by exploring their identity, interests, strengths, skills, capabilities, and/or values; and make choices about their own learning. Students apply self regulation skills by contributing to activities to achieve goals, seek feedback and make decisions. They demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with their future aspirations. Students will learn to develop their communication skills through interaction, collaboration, sharing evidence of learning progress and developing connections with others.

ASSESSMENT:
Students will be assessed against the SACE EIF performance standards.

- Assessment Type 1 (AT1) – Exploring me and who I want to be
- Assessment Type 2 (AT2) – Taking action and showcasing my capabilities

Year 11 (Stage 2) Activating Identities and Futures (AIF) (formerly Research Project)

LEVEL: Year 11 (Stage 2)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
This compulsory subject is for all Year 11 (Stage 1) students. It involves the students developing research and critical thinking skills. In AIF students have the opportunity to study an area of personal interest in depth. A passing grade of a C- or better is a requirement for the SACE.

CONTENT:
Activating Identities and Futures (AIF) (formerly Research Project) engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The subject was developed by the SACE Board working with schools to pilot and evaluate this new subject with students before the wider implementation of the subject.

ASSESSMENT:
Students are assessed against the SACE performance standards for Stage 2 AIF or Modified AIF.

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Design, Technologies & Engineering

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Year 7 Design, Technology & Engineering

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This compulsory Design and Technology course is the first opportunity for Year 7 students to engage in this innovative subject at Henley High School.

CONTENT:
In Year 7 students will be given the opportunity to study Design and Technologies in a wide range of workshop and class room settings. Students will complete a range of topics throughout the semester.

Topics:
Students will have an opportunity to develop their understanding and capabilities in the following areas:

- Systems technologies - electronics, computer aided design (CAD), robotics and structures.
- Materials technologies - wood technology, metal technology, plastics and jewellery.

ASSESSMENT:
Students will be assessed against the Australian Curriculum Design and Technologies achievement standards.

- Project processes and skills
- Research Topics
- Designed solution

Year 8 Design, Technology & Engineering

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This compulsory Design and Technology course is an opportunity for Year 8 students to engage in this innovative subject at Henley High School.

CONTENT:
In Year 8 students will be given the opportunity to study Design and Technologies in a range of workshop and class room settings. Students will complete a range of topics throughout the semester.

Topics:
Students will have an opportunity to develop their understanding and capabilities in the following areas:

- Systems technologies - electronics, computer aided design (CAD), robotics and structures.
- Materials technologies - wood technology, metal technology, plastics and jewellery.

ASSESSMENT:
Students are to be assessed against the Australian Curriculum Design and Technologies achievement standards.

- Project processes and skills
- Research Topics
- Designed solutions

Year 9 Advanced Manufacturing & Product Design

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course was developed for students with an interest in Advanced Manufacturing, such as Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), Control Technology and Product Design. The development of essential foundation skills and knowledge will be developed in this program. This will greatly assist the student with the transition into Year 10, Stage 1 and 2 Advanced Manufacturing & Product Design and a University pathway in Engineering and Product Design.

CONTENT:
In this course, students will develop their understanding of Computer Aided Design and Manufacture in a variety of platforms. Students will develop their skills in a variety of CAD CAM programs and utilise these skills to design and manufacture projects. Students will be introduced to fundamental advanced manufacturing principals and apply them in a practical setting.

Topics and Projects:

- Computer Aided Design (CAD)
- Computer Aided Manufacture (CAM)
- 3D Printing & Laser Cutting
- Control Technology
- Product Design
- Lego Figurine Accessory
- Maze Game
- Toothpaste Squeezer
- Household Item
- Arduino.

ASSESSMENT:
Students are to be assessed against the Australian Curriculum Design and Technologies Achievement standards.

- Project production processes and skills
- Research topics
- Designed solutions

Year 9 Jewellery Design & Manufacturing

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course is designed for students with an interest in Jewellery Design and Manufacturing. The development of the essential fundamental skills and knowledge are established in this program. Through completion of this course, students will be greatly assisted with the transition into Stage 1 and 2 Jewellery Design and Manufacture.

CONTENT:
In this course, students will combine traditional and contemporary manufacturing skills, together with a high level of design application to create a range of jewellery related products. Students will have the opportunity to learn soldering, enamelling, laser cutting & engraving. In the second half of the course, students will apply their knowledge to an enterprise task developing a product from concept through to realisation.

Topics and Projects:

- Metal pendants
- Textured earrings
- Wearable objects
- Pewter casting
- Rings

ASSESSMENT:
Students are to be assessed against the Australian Curriculum Design and Technologies Achievement standards.

- Project production processes and skills
- Research topics
- Designed solutions

Year 9 Wood Technology & Metal Technology

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course is designed for students with an interest in Wood Technology and Metal Technology. The development of fundamental skills and knowledge are established in the formative years of these subjects. This will greatly assist the student with transitioning into senior Design and Technology subjects or a Flexible Industry Pathways option.

CONTENT:
In this course, students will develop a wide range of wood and metal products, using a variety of tools and equipment. Students will develop an understanding of a range of production processes and workshop procedures, underpinned with a strong focus on Work Safety.

Topics and Projects:

- Safe operation of tools and equipment
- Safety in the workshop
- CAD skill development
- Design and construction of a variety of wooden projects
- Sheet metal fabrication
- Fusion welding
- Metal joining techniques
- Lathe operation both wood/metal
- Projects may include - stool, storage box, candelabras, bookends and decorative signs

ASSESSMENT:
Students will be assessed against the Australian Curriculum Design and Technologies Achievement standards.

- Project production processes and skills
- Research topics
- Designed solutions

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Year 9 Wood Technology & Plastics Technology

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course is designed for students with an interest in Wood Technology and Plastics Technology. The development of the essential fundamental skills and knowledge are established in the formative years in this subject. Completion of this course will greatly assist the student with the transition into Senior Design and Technology subjects or a Flexible Industry Pathway.

CONTENT:
In this course, students will develop a range of wooden and plastic products, using a variety of tools and equipment. Students will develop an understanding of a range of production processes and workshop procedures, underpinned with a strong focus on Work Safety.

Topics and Projects:
- Safe operation of tools and machinery
- Safety in the workshop
- CAD skill development
- The use of advanced technologies such as laser cutting acrylic and timber will be incorporated into some projects
- Fabrication of a range of acrylic projects
- Design and construction of a variety of wooden projects

ASSESSMENT:
Students will be assessed against the Australian Curriculum Design and Technologies Achievement standards.
- Project production processes and skills
- Research topics
- Designed solutions

Year 10 Construction Pathway Focus: Civil & General Construction – (CC&GC)

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the foundation skills and knowledge to progress on a pathway into the Building & Construction Industry.

CONTENT:
This program will focus on the development of skills and knowledge associated with the Building & Construction Industry and the Civil Construction Industry, with a focus on Safe Work practices. The aim of this program is to enable students to make informed choices around transitioning into a Certificate II Trade Training program.

Topics:
- Carpentry & Construction
- Paving & Landscaping
- Safe operation of a range of associated plant, machinery & power tools
- WH&S in the work place
- Industry site visits

ASSESSMENT:
Students are assessed, against the Design & Technologies SACE performance standards.
- Project work
- WH&S assignment
- Written research tasks

SPECIAL REQUIREMENTS:
A background in Design & Technology is an advantage and a strong desire to transition into a Cert. II Trade Training program.

ADDITIONAL CHARGES:
Students will be required to wear Safety boots for the practical component of the program. There will be additional costs associated with site visits.

Year 10 Construction Pathway Focus: Electrical, Refrigeration & Metal Engineering – (E/R&ME)

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the foundation skills and knowledge to potentially progress on a pathway to further training in the following trades - Electrical, Refrigeration & Metal Engineering.

CONTENT:
This program will focus on the development of skills and knowledge associated with specific trades, with a focus on Safe Work practices. The focus of this program is to enable students to make informed choices around transitioning into a Certificate II Trade Training pathway.

Topics:
- Fundamental understanding of electrical wiring techniques & processes
- Fundamental understanding of domestic & commercial air conditioning operations
- Fundamental understanding of a range of metal fabrication processes and procedures
- Safe operation of a range of associated plant, machinery & power tools
- WH&S in the work place
- Industry site visits

ASSESSMENT:
Students are assessed against the Design & Technologies SACE performance standards.
- Project work
- WH&S assignment
- Written research tasks

SPECIAL REQUIREMENTS:
A background in Design &Technology is an advantage and a strong desire to transition into a Cert. II trade training program.

ADDITIONAL CHARGES:
Students will be required to wear Safety boots for the practical component of the program. There will be additional costs associated with site visits.

Year 10 Advanced Manufacturing & Product Design C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course was developed for students with an interest in Advanced Manufacturing, such as Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), Control Technology and Product Design. The development of essential foundation skills and knowledge will be developed in this program. This will greatly assist the student with the transition into Stage 1 and 2 Advanced Manufacturing & Product Design and a University pathway in Engineering and Product Design.

CONTENT:
In this course, students will further develop their understanding of Computer Aided Design and Manufacture in a variety of platforms. Students will develop their skills in a variety of CAD CAM programs and utilise these skills to design and manufacture projects. Students will be introduced to fundamental advanced manufacturing principals and apply them in a practical setting.

Topics and Projects:
- Computer Aided Design (CAD)
- Computer Aided Manufacture (CAM)
- 3D Printing & Laser Cutting
- Control Technology
- Arduino
- Product Design
- 3D Printed and Laser Cut Joinery
- Computer Aided Manufactured Product

ASSESSMENT:
- Project production processes and skills
- Research topics
- Designed solutions.

Year 10 Architectural & Engineering Drawing C

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to gain the desired skills and knowledge of industry standard computer aided design programs.

CONTENT:
Students will learn to use industry standard computer aided design programs. They will learn to generate drawings to AS1100 standards. This will enable them to use these skills in other Design and Technologies courses, leading to careers in Engineering, Drafting, Design, Advanced Engineering and Computer graphics.

Topics:
- Technical Drawing
- AS1100 drawing standards
- Orthographic
- Isometric interpretation
- Developing Skills & ability to use Auto Desk CAD and/or Inventor
- Computer Aided Design (CAD)
- Production of 2D orthographic drawings
- Conversion of 3D designs to working drawings
- Presentation of generated designs and working drawings
- Application of AS1100

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 9 Advanced Engineering is an advantage.

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Year 10 Jewellery C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course is designed for those students who have previously studied Jewellery and/or those who have successfully completed a Design and Technology subject and enjoy learning in a workshop environment. This specialised area focuses on manufacturing processes and techniques unique to the jewellery industry and builds on students' prior knowledge of safe workshop practises.

CONTENT:
Jewellery Design and Manufacture provides students with an engaging curriculum with a strong focus on inquiry-based learning. Students will develop skills in a range of joining techniques and manufacturing processes and explore the characteristics of materials including copper, brass, and aluminium. Projects may include textured earrings, saw pierced rings, laser cut jewellery, enterprise-based pieces, and collaborative work. The acquisition of skills in the year 10 program will greatly assist the student with the transition into stage 1 Jewellery Design and Manufacturing.

ASSESSMENT:
Students are assessed against the Design, Technologies & Engineering ACARA Performance Standards.

SPECIAL REQUIREMENTS:
Successful completion of a semester of a Year 9 Jewellery Design & Manufacture is desirable.

Year 10 Metal Technology A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the desired skills and knowledge to progress on a pathway to Stage 1 and 2 Metal Engineering.

CONTENT:
This program will focus on the further development of skills and associated Metal Engineering with a focus on Safe Work practices.

Topics:
- Gas Welding
- Mig Welding
- Fitting and Turning
- WH&S in the work place

Projects:
- Centre punch
- Screw driver
- Cricket Stumps

ASSESSMENT:
Students are assessed against the Australian Curriculum Design and Technology achievement standards.
- Project work
- WH&S assignment
- Written research tasks
- CAD design work

Year 10 Metal Technology B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the foundation skills and knowledge to progress on a pathway to Stage 1 and 2 Metal Engineering.

CONTENT:
This program will focus on the further development of skills and associated Metal Engineering with a focus on Safe Work practices.

Topics:
- Gas Welding
- Mig Welding
- Fitting and Turning
- WH&S in the work place

Projects:
- Folding shovel
- Small camp cooking plate
- Crab rack
- Fire pit

ASSESSMENT:
Students are assessed against the Australian Curriculum Design and Technology achievement standards.
- Project work
- WH&S assignment
- Written research tasks
- CAD design work

Year 10 Wood Technology A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the desired skills and knowledge to progress on a pathway to Stage 1 and 2 Furniture Construction.

CONTENT:
The program focus is on developing students understanding of a range of manufacturing processes. Underpinned with developing students ability to work safely and independently in a work shop.

Topics:
- Work safety assignment
- Picture frame project
- Fold out stool

ASSESSMENT:
Students are assessed against the Australian Curriculum Design and Technology achievement standards.

Involves assessment of:
- Research assignments
- Designing
- Practical skills

Year 10 Wood Technology B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to gain the desired skills and knowledge to progress on a pathway to Stage 1 and 2 Furniture Construction.

CONTENT:
The program focus is on developing students understanding of a range of manufacturing processes. Underpinned with developing students ability to work safely and independently in a work shop.

Topics:
- Work safety assignment
- Series of framing skill development tasks
- Side table

ASSESSMENT:
Students are assessed against the Australian Curriculum Design and Technology achievement standards.

Involves assessment of:
- Research assignments
- Designing
- Practical skills

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Year 11 (Stage 1) Advanced Manufacturing & Product Design A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to gain the desired skills and knowledge to progress on a pathway to Year 12 (Stage 2) Advanced Manufacturing & Product Design. It is advisable that students have successfully completed Year 9 and/or year 10 Advanced Manufacturing & Product Design. When considering Year 12 Advanced Manufacturing & Product Design we recommend completing both A & B options in Year 11.

CONTENT:
In this course, students will further develop their understanding of Computer Aided Design and Manufacture in a variety of platforms. Students will develop their understanding of Computer Aided Engineering (CAE) principles. Students will develop their skills in a variety of CAD CAM programs and utilise these skills to design and manufacture projects. Students will be introduced to fundamental advanced manufacturing principals and apply them in a practical setting.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards. Advanced Manufacturing & Product Design, is a Stage 1 subject and examples of topics and assessment include:

- Computer Aided Design (CAD)
- Computer Aided Manufacture (CAM)
- 3D Printing & Laser Cutting
- Product Design
- 3D Printed and Laser Cut Joinery
- CAD Lego Figurine
- Rendering and Ray Tracing
- Computer Aided Manufactured Product.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 9 and/or year 10 Advanced Manufacturing & Product Design is required. Completion of year 10 and/or Stage 1 Architectural & Engineering Drawing would be an advantage when considering this pathway.

Year 11 (Stage 1) Advanced Manufacturing & Product Design B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to gain the desired skills and knowledge to progress on a pathway to Year 12 (Stage 2) Advanced Manufacturing & Product Design. It is advisable that students have successfully completed Year 9 and/or year 10 Advanced Manufacturing & Product Design. When considering Year 12 Advanced Manufacturing & Product Design we recommend completing both A & B options in Year 11.

CONTENT:
In this course, students will further develop their understanding of Computer Aided Design and Manufacture in a variety of platforms. Students will develop their understanding of Computer Aided Engineering (CAE) principles. Students will develop their skills in a variety of CAD CAM programs and utilise these skills to design and manufacture projects. Students will be introduced to fundamental advanced manufacturing principals and apply them in a practical setting.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards. Advanced Manufacturing & Product Design, is a Stage 1 subject and examples of topics and assessment include:

- Computer Aided Design (CAD)
- Computer Aided Manufacture (CAM)
- 3D Printing & Laser Cutting
- Product Design
- Kerfing with Laser Cutting
- Stress Analysis with Autodesk Inventor
- Computer Aided Manufactured Product.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 9 and/or year 10 Advanced Manufacturing & Product Design is required. Completion of year 10 and/or Stage 1 Architectural & Engineering Drawing would be an advantage when considering this pathway.

Year 11 (Stage 1) Architectural & Engineering Drawing C

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This course is the same course that is offered at Year 10 level and can only be completed once. This Design and Technology course provides students with the opportunity to gain the foundation skills and knowledge of industry standard computer aided design programs. Students need to successfully complete this Stage 1 Architectural & Engineering Drawing with a B grade or higher if they are considering Stage 2 Architectural & Engineering Drawing.

CONTENT:
Students will undertake a program of drafting and computer aided design experiences that are related to Architectural & Engineering Drawing or industry pathway.

The acquired skills and knowledge are transferable into a range of other Flexible Industry Pathways.

Topics:

- Technical Drawing
- AS1100 drawing standards
- Orthographic development
- Isometric interpretation
- Auto Desk - AutoCad, Fusion, Inventor & Revit.
- Production of 2D orthographic drawings
- Conversion of 3D designs to working drawings
- Presentation of generated designs and working drawings
- Applications of AS1100

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 9 or 10 Advanced Engineering is an advantage.

Year 11 (Stage 1) Jewellery Design & Manufacturing A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to gain the essential skills and knowledge to progress on a pathway to Year 12 (Stage 2) Jewellery Design and Manufacturing. It is advisable to successfully complete Year 10 Jewellery. When considering Year 12 Jewellery Design & Manufacturing we recommend completing both A & B options in Year 11.

CONTENT:
Jewellery Design and Manufacturing focuses on creating Jewellery and similar small products using a range of composite materials including metals, stone, plastics wood and fibres. It provides students with the technical skill base to be able to successfully design and create a major project. A strong emphasis will be placed on the devising phase of the design cycle.

Topics:

- Cold joining techniques
- Stone setting
- Silver soldering
- Recycled jewellery

A major and a minor product is to be negotiated with the teacher. The folio will be externally assessed when studying at a Stage 2 level.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

Students will have a number of skill - based assignments to complete:

- A design folio that supports the major project
- 1 major project/product

Year 11 (Stage 1) Jewellery Design & Manufacturing B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to gain the essential skills and knowledge to progress on a pathway to Year 12 (Stage 2) Jewellery Design and Manufacturing. It is advisable to successfully complete Year 10 Jewellery. When considering Year 12 Jewellery Design & Manufacturing we recommend completing both A & B options in Year 11.

CONTENT:
Jewellery Design and Manufacturing focuses on creating Jewellery and similar small products using a range of composite materials including metals stone plastics wood stone and fibres. It provides students with the technical skill base to be able to successfully design and create a major project. A strong emphasis will be placed on the devising phase of the design cycle.

Topics:

- Cold joining techniques
- Stone setting
- Silver soldering
- Recycled jewellery

A major and a minor product is to be negotiated with the teacher. The folio will be externally assessed when studying at a Stage 2 level.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

Students will have a number of skill based assignments to complete:

- A design folio that supports the major project
- 1 major project/product
- Enamelling
- Texturing/Patination

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Year 11 (Stage 1) Metal Engineering A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop the desired skills and knowledge to progress on a pathway to Year 12 (Stage 2) Metal Engineering.

CONTENT:
- Project design
- Welding - MIG/TIG
- Machining - Lathe work
- Metal fabrication & finishing

Topics:
The course will focus on the development of the desired skills required within the Metal Fabrication industry. Practice exercises will lead to the designing of a framed article of storage.

The student's choice of storage (shelving) options.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.
- Practical tasks
- Critiquing
- Designing
- Investigation
- Communication
- Evaluation

SPECIAL REQUIREMENTS:
Year 10 Metal Technology is an advantage but not essential.

Year 11 (Stage 1) Metal Engineering B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop their skills and knowledge to progress on a pathway to Year 12 (Stage 2) Metal Engineering.

CONTENT:
- Project design
- Welding - MIG/TIG
- Machining - Lathe work
- Metal fabrication & finishing

Topics:
The course will focus on the development of the desired skill required within the Metal fabrication industry. Practice exercises will lead to the manufacture of a product of the students' own design.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.
- Practical tasks
- Critiquing
- Designing
- Investigation
- Communication
- Evaluation

SPECIAL REQUIREMENTS:
Year 10 Metal Technology is an advantage but not essential.

Year 11 (Stage 1) Furniture Construction A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop the desired skills and knowledge required to progress on a pathway to Year 12 (Stage 2) Furniture Construction.

CONTENT:
- Project design
- Framed construction techniques
- Timber machining
- Finishing techniques .

Topics:
Students will further develop their skills in the safe use of power tools and fixed woodworking machinery. Practical exercises will include joint production, timber machining, frame assembly and surface finishing.

Students apply these skills in designing and construction of a framed article of furniture such as a table.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.
- Practical tasks
- Critiquing
- Investigating
- Designing
- Communication
- Evaluation

SPECIAL REQUIREMENTS:
Year 10 Wood Technology is an advantage but not essential.

Year 11 (Stage 1) Furniture Construction B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop their skills and knowledge to progress on a pathway to Year 12 (Stage 2) Furniture Construction.

CONTENT:
- Project design
- Carcase construction techniques
- Timber machining skills
- Project finishing

Topics:
Students will further develop their skills in the use of portable power tools and fixed power wood working machinery. Practical exercises will include joint production, machining, surface finishing, hand and CAD drawing skills. Students apply these skills in the designing and construction of an article of furniture.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.
- Practical tasks
- Investigating and Evaluation
- Designing
- Communication
- Evaluation

SPECIAL REQUIREMENTS:
Year 10 Wood Technology is an advantage but not essential.

Year 12 (Stage 2) Advanced Manufacturing & Product Design

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to develop their skills and knowledge if they have an interest to progress onto an Engineering and Product Design career pathway.

Successful completion of Stage 1 Architectural & Engineering Drawing would be an advantage, or a working knowledge of CAD CAM technologies such as Autodesk Inventor, 3D Printing and Laser Cutting.

CONTENT:
Advanced Manufacturing & Product Design will provide an engaging curriculum for Year 12 (Stage 2) students with a strong focus on inquiry-based learning. The aim of this subject is to support students with an interest in STEM career pathways.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards. All Year 12 (Stage 2) subjects have a school assessment component and an external assessment component. Examples of topics and assessment include:
- Useless Box
- Materials Investigation
- Issues Investigation and Analysis
- Computer Aided Manufactured Product
- Design Folio

ADDITIONAL CHARGES:
Students may be required to contribute towards the purchase of project materials, dependant on their personal design and choice of material.

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Year 12 (Stage 2) Furniture Construction

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop their skills and knowledge to progress on a trade training pathway. Students need to have completed a minimum of 1 semester of Stage 1 (Year 11) Furniture Construction with a C grade or higher.

CONTENT:
In this course students will develop an understanding of both traditional and contemporary furniture construction methods associated with carcase and frame construction, door and drawer construction. Culminating in designing, manufacturing, and appraising of a piece furniture.

Topics:
Students, through activities, become involved in:

- The planning, making and appraising design tasks
- Learning about materials and manufacturing processes in the furniture industry
- Demonstrating evidence of designing and constructing skills
- Demonstrating knowledge and understanding of related issues.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

All Year 12 (Stage 2) subjects have a school assessment component and an external assessment component. Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school assessment component.

- Practical tasks
- Investigating
- Designing
- Communication
- Evaluation

ADDITIONAL CHARGES:
Students may be required to co-contribute towards the purchase of their project.

Year 12 (Stage 2) Jewellery Design & Manufacturing

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to, further develop their skills and knowledge and to potentially progress onto a Design and Manufacturing tertiary program.

CONTENT:
Students will have the opportunity to use a variety of mediums and tools to produce a range of Jewellery. Students will develop a range of skills in traditional jewellery manufacturing techniques right through to exploring modern processes such as laser cutting and 3D printing. Students will visit a jeweller's workshop and tour TAFE SA Certificate IV studios.

Topics:
Two specialised skills application tasks, which may include:

- Cold joining techniques
- Soldering techniques
- Texturing
- Saw Piercing

A major task that includes – An Investigation, Design Development, Production & Evaluation.

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards. All Year 12 (Stage 2) subjects have a school assessment component and external assessment components. Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject.

These assessments provide students' evidence of learning in the school assessment component.

- Practical tasks
- Investigating
- Designing
- Communication
- Evaluation

ADDITIONAL CHARGES:
Students may be required to co-contribute towards the purchase of project materials, dependant on their personal design and choice of materials.

Year 12 (Stage 2) Metal Engineering

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technologies course provides students with the opportunity to further develop their skills and knowledge to progress on a trade training pathway. Students need to have completed a minimum of 1 semester of Stage 1 (Year 11) Metal Engineering with a C grade or higher.

CONTENT:
In this course student's work through a series of activities using a range of machinery. They are required to complete two skills development tasks (one welding and one machining) and their major project. Also included are written tasks researching materials and the design folio including the essay.

Topics:
Students, through activities, become involved in:

- The planning, making and appraising design tasks
- Learning about materials and manufacturing processes in the metal engineering industry
- Demonstrating evidence of designing and constructing skills
- Demonstrating knowledge and understanding of related processes and issues

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

All Year 12 (Stage 2) subjects have a school assessment component and an external assessment component. Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school assessment component.

- Practical tasks
- Investigating
- Designing
- Communication
- Evaluation

ADDITIONAL CHARGES:
Students may be required to co-contribute towards the purchase of project materials, dependant on their personal design and choice of materials.

Year 12 (Stage 2) Construction Pathway

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON: Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to further develop their skills and knowledge of the Construction Industry, so that they can progress on a trade - training program. Students need to have done a minimum of 1 semester of Stage 1 (Year 10) Construction Pathway program, with a C grade or higher, successfully completed a Cert II Trade Training program and are actively seeking an apprenticeship in the Construction Industry.

CONTENT:
In this course, students will further develop their understanding of a range of essential construction processes and procedures:

- Safely operate a range of construction tools & equipment
- Complete Risk Assessments & Safe Work Method Statements for practical construction tasks
- Read and interoperate plans
- Complete pricing schedules related to construction projects
- Communication protocols in the workplace
- Develop an understanding of job sequencing within the Construction Industry
- First aid Certificate training

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

All Year 12 (Stage 2) subjects have a school assessment component and an external assessment component. Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject.

These assessments provide students' evidence of learning in the school assessment component.

- Practical tasks
- Investigating
- Designing
- Communication
- Evaluation

ADDITIONAL CHARGES:
Students will be required to wear Safety boots for the practical component of the program. There be additional costs associated with site visits and the First Aid Training Certificate.

Year 12 (Stage 2) Architectural & Engineering Drawing

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tim Lepley

RECOMMENDED BACKGROUND:
This Design and Technology course provides students with the opportunity to further develop their skills and enhance their knowledge of industry standard computer aided design programs.

They can complete Stage 2 in Year 11, but only if they complete Stage 1 in Year 10.

CONTENT:
Students will undertake a program of drafting and computer aided design experiences that are related to an Architectural & Engineering drawing or industry related pathway.

The acquired skills and knowledge are transferable into a range of other design & manufacturing pathways.

Topics:

- Technical Drawing
- AS1100 drawing standards
- Orthographic development
- Isometric interpretation
- Understanding and learning Auto Desk.
- May include: Auto Cad/ Inventor/ Revit/Fusion 360
- Production of 2D orthographic drawings
- Conversion of 3D designs to working drawings
- Presentation of generated designs and working drawings
- Applications of AS1100

ASSESSMENT:
Students are assessed against the Design and Technologies SACE performance standards.

SPECIAL REQUIREMENTS:
Successful completion of a semester Stage 1 Architectural & Engineering drawing is required.

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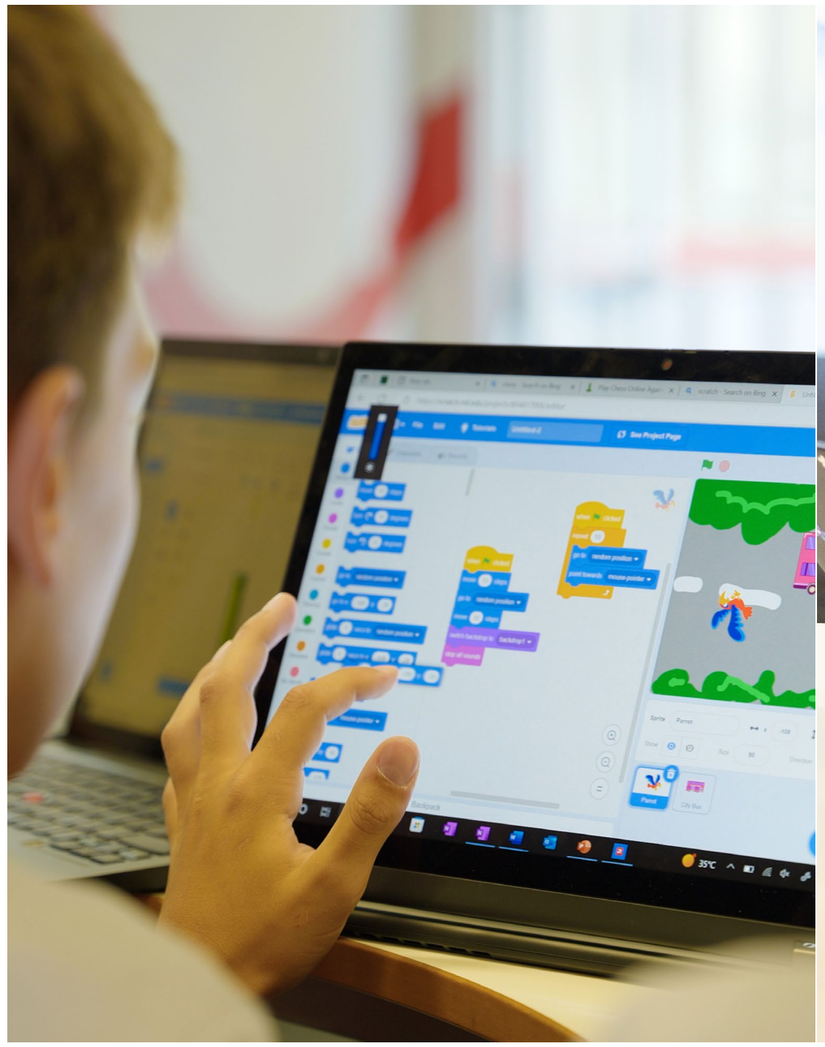

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Year 7 Digital Technologies C

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Jason Sienkiewicz and Afroditi Devrelis

RECOMMENDED BACKGROUND:
Nil.

CONTENT:
Students will be given opportunities to develop their creativity and problem solving skills through projects and tasks. Students create algorithms, test them and modify their solutions. Furthermore, they evaluate their outcomes in terms of meeting the brief. Students will gain an understanding on how networks work and learn to use appropriate protocols when communicating online.

ASSESSMENT:
Students are assessed against the Digital Technologies Australian Curriculum achievement standards.

Projects may include:
- Website Design
- Game Design using Scratch
- Digital Art using Python
- Artificial Intelligence

Year 10 Digital Technologies C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Jason Sienkiewicz

RECOMMENDED BACKGROUND:
Digital Technologies is an elective subject and it will build on the foundations that have been learnt throughout all subjects in previous years. No previous knowledge needed.

CONTENT:
Students will develop problem solving and logic skills by using Python programming language to develop computer programs to achieve simple to intermediate level tasks.

Students will work collaboratively to make a simple game of their choice using the Unity engine and GitHub collaboration platform.

ASSESSMENT:
Students are assessed against the Digital Technologies Australian Curriculum achievement standards.

Projects:
- Programming Using Python
- Game development using C# and Unity

Year 11 Digital (Stage 1) Technologies C

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Jason Sienkiewicz

RECOMMENDED BACKGROUND:
Digital Technologies is an elective subject and will build on the concepts that have been learnt in the Year 10 Digital Technologies course. It is not a prerequisite, however it would be desirable.

CONTENT:
In Digital Technologies, students create practical, innovative solutions to problems of interest using current technology. Students investigate ethics in the digital world. They use Python programming language to analyse data sets. Students use Unity game making engine to make a game of their own design, building on concepts learnt in previous years.

ASSESSMENT:
Students are assessed against the SACE Digital Technologies performance standards. Students demonstrate evidence of their knowledge through the following assessment types:
- Project Skills
- Digital Solutions

Projects:
- Ethics
- Data Analysis
- Game Design

Year 11 (Stage 1) Information Processing & Publishing C

INTEGRATED LEARNING

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Matt Ferguson

RECOMMENDED BACKGROUND:
No background knowledge is required.

CONTENT:
Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Topics covered in this course include:
- Digital presentation and publishing
- Business publishing
- Image manipulation
- Text manipulation
- Personal documents
- Desktop publishing

ASSESSMENT:
Students are assessed against the SACE IPP performance standards. Assessment at Year 11 (Stage 1) is school based.

Students demonstrate evidence of their knowledge through the following assessment types:
- Practical Skills (flyers, menu and brochures)
- Product and Documentation
- Issues Analysis
- Investigate, design, produce, evaluate a design brief

Year 12 (Stage 2) Digital Technologies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Jason Sienkiewicz

RECOMMENDED BACKGROUND:
Digital Technologies is an elective subject and will build on the concepts that have been learnt in the Year 11 Digital Technologies course. It is a requirement that the Year 11 course be completed successfully in order to enrol into Year 12. If you have experience in coding, yet not completed the Year 11 course, an interview can be organised to determine your suitability for the course.

CONTENT:
In Digital Technologies, students create practical, innovative solutions to problems of interest using current technology. They investigate how potential solutions are influenced by potential and current social, economic, environmental, scientific and ethical considerations. Focus will be made on some of the most flexible programming languages including python and C# to gather data, analysing data using various techniques, and reaching conclusions using technology to solve problems. Performing this course will develop active learning, critical thinking and creative and complex problem solving skills that can be applied in any setting. Students will develop project management skills using a range of techniques, that will be used to solve problems and produce outcomes.

ASSESSMENT:
Students are assessed against the SACE Digital Technologies performance standards. Students demonstrate evidence of their knowledge through the following assessment types:
- Project Skills
- Digital Solutions

Projects:
- Group Digital Solution Design
- Data Analysis
- Python Programming skills
- Creating Digital Art
- Ethics Investigation
- Free choice major project

There is no examination in this subject.

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Year 12 (Stage 2) Information Processing & Publishing

INTEGRATED LEARNING

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Matthew Ferguson

RECOMMENDED BACKGROUND:
No Background knowledge is required. There is an advantage if students have successfully completed Year 11 (Stage 1) IPP, at a C+ level and above.

CONTENT:
You will use the designing process in the planning and execution of communications tasks, using electronic means. This communication of information encompasses the use of visual images as well as print, numerical and graphical representations. Emphasis will be on documents of a business nature and visual display. Skill development will focus on techniques needed to gather, input, sort, interpret, store, retrieve, manipulate and communicate effectively.

Topics covered in this course include:

- Movie Flyer
- Neighbourhood Brochure
- Menu
- Mail Merge Invitation
- Cook Book
- Magazine
- Social Network Issues
- Camera Comparison

ASSESSMENT:
Students are assessed against the SACE IPP performance standards.

School Based:

- Practical Skills 40%
- Issues Analysis 30%

External Assessment:

- Product Documentation 30%

There is no examination in this subject.

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English

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Year 7 English

LEVEL: Year 7

LENGTH: 2 Semesters

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
Year 7 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years. In Year 7 students will study a range of texts and tasks which could include:

- A contemporary novel
- Australian Poetry
- Short Films
- Media Texts
- An Exposition
- Introduction to Shakespeare
- Oral Presentations

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

Year 8 English

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
Year 8 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years. In Year 8 students will study a range of texts which could include:

- A contemporary and/or classic novel
- Poetry
- Feature film
- Social Media texts
- Narratives
- Plays
- Academic Discussions

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

Year 9 English

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
Year 9 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years. In Year 9 students will study a range of texts which could include:

- Contemporary and/or classic novel
- War poetry
- Feature Film
- Podcasts
- Plays
- Academic Discussions
- Persuasive Writing

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

Year 9 English as an Additional Language (EAL) A and B

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject is designed for students for whom English is a second language. Eligibility criteria apply.

CONTENT:
In Year 9 EAL, students will study a range of texts which could include:

- Film
- Documentaries
- Media Texts
- Workplace texts
- Advocacy Speeches

ASSESSMENT:
Students will be assessed against the Year 9 EAL Achievement Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Social Media Texts
- News Reports
- Speeches
- Reviews

Year 10 English A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
Year 10 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years. In Year 10 students will study a range of texts which could include:

- Contemporary and/or classic novel
- Short Stories
- Narrative writing
- Slam Poetry
- Plays
- Film
- Speeches
- Socratic Seminars
- Critical Perspectives analysis
- Creative Transformation

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

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Year 10 English B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
Year 10 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years. In Year 10 students will study a range of texts which could include:

- Contemporary and/or classic novel
- Short Stories
- Narrative writing
- Slam Poetry
- Plays
- Film
- Speeches
- Socratic Seminars
- Critical Perspectives analysis
- Creative Transformation

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

Year 10 English (Extension) B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject requires a 'B' grade or better in Year 9 English and a recommendation from your Year 9 English teacher.

CONTENT:
Year 10 English is a compulsory subject in the Australian Curriculum which builds upon the skills developed in previous years.

This course is a second semester course only. It is designed for students looking for extension in English.

Students will study a range of texts, with a particular emphasis on classics.

They will also complete an individual text study in preparation for Stage 1 English Literary Studies.

ASSESSMENT:
Students are assessed against the Australian Curriculum Achievement Standards for English.

The types of tasks they complete assess their skills in:

- Analysing Texts
- Creating Texts
- Oracy

Year 10 English as an Additional Language (EAL) A and B

LEVEL: Year 10

LENGTH: 2 Semesters

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject is designed for students for whom English is a second language. Eligibility criteria apply.

CONTENT:
In Year 10 EAL, students will study a range of texts which could include:

- Film
- Documentaries
- Media Texts
- Workplace texts
- Advocacy Speeches

ASSESSMENT:
Students will be assessed against the Year 10 EAL Achievement Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Social Media Texts
- News Reports
- Speeches
- Reviews

Year 11 (Stage 1) Essential English A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
The Stage 1 Essential English course is designed for students seeking to achieve only the compulsory Literacy component of the SACE. This subject is not a pathway into Stage 2 Essential English.

In Stage 1 Essential English, students will study a range of texts which could include:

- A film
- Podcasts
- YouTube videos
- Poetry
- Short Stories
- Letters
- Speeches
- Workplace texts

ASSESSMENT:
Students will be assessed against the SACE Stage 1 Essential English Performance Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Advocacy Speeches
- Media Texts
- Creative Writing
- A Language Study

Year 11 (Stage 1) English A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

CONTENT:
In Stage 1 English, students will study a range of texts which could include:

- Contemporary or classic novel
- Plays
- Theatre Review
- Contemporary Poetry
- A film

ASSESSMENT:
Students will be assessed against the SACE Stage 1 English Performance Standards. The types of tasks that they will complete include:

- Intertextual Study
- Creative Writing
- Oral Presentation
- A Film Study
- Text response essays

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Year 11 (Stage 1) English as an Additional Language (EAL) A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject is designed for students for whom English is a second language. Eligibility criteria apply.

CONTENT:
In Stage 1 EAL, students will study a range of texts which could include:

- Film
- Documentaries
- Media Texts
- Workplace texts
- Advocacy Speeches

ASSESSMENT:
Students will be assessed against the SACE Stage 1 EAL Performance Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Social Media Texts
- News Reports
- Speeches
- Reviews
- A Language Study

Year 11 (Stage 1) English Literary Studies A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject requires a 'B' grade or better in Year 10 English and a recommendation from your Year 10 English teacher.

CONTENT:
In Stage 1 English Literary Studies, students will study a range of literary texts in order to prepare them for the Stage 2 course. These could include:

- Literary Novels
- Classic Poetry
- Critically acclaimed films
- A Play
- A range of short literary texts

ASSESSMENT:
Students will be assessed against the SACE Stage 1 English Performance Standards. The types of tasks that they will complete include:

- A Critical Perspectives analysis
- Narrative writing
- A Creative Transformation
- Film Study
- Independent study of two literary texts

Year 12 (Stage 2) Essential English

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject requires a 'C' grade or better in Stage 1 General English.

CONTENT:
In Stage 2 Essential English, students will study a range of texts which could include:

- Film
- Documentaries
- Media Texts
- Workplace texts
- Advocacy Speeches

ASSESSMENT:
Students will be assessed against the SACE Stage 2 Essential English Performance Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Advocacy Speeches
- Media Texts
- Creative Writing
- A 1,500-word Language Study (30% External Assessment)

Year 12 (Stage 2) English

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject requires the satisfactory completion of Stage 1 English or Stage 1 English Literary Studies *and* a recommendation from your Stage 1 teacher.

CONTENT:
In Stage 2 English, students will study a range of texts which could include:

- Contemporary Adult Fiction (novel)
- Films
- Performance Poetry
- Media Texts

ASSESSMENT:
Students will be assessed against the SACE Stage 2 English Performance Standards. The types of tasks that they will complete include:

The types of tasks they will complete include:

- Text response essays
- Creative Writing
- TED Talks/Oral Presentations
- Theatre Reviews
- Writer's Statements

- A Comparative Analysis (30% External Assessment)

Year 12 (Stage 2) English Literary Studies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject requires a 'B' grade or better in Stage 1 English Literary Studies and a recommendation from your Stage 1 English Literary Studies teacher.

CONTENT:
In Stage 2 English Literary Studies, students will study a range of texts which could include:

- Adult Literary Fiction (novel)
- Films
- Classic Poetry
- Plays
- Short Stories

ASSESSMENT:
Students will be assessed against the SACE Stage 2 English Literary Studies Performance Standards. The types of tasks that they will complete include:

The types of tasks they will complete could include:

- Text Analysis Essays
- Critical Readings
- Critical Perspectives Analysis
- Creative Transformation
- One other creative writing task

- Comparative Text Study (15% External Assessment)
- Critical Reading Exam (15% External Assessment)

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Year 12 (Stage 2) Essential English (EAL)

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Alexandra Christodoulou

RECOMMENDED BACKGROUND:
This subject is designed for students for whom English is a second language. Eligibility criteria apply.

CONTENT:
In Stage 2 Essential English (EAL), students will study a range of texts which could include:

- Film
- Documentaries
- Media Texts
- Workplace texts
- Advocacy Speeches

ASSESSMENT:
Students will be assessed against the SACE Stage 2 Essential English Performance Standards. The types of tasks that they will complete include:

- Short Answer Analyses
- Advocacy Speeches
- Media Texts
- Creative Writing

- A Language Study (30% External Assessment)

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Flexible Learning

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Year 11 or 12 (Stage 2) Workplace Practices

LEVEL: Year 11 or 12

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Fleming

RECOMMENDED BACKGROUND:
Nil

CONTENT:
This course develops knowledge, skills and understanding of the nature, type and structure of the workplace.

Students learn about the various forms of work, rights and responsibilities at work and issues in an industry and workplace context.

Students can undertake learning in the workplace through work experience or part time work, and develop and reflect on their capabilities and aspirations in identified career pathways.

This course identifies and develops the employability skills necessary for students to be successful in the modern workplace.

This is an ATAR subject.

Topics could include:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Issues (such as WHS)
- Finding Employment
- Vocational Learning

ASSESSMENT:
Students are assessed against the SACE Year 12 (Stage 2) performance standards.

- Folio - Industry and Work Knowledge
- Workplace Performance based on Work Experience or PT Work or VET (Flexible Industry Pathways)
- Workplace Issue Investigation
- Reflection

SPECIAL REQUIREMENTS:
This course is strongly recommended for students who are currently undertaking a school based apprenticeship (SBAT) or who would like to pursue this option.

This course is recommended for students who are working part time or seeking PT work and who would like to use this experience towards an ATAR or SACE credit.

This course is recommended for students undertaking a Flexible Industry Pathway or currently participating in high performance sporting and community activities.

Year 11 (Stage 1) Alpine Tourism

INTEGRATED LEARNING

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)
Offline

CONTACT PERSON:
Ashleigh Noll

RECOMMENDED BACKGROUND:
No background is required but a strong affiliation for Alpine Sports and Regions. A degree of strong physical fitness is an advantage.

CONTENT:
Alpine Tourism is an OFFLINE subject that meets one lunchtime a week during term 2 and 3. This Integrated Learning unit culminates with the class going to Mt Buller for five days in late August. This is where the practical component of the course is completed.

Topics covered in this course include:

- Personal Journal explaining their learning style
- Personal fitness improvement
- Alpine Sports performance
- Group completed Alpine tasks

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) Integrated Learning performance standards.

Assessment Type 1: Practical Exploration
Students consider and explore information, concepts, and/or skills connected to their program focus.

Assessment Type 2: Connections
Students undertake a task or activity to be achieved through collaboration. They identify their individual role and responsibility in the task/activity, and communicate their contribution.

Assessment Type 3: Personal Venture
The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them.

SPECIAL REQUIREMENTS:
A strong mental attitude to overcome Alpine conditions to learn or improve skiing or snowboarding skills.

ADDITIONAL CHARGES:
Approximate cost $2100

- Flights to and from event
- Merrijig Chalet 5 days
- 5 days ski lift and lesson

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Health & Physical Education

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Year 7 Health & Physical Education

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

Topics covered in this course include:

- Target Games
- Invasion Games
- Striking/Fielding Games
- Cultural & Identity
- Links to the Environment to Enhance Performance

ASSESSMENT:

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

Folio Assessment:

- Cultural Assignment
- Environmental Assignment

SPECIAL REQUIREMENTS:
This course is unavailable to Sports Academy students. Australian Curriculum delivery is covered in the Special Sport Program content.

Year 8 Health & Physical Education

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
Explore and analyse associated performance, health, and lifestyle issues.

Topics covered in this course include:

- Target
- Net/Wall Games
- Invasion Games
- Striking/Fielding Games
- Cultural & Identity
- Links to the Environment to Enhance Performance

ASSESSMENT:

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

Folio Assessment:

- Cultural assignment
- Environmental assignment

SPECIAL REQUIREMENTS:
This course is unavailable to Sports Academy students. Australian Curriculum delivery is covered in the Special Sport Program content.

Year 9 Health & Physical Education

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
Students will develop an appreciation of the significance of physical activity and sport in Australian society and globally.

Topics covered in this course include:

- Net/Wall Games
- Target Games
- Invasion Games
- Striking/Fielding Games
- Cultural & Identity
- Enhancing Physical Activity Levels and Performance in the Community

ASSESSMENT:

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

Folio Assessment:

- Cultural Assignment
- Health & Wellbeing Consultant Assignment

SPECIAL REQUIREMENTS:
This course is unavailable to Sports Academy students. Australian Curriculum delivery is covered in the Special Sport Program content.

Year 9 Physical Education (Elective)

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Topics covered in this course include:

- Net and Wall Games
- Invasion Games
- Striking and Fielding Games
- Target Games
- Cardiovascular System
- Fitness & Training Programs

ASSESSMENT:

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

Folio Assessment:

- Data Analysis Assignment
- Training Program Assignment

Year 10 Fit for Life – Focus: Health & Physical Education A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
In Year 10 Fit for Life focusing on Health and Physical Education, students learn to apply more specialised movement skills and complex movement strategies.

They also propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Topics covered in this course include:

- Participating and Performing in Games and Sport
- Training Programs
- Alcohol and Other Drugs
- Mental Health & Wellness
- Positive Relationships
- Healthy Communities

ASSESSMENT:

Practical Assessment:
Performance and Skills checklists (including the capabilities of teamwork, communication and personal development)

Folio Assessment:

- Health and Wellbeing Portfolio

SPECIAL REQUIREMENTS:
Excursions that enhance learning opportunities will be an additional cost to individual students.

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Year 10 Physical Education B (Elective)

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
Fit for Life – Focus: Health and Physical Education.

CONTENT:
In Physical Education, students acquire an understanding of human functioning and physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain further insight from skilled performance in individual and group activities.

Topics covered in this course include:

- Basketball
- Golf
- Biomechanics
- Skill Learning
- Exercise Physiology

ASSESSMENT:
Students are assessed against the Health and Physical Education SACE Performance Standards.

Improvement Analysis:
- Biomechanics
- Games Analysis

Physical Activity Investigation:
- Participation Improvement

Year 10 Fit for Life – Focus: Sports Studies C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
In Fit for Life with a Sports Studies focus, students will explore their physical capacities and investigate factors that influence and improve performance.

Topics covered in this course include:

- Participating and Performing in Games and Sport
- Training Programs
- Alcohol and Other Drugs
- Mental Health & Wellness
- Positive Relationships
- Healthy Communities

ASSESSMENT:
Practical Assessment:
Performance and Skills checklists (including the capabilities of teamwork, communication and personal development)

Folio Assessment:
- Health and Wellbeing Portfolio

SPECIAL REQUIREMENTS:
Excursions that enhance learning opportunities will be an additional cost to individual students.

Year 10 Fit for Life – Focus: Girls Sports Studies C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Chris Cilento

CONTENT:
In Fit for Life with a Girls Sports Studies focus, students explore their physical capacities and investigate factors that influence and improve performance.

Topics covered in this course include:

- Participating and Performing in Games and Sport
- Training Programs
- Alcohol and Other Drugs
- Mental Health & Wellness
- Positive Relationships
- Healthy Communities

ASSESSMENT:
Practical Assessment:
Performance and Skills checklists (including the capabilities of teamwork, communication and personal development)

Folio Assessment:
- Health and Wellbeing Portfolio

SPECIAL REQUIREMENTS:
Excursions that enhance learning opportunities will be an additional cost to individual students.

Year 10 Health for Life C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

CONTENT:
Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity.

Topics covered in this course include:

- Eat Well, Live Well
- Positive Relationships
- Alcohol and Other Drugs
- Healthy People, Healthy Communities
- The Great Outdoors
- Recreational Physical Activity

ASSESSMENT:
Practical Assessment:
Performance and Skills checklists (including the capabilities of teamwork, communication and personal development)

Folio Assessment:
- Health and Wellbeing Portfolio

SPECIAL REQUIREMENTS:
Excursions that enhance learning opportunities will be an additional cost to individual students.

Year 10 Sports Studies C (Elective)

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
Fit for Life – Focus: Health and Physical Education or Sports Studies.

CONTENT:
Sports Studies promotes learning through collaboration, critical thinking and communication reflected through the capabilities.

Topics covered in this course include:

- Netball
- Badminton
- Class Sport - Event Organisation

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
- Performance and Skill Checklists (including Leadership, Team and Individual Play)
- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:
- Reflective Evaluation

Folio and Discussion Assessment:
- Learning Portfolio
- Nutrition Investigation

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Year 10 Girls Sports Studies C (Elective)

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
Fit for Life – Focus: Health and Physical Education.

This elective GIRLS ONLY Integrated Learning course provides Henley High School students with the opportunity to participate in a girls specific Physical Education program developing a practical experience to support the development of personal capabilities.

CONTENT:
In Girls Sports Studies promotes learning through collaboration, critical thinking and communication reflected through the capabilities.

Topics covered in this course include:

- Floor Hockey
- Badminton
- Individual Nutrition Practical
- Fitness Exposures

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:

- Performance and Skill Checklists (including Leadership, Team and Individual Play)
- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio

Year 11 Physical Education A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
Year 10 Physical Education B

CONTENT:
In Physical Education, students study the body in action, apply their knowledge, collaborate and use their initiative to review and refine physical activities and improve performance. Students develop the ability to collect and analyse data in order to improve performance and participation in physical activity.

Topics covered in this course include:

- Volleyball
- Touch Football
- Skill Acquisition
- Training Methods and Principles
- Exercise Physiology

ASSESSMENT:
Students are assessed against the Health and Physical Education SACE Performance Standards.

Improvement Analysis:

- Biomechanics

Physical Activity Investigation:

- Impacts on Participation

Year 11 Physical Education B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
10 Physical Education B and 11 Physical Education A

CONTENT:
In Physical Education, students study the body in action, apply their knowledge, collaborate and use their initiative to review and refine physical activities and improve performance. Students develop and apply decision making skills to envisage and predict outcomes in relation to the performance of human physical activities.

Topics covered in this course include:

- Netball
- Flag Football Group Dynamics
- Biomechanics
- Skill Learning
- Exercise Physiology

ASSESSMENT:
Students are assessed against the Health and Physical Education SACE Performance Standards.

Improvement Analysis:

- Exercise Physiology

Physical Activity Investigation:

- Impacts on Participation

Year 11 Sports Studies A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: At Year 12 (Stage 2) This course is a precluded combination with the Sports Academy (TAS).

10 Sports Studies C

CONTENT:
In Sports Studies, students explore the performances of human physical activities and understand that human physical activity is a global endeavour with significant contributions from diverse cultures. Sports Studies promotes learning through collaboration, critical thinking and communication reflected through the capabilities.

Topics covered in this course include:

- Peer Teaching
- Basketball
- Volleyball Analysis
- Individual Sport Analysis
- Healthy Communities

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio

Year 11 Sports Studies B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: At Year 12 (Stage 2) This course is a precluded combination with the Sports Academy (TAS).

10 Sports Studies C and 11 Sports Studies A

CONTENT:
In Sports Studies, students explore the performances of human physical activities and understand that human physical activity is a global endeavour with significant contributions from diverse cultures. Sports Studies promotes learning through collaboration, critical thinking and communication reflected through the capabilities.

Topics covered in this course include:

- Expedition Investigation
- Aquatic Dangers Presentation
- Strength and Conditioning Programming

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio

ADDITIONAL CHARGES:
Aquatics Camp $65

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Year 11 Girls Sports Studies A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: At Year 12 (Stage 2) This course is a precluded combination with the Sports Academy (TAS).

10 Girls Sports Studies C

This elective GIRLS ONLY Integrated Learning course provides Henley High School students with the opportunity to participate in a girls specific Physical Education program.

CONTENT:
In Girls Sports Studies, students explore their physical capacities and investigate factors that influence and improve performance. Girls Sports Studies focus to expose the students to a further range of team and individual recreational sports to broaden the scope of their involvement in and benefits of physical activity in the community.

Topics covered in this course include:

- Small Sided Games
- Group Fitness
- Training Types
- Primary School Coaching

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio

Year 11 Girls Sports Studies B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: At Year 12 (Stage 2) This course is a precluded combination with the Sports Academy (TAS).

10 Girls Sports Studies C and 11 Girls Sports Studies A

This elective GIRLS ONLY Integrated Learning course provides Henley High School students with the opportunity to participate in a girls specific Physical Education program.

CONTENT:
In Girls Sports Studies, students explore their physical capacities and investigate factors that influence and improve performance. Girls Sports Studies focus to expose the students to a further range of team and individual recreational sports to broaden the scope of their involvement in and benefits of physical activity in the community.

Topics covered in this course include:

- Park Run
- Net/Wall Games
- Bush Walking Camp
- Aquatics/Bush Walking

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio
- Round Table Presentation

ADDITIONAL CHARGES:
Bush Walking Camp $85.

Year 11 Advanced Fitness Cluster

LEVEL: Year 11 or Year 12 (Stage 2)
This is a Stage 2 subject, available to Year 11 or Year 12 students.

LENGTH: 2 Semesters (40 Stage 2 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
This course provides students with an opportunity to complete 4 of the major competencies towards their Certificate III in Fitness. The Certificate III in Fitness is the minimum requirement for any students wishing to work within the fitness industry such as Gyms, Bootcamps & other spaces. Students will require a mature approach to their study and must have a strong passion for health and fitness to be successful in this course.

CONTENT:
The Advance Fitness cluster will provide students with direct competencies towards a Certificate III in Fitness through both theory and practical assessments of the following units:

- **VPF01:** Exercise Pre-Screening Assessments
- **CHCDIV001:** Work with Diverse People
- **ANP01:** Anatomy & Physiology
- **HLTAID011:** First Aid Certificate

ASSESSMENT:
Students are assessed against the Australian Institute of Personal Trainers (AIPT) professional standards and must receive proficiency in each module to successfully obtain their qualification.

- Students will complete theory modules on each of the competencies.
- Students will participate in practical assessments held both on-site and off-site.

CONTINUOUS PATHWAY OPPORTUNITY:
Upon completion of the Advanced Skills cluster, students may have the opportunity to enter an 'on-the job' traineeship to complete the full Certificate III in Fitness. Students will receive a credit transfer for the units completed within the advanced skills cluster. The traineeship has a minimum requirement of 6 hours per week. Full completion of a Certificate III in Fitness would provide students with 100 Stage 2 SACE Credits.

ADDITIONAL CHARGES:

$1100.

Year 12 Physical Education

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
11 Physical Education A and B

CONTENT:
In Physical Education, students collect evidence and analyse human physical performance by investigating, measuring and recording human physical activities using technologies. They analyse a range of data to identify problems, develop and implement their own solutions, and evaluate outcomes.

Topics covered in this course include:

- Skill Learning
- Biomechanics
- Exercise Physiology

ASSESSMENT:
Students are assessed against the Health and Physical Education SACE Performance Standards.

Folio Assessment:

- Diagnostics
- Improvement Analysis
- Group Dynamics

Year 12 Sports Studies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: This course is a precluded combination with the Sports Academy (TAS).

11 Sports Studies A and B

CONTENT:
Sports Studies promotes learning through collaboration, critical thinking and communication. Students apply their knowledge, understandings and skills in a variety of structured sport and recreational activities.

Topics covered in this course include:

- Aquatics Camp
- Invasion Games Unit
- Fitness
- Primary School Coaching
- Physical Activity Inactivity Task

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

Investigation Assignment

- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio
- Round Table Presentation

Project:
Research/Project Based Assignment

ADDITIONAL CHARGES:
Aquatics Camp $150.

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Year 12 Girls Sports Studies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
NOTE: This course is a precluded combination with the Sports Academy (TAS).

11 Girls Sports Studies A and B

CONTENT:
Girls Sports Studies promotes learning through collaboration, critical thinking and communication. Students apply their knowledge, understandings and skills in a variety of structured sport and recreational activities.

Topics covered in this course include:

- Self-Directed Fitness
- Boxing
- Bush Walking
- Primary School Coaching
- Diet Related Disease Investigation

ASSESSMENT:
Students are assessed against the Integrated Learning SACE Performance Standards.

Practical Assessment:
Performance and Skill Checklists (including Leadership, Team and Individual Play)

- Investigation Assignment
- Reflection and Understanding Assignment

Group Activity:

- Reflective Evaluation

Folio and Discussion Assessment:

- Learning Portfolio
- Round Table Presentation

Project:

- Research/Project Based Assignment

ADDITIONAL CHARGES:
Bush Walking Camp $100.

Year 12 Advanced Fitness Cluster

LEVEL: Year 11 or Year 12 (Stage 2)
This is a Stage 2 subject, available to Year 11 or Year 12 students.

LENGTH: 2 Semesters (40 Stage 2 credits)

CONTACT PERSON:
Chris Cilento

RECOMMENDED BACKGROUND:
This course provides students with an opportunity to complete 4 of the major competencies towards their Certificate III in Fitness. The Certificate III in Fitness is the minimum requirement for any students wishing to work within the fitness industry such as Gyms, Bootcamps & other spaces. Students will require a mature approach to their study and must have a strong passion for health and fitness to be successful in this course.

CONTENT:
The Advance Fitness cluster will provide students with direct competencies towards a Certificate III in Fitness through both theory and practical assessments of the following units:

- **VPF01:** Exercise Pre-Screening Assessments
- **CHCDIV001:** Work with Diverse People
- **ANP01:** Anatomy & Physiology
- **HLTAID011:** First Aid Certificate

ASSESSMENT:
Students are assessed against the Australian Institute of Personal Trainers (AIPT) professional standards and must receive proficiency in each module to successfully obtain their qualification.

- Students will complete theory modules on each of the competencies.
- Students will participate in practical assessments held both on-site and off-site.

CONTINUOUS PATHWAY OPPORTUNITY:
Upon completion of the Advanced Skills cluster, students may have the opportunity to enter an 'on-the job' traineeship to complete the full Certificate III in Fitness. Students will receive a credit transfer for the units completed within the advanced skills cluster. The traineeship has a minimum requirement of 6 hours per week. Full completion of a Certificate III in Fitness would provide students with 100 Stage 2 SACE Credits.

ADDITIONAL CHARGES:
$1100.

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Sports Academy

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Year 7 Sports Academy

LEVEL: Year 7

LENGTH: 2 Semesters

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

CONTENT:
Students within the academy are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

Topics covered in this course include:

- Skill and performance development
- Fitness
- Officiating
- Nutrition
- Sports Psychology
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Health and Physical Education Australian Curriculum achievement standards.

Practical Assessment:
- Skill checklists
- Performance presentation

Folio Assessment:
- Sports psychology
- Nutrition and hydration
- Officiating
- Individual performance analysis
- Performance practical and reflection
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

Year 8 Sports Academy

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

CONTENT:
Students within the academy are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

Topics covered in this course include:

- Skill and performance development
- Fitness
- Officiating
- Nutrition
- Goal setting
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Health and Physical Education Australian Curriculum achievement standards.

Practical Assessment:
- Skill checklists
- Performance presentation

Folio Assessment:
- Sports psychology
- Nutrition and Hydration
- Officiating
- Individual performance analysis
- Performance practical and reflection
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

Year 9 Sports Academy

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

CONTENT:
Students within the academy are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

Topics covered in this course include:

- Skill and performance development
- Fitness
- Officiating
- Nutrition
- Goal setting
- Competition routines
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Health and Physical Education Australian Curriculum achievement standards.

Practical Assessment:
- Skill checklists
- Performance presentation

Folio Assessment:
- Sports psychology
- Nutrition and Hydration
- Officiating
- Individual performance analysis
- Performance practical and reflection
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

Year 10 (Stage 1) Sports Academy

LEVEL: Year 10 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

CONTENT:
Students within the academy are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

Topics covered in this course include:

- Skill and performance development
- Exercise physiology
- Coaching course
- Nutrition
- Goal setting
- Motivation and imagery
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Stage 1 SACE Cross Disciplinary Studies performance standards.

Skills and Application Tasks:
- Skill checklists
- Performance presentation
- Nutrition and hydration

Group Project Tasks:
- Coaching
- Sports psychology

Analysis Tasks:
- Individual performance analysis
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

Year 11 (Stage 1) Sports Academy

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

NOTE: Year 12 (Stage 2) This course is a precluded combination with Sports Studies and Girls Sports Studies.

CONTENT:
Students within the academy are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

Topics covered in this course include:

- Skill and performance development
- Exercise physiology
- Skill acquisition
- Nutrition
- Goal setting and decision making
- Sports psychology
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Stage 1 SACE Cross Disciplinary Studies performance standards.

Skills and Application Tasks:
- Skill checklists
- Performance presentation
- Nutrition and hydration

Group Project Tasks:
- Coaching
- Sports psychology

Analysis Tasks:
- Individual performance analysis
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

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Year 12 (Stage 2) Sports Academy

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

NOTE: This course is precluded combination with Sports Studies and Girls Sports Studies.

CONTENT:
This academy provides students with the opportunity to further understand and analyse the human body, its movements and functions within sport.

Topics covered in this course include:

- Skill and performance development
- Sport injury prevention techniques
- Exercise physiology
- Skill acquisition
- Sports nutrition and diet evaluation
- Sports psychology
- Biomechanics and Skill Learning

ASSESSMENT:
Students are assessed against the Stage 2 SACE Cross Disciplinary Studies performance standards.

Commentary Tasks:
- Injury prevention
- Sports psychology

Group Project Task:
- Coaching

Analysis Tasks:
- Exercise physiology
- Sports nutrition

Presentation and Discussion Task:
- Technique analysis

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

Year 12 (Stage 2) Sports Academy (NON TAS)

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Chad Winstanley

RECOMMENDED BACKGROUND:
Student athletes must play/compete for a peak body affiliated or community club.

CONTENT:
Students complete Community Studies A and develop an individual program of learning around their knowledge and skills within their Academy sport.

Program of learning could include:

- Skill and performance development
- Coaching and officiating
- Sports nutrition and diet evaluation

ASSESSMENT:
Students are assessed against the Stage 2 SACE Community Studies A performance standards.

SPECIAL REQUIREMENTS:
Students apply for the Sports Academy. Student athletes need to meet all the criteria before being offered a position in the program.

SUBJECT LEVY:
See website for details.

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Home Economics & Health

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Year 7 Food, Nutrition and Health

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Nil

CONTENT:
This course is designed against the Design and Technology Australian Curriculum and has a focus on skills and knowledge around Food and Nutrition. Students will examine kitchen tools and equipment, how to use and maintain kitchen technology and how food can improve our overall health and wellbeing. Students will learn how to identify and explain healthy eating guidelines and how to maintain a safe kitchen environment. Students will engage in the design cycle and will investigate, design, produce and reflect on a range of issues involving Kitchen safety, snack foods and health eating principles as well as sustainability and our food cycles. Students demonstrate their understanding through designing solutions for complex sustainability and lifestyle issues.

The second part of the course is aligned to the Personal, Social and Community Health strand in the Health and Physical Education curriculum. The Health program is aligned to the SHine SA teaching and learning program and has a strong focus on individual identity and understanding puberty. Student evaluate and analyse how individuals respond emotionally to different situations and the actions that demonstrate empathy and sensitive behaviours within our community.

Topics:

- Kitchen Safety and Technology
- Australian Guide to Healthy eating, Snack foods and food choices
- Sustainability, Food supply cycles and Kitchen gardens

ASSESSMENT:
Assessments are aligned to the Health and Physical education curriculum, strand personal, social and community health covering the focus areas of, Food and Nutrition, Mental Health and Wellbeing, Relationships and Sexuality and Safety. Students demonstrate their understanding through a range of research, investigative tasks including strategies to create a healthier future for individuals and the wider community.

Year 8 Food, Nutrition and Health

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food, Nutrition and Health (Compulsory).

CONTENT:
This semester program expands on concepts introduced in Year 7 Food and Nutrition. Students will explore nutritional impacts of adhering to the Australian Guidelines to Healthy Eating and the potential impacts of lifestyle disease, on the community. Students will undertake cooking practicals to develop skills and knowledge in safe food handling, safe kitchen practices and how to choose and follow healthy recipes. The health program once again is aligned to the Personal, Social and Community Health strand in the Health and Physical Education curriculum. The term long health program is aligned to the SHine SA teaching and learning program and has a strong focus on individual identity and understanding puberty. Students evaluate and analyse how individuals respond emotionally to different situations and the actions that demonstrate empathy and sensitive behaviours within our community.

ASSESSMENT:
Assessments are aligned to the Health and Physical education curriculum, strand personal, social and community health covering the focus areas of; Food and Nutrition, Mental Health and Wellbeing, Relationships and Sexuality and Safety. Students demonstrate their understanding through a range of research, investigative tasks including strategies to create a healthier future for individuals and the wider community.

Year 9 Food and Health

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food and Textiles, Year 8 Food, Nutrition and Health.

CONTENT:
This course is aligned to both Design and Technologies and Health and Physical Education curriculum with one term focussing on Food and the other Health. The term dedicated to food provides students the opportunity analyse Asia's influence on Australian food culture and diet while applying a range of specialist techniques in preparing and serving food. Students use the design process to find a food solution for an Asian fast food restaurant and examine how to better include vitamins and minerals into snack foods. In the term focussed on health students engage with the Shine SA teaching and learning program and evaluate health information from a range of credible health programs. They will apply problem solving skills to a range of health scenarios and analyse how external influences can impact personal identity.

ASSESSMENT:
Assessments for the Health components are aligned to the Health and Physical education curriculum, strand personal, social and community health covering the focus areas of; Mental Health and wellbeing, Relationships and sexuality, Safety and Alcohol and other drugs. The Food aspect of the course is aligned to the Design and Technologies, Food specialisations curriculum.

Year 9 Food Design C

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food, Nutrition and Health, Year 8 Food, Nutrition and Health, Year 9 Food and Health.

CONTENT:
Students will develop an understanding of the importance of a variety of food, sound nutrition principles and food preparation skills in order to make better food decisions for their future. The Australian Guide to Healthy Eating is used to analyse food choices. This course involves students to explore and investigate the key role technologies have in the design and production of food. Students will develop their understanding of kitchen safety, hygiene, technology, food preparation, presentation along with the development of collaborative learning through group work. By sourcing local ingredients students will use technology to create a range of products, services and environments.

ASSESSMENT:
Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology, with emphasis on food and fibre production, food specialisation and materials and technologies specialisation.

Year 9 Textile and Fashion Design C

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food, Nutrition and Health, Year 8 Food, Nutrition and Health, Year 9 Food and Health, Year 9 Fashion, Environmental and Graphic Design C.

CONTENT:
With a focus on Textile technologies students develop design and construction techniques to produce textile items within design parameters. Students will investigate fabric construction and properties, sustainability and issues around fast fashion and ethical understanding around textile production in Australian. Students will develop skills in the safely use of Bernina sewing machines to create 2 design projects within the semester.

ASSESSMENT:
Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology, with emphasis on fibre production, fibre specialisation and materials and technologies specialisation.

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Year 10 Café Skills C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food, Nutrition and Health, Year 8 Food, Nutrition and Health, Year 9 Food and Health, Year 9 Food Design.

CONTENT:
This course in an introduction to the art of coffee making and café skills. Students will be provided with hands on training and experience in the preparation of black and milk coffees, develop skills and knowledge in the operation of industrial espresso machines. Students will investigate, design and create a small café business and will engage in customer service skills through small business enterprise. Students will investigate current service trends in the café sector of the food and hospitality industry and develop food products and design solutions for café service.

ASSESSMENT:
Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology, with emphasis on strands Technologies and Society and Creating Design Solutions.

Year 10 Catering and Event Management C

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food, Nutrition and Health, Year 8 Food, Nutrition and Health, Year 9 Food and Health, Year 9 Food Design.

CONTENT:
This course is an introduction to the range of industries within hospitality and event management; including tourism, travel, sport, cultural and community sectors. Providing students the opportunity and confidence to gain skills in service to customers, communication and the development leadership qualities. Students gain an understanding of the complex economic, social, cultural and environmental impacts of Events/ Tourism and how Hospitality works in conjunction with the event industry. Students explore topics around event/ party planning including current food trends and cake decorating techniques.

ASSESSMENT:
Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology, with emphasis on strands Technologies and Society and Creating Design Solutions.

Year 10 Health C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins or Alycia Spencer

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition & Health and Year 9 Food & Health.

CONTENT:
Students explore various current health issues in society and utilise community resources through research of foundations and organisations. Skills of communication, collaboration, resilience and wellbeing are enhanced within this course.

Students will learn about holistic wellbeing where wellness is not just about the absence of disease or illness. They will explore the combination of a persons physical, mental, emotional and social health. Students will research how wellbeing is strongly linked to happiness and life satisfaction.

ASSESSMENT:
Assessments are aligned to the achievement standards in Personal and Social Health in the Australian Curriculum. Students complete investigations, group and practical tasks to demonstrate their learning.

Topics include:

- Paired practical activity – Community wellbeing and health promotion of an organisation or foundation
- Individual investigation – Sexual health and relationships
- Group (verbal) investigation and individual reflection on a mental health topic of choice

Year 10 Child Studies A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition & Health, Year 9 Food & Health and Year 9 Food & Textiles.

CAREER FOCUS:
This course would be valuable for any student wishing to enter any child based profession (teaching, early education, child psychology, midwifery, paediatrician)

CONTENT:
Students develop and understanding of children in the areas of physical, social, emotional, language and cognitive development milestones along with how children from birth to 8 develop holistically. This course is a foundation to understand child development and provides students the opportunity to gain valuable insight into how young people play, communicate and learn in a variety of settings. This course aims to build student's capacity to align activities for children around the Early Years Learning Framework and Outcomes. The course also provides valuable experience to build skills in engaging with the local kindergarten children.

ASSESSMENT:
Topics include: Conception to Birth, Growth and Development, Play Based Learning and Nutrition. Students complete research, investigations, action plans and group decision making tasks to demonstrate their learning. Assessments are aligned to the achievement standards in both Design and Technologies and Personal and Social Health in the Australian Curriculum.

ADDITIONAL CHARGES:
If students wish to purchase craft or food items to support their designs then there may be additional charges.

Year 10 Child Studies (Early Educator) B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins or Tash Farrier

RECOMMENDED BACKGROUND:
Year 10 Child Studies

CAREER FOCUS & PATHWAY:
Required for entry into the Certificate III in Early Childhood Education and Care. This course would be valuable for any student wishing to enter any child-based profession in areas such teaching, early education, child psychology, midwifery or paediatrics.

CONTENT:
This program is designed to provide the essential skills, knowledge and foundation to begin the Certificate III in Early Childhood Education & Care but also provides skill development to engage and work with children across all child-based professions. The aim of the course is to provide an understanding of the scopes of work associated with child-based professions as well as have an opportunity to partake in work experience in an Early Education setting. Students will work through a series of theory and practical tasks that will develop their experience to work at a standard required for the profession including obtaining a Working with Children's Check and other valuable certificates. The course will prioritise workplace preparation, capability development and opportunities to design and implement child safe environments and activities with the local kindergarten. Students who are interested in a child-based profession or the Certificate III Early Childhood Education and Care should undertake this course.

Topics:

- Personal Venture
- Practical Exploration
- Connections

ASSESSMENT:
Integrated Learning Stage 1 (VET Flexible Industry Pathways Preparation) and successful students will gain 10 Stage 1 SACE credits upon completion of the course.

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Year 10 Textile and Fashion Design C

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition and Health, Year 9 Food and Health Year 9 Textile and Fashion Design, Year 9 Fashion, Environmental and Fashion Design C.

CONTENT:
In this course students will investigate, justify and critically analyse the ethical and sustainability considerations in producing clothing items and critically analyse why manufacturers keep similarities within their product lines. Students will also investigate how marketing influences textiles products including fast fashion and ethical clothing production. Students will investigate how fabric is constructed, embellished and finished in professional textiles environments through a street wear construction challenge. Students will learn to work with fabric that has been adapted to develop structure, stretch fabric in clothing and skills in upcycling an existing clothing product. At times students will collaborate with others on the design of their textile products and through these collaborations they will develop an understanding of how the textiles industry works by taking on different professional roles within the industry.

ASSESSMENT:
Assessments are aligned to technologies in Society thread and the food and fibre context of the Design and technologies curriculum.

SPECIAL REQUIREMENTS:
Students will need to purchase their own fabrics for major project pieces.

Year 11 (Stage 1) Food and Hospitality A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition and Health, Year 9 Food and Health, Year 9 Food Design, Year 10 Café Skills, Year 10 Catering and Event Management.

CONTENT:
Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. This semester course will focus on the development of industry skills and knowledge within key areas of menu design, culinary skills and contemporary plating techniques.

ASSESSMENT:
The course is assessed against the Stage 1 SACE Food and Hospitality performance standards and successful students will gain 10 Stage 1 SACE credits upon completion of the course.

Assessment includes:

- 2 x Practical application Tasks (50%)
- 1 x Investigation (20%)
- 1 x Group Activity (30%)

Year 11 (Stage 1) Food and Hospitality B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition and Health, Year 9 Food and Health, Year 9 Food Design, Year 10 Café Skills, Year 10 Catering and Event Management, Year 11 Food and Hospitality A.

CONTENT:
Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. This semester course will focus on the Contemporary trends within industry including service styles, indigenous ingredients and food photography.

ASSESSMENT:
The course is assessed against the Stage 1 SACE Food and Hospitality performance standards and successful students will gain 10 Stage 1 SACE credits upon completion of the course.

Assessment includes:

- 2 x Practical application Tasks (50%)
- 1 x Investigation (20%)
- 1 x Group Activity (30%)

Year 11 (Stage 1) Health and Wellbeing A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition and Health, Year 9 Food and Health Year 10 Health, Year 10 Fit for health.

CONTENT:
Students explore various contemporary health issues of choice in areas of personal wellness, adolescent health awareness, and current media trends. Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society. Students undertake a practical activity and set a personal wellness goal to improve an as aspect of their own health and wellbeing. Students have the opportunity to engage in both independent and collaborative learning, as well as get involved in health promoting activities within the community such as guest speakers, informational stall and use of social media in a positive way. Media is currently having a large impact on the community in regards to health and students will investigate a contemporary media trend to make suggestions for an improved future, developing their ethical understanding and how to use social action for positive outcomes.

ASSESSMENT:
The course is assessed against the Stage 1 SACE Health and Wellbeing performance standards and successful students will gain 10 Stage 1 SACE credits upon completion of the course.

- Practical Activity (30%)
- Investigation (40%)
- Group Activity (30%)

SPECIAL REQUIREMENTS:
Access to PE uniform for four practical sessions. Excursion – cover costs of a bus ticket.

Year 11 (Stage 1) Health and Wellbeing B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition and Health, Year 9 Food and Health Year 10 Health, Year 10 Fit for health, Stage 1 Health and Wellbeing A.

CONTENT:
Students explore various contemporary health issues of choice in areas of mental health, sexual health and current media trends on health and wellbeing. Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society. Students have the opportunity to engage in both independent and collaborative learning, as well as get involved in health promoting activities within the community such as guest speakers, informational stall and use of social media in a positive way. Using current health statistics students investigate an issue and make recommendations on how to improve health and wellbeing outcomes for individuals and the community.

ASSESSMENT:
The course is assessed against the Stage 1 SACE Health and Wellbeing performance standards and successful students will gain 10 Stage 1 SACE credits upon completion of the course.

- Practical Activity (30%)
- Investigation (40%)
- Group Activity (30%)

ADDITIONAL CHARGES:
Optional excursion – cover costs of a bus ticket.

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Year 11 (Stage 1) Child Studies C

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 10 Child Studies and/or Year 10 Early Educator

CAREER FOCUS:
This course would be valuable for any student wishing to enter any child based profession (teaching, early education, child psychology, midwifery, paediatrician)

CONTENT:
The course is designed to develop students understanding of the importance of wellbeing and development for children, it explores areas of study revolved around safe outdoor play, learning through play and builds student's capacity to align activities for children around the Early Years Learning Framework and Outcomes. Students will gain a deep understanding of what is required to run a successful experience for children through intentional teaching and hands on experience with the local kindergarten. Students will have choice in the topics and focus of their activities both individually and in groups.

Topics:

- Wellbeing
- Outdoor Play
- Exploration Play
- Investigation

ASSESSMENT:
The course is assessed against the Stage 1 SACE Child Studies performance standards and successful students will gain 10 Stage 1 SACE credits upon completion of the course. Students work individually and collaboratively and use subject specific writing styles such as Action Plans, Research tasks and investigations, learning tasks focus on contemporary child development issues and theory.

Year 12 (Stage 2) Food & Hospitality

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 7 Food & Textiles, Year 8 Food, Nutrition & Health, Year 9 Food & Health, Food & Textiles, Year 10 Food & Hospitality, Year 10 (Stage 1) Catering Operations, Stage 1 Year 11 Food & Hospitality and or Stage 1 (Year 11) Cafe Skills.

CONTENT:
The course is assessed against the Stage 2 SACE Food and Hospitality performance standards and successful students will gain 20 Stage 2 SACE credits and a contribution to their ATAR.

Assessment tasks are based on contemporary issues in the Food & Hospitality industry. Students demonstrate their understanding through a range of practical and theory tasks.

ASSESSMENT:
School-based Assessment (70%)

- Practical activities (50%)
  Action plans or research task.
- Group decision making (20%)
  Large scale catering events.

External Assessment: (30%)

- 2000 word investigations

Year 12 (Stage 2) Health & Wellbeing

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Kate Meakins or Alycia Spencer

RECOMMENDED BACKGROUND:
Year 8 Food, Nutrition & Health, Year 9 Food & Health, Food & Textiles, Year 10 Health C, Year 11 (Stage 1) Health & Wellbeing A & B.

CONTENT:
The course is assessed against the Stage 2 SACE Health & Wellbeing performance standards and successful students will gain 20 Stage 2 SACE credits and a contribution to their ATAR. Assessment tasks require students to choose from a variety of health issues in the community with the opportunity for students to focus on an area/s they are passionate about. Students will work both independently and collaboratively to research, critically analyse and make recommendations for local and global contexts of health and wellbeing for individuals and communities, strengthening their health literacy and awareness of the four health concepts (health literacy, social determinants of health, health promotion and social equity).

ASSESSMENT:
School-based Assessment (70%)

- Initiative x2 (40%)
  - Lifestyle contract
  - Group practical
- Folio x2 (30%)
  - Sexual health issues analysis
  - Minority groups issues analysis

External Assessment: (30%)

- Inquiry

Year 12 (Stage 2) Child Studies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Kate Meakins

RECOMMENDED BACKGROUND:
Year 10 Child Studies, Year 10 Early Educator, Year 11 Child Studies C

CAREER FOCUS:
This course would be valuable for any student wishing to enter any child based profession (teaching, early education, child psychology, midwifery, paediatrician)

CONTENT:
This course is shaped around a variety of contemporary topics involving children. Students will undertake studies in Neurodiversity, STEM related activities, Nature Play, Storytelling, Conceptual Play Worlds, Safety, Nutrition and Technology. Students will gain important knowledge on how to be a good play partner, how to strategically plan experiences to ensure positive outcomes for children and develop skills to engage with children creating nourishing and safe environments for learning. Students have choice in their activities, providing an opportunity to create experiences that align with their own strengths both individually and in group settings.

ASSESSMENT:
The course is assessed against the Stage 2 SACE Child Studies performance standards and successful students will gain 20 Stage 2 SACE credits and a contribution to their ATAR.

- Practical activities 50% (Action Plans and Research Tasks)

Group Decision Making 20% (Large group task that involves local Kindergarten or Primary School)

- Investigation 30% (externally assessed)

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Humanities & Social Sciences

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Year 7 HASS

LEVEL: Year 7

LENGTH: 2 Semesters

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multifaith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

ASSESSMENT:
Group based activities, oral presentations, as well as research activities, reading and comprehension of texts and graphics; essay writing.

Year 8 HASS

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
This is a compulsory Humanities and Social Sciences course. Content and skills for Year 8 are aligned to the Australian Curriculum.

CONTENT:
Students study history from the end of the ancient period to the beginning of the modern period.

The content provides opportunities for students to develop historical understanding through learning key concepts.

Students will work toward building historical knowledge, understanding, skills, developing inquiry questions and interpretation of sources.

In the second semester, students study Geography, examining urban migration, coastal degradation and bush fires as part of the Geography course.

Topics covered in this course include:

1. Overview of the important features of the period. c.650 [C.E.] – 1750 [C.E.]
2. Medieval Europe, c. 650 [C.E.] – 1868 [C.E.]
3. Japan under the Shoguns c. 1185 [C.E.] – 1868 [C.E.]
4. The Black Death in Asia, Europe and Africa c.1346 [C.E.] – 1353 [C.E.]

ASSESSMENT:
Group based activities, oral presentations, as well as research activities, reading and comprehension of texts and graphics; essay writing.

Year 9 History

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
This compulsory study of the Humanities and Social Sciences continues students' study of History from Year 8.

CONTENT:

Students study the period between 1750 and 1918 examining concepts such as nationalism and imperialism. They also examine the colonisation of Australia as part of the expansion of European power.

Topics covered in this course include:

- Overview of important features of the period, 1750 [C.E.] - 1918 [C.E.]
- Making a Better World? – 1750 [C.E.] – 1901 [C.E.]
- Movement of People, 1750 [C.E.] – 1901 [C.E.]
- Australia and Asia - Making a Nation, c. 1850 [C.E.] – 1901 [C.E.]
- World War One, 1914 [C.E.] – 1919 [C.E.]
- Landforms and Landscapes
- Changing Nations

ASSESSMENT:
Assessment includes: Research, the analysis of texts and data, tests, oral presentations and reports, multi-media presentation and essay writing.

Year 9 Geography (Elective)

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Year 8 History and Geography.

CONTENT:
There are two units of study:

- Biomes and food security
- Geographies of interconnections

Biomes and Food Security

- Students learn what biomes are and where they are situated in the world and what the connection between biomes, plants and animals are
- How change in biomes affect the sustainability of food. What are the implications of for the growth and survival of a specific agriculture

Geographies of Interconnections

- Students learn what e-waste is and its impact upon the environment and our lives. They investigate the interconnections between countries, materials and waste
- How countries exchange goods and information to allow growth.

Mapping
Students learn:

- Basic mapping skills
- To create their own maps

ASSESSMENT:
Students are assessed against the Humanities and Social Sciences Australian Curriculum Achievement Standards for Geography.

Assessment includes: Research, the analysis of texts and data, test, oral presentations and reports, multi-media presentation and essay writing.

Year 10 History

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
This compulsory study of the Humanities and Social Sciences continues students' study of History from Year 9. It also provides foundation knowledge and skills for further studies in any of the Humanities subjects offered in Stage 1..

CONTENT:
Students study History of the modern world and Australia from 1918 to the present. They examine the political turmoil, global conflict and international cooperation as a context to assist in the understanding of Australia's development and its place within the Asia-Pacific region as well as its global standing.

Prerequisites: Year 9 History and Geography

Topics covered in this course include:

- Overview of important features of 1918 to the present
- World War Two
- Rights and freedoms
- The Globalising World - Popular culture

ASSESSMENT:
Assessment includes: Research techniques, oral presentation, sources analysis, essay and report writing as well as group presentation.

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Year 10 Geography (Elective)

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Year 9 Geography.

CONTENT:
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' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views. Students investigate a specific type of environment and environmental change in Australia and one other country. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

ASSESSMENT:
Assessment includes: Research, analysis of resources, graphical representation of geographical information, oral presentations.

Year 11 (Stage 1) Ancient Studies

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History.

CONTENT:
Ancient Studies is a 10-credit subject at Stage 1 and a 20-credit subject at Stage 2.

Students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

ASSESSMENT:
Research reports, sources analysis, oral or multi-modal presentations and investigations.

Year 11 (Stage 1) Business Innovation

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Geography.

CONTENT:
Business Innovation focuses on learning entrepreneurial qualities to help students develop creative problem solving skills in the business environment and develop innovative ideas for real world customer/business problems. Design Thinking and various marketing tools are implemented in the course to guide students in pitching their ideas in Shark Tank simulated settings.

This subject provides skills and knowledge to support students in studies of SACE Stage 2 Business Innovation. This course is aligned to the Adelaide University eSchool Shark Tank Program. Students learn 9 modules, taking them through the Design Thinking Process and Lean Start-up tools for new ventures. Students have the opportunity to pitch their ideas to real life entrepreneurs and Australian Shark Tank judges in a state wide inter-school competition, competing for prize money and further professional consultation.

The benefits of the program are:

- Students receive: 1 credit or 1 unit towards any Adelaide University degree
- 2 VET (Flexible Industry Pathways) credits towards any TAFE entrepreneurial certificates
- An opportunity to be advised by industry professionals and academics on start-ups/marketing and pitching of new business ventures.

ASSESSMENT:
Assessment Type 1:

- Business Skills: Idea Proposal
- Business Skills: Value Proposition and Testing

Assessment Type 2:

- Pitch (2 minutes)
- Business model infographic

Year 11 (Stage 1) Modern History

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Geography.

CONTENT:
Students develop knowledge of major changes to the world since 1750 and their effect on people's lives. Through this, students gain insight into how the study of history leads to a greater understanding of contemporary problems and issues. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

This subject provides skills and knowledge to support students in studies of SACE Stage 2 Humanities and Social Sciences subjects including Business and Enterprise, Modern History, Society and Culture and Geography.

Assessment components of this course offer students the opportunity to develop skills of historical enquiry in preparation for taking Stage 2 Modern History through a range of research and sources analysis tasks.

Topics covered in this course include:

- Revolutions – either American, French or Russian
- The Vietnam War

ASSESSMENT:
Essays, reports and sources analysis, research essays, oral or multi-modal presentations.

Year 11 (Stage 1) Society & Culture

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Year 10 Geography.

CONTENT:
Students study a number of contemporary issues that are relevant to them in local, national and global contexts.

This subject develops skills and knowledge for study of: Stage 2 Society and Culture; Stage 2 History; Stage 2 Business and Enterprise and Stage 2 Geography.

Focus areas in this course are drawn from the following topics:

- Forces for social change or continuity
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Relationships between societies and natural environments
- The social impact of environmentally sustainable and unsustainable practices
- Cultures and subcultures in Australian society

ASSESSMENT:
Sources analysis, written and/or oral presentation, or multi-modal; group activities and Investigation. Formative Assessment includes: whole class discussion, individual written and oral discussion as well as written reports.

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Year 11 (Stage 1) Aboriginal Studies

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Geography.

CONTENT:
Learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice underpins the learning in this subject. It enables students to access a range of Aboriginal viewpoints and develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities.

Students develop their understanding of Aboriginal narratives and accomplishments as told by Aboriginal peoples. Through their understanding of the connections between past and present, students deconstruct and analyse experiences that are of significance to Aboriginal peoples and communities.

Students learn from Aboriginal peoples and communities about enterprises developed in response to significant past and/or contemporary experiences.

Through their learning in this subject, students gain confidence and develop respectful ways of thinking, listening, communicating, and understanding. As they develop respectful understanding, students connect with, reflect on, and evaluate their own learning. Students progressively challenge their own thinking and ideas as they develop and extend their understanding of Aboriginal peoples' identities and experiences

ASSESSMENT:
- Assessment Type 1: Learning Journey x3
- Assessment Type 2: Creative Presentation x1

Year 12 (Stage 2) Business Innovation

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Stage 1 Business Innovation. Successful completion of Year 10 General Mathematics.

CONTENT:
Students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions. Students will work in three contexts of Starting, Sustaining and Transforming businesses.

Core Topics:
- Innovation
- Decision Making and Project Management
- Financial Literacy and Information Management
- Global, Local and Digital Perspectives

ASSESSMENT:
Students are assessed against the SACE Performance Standards for Stage 2 Business Innovation.

Assessment:
School Based
- Four Business Skills Tasks (40%)
- Business Model (30%)
- External Assessment Business Plan and Pitch (30%)

Year 12 (Stage 2) Ancient Studies

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 Credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Stage 1 Ancient Studies and/or Stage 1 Modern History and/or Stage 1 Society and Culture and/or Year 10 History.

CONTENT:
In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Topics:
Students study three topics selected from a list of seven topics. Students also complete an externally assessed individual inquiry.

Students study three topics from the list of seven topics.
- Topic 1: Daily life
- Topic 2: Military conflict
- Topic 3: Political power and authority
- Topic 4: Religion
- Topic 5: Material culture
- Topic 6: Literature — prose, narrative, or epic
- Topic 7: Literature — drama and poetry.

ASSESSMENT:
- Assessment Type 1: Skills and Applications 50%
- Assessment Type 2: Connections 20%
- Assessment Type 3: Inquiry 30%

Year 12 (Stage 2) Modern History

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Year 10 Geography and/or Stage 1 History and/or Stage 1 Society and Culture.

CONTENT:
Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Topics:
Students study one topic from 'Modern nations' and one topic from 'The world since 1945', selected from the following list

Modern Nations - Topics
1. Australia (1901–56)
2. United States of America (1914–45)
3. Germany (1918–48)
4. The Soviet Union and Russia (1945–c.2004)
5. Indonesia (1942–2005)
6. China (1949–c.2012)

The world since 1945 - Topics:
7. The changing world order (1945–)
8: Australia's relationship with Asia and the South Pacific Region (1945–)
9. National self-determination in South-East Asia (1945–)
10. The struggle for peace in the Middle East (1945–)
11. Challenges to peace and security (1945–)
12. The United Nations and establishment of a global perspective (1945–)

ASSESSMENT:
Students are assessed against the Humanities and Social Sciences SACE Performance Standards for Stage 2 Modern History.

Assessment:
School Based
- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: History Study (20%)

External:
- External exam (30%)

Year 12 (Stage 2) Society & Culture

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Linda Emes

RECOMMENDED BACKGROUND:
Successful completion of Year 10 History and/or Year 10 Geography and/or Stage 1 Society and Culture.

CONTENT:
Students study a range of social phenomena and issues relevant to local, national and global societies. Through student investigation and analysis of societies, they develop skills and methods that can be applied in the fields of public relations, business management, journalism, law, sociology, psychology, anthropology, politics and human resource management. Students need to be prepared to work independently and in the field. Fieldwork includes: surveys, interviews, camera use and observations.

Topics:
Will be chosen from the three major groups:
- Culture
- Contemporary Challenges
- Global Issues

ASSESSMENT:
Students are assessed against the Humanities and Social Sciences SACE Performance Standards for Stage 2 Society and Culture.

Assessment:
School Based:
- Assessment Type 1 - Folio (50%)
- Assessment Type 2 - Group Activity (20%)

External:
- Investigation (30%)

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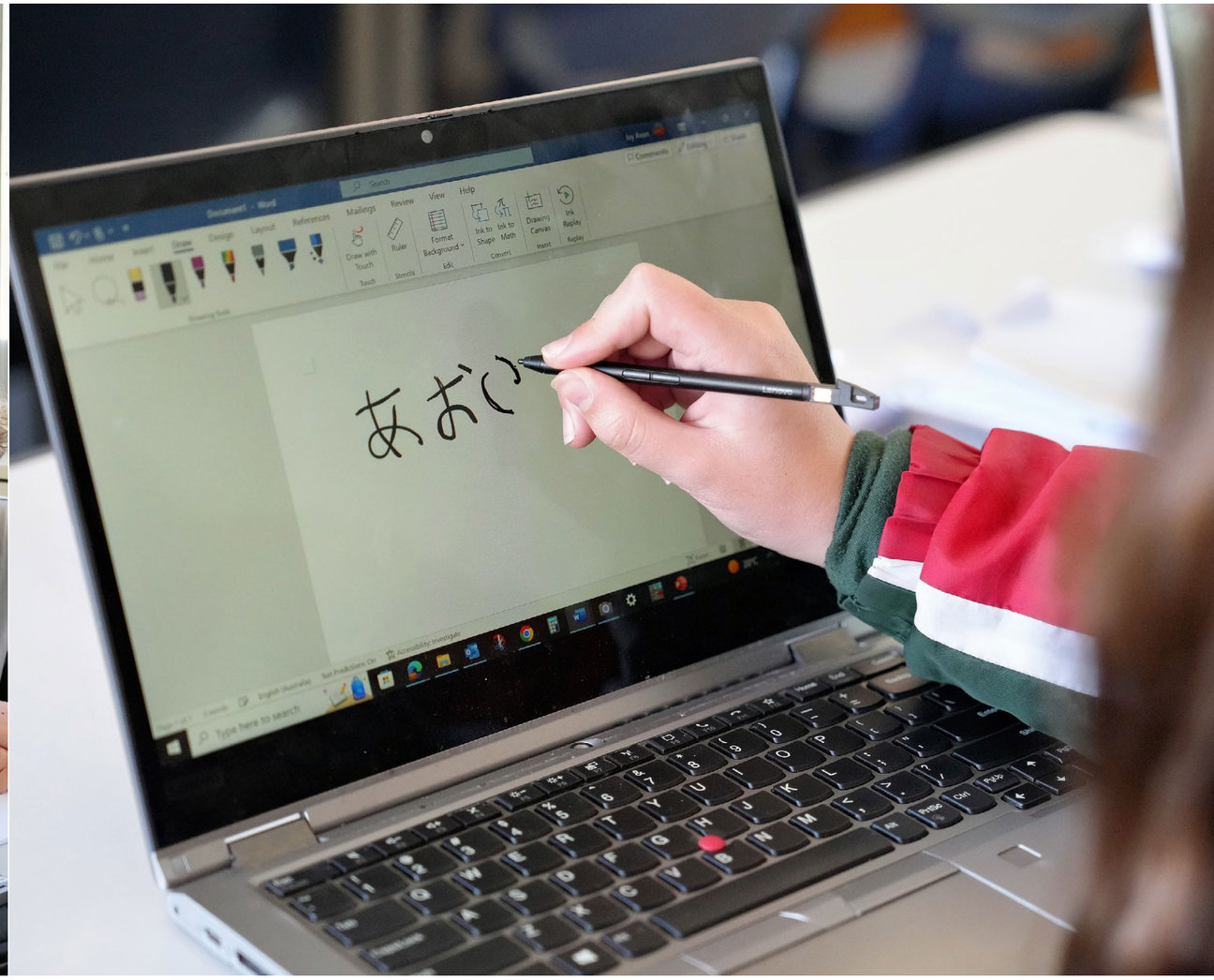
Languages



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Year 8 Japanese A & B (Full Year)

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND: No previous experience in studying Japanese is necessary.

CONTENT:
Students will learn basic communication skills in Japanese. They will do this by working with their peers, teachers and background speakers in person and through the use of technologies. Students will develop their intercultural understanding by making connections and comparisons between their own and other cultures. They also experience authentic learning by taking part in excursions and virtual or onshore sister school connections. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. In later years students may also have the opportunity to participate in a study tour to Japan.

Topics covered in this course include:

- Greetings and self- introductions
- Numbers
- Food and eating out
- Identity
- Manga and amine
- Housing
- Japanese writing systems of Hiragana, Katakana and basic Kanji

ASSESSMENT:
Students are assessed against the Japanese Australian Curriculum Standards. Assessment includes:

- Reading and listening comprehension tasks
- Conversations, role-plays and oral presentations
- Cultural studies and investigations
- Written and multimedia texts

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 9 Japanese A & B (Full Year)

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND: Successful completion of a full year of Year 8 Japanese.

CONTENT:
Students will continue to build upon their communication skills in Japanese. They will do this by working with their peers, teachers and background speakers in person and through the use of technologies. Students will further develop their intercultural understanding by making connections and comparisons between their own and other cultures. They also experience authentic learning by taking part in excursions and virtual or onshore sister school connections. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. In later years students may also have the opportunity to participate in a study tour to Japan.

Topics covered in this course include:

- Daily routine
- School life
- Hobbies
- Shopping
- Making arrangements
- Festivals and celebrations

ASSESSMENT:
Students are assessed against the Japanese Australian Curriculum Standards. Assessment includes:

- Reading and listening comprehension tasks
- Conversations, role-plays and oral presentations
- Cultural studies and investigations
- Written and multimedia texts

SPECIAL REQUIREMENTS:
It is recommended that students choosing Year 9 Japanese A also choose Year 9 Japanese B. Students cannot choose Japanese B only.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 10 Japanese A & B (Full Year)

LEVEL: Year 10

LENGTH: 2 Semesters

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND: Successful completion of a full year of Year 9 Japanese.

CONTENT:
Students will continue to build upon their communication skills in Japanese. They will do this by working with their peers, teachers and background speakers in person and through the use of technologies. Students will further develop their intercultural understanding by making connections and comparisons between their own and other cultures. They experience authentic learning by taking part in excursions and virtual or onshore sister school connections. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. In Year 10 or 11 students may also have the opportunity to participate in a study tour to Japan.

Topics covered in this course include:

- Milestones in your life (past major events)
- Identity, nationality, language
- Fast food culture in Australia and Japan
- Shopping
- Part-time work
- Careers and aspirations

ASSESSMENT:
Students are assessed against the Japanese Australian Curriculum Standards. Assessment includes:

- Reading and listening comprehension tasks
- Conversations, role-plays and oral presentations
- Cultural studies and investigations
- Written and multimedia texts

SPECIAL REQUIREMENTS:
It is recommended that students choosing Year 10 Japanese A also choose Year 10 Japanese B. Students cannot choose Japanese B only.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 11 (Stage 1) Japanese Continuers A & B (Full Year)

LEVEL: Year 11 (Stage 1)

LENGTH: 2 Semesters (20 Credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND: Successful completion of a full year of Year 10 Japanese.

CONTENT:
Students will continue to build upon their communication skills in Japanese. They will do this by working with their peers, teachers and background speakers in person and through the use of technologies. Students will further develop their intercultural understanding by making connections and comparisons between their own and other cultures. They experience authentic learning by taking part in excursions and virtual or onshore sister school connections. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. In Year 10 or 11 students may also have the opportunity to participate in a study tour to Japan.

Topics covered in this course include:

- Holidays and Leisure
- My Family
- School life
- Study, Hobbies and Part-time Jobs
- Travel
- Technology, Communication and Media

ASSESSMENT:
Students are assessed against the SACE Japanese Stage 1 Performance Standards. Assessment includes:

- Interactions: conversations, presentations and discussions
- Text analysis: analysing and interpreting written and spoken texts
- Text production: writing in Japanese and responding to written texts
- Investigation: research and communication about Japanese culture and society

SPECIAL REQUIREMENTS:
Students who have studied for 1 year or more in Japan are not eligible to study this course.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 12 (Stage 2) Japanese Continuers

LEVEL: Year 12 (Stage 1)

LENGTH: 2 Semesters (20 Credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND: Successful completion of a full year of Year 11 Japanese.

CONTENT:
In Year 12 (Stage 2) Japanese, students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. Students also analyse texts to interpret meaning and examine relationships between language, culture and identity, and reflect on ways in which culture influences communication.

They experience authentic learning by taking part in excursions and virtual or onshore sister school connections. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest.

Topics covered in this course include:

- Japanese Traditions - Now and Then
- Japanese Influences on the World
- Living in Japan
- My Future Plans
- Environmental Issues
- The Changing World

ASSESSMENT:
Students are assessed against the SACE Japanese Stage 2 Performance Standards. Assessment includes:

School-based Assessment: 70%
Folio (50%) and In- Depth-Study (20%) tasks include:

- Interactions: conversations, presentations and discussions
- Text analysis: analysing and interpreting written and spoken texts
- Text production: writing in Japanese and responding to written texts
- Investigation: research and communication about Japanese culture and society

External Assessment: 30%

- Written Examination (20%)
- Oral Examination (10%)

SPECIAL REQUIREMENTS:
Students who have studied for 1 year or more in Japan are not eligible to study this course.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

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Year 10 Japanese Beginners A

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (in Semester 1) (10 credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND:
Japanese Beginners is designed as a two year course of study for senior secondary students with little or no previous experience of learning Japanese. Students who have studied Japanese at primary school are eligible to study Japanese at Beginners Level.

CONTENT:
Students of Japanese Beginners quickly develop the skills of listening, speaking, reading and writing in the language and produce a variety of texts including multi-model texts using information technologies. They also develop their intercultural understanding, and linguistic skills throughout the course.

They experience authentic learning by taking part in excursions, which may include attending performances, exhibitions, restaurant visits and areas of cultural interest. Students also have the opportunity to participate in the Henley High School bi-annual study tour to Japan.

Topics covered in this course include:

- Greetings
- Introducing Yourself and Your Family
- Describing Family and Friends
- Talking about Birthdays
- Telling the Time and Daily Routines
- Likes and Dislikes
- Health and Sickness

ASSESSMENT:
Students are assessed against the Stage 1 SACE performance standards for Japanese Beginners. Assessments include:

- Conversations and presentations
- Reading and Listening
- Comprehension tasks
- Writing and responding in Japanese

SPECIAL REQUIREMENTS:
There is eligibility criteria for the Japanese Beginners program. Japanese Beginners is designed as a two year course of study for senior secondary students with little or no previous experience of learning Japanese. Students who have studied Japanese at primary school are eligible to study Japanese at Beginners Level.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 10 Japanese Beginners B

LEVEL: Year 10 (Stage 1)

LENGTH: 1 Semester (in Semester 2) (10 credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND:
Students need to have studied Japanese Beginners A to be eligible for Japanese Beginners B.

CONTENT:
Students of Japanese Beginners quickly develop the skills of listening, speaking, reading and writing in the language and produce a variety of texts including multi-model texts using information technologies. Students also develop their intercultural understanding, and linguistic skills throughout the course.

Students experience authentic learning by taking part in excursions. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. They may also have the opportunity to participate in the Henley High School bi-annual study tour to Japan.

Topics covered in this course include:

- Your house and Japanese houses
- Neighbourhoods
- Asking and giving directions
- Shopping
- Eating out

ASSESSMENT:
Students are assessed against the Stage 1 SACE performance standards for Japanese Beginners. Assessment includes:

- Conversations, role-plays and presentations
- Reading and Listening Comprehension tasks
- Writing and responding in Japanese

SPECIAL REQUIREMENTS:
Students need to have studied Japanese Beginners A to be eligible for Japanese Beginners B. Students cannot choose Japanese B only.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 11 (Stage 1) Japanese Beginners A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (in Semester 1) (10 credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND:
Japanese Beginners is designed as a two year course of study for senior secondary students with little or no previous experience of learning Japanese. Students who have studied Japanese at primary school and/or for 1 semester in Year 8 are eligible to study Japanese at Beginners Level.

CONTENT:
Students of Japanese Beginners quickly develop the skills of listening, speaking, reading and writing in the language and produce a variety of texts including multi-model texts using information technologies. They also develop their intercultural understanding, and linguistic skills throughout the course.

They experience authentic learning by taking part in excursions, which may include attending performances, exhibitions, restaurant visits and areas of cultural interest. Students also have the opportunity to participate in the Henley High School bi-annual study tour to Japan.

Topics covered in this course include:

- Greetings
- Introducing yourself and your family
- Describing family and friends
- Talking about birthdays
- Telling the time and daily routines
- Likes and dislikes
- Health and sickness

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE performance standards for Japanese Beginners. Assessment includes:

- Conversations and presentations
- Reading and Listening Comprehension tasks
- Writing and responding in Japanese

SPECIAL REQUIREMENTS:
Eligibility criteria are applicable for the Japanese Beginners program. Japanese Beginners is designed as a two year course of study for senior secondary students with little or no previous experience of learning Japanese language. Students who have studied Japanese at primary school and/or for 1 semester in Year 8 are eligible to study Japanese at Beginners Level.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 11 (Stage 1) Japanese Beginners B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (in Semester 2) (10 credits)

CONTACT PERSON: Ilana Nicolle

RECOMMENDED BACKGROUND:
Students need to have studied Japanese Beginners A to be eligible for Japanese Beginners B.

CONTENT:
Students of Japanese Beginners quickly develop the skills of listening, speaking, reading and writing in the language and produce a variety of texts including multi-model texts using information technologies. Students also develop their intercultural understanding, and linguistic skills throughout the course.

Students experience authentic learning by taking part in excursions. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. They may also have the opportunity to participate in the Henley High School bi-annual study tour to Japan.

Topics covered in this course include:

- Your house and Japanese houses
- Neighbourhoods
- Asking and giving directions
- Shopping
- Eating out

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE performance standards for Japanese Beginners. Assessment includes:

- Conversations, role-plays and presentations
- Reading and Listening Comprehension tasks
- Writing and responding to written texts

SPECIAL REQUIREMENTS:
Students need to have studied Japanese Beginners A to be eligible for Japanese Beginners B.

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

Year 12 (Stage 2) Japanese Beginners

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Ilana Nicolle

RECOMMENDED BACKGROUND:
Successful completion of Year 11 (Stage 1) Japanese Beginners A and B (20 credits).

CONTENT:
Year 12 (Stage 2) Japanese Beginners students will further explore the use of language and build upon their communicative skills. They will revise and learn new grammar and vocabulary in order to further develop their linguistic abilities. Their knowledge and understanding of Japanese culture and lifestyle is also enhanced through class and individual research.

Students experience authentic learning by taking part in excursions. These may include attending performances, exhibitions, restaurant visits and areas of cultural interest. They may also have the opportunity to participate in the Henley High School bi-annual study tour to Japan.

Topics covered in this course include:

- Your school and Japanese schools
- Your day at school
- Further Education; Part-time Jobs; Professions and Work
- Friends, Recreations and Pastimes
- Holidays, Travel and Tourism
- Weather

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) SACE performance standards for Japanese Beginners. Assessment includes:

School-based Assessment: 70%
Folio Tasks including:

- Interactions: Conversations; Presentations and discussions
- Text production: Writing in Japanese; Responding to written texts
- Text Analysis: Analysing and interpreting written and spoken texts

External Assessment: 30%

- Written Examination (20%)
- Oral Examination (10%)

ADDITIONAL CHARGES:
Some excursions may incur a small cost.

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Mathematics

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Year 7 Mathematics

LEVEL: Year 7

LENGTH: 2 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 6 Mathematics.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 7 curriculum.

Topics covered in this course include:

- Number and place value
- Real numbers
- Money and financial mathematics
- Patterns and Algebra
- Linear and non-Linear relationships
- Using units of measurement
- Geometric reasoning
- Chance
- Data representation and interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

Assessment may include:

- Investigations
- Skills assessment tasks

Year 8 Mathematics

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 7 Mathematics.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 8 curriculum.

Some integration through the curriculum is experienced through the use of integrated units of work across multiple faculties.

Topics covered in this course include:

- Number and place value
- Real numbers
- Money and financial mathematics
- Patterns and Algebra
- Linear and non-Linear relationships
- Using units of measurement
- Geometric reasoning
- Chance
- Data representation and interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

Assessment may include:

- Investigations
- Skills assessment tasks

Year 9 Mathematics

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 8 Mathematics.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 9 curriculum.

Topics covered in this course include:

- Number and place value
- Real numbers
- Money and financial mathematics
- Patterns and Algebra
- Linear and non-Linear relationships
- Using units of measurement
- Pythagoras/ Theorem and Trigonometry
- Geometric reasoning
- Chance
- Data representation and interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

Assessment may include:

- Investigations
- Skills assessment tasks

Year 10 Essential Maths A and B

LEVEL: Year 10

LENGTH: 2 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 9 Mathematics.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 10 curriculum.

Topics will be chosen from the following:

- Money and Financial Maths
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

- Investigations
- Skills and Application Tasks
- End of Semester Exam

Year 10 General Mathematics A and B

LEVEL: Year 10

LENGTH: 2 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 9 Mathematics with a C grade or higher.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 10 curriculum.

Topics will be chosen from the following:

- Money and Financial Maths
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

- Directed Investigations
- Skills and Application Tasks
- End of Semester Exam

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Year 10 Mathematical Methods A, B1 and B2

LEVEL: Year 10

LENGTH: 3 Semesters

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 9 Mathematics with a B grade or higher.

CONTENT:
Students develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of *Understanding, Fluency, Problem Solving* and *Reasoning*. The use of Information Technology to enforce concepts is embedded across the Year 10 curriculum.

Topics will be chosen from the following:

- Money and Financial Maths
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

ASSESSMENT:
Students are assessed against the Mathematics Australian Curriculum achievement standards.

- Directed Investigations
- Skills and Application Tasks
- End of Semester Exam

Year 11 (Stage 1) Essential Mathematics A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits) or 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Any Year 10 mathematics subject.

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

There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.

Topics will be chosen from the following:

- Calculations, time and ratio
- Earning and spending
- Measurement
- Data in context

ASSESSMENT:
Students are assessed against the Essential Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- Semester Exam

* Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement for the SACE.

PATHWAY:
Leads to Stage 2 Essential Mathematics.

Year 11 (Stage 1) General Mathematics A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits) or 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 10 General Mathematics with a B grade or higher.

CONTENT:
General Maths extends students' mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Topics will be chosen from the following:

- Investment and borrowing
- Measurement
- Statistical investigation
- Applications of trigonometry
- Linear and exponential equations and their graph
- Matrices and networks

ASSESSMENT:
Students are assessed against the General Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- Semester Exam

* Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement for the SACE.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

PATHWAY:
Leads to Stage 2 General or Essential Mathematics.

Year 11 (Stage 1) Mathematical Methods A & B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits) or 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 10 Mathematical Methods A, B1 and B2 with a B grade or higher.

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

Topics will be chosen from the following:

- Functions and graphs
- Trigonometric functions
- Counting and probability
- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

ASSESSMENT:
Students are assessed against the Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- Semester Exam

* Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

* Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement for the SACE.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

PATHWAY:
Leads to Stage 2 Mathematical Methods or General Mathematics.

Year 11 (Stage 1) Specialist Mathematics A and B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits) or 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 10 Mathematical Methods A, B1 and B2 with a B grade or higher.

CONTENT:
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

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

Topics will be chosen from the following:

- Combinatorics
- Vectors in the plane
- Geometry
- Trigonometry
- Matrices
- Real and complex numbers
- Maths induction

ASSESSMENT:
Students are assessed against the Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- Semester Exam

* The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

* Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement for the SACE.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

PATHWAY:
Leads to Stage 2 Specialist Mathematics or Mathematical Methods.

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Year 12 (Stage 2) Essential Mathematics

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Essential Mathematics A and B with a B grade or higher.

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

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

Topics:

- Scales, Plans, and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

ASSESSMENT:
Students are assessed against the Essential Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- External Exam – 30%

* Successful completion of Essential Mathematics at Year 12 (Stage 2) prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

Year 12 (Stage 2) General Mathematics

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) General Mathematics A and B with a B- grade or higher and C for the Year 11 Exam.

CONTENT:
General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

The skills and outcomes expected to be demonstrated by students are determined by the SACE and its supporting documentation.

Topics:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

ASSESSMENT:
Students are assessed against the General Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- External Exam – 30%

* Successful completion of General Mathematics at Year 12 (Stage 2) prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

Year 12 (Stage 2) Mathematical Methods

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Mathematical Methods A and B with a B- grade or higher and C for the Year 11 Exam.

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

Topics:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals.

ASSESSMENT:
Students are assessed against the Mathematical Methods SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- External Exam – 30%

* Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

Year 12 (Stage 2) Specialist Mathematics

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Nicole Osborne

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Mathematical Methods A and B, Specialist Mathematics A and B all with a B- grade or higher and C for the Year 11 Exam.

CONTENT:
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

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

Topics:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations.

ASSESSMENT:
Students are assessed against the Specialist Mathematics SACE performance standards.

- Directed Investigations
- Skills and Application Tasks
- External Exam – 30%

* The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

ADDITIONAL CHARGES:
SACE Approved Graphics Calculator

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Science

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Year 7 Science

LEVEL: Year 7

LENGTH: 2 Semesters

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This compulsory Science course is the first opportunity for students to study Science at Henley High School.

CONTENT:
Students study units of work that cover the three interrelated strands of Science; Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills.

Students develop their scientific knowledge and understanding through the study of units of work in each of the four sub-strands of Science Understanding:

- Chemical Science
- Biological Science
- Physical Science
- Earth and Space Science

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards.

These may include options such as:

- Practical Investigations
- Folio Tasks
- Topic Tests

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 8 Science

LEVEL: Year 8

LENGTH: 2 Semesters

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This compulsory Science course builds on knowledge and skills developed in Year 7 Science.

CONTENT:
Students study units of work that cover the three interrelated strands of Science; Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills.

Students develop their scientific knowledge and understanding through the study of units of work in each of the four sub-strands of Science Understanding:

- Chemical Science
- Biological Science
- Physical Science
- Earth and Space Science

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards.

These may include options such as:

- Practical Investigations
- Folio Tasks
- Topic Tests

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 9 Science

LEVEL: Year 9

LENGTH: 2 Semesters

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This compulsory Science course builds on knowledge and skills developed in Year 8 Science.

CONTENT:
Students study units of work that cover the three interrelated strands of Science; Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills.

Students develop their scientific knowledge and understanding through the study of units of work in each of the four sub-strands of Science Understanding:

- Chemical Science
- Biological Science
- Physical Science
- Earth and Space Science

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards.

These may include options such as:

- Practical Investigations
- Folio Tasks
- Topic Tests

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 10 Science A & B

LEVEL: Year 10

LENGTH: 2 Semesters

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This compulsory Science course builds on knowledge and skills developed in Year 9 and incorporates key ideas and associated standards of the Australian Curriculum.

CONTENT:
Students will begin to refine their experimental and scientific communication skills in preparation for SACE.

Topics covered in this course include:

- Biological Science – Genetics, Inheritance and Evolution.
- Chemical Science – Investigating Reactions, Atomic Structure and Properties.
- Physical Science – Motion Laws and Energy Systems.
- Earth and Space Science – Exploring the Universe and Global Systems.

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards. Assessment tasks can include:

- Practical Investigations
- Folio Tasks
- Topic Tests
- Semester Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 10 Body & Mind Science C (Elective)

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This elective Science course is designed as a pre-SACE course. Students have the opportunity to further prepare themselves for Year 11 (Stage 1) Science courses by selecting to study a Science course that focusses heavily on their identified pathway.

CONTENT:
This course is relevant to students with an interest in the Psychology or Nutrition subject areas. It provides insight into neuroscience and cognitive function, as well as forensic psychology.

Topics covered in this course include:

- Neuropsychology – Power of the Brain
- Nutrition – Power of the Body
- Cognition – Learning, Motivation, Decision Making, and Attitudes
- Forensic and Criminal Psychology

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards.

These may include options such as:

- Practical Investigations
- Folio Tasks
- Topic Tests
- Semester Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

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Year 10 Biomedical Science C (Elective)

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
This elective Science course is designed as a pre-SACE course. Students have the opportunity to further prepare themselves for Year 11 (Stage 1) Science courses by selecting to study a Science course that focusses heavily on their identified pathway.

CONTENT:
This course is relevant to students with an interest in the Biology or Chemistry subject areas. It provides insight into the different types of disease, the immune response of the human body, how antibiotics and vaccinations work, and the incredible field of nanotechnology, with a special focus on nanomaterials in medicine.

Topics covered in this course include:

- Cellular biology
- Disease and microbiology
- Immunology
- Nanotechnology (with a focus on nanomedicine)

ASSESSMENT:
Students are assessed against the Science Australian Curriculum achievement standards.

These may include options such as:

- Practical Investigations
- Folio Tasks
- Topic Tests
- Semester Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Chemistry A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
Chemistry is a branch of science that involves the study of natural and processed materials as well as an overview of the matter that makes up materials, and the properties, uses, means of production and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Topics covered in this course include:

- Materials (Metals and Polymers)
- Water
- Energy

ASSESSMENT:
Students are assessed against the Chemistry SACE performance standards.

Students are assessed by their performance in four tasks:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
Students considering studying Chemistry B in second semester must first complete Chemistry A. Students must complete a full year of Year 11 (Stage 1) Chemistry to be eligible to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Chemistry B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
This course builds on the first semester, focusing on how chemical reactions modify the properties of materials, produce new and important substances and can be used to generate electricity.

Topics covered in this course include:

- Electrochemistry
- Acids
- Analytical techniques

ASSESSMENT:
Students are assessed against the Chemistry SACE performance standards.

Students are assessed by their performance in four tasks:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
Students must complete a full year of Year 11 (Stage 1) Chemistry to be eligible to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Biology A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
Students study the overall structure of the human body, from cells to tissues, organs and organ systems. Students learn about the structure and function of many key organ systems of the human body, and the associated diseases; their underlying causes, symptoms and possible treatments. Students learn about the importance of homeostasis; maintaining constant conditions within the body, such as body temperature or blood glucose levels. Students will also study how different organisms interact at the ecosystem level.

Students design, conduct and analyse evidence from their biological investigations. Students will have the opportunity to participate in animal dissections to complement their study of the organ systems.

Topics covered in this course include:

- Multicellular Organisms (with a focus on Human Physiology)
- Homeostasis
- Ecosystems

ASSESSMENT:
Students are assessed against the Biology SACE performance standards.

Assessment tasks include:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 semester of Year 11 (Stage 1) Biology to be eligible to study Year 12 (Stage 2) Biology.

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Biology B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
This course has a focus on cellular biology. Students study the structure and function of the various cell organelles, as well as the important classes of biological molecules in cells, such as DNA and proteins. Students learn about how genes work in coding for proteins, and the importance of enzymes in living things. Students also study cell division in depth, including the loss of control of cell division, leading to cancer.

Topics covered in this course include:

- Cellular Biology
- Microorganisms

ASSESSMENT:
Students are assessed against the Biology SACE performance standards.

Assessment tasks can include:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 semester of Year 11 (Stage 1) Biology to be eligible to study Year 12 (Stage 2) Biology.

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

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Year 11 (Stage 1) Physics A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
Physics is often called the fundamental science. The study of physics offers opportunities for students to understand and appreciate the natural world.

This course is titled 'Medical Physics' and will cover the topics of:

- Electric circuits
- Medical imaging
- Waves
- Nuclear models and radioactivity

ASSESSMENT:
Students are assessed against the Physics SACE performance standards.

Assessment tasks include:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
Students considering studying Physics B in second semester must first complete Physics A. Students must complete a full year of Year 11 (Stage 1) Physics to be eligible to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Physics B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
Physics is the science of motion, matter, and energy. It explains the properties of objects, heat, light, sound, electricity, magnetism, and atoms.

This course is titled 'Fast Physics' and will cover the topics of:

- Motion in one dimension
- Forces
- Energy and its conversions
- Physics in space

ASSESSMENT:
Students are assessed against the Physics SACE performance standards.

Assessment tasks include:

- Practical Investigation
- Science as a Human Endeavour (SHE) Research Task
- Topic Test
- Semester Examination

SPECIAL REQUIREMENTS:
Students must complete a full year of Year 11 (Stage 1) Physics to be eligible to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Psychology A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
The study of psychology comes from a curiosity about behaviour and the way it can be changed. Psychology aims to describe and explain the ways that human behaviour is both universal and culturally diverse. This course allows students to investigate human behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Students can apply psychological knowledge to improve their outcomes and the quality of experience in areas such as education, relationships, employment and leisure.

Topics covered in this course include:

- Psychological Wellbeing
- Cognitive Psychology
- Exercise and Sports Psychology
- Science Inquiry Skills

ASSESSMENT:
Students are assessed against the Psychology SACE performance standards.

Assessment tasks can include:

- Practical Investigations
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Psychology to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Psychology B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
The study of psychology comes from a curiosity about behaviour and the way it can be changed. Psychology aims to describe and explain the ways that human behaviour is both universal and culturally diverse. This course allows students to investigate human behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Students can apply psychological knowledge to improve their outcomes and the quality of experience in areas such as education, relationships, employment and leisure.

Topics covered in this course include:

- Neuropsychology
- Lifespan Psychology
- Science Inquiry Skills

ASSESSMENT:
Students are assessed against the Psychology SACE performance standards.

Assessment tasks can include:

- Practical Investigations
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Psychology to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Nutrition A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
This course provides students the opportunity to develop an understanding of nutritional concepts and how they influence individual choices and the health implications of these choices.

There is a practical component in the course but it is not a Home Economics subject. Practical topics include laboratory testing of recipes and food analysis. Students will also analyse essential nutrients from food products and explore the future of the food industry.

Topics covered in this course include:

- Macro-nutrients and Micro-nutrients
- Diet Related Diseases
- Foods of the Future

ASSESSMENT:
Students are assessed against the Nutrition SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Nutrition to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

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Year 11 (Stage 1) Nutrition B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
This course provides students the opportunity to develop an understanding of nutritional concepts and how they influence individual choices and the health implications of these choices.

There is a practical component in the course but it is not a Home Economics subject. Practical topics include laboratory testing of recipes and food analysis. Students will also compare current evidence against traditional dietary guidelines and explore what influences people to eat the way they do.

Topics covered in this course include:

- Dietary Guidelines and current research
- Individual Food Choices
- Food Processing and Safety

ASSESSMENT:
Students are assessed against the Nutrition SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Nutrition to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Earth & Environmental Science A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
The Earth system involves four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere. Students study the processes that formed the oceans and atmosphere. They review the origin and significance of water at Earth's surface, how water moves through the hydrological cycle, and the environments influenced by water, in particular the oceans, the cryosphere and groundwater. Students will examine the formation of soils at Earth's surface (the pedosphere) as a process that involves the interaction of all Earth systems.

Topics covered in this course include:

- Turbulent earth
- Composition of the geosphere
- Processes in the geosphere

ASSESSMENT:
Students are assessed against the Earth and Environmental Science SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Earth and Environmental Science to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 11 (Stage 1) Earth & Environmental Science B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
2 Semesters of Year 10 Science.

CONTENT:
The Earth system involves four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere. Students study the processes that formed the oceans and atmosphere. They review the origin and significance of water at Earth's surface, how water moves through the hydrological cycle, and the environments influenced by water, in particular the oceans, the cryosphere and groundwater. Students will examine the formation of soils at Earth's surface (the pedosphere) as a process that involves the interaction of all Earth systems.

Topics covered in this course include:

- The Earth's atmosphere
- Importance of the hydrosphere
- Biosphere

ASSESSMENT:
Students are assessed against the Earth and Environmental Science SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks

SPECIAL REQUIREMENTS:
It is recommended that students complete at least 1 Semester of Year 11 (Stage 1) Earth and Environmental Science to continue to study at Year 12 (Stage 2).

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 12 (Stage 2) Earth & Environmental Science

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
At least 1 Semester of Science at Year 11 (Stage 1). Year 11 (Stage 1) Earth and Environmental Science preferred.

CONTENT:
The Earth system involves four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere. A change in any one 'sphere' can impact others at a range of temporal and spatial scales. Students consider how human beings use the Earth's resources and the impact of human activities on the environment. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth's resources, and climate change. They conduct a detailed investigation into an aspect of human activity that impacts on two or more of the Earth's systems.

Topics covered in this course include:

- Earth's systems
- Earth's resources
- Earth's sustainable Future
- Climate change

ASSESSMENT:
Students are assessed against the Earth and Environmental Science SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks
- Earth System Study

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 12 (Stage 2) Biology

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
At least 1 Semester of Science at Year 11 (Stage 1). Year 11 (Stage 1) Biology preferred.

CONTENT:
Students study the structure and function of DNA and proteins and learn about some of the incredible, cutting-edge biotechnologies being utilised by biologists and geneticists that are revolutionising medicine. Students learn about the emerging field of epigenetics and epigenetic diseases. Students study the nervous and endocrine systems, the master systems of the human body, and how these two systems work together to maintain constant conditions in the human body. Students also study the theories for the origin of life itself and how life has evolved into the great diversity we see around us today.

Topics covered in this course include:

- DNA and Proteins
- Cells
- Homeostasis
- Evolution

ASSESSMENT:
Students are assessed against the Biology SACE performance standards.

Assessment tasks can include:

- Practical Investigations
- Science as a Human Endeavour (SHE) Research Task
- Topic Tests
- Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

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Year 12 (Stage 2) Chemistry

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Chemistry (A and B).

CONTENT:
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Topics covered in this course include:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

ASSESSMENT:
Students are assessed against the Chemistry SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks
- Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 12 (Stage 2) Nutrition

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
At least 1 Semester of Science at Year 11 (Stage 1). Year 11 (Stage 1) Nutrition is recommended but not required.

CONTENT:
The study of Nutrition offers students the opportunity to build a deeper understanding of the more complex scientific principles as well as the social issues in nutrition and health. Nutrition enables students to appreciate, experience and understand the direct relationship of nutrition to the health and wellbeing of individuals and communities.

This subject covers the nutritional requirements of an individual and how they can be met, and issues related to diet and lifestyle, including strategies for improvement. Environmental and global issues related to nutrition are also considered. This is not a home economics food preparation course. It examines the nutritional status of society and how this information is used within our society.

Topics covered in this course include:

- Nutrient requirements
- Diet related disorders
- Nutritional planning
- Global nutritional issues

ASSESSMENT:
Students are assessed against the Nutrition SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks
- Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 12 (Stage 2) Psychology

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
At least 1 Semester of Science at Year 11 (Stage 1). Year 11 (Stage 1) Psychology is recommended but not required.

CONTENT:
Studying Psychology enables students to understand their own behaviour and the behaviour of others; topics have direct relevance to their personal lives.

Psychological knowledge can be applied to improve the quality of experience in various areas of life, such as education, intimate relationships, mental and physical health, child rearing, employment and leisure. This subject builds on the scientific method, which allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Topics covered in this course include:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

ASSESSMENT:
Students are assessed against the Psychology SACE performance standards.

Assessment tasks can include:

- Science as a Human Endeavour (SHE) Research Task
- Individual Investigation
- Topic Tests
- Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

Year 12 (Stage 2) Physics

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Andrew Sayers

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Physics (A and B).

CONTENT:
Physics is a fundamental science that underlies and interacts with all other branches of science. Physics involves the study of matter and energy and the interactions between them, and hence provides the basis for the study of physical phenomena ranging from sub-nuclear particles to the expanses of the universe.

It is a socially important subject which can contribute to the understanding of our modern society, in our everyday lives as well as within the scientific and technological part of society. For most, it will merge and interact with their own range of knowledge to enhance insight into areas as diverse as art, economics, law, engineering technology and other sciences, and the fabric of society itself.

Topics covered in this course include:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

ASSESSMENT:
Students are assessed against the Physics SACE performance standards.

Assessment tasks can include:

- Folio Tasks
- Skills and Application Tasks
- Examination

ADDITIONAL CHARGES:
Various excursion opportunities may be offered to students.

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The Arts: Visual Art, Design, Media Arts, Drama, Dance & Music

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Year 7 Visual & Media Arts

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This compulsory subject is the first opportunity Year 7 students have to engage with Visual and Media Arts at Henley High School.

CONTENT:
Students will learn techniques, develop skills and gain knowledge and understanding in artistic and design concepts while creating original media and visual artworks.

Students will develop and strengthen original ideas as well as a rich descriptive vocabulary that will assist them to express their opinions. Students will develop an appreciation of media and visual artworks and develop their own personal aesthetic. Students will analyse the role, history and current trends in the development of global and local cultures.

Topics may include:

- Painting/Drawing
- Print Making
- 3D
- Mixed Media
- Photoshop skills
- Digital Photography

ASSESSMENT:
Students are assessed against Visual Arts and Media Arts Australian Curriculum achievement standards.

Year 8 Visual Art C (Elective)

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This elective subject provides interested Year 8 students with the opportunity to develop skill, abilities and understanding to progress on a pathway to Year 12 (Stage 2) Visual Arts-Art or Visual Arts-Design. No previous Visual Art experience is necessary.

CONTENT:
Do you love to draw or paint and make artworks? Are you interested in developing your creativity? In this course, you will learn techniques and concepts associated with the creation of artworks. You will create original artworks using a variety of media. You will develop and strengthen your original ideas as well as developing a rich descriptive vocabulary that will assist you to express your opinions. You will also develop an appreciation of visual artworks and your own personal aesthetic. You will analyse the role, history and current trends in the development of global and local cultures to inform your own artworks.

Topics may include:

- Painting
- Drawing
- Print Making
- Ceramics

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

Year 9 Visual Art A

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Do you love to draw or paint and make artworks? Are you interested in developing your creativity? In this course you will practise expressing yourself creatively while working as an artist. You will create up to three resolved artworks of differing mediums, as well as producing folios that support your artwork. You will also learn about why and how artists change the way we view our world.

Topics may include:

- Practical - Painting, Drawing, Print Making (Relief) and Sculpture
- Analysis and Reflection of artists, artworks, methods and materials
- Arts specific Language and Analysis

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

Year 9 Visual Art B

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
In this course you will continue to develop your competency in the fundamentals of Visual Art by working as an artist and developing practical skills and techniques while expressing ideas, concepts and themes. You will create up to three resolved artworks of differing mediums, as well as producing folios that support your artworks. You will also further your knowledge of artists and artworks and analyse how art has changed the way we view the world.

Topics may include:

- Practical - Painting, Drawing, Print Making (Relief), Sculpture
- Analysis and Reflection of artists, artworks, methods and materials
- Arts specific Language and Analysis

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

Year 9 Fashion, Environmental and Graphic Design C

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Do you want to be a Fashion Designer, an Architect, an Interior Designer, a Magazine or Graphics Designer? This course gives you the opportunity to develop skills in the three areas of Design to start your career journey:

- Fashion Design - Fashion, accessories, costuming, 3D printed products
- Graphic Design - Graphics, typography, photography
- Environmental Design - Architectural housing, parks and spaces, Interior Design

You will use the design process to create works of design using a range of industry standard computer software from the Adobe Creative Suite and practical skills such as hand drawn concepts, modelling and making. You will be encouraged to creatively interpret the design brief, research contemporary/ historical practitioners, explore practical skills, ideas and solve design problems with original solutions. Your entry into the world of Design starts here.

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

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Year 10 Visual Art A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Visual Art A or B, Year 9 Fashion, Environmental and Graphic Design C or basic art skills.

CONTENT:
In this course you will work as an artist developing skills and techniques while expressing your ideas in response to a range of creative problems and challenges. You will create up to three resolved artworks of differing mediums, as well as producing folios that support your artworks. You will also further your knowledge of artists and artworks to inspire and inform your own artistic development.

Topics may include:

- Practical - Painting, Drawing, Print Making (Stencil/Screen), 3D/ Sculpture
- Analysis and Reflection of artists, artworks, methods and materials
- Arts specific Language and Analysis

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

Year 10 Visual Art B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Visual Art A or Year 10 Fashion, Environmental and Graphic Design A or general art skills.

CONTENT:
In this course, you will now begin to work as an independent artist, developing skills and techniques in two- and three-dimensional art. You will start expressing your ideas in response to a range of creative problems and challenges. You will create up to three resolved artworks of differing mediums and folios that documents your visual learning in support of your artworks. You will further your knowledge of artists and artworks through research and critical analysis which will both inform and influence your personal ideas and aesthetic.

Topics include:

- Practical - Painting, Drawing, Print Making (Stencil/Screen), 3D/ Sculpture
- Analysis and Reflection of artists, artworks, methods and materials
- Arts specific Language and Analysis

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

Year 10 Fashion, Environmental and Graphic Design A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Fashion, Environmental and Graphic Design C, Visual Art or Media Arts, Year 9 Textile and Fashion Design C.

CONTENT:
Do you want to be a Fashion Designer, an Architect, an Interior Designer, a Magazine or Graphics Designer? This course gives you the opportunity to develop skills in the three areas of Design to start or continue your career journey:

- Fashion Design - Fashion, accessories, costuming, 3D printed products
- Graphic Design - Graphics, typography, photography
- Environmental Design - Architectural housing, parks and spaces, Interior Design

You will use the design process to create works of design using a range of industry standard computer software from the Adobe Creative Suite and practical skills such as hand drawn concepts, modelling and making. You will be encouraged to creatively interpret the design brief, research contemporary/ historical practitioners, explore practical skills, ideas and solve design problems with original solutions. Your entry into the world of Design starts here.

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student USB for collecting student evidence.

Year 10 Fashion, Environmental and Graphic Design B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Fashion, Environmental and Graphic Design C, Visual Art or Media Arts or Year 10 Fashion, Environmental and Graphic Design A or Year 10 Visual Arts A.

CONTENT:
Do you want to be a Fashion Designer, an Architect, an Interior Designer, a Magazine or Graphics Designer? This course gives you the opportunity to develop skills in the three areas of Design to start your career journey:

- Fashion Design - Fashion, accessories, costuming, 3D printed products
- Graphic Design - Graphics, typography, photography
- Environmental Design - Architectural housing, parks and spaces, Interior Design

You will use the design process to create works of design using a range of industry standard computer software from the Adobe Creative Suite and practical skills such as hand drawn concepts, modelling and making. You will be encouraged to creatively interpret the design brief, research contemporary/ historical practitioners, explore practical skills, ideas and solve design problems with original solutions.

ASSESSMENT:
Students are assessed against the Visual Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student USB for collecting student evidence.

Year 11 (Stage 1) Visual Arts - Art A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Previous experience preferably Year 10 Visual Art A or B OR Year 10 Fashion, Environmental and Graphic Design A or B and an interest in Visual Art. Students will experience more success in this subject if they are independent learners and have competent literacy skills.

CONTENT:
In this course you have the opportunity to further develop and expand your existing artistic skills and media in practical assignments of a more mature and specialised nature. You will focus on a specific media (painting, drawing, sculpture, mixed media, printmaking) and work at a more sophisticated and in-depth level. You will also research artistic styles and artists, which you can apply to your own practical work. You will demonstrate evidence of your learning through the following areas of study: Visual Thinking, Practical Resolution and Visual Arts in Context.

ASSESSMENT:
Students are assessed against the Stage 1 Visual Arts SACE performance standards.

Art Practical: 30%
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts; practical work and the practitioner's statement.

Art Visual Study: 30%
A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies.

Art Folio: 40%
Students produce one folio that documents their visual learning, in support of their one or two works of Art.

ADDITIONAL CHARGES:
Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

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Year 11 (Stage 1) Visual Arts - Art B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Previous experience preferably Year 11 (Stage 1) Visual Arts - Art A, Year 11 (Stage 1) Visual Arts - Design A, Year 10 Visual Art A or B OR Year 10 Fashion, Environmental and Graphic Design A or B and an interest in Visual Art. Students will experience more success in this subject if they are independent learners and have competent literacy skills.

CONTENT:
In this course you have the opportunity to further develop and expand your existing artistic skills and media in practical assignments of a more mature and specialised nature. You will focus on a specific media (painting, drawing, sculpture, mixed media, printmaking) and work at a more sophisticated and in-depth level. You will research artistic styles and artists, which you can apply to your own practical work. You will demonstrate evidence of your learning through the following areas of study: Visual Thinking, Practical Resolution and Visual Arts in Context.

ASSESSMENT:
Students are assessed against the Stage 1 Visual Arts SACE performance standards.

Art Practical: 30%
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts; practical work and the practitioner's statement.

Art Visual Study: 30%
A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies.

Art Folio: 40%
Students produce one folio that documents their visual learning, in support of their one or two works of Art.

ADDITIONAL CHARGES:
Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

Year 11 (Stage 1) Visual Arts - Design A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Previous experience preferably Year 10 Fashion, Environmental and Graphic Design A or B, Year 10 Visual Art A or B or Year 10 Textile and Fashion Design. Students will experience more success in this subject if they are independent learners and have competent literacy skills.

CONTENT:
In this course you have the opportunity to further develop and expand your existing design skills and interests in practical assignments of a more mature and specialised nature. It gives you the opportunity to focus on one area of Design such as:

- Fashion Design - Fashion, costuming, 3D printed products
- Graphic Design - Graphics, typography, photography
- Environmental Design - Architectural housing, parks and spaces, Interior Design

You will use the design process to create rich and detailed works of design using a range of industry standard computer software from the Adobe Create Suite and practical skills such as drawn concepts, modelling and making. You are encouraged to creatively interpret the design brief, research contemporary/ historical practitioners, explore practical skills, ideas and solve design problems with original solutions.

ASSESSMENT:
Students are assessed against the Visual Arts Year 11 (Stage 1) SACE performance standards.

Design Practical: 30%
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts; design practical work and the practitioner's statement.

Design Visual Study: 30%
A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies.

Design Folio: 40%
Students produce one folio that documents their visual learning, in support of their one or two works of design.

Year 11 (Stage 1) Visual Arts - Design B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
It is recommended that students complete Year 11 (Stage 1) Visual Art -Design A if considering Year 12 (Stage 2) Design. Students should have a solid understanding in the use of Adobe Photoshop, Illustrator and the Design Process. Students will experience more success in this subject if they are independent learners and have competent literacy skills.

CONTENT:
This course gives you further opportunity to focus on an area of Design to expand your existing design skills to create products of a more mature and specialized nature. These areas of design include but are not limited to:

- Fashion Design – Fashion, costuming, 3D printed products
- Graphic Design – Graphics, typography, photography
- Environmental Design – Architectural housing, parks and spaces

You will use the design process to create works of design using a range of industry standard computer software from the Adobe Creative Suite and practical skills such as drawn concepts, modelling and making. You will be encouraged to creatively interpret the design brief, research contemporary/ historical practitioners, explore practical skills, ideas and solve design problems with original solutions.

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) Visual Arts SACE performance standards.

Design Practical: 30%
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts; design practical work and the practitioner's statement.

Design Visual Study: 30%
A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies.

Design Folio: 40%
Students produce one folio that documents their visual learning, in support of their one or two works of design.

Year 12 (Stage 2) Visual Arts - Art

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Some previous experience preferably Year 11 (Stage 1) Visual Arts - Art A or B OR Year 11 (Stage 1) Visual Arts - Design A or B and an interest in Visual Art. Students will experience more success in this subject if they are independent learners and have competent literacy skills.

CONTENT:
This course offers you an opportunity to specialise in your chosen area of practical interest. You are encouraged to work in a personal way on topics of your own choice and media. Through personal experimentation you will acquire a range of skills and techniques in a variety of media that will enable effective visual communication of your ideas to others. You will develop a detailed knowledge of an aspect of art through personal inquiry using research, analysis, emulation and appropriation.

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) Visual Arts SACE performance standards.

Art Folio: 40%
Students produce two folios that document their visual learning, in support of their two works of art.

Art Practical: 30%
Students produce two practicals, which must be resolved works or one body of resolved work.

Art Visual Study: 30% Externally Marked
Students produce one visual study. A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes.

SPECIAL REQUIREMENTS:
Visual Arts - Art and Visual Arts - Design are precluded pairs of Year 12 (Stage 2) subjects.

ADDITIONAL CHARGES:
Potential opportunities exist for students to travel interstate and overseas to further explore their art form, including the Year 12 (Stage 2) Art tour of Melbourne/Sydney.

Year 12 (Stage 2) Visual Arts - Design

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
A full year of Year 11 (Stage 1) Visual Arts-Design.

CONTENT:
This course is an opportunity for you to engage with Design using your personal influences. It offers you an opportunity to specialize in your chosen area of Design which include Fashion, Environmental or Graphic. You will develop your own personal aesthetic in the creation of original, resolved design works. You should have a solid understanding in the use of Adobe Photoshop, Illustrator and the Design Process.

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) Visual Arts-Design SACE performance standards.

Design Folio: 40%
Students produce two folios that document their visual learning, in support of their two works of design.

Design Practical: 30%
Students produce two practicals, which must be resolved works or one body of resolved work.

Design Visual Study: 30% Externally Marked
Students produce one visual study. A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes.

SPECIAL REQUIREMENTS:
Visual Arts - Design and Visual Arts - Art are precluded pairs of Year 12 (Stage 2) subjects.

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence; Potential opportunities exist for students to travel interstate and overseas to further explore their art form, including the Year 12 (Stage 2) Art tour of Melbourne/Sydney.

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Year 7 Visual & Media Arts

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This compulsory subject is the first opportunity Year 7 students have to engage with Visual and Media Arts at Henley High School.

CONTENT:
Students will learn techniques, develop skills and gain knowledge and understanding in artistic and design concepts while creating original media and visual artworks.

Students will develop and strengthen original ideas as well as a rich descriptive vocabulary that will assist them to express their opinions. Students will develop an appreciation of media and visual artworks and develop their own personal aesthetic. Students will analyse the role, history and current trends in the development of global and local cultures.

Topics may include:

- Painting/Drawing
- Print Making
- 3D
- Mixed Media
- Photoshop skills
- Digital Photography

ASSESSMENT:
Students are assessed against Visual Art and Media Art Australian Curriculum achievement standards.

Year 8 Media Arts C (Elective)

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Do you love photography, creating digital art and animation? In this course you will learn and develop your skill, abilities and understanding in the use of the Adobe Creative Suite to create digital artworks and provide you with a foundation for lifelong digital world participation.

Topics covered in this course may include:

- Photoshop skills
- Digital Photography
- Animation and Coding

ASSESSMENT:
Students are assessed against the Media Arts Australian Curriculum achievement standards.

Year 9 Media Arts A

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Do you love photography, creating digital art and film? In this course, you will be encouraged to use the medium of visual stills and audio to create digital artworks. The use of the Adobe Creative Suite is fundamental to this process. These skills will provide you with a foundation for lifelong digital world participation.

Topics covered in this course may include:

- Manipulation of images, audio and digital content with the Adobe Creative Suite, specifically Photoshop, Premiere Pro and Audition
- Digital Photography

ASSESSMENT:
Students are assessed against the Media Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 9 Media Arts B

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Do you love photography, creating digital art and film? In this course you will continue to use and develop skills in the Adobe Creative Suite (Photoshop, Audition, Premiere Pro) to collect original and personal samples that can be used in the creative process. You will create digital works with the major influential thread being Australian Television.

Topics include:

- Manipulation of images, audio and digital content with the Adobe Creative Suite, specifically Photoshop, Premiere Pro and Audition
- Collecting and using original work samples
- Digital Photography

ASSESSMENT:
Students are assessed against the Media Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 10 Media Arts A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Media Arts A or B.

CONTENT:
This course gives you the opportunity to develop your digital media skills and abilities to inform audiences on many platforms to produce creative and informative digital works, including stills, audio and video.

You will develop an appreciation for the significance of digital story telling in Australian society and globally. Producing digital content is a powerful medium for learning and informing those in our community. A mature attitude to using a computer for creative purposes is required.

Topics include:

- Manipulating images in Adobe Photoshop
- Using and recording audio with Adobe Audition
- Manipulating digital content in Adobe Premiere Pro
- Collecting and using original work samples
- Cultural and Historical significance of Australian Movie Industry
- Digital Photography

ASSESSMENT:
Students are assessed against the Media Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

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Year 10 Media Arts B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Open to all students that have completed Year 10 Media Arts A or Year 9 Media Arts A or B.

CONTENT:
This course continues to build on your digital media skills and the creation of original and informative digital works, including stills, audio and video. You will also expand your skills and creative use of the Adobe Creative Suite.

You will deepen your appreciation for the significance of digital story telling in Australian society and globally. A mature attitude to using a computer for creative purposes is required.

Topics include:

- Manipulating images in Adobe Photoshop
- Using and recording audio with Adobe Audition
- Manipulating digital content in Adobe Premiere Pro and After Effects
- Collecting and using original work samples
- Cultural and Historical significance of the Australian Movie Industry
- Digital Photography

ASSESSMENT:
Students are assessed against the Media Arts Australian Curriculum achievement standards.

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 11 (Stage 1) Creative Arts - Digital Media A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Open to all students but it is recommended that students have undertaken Year 10 Media Arts or Year 10 Fashion, Environmental and Graphic Design. A pathway to Year 12 (Stage 2) Creative Arts Digital Media.

CONTENT:
In Creative Arts students acquire an understanding of light and the use of a DSLR Camera (both stills and video). They develop skills in communication and investigation of the world around them while applying a personal aesthetic. Students use the creative arts process to produce completely original pieces of digital artwork. Some group activities are encouraged. This course is heavily influenced by the students ability to deliver digital content.

Topics covered in this course may include:

- Manipulating images in Adobe Photoshop
- Using and recording audio with Adobe Audition
- Manipulating digital content in Adobe Premiere Pro
- The use of key framing in Adobe After Effects
- Collecting and using original work samples
- Cultural and Historical significance of world affairs

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) Creative Arts SACE performance standards.

Practical assessment: 60%
Completed student practical works

Folio Assessment: 40%

- Skill acquisition assignment
- Research and analysis task on a global issue

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 11 (Stage 1) Creative Arts - Digital Media B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Open to students who have completed Creative Arts Digital Media A. A pathway to Year 12 (Stage 2) Creative Arts Digital Media.

CONTENT:
In Creative Arts students acquire an understanding of being creative and being able to prove where their ideas came from. They develop skills in communication and investigation of the world around them while applying a personal aesthetic. Students use the creative arts process to produce completely original pieces of digital artwork based on teacher or student themes.

Topics covered in this course include:

- Manipulating images in Adobe Photoshop
- Using and recording audio with Adobe Audition
- Manipulating digital content in Adobe Premiere Pro
- The use of key framing in Adobe After Effects
- Producing Digital Music
- Collecting and using original work samples
- Cultural and Historical significance of world affairs

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) Creative Arts SACE performance standards.

Practical assessment: 60%
Completed student practical works

Folio Assessment: 40%

- Skill acquisition assignment
- Research and analysis task on a global issue

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 12 (Stage 2) Creative Arts - Digital Media

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Open to students who have completed Year 11 (Stage 1) Creative Arts Digital Media A or B. This course is heavily influenced by digital equipment and its abilities to create digital content. Therefore students must be fluent in the use of digital equipment.

A pathway to University Creative Arts courses.

CONTENT:
In Creative Arts students acquire an understanding of being creative and being able to investigate the world around them while appreciating the works of professional artists. Students use the creative arts process to produce completely original pieces of digital artwork based on teacher or student themes. Some group activities are encouraged.

Topics covered in this course include:

- Manipulating images in Adobe Photoshop
- Using and recording audio with Adobe Audition
- Manipulating digital content in Adobe Premiere Pro
- The use of key framing in Adobe After Effects
- Producing Digital Music
- Collecting and using original work samples collected
- Cultural and Historical significance of world affairs

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) Creative Arts SACE performance standards.

Practical assessment: 50%
Moderated

- Two Products with 20 pages of support material - Word Limit 2000 words

Folio Assessment: 30%
Externally marked
Skill acquisition assignment

Inquiry Assessment: 20%
Moderated

- Research and analysis task on a Global Creative Arts Issues

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

Year 7 Performing Arts

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This compulsory Arts subject is the first opportunity Year 7 students have to engage with Drama, Dance and Music at Henley High School.

CONTENT:
In the drama component of this course students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond to works of drama.

Topics covered include:

- Improvisation
- Scripted Performance

In the music component of the subject, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. Students will learn to read and write music and develop practical skills on keyboard, drum kit, guitar and in singing. They record original and loop based music through compositional software such as Adobe Audition.

Topics covered include:

- Music Theory
- Music Practical
- Digital Composition

In the dance component of the subject, students experience a basic introduction to the elements of dance through composition and performance. Students also explore foundation skills in Hip Hop dance.

ASSESSMENT:
Students are assessed against the Drama, Dance and Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Year 6 students who are currently learning an instrument will be actively encouraged to continue that instrument in Year 7 with DfE Instrumental Music lessons. This opportunity will be identified via the transition process from Primary School.

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Year 8 Drama C (Elective)

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
This elective Drama course provides Year 8 students with the opportunity to develop skills and understanding as progress on a pathway to Year 12 (Stage 2) Drama. No previous Drama experience is necessary.

CONTENT:
In this course you will participate in a range of improvisation activities and perform in a whole class production in front of an audience of family and friends. You will become a more skilled and entertaining actor through participating in activities with a focus on the elements of drama. You also have the opportunity to develop and demonstrate your creativity and ability to work well with others as well as developing and playing a range of characters. You will watch footage of scenes from a range of theatre productions and learn to respond to these scenes critically and creatively. This course gives you the opportunity to develop skills that you will use no matter what your career pathway is, such as problem solving, creativity, collaboration and communication.

Topics covered include:

- Creating a self-devised, small group performance
- The study and performance of a specific style of theatre
- Creating a whole class production

ASSESSMENT:
Students are assessed against the Australian Curriculum Drama achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to participate in a workshop during the semester which will result in an additional charge to each student.

Year 9 Drama A

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
In this course you will perform in a whole class production in front of an audience of family and friends. You will also develop your creativity and ability to work well with others through devising a short performance based on your own ideas and story. You will learn about a specific style of theatre and demonstrate your understanding of this style through performing a scene from a relevant play. You will watch footage of scenes from a range of theatre productions and learn to respond to these scenes critically and creatively. This course is appropriate for students who have done drama before and those who have no prior experience but enjoy performing, being creative and working with others. This course will give you the opportunity to develop skills that you will use no matter what your career pathway is, including the ability to think creatively, problem solve and work well with others. It will also allow you to develop your confidence and demonstrate initiative.

Topics covered in this course include:

- Creating a self-devised, small group performance
- The study and performance of a specific style of theatre
- Creating a whole class production

ASSESSMENT:
Students are assessed against the Australian Curriculum Drama achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge to each student.

Year 9 Drama B

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
In Year 9 Drama B you will either further develop the skills you learnt in Year 9 Drama A or start your Year 9 Drama journey. The teacher chooses a script based on the strengths of the students and the class rehearse a production of this play and performs to an audience. You will also devise a short, original scene based on your own ideas and story. You will learn about a specific style of theatre, and demonstrate your understanding of this style through performing a scene from a relevant play. You will watch footage of scenes from a range of different theatre productions and learn to respond to these scenes critically and creatively. This course is appropriate for students who have done drama before and those who have no prior experience but enjoy performing, being creative and working with others. This course gives you the opportunity to develop skills that you will use no matter what your career pathway is, including developing your ability to be confident and your ability to support others.

Topics covered in this course include:

- Creating a self-devised, small group performance
- The study and performance of a specific style of theatre (a different style to Year 9 Drama A)
- Creating a whole class production (using a different script to Year 9 Drama A)

ASSESSMENT:
Students are assessed against the Australian Curriculum Drama achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge to each student.

Year 10 Drama A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Drama A or B

CONTENT:
In Year 10 Drama A you have the opportunity to continue to develop as an actor and perform in a range of styles. You will work as a class member to rehearse and perform a full-length production based on a script and perform a scene from an additional play with a small group in a different and specific style. You will also view footage of scenes from theatre productions and/or films and learn to respond to these critically and creatively. This course will give you the opportunity to develop skills that you will use no matter what your career pathway is, including the ability to think creatively, problem solve, communicate specific ideas and work well with others.

Topics covered in this course include:

- Creating a whole class production
- The study and performance of a specific style of theatre
- Responding to footage from theatre productions and/or films

ASSESSMENT:
Students are assessed against the Australian Curriculum Drama achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge to each student.

Year 10 Drama B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON: Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Drama A or B

CONTENT:
In Year 10 Drama B you will further develop the skills you learnt in Year 10 Drama A or start your Year 10 Drama journey. You will develop your performance and ensemble skills through rehearsing and performing a full-length production based on a script. You will also perform a scene from an additional play with a small group in a different and specific style. You will view footage of scenes from theatre productions and/or films and learn to respond to these critically and creatively. This course gives you the opportunity to develop skills that you will use no matter what your career pathway is, including their ability to think creatively, problem solve, communicate specific ideas and work well with others.

Topics covered in this course include:

- Creating a whole class production
- The study and performance of a specific style of theatre
- Responding to footage from theatre productions and/or film

ASSESSMENT:
Students are assessed against the Australian Curriculum Drama achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge to each student.

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Year 11 (Stage 1) Drama A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Drama A or B

CONTENT:
Students who study Year 11 Drama deepen their understanding of performance through practice and critical reflection. Through creating their own drama works they develop confidence, a sense of identity, performance skills, an ability to express ideas in a range of ways and ensemble skills. Students develop their understanding of performance styles and have the opportunity to transform the elements of drama with a specific audience in mind. Students learn to critically analyse performance in light of contemporary drama theory. Students have the opportunity to improve their communication, leadership and problem solving skills as well as develop their ability to use their imagination and work creatively. Students learn to respect and acknowledge diversity and perspectives that may differ from their own and experiment with the use of technology in performance.

Topics covered in this course include:

- The Dramatic Process
- Stanislavski's System and Realism
- Analysing and Evaluating Drama
- Characterisation, Ensemble and Performance Skills

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE Drama performance standards. Assessment tasks are:

- Group Production
- Responding to Drama
- Creative Synthesis

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including performances outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop which will result in additional charges.

Year 11 (Stage 1) Drama B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Drama A or B

CONTENT:
Students who study Year 11 Drama deepen their understanding of performance through practice and critical reflection. Through creating their own drama works they develop confidence, a sense of identity, performance skills, an ability to express ideas in a range of ways and ensemble skills. Students develop their understanding of performance styles and have the opportunity to transform the elements of drama with a specific audience in mind. Students learn to critically analyse performance in light of contemporary drama theory. Students have the opportunity to improve their communication, leadership and problem solving skills as well as develop their ability to use their imagination and work creatively. Students learn to respect and acknowledge diversity and perspectives that may differ from their own and experiment with the use of technology in performance. Students who study Year 11 Drama A have the opportunity to build on the skills they have already developed.

Topics covered in this course include:

- The Dramatic Process
- A Specific Theatrical Style
- Analysing and Evaluating Drama
- Characterisation, Ensemble and Performance Skills

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE Drama performance standards. Assessment tasks are:

- Group Production
- Responding to Drama
- Creative Synthesis

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including performances outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop which will result in additional charges.

Year 12 (Stage 2) Drama

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Drama A or B

CONTENT:
Students who study Year 12 Drama develop their understanding of a specific style or styles of theatre and use this knowledge to create a performance that demonstrates their ability to apply their learning and skills. Students work together as a class to create a performance which demonstrates their development as a performer, director and/or designer and as a member of an ensemble. Students work with a small group of peers to create a drama work in which they develop and demonstrate their ability to be creative and use technology as part of an innovative performance. Students develop a range of valuable, transferable skills including confidence, a sense of identity, communication skills, collaboration skills, leadership skills and problem solving skills. Students learn to respect and acknowledge diversity and perspectives that may differ from their own.

Topics covered may include:

- The Dramatic Process
- A Specific Theatrical Style
- Analysing and Evaluating Drama
- Characterisation, Ensemble and Performance Skills
- Using Technology in Performance

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) SACE Drama performance standards. Assessment tasks are:

- Group Production
- Evaluation and Creativity
- Creative Presentation

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including performances outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
Students may have the opportunity to see a live performance or participate in a workshop which will result in additional charges.

Year 8 Dance C (Elective)

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This elective Dance course provides Year 8 students with the opportunity to develop skills and understanding as progress on a pathway to Year 12 (Stage 2) Dance. No previous Dance experience is necessary.

CONTENT:
It's time to get your feet tapping and your hips moving. In Year 8 Dance, you will create, perform and analyse choreography in various dance styles. You will be encouraged and supported to express your ideas through movement creation and performance. You will also have the opportunity to present your performance works publicly at the Semester 1 or 2 Evening of Dance.

ASSESSMENT:
Students are assessed against the Dance Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances including those out of hours. Performance dates are given at the start of the semester. Dance Academy students are also allowed to complete Year 8 Dance.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear. Excursions to view and perform in productions.

Year 9 Dance A

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This elective Dance course provides Year 9 students with the opportunity to develop skills and understanding as progress on a pathway to Year 12 (Stage 2) Dance. No previous Dance experience is necessary.

CONTENT:
Ready, steady, let's move! In year 9 Dance A, you will experiment with the Elements of Dance as the building blocks of choreography. You will create, perform and analyse self-devised and learnt choreography in a variety of dance styles. You will also have the opportunity to present your performance works publicly at the Semester 1 Evening of Dance.

ASSESSMENT:
Students are assessed against the Dance Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in Semester 1, including those out of hours. Performance dates are given at the start of the semester.

Students are able to complete both Year 9 Dance A in Semester 1 and Year 9 Dance B in Semester 2. Dance Academy students are also allowed to complete Year 9 Dance A and/or B.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

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Year 9 Dance B

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This elective Dance course provides Year 9 students with the opportunity to develop skills and understanding as progress on a pathway to Year 12 (Stage 2) Dance. No previous Dance experience is necessary.

CONTENT:
Dancers don't need wings to fly! In Semester 2 of year 9 Dance, you will further develop your understanding of the Elements of Dance in choreography and performance. Through the creation of self-devised choreography and group performance, you will experiment with movement to express meaning. Students present their performance works publicly at the Semester 2 Evening of Dance.

ASSESSMENT:
Students are assessed against the Dance Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in Semester 2, including those out of hours. Performance dates are given at the start of the semester.

Students are able to complete both Year 9 Dance A in Semester 1 and Year 9 Dance B in Semester 2. Dance Academy students are also allowed to complete Year 9 Dance A and/or B.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

Year 10 Dance A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Dance A and/or B are desirable but not essential.

CONTENT:
Let's kick off our shoes and Dance! In Semester 1 Year 10 Dance, you will increase your knowledge and skills in creating choreography, with a focus on manipulating and structuring movement.

You will learn group dances in various dance styles which you will have the opportunity to present at the Semester 1 Evening of Dance.

ASSESSMENT:
Students are assessed against the Dance Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in Semester 1, including those out of hours. Performance dates are given at the start of the semester.

Students are able to complete both Year 10 Dance A in Semester 1 and Year 10 Dance B in Semester 2. Dance Academy students are also allowed to complete Year 10 Dance A and/or B.

Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

Year 10 Dance B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Dance A and/or B are desirable but not essential.

CONTENT:
Why walk when you can Dance? In Year 10 Dance B, you will further develop your skills as Dance Makers with a focus on self-devised choreography and expressing defined choreographic intentions.

You will learn group dances in various dance styles which you will have the opportunity to present at the Semester 2 Evening of Dance.

ASSESSMENT:
Students are assessed against the Dance Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in Semester 2, including those out of hours. Performance dates are given at the start of the semester.

Students are able to complete both Year 10 Dance A in Semester 1 and Year 10 Dance B in Semester 2. Dance Academy students are also allowed to complete Year 10 Dance A and/or B.

Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

Year 11 (Stage 1) Dance A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Dance A and/or B or private Dance tuition outside of Henley High School.

CONTENT:
Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Topics covered in this course include:

- Skills Development
- Creative Exploration
- Dance Context

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE Dance performance standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in their chosen Semester. Performance dates are given at the start of the semester.

Students are able to complete both Year 11 (Stage 1) Dance A in Semester 1 and Year 11 (Stage 1) Dance B in Semester 2. Dance Academy students are also allowed to complete Year 11 (Stage 1) Dance A and/or B.

SACE Dance students are encouraged to participate in technique classes out of school hours to assist in the practice and development of technical skills.

Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

Year 11 (Stage 1) Dance B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Dance A and/or B or private Dance tuition outside of Henley High School.

CONTENT:
Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Topics covered in this course include:

- Skills Development
- Creative Exploration
- Dance Context

ASSESSMENT:
Students are assessed against the Year 11 (Stage 1) SACE Dance performance standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in their chosen Semester. Performance dates are given at the start of the semester.

Students are able to complete both Year 11 (Stage 1) Dance A in Semester 1 and Year 11 (Stage 1) Dance B in Semester 2. Dance Academy students are also allowed to complete Year 11 (Stage 1) Dance A and/or B.

SACE Dance students are encouraged to participate in technique classes out of school hours to assist in the practice and development of technical skills.

Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

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Year 12 (Stage 2) Dance

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Dance A and/or B or private Dance tuition outside of Henley High School.

CONTENT:
Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Topics covered in this course include:

- Performance Portfolio (40%)
- Dance Contexts (30%)
- Skills Development Portfolio (30%)

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) SACE Dance performance standards.

SPECIAL REQUIREMENTS:
It is compulsory for all Dance students to participate in all class performances in their chosen Semester. Performance dates are given at the start of the semester.

SACE Dance students are encouraged to participate in Classical and/or Contemporary technique classes out of school hours to assist in the practice and development of technical skills. Potential opportunities exist for students to travel interstate and overseas to further explore their art form.

ADDITIONAL CHARGES:
Students will be required to provide some aspects of performance costumes and footwear.

Excursions to view and perform in productions.

Year 7 Performing Arts

LEVEL: Year 7

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This compulsory Arts subject is the first opportunity Year 7 students have to engage with Drama, Dance and Music at Henley High School.

CONTENT:
In the drama component of this course students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond to works of drama.

Topics covered include:

- Improvisation
- Scripted Performance

In the music component of the subject, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. Students will learn to read and write music and develop practical skills on keyboard, drum kit, guitar and in singing. They record original and loop based music through compositional software such as Adobe Audition.

Topics covered include:

- Music Theory
- Music Practical
- Digital Composition

In the dance component of the subject, students experience a basic introduction to the elements of dance through composition and performance. Students also explore foundation skills in Hip Hop dance.

ASSESSMENT:
Students are assessed against the Drama, Dance and Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Year 6 students who are currently learning an instrument will be actively encouraged to continue that instrument in Year 7 with DfE Instrumental Music lessons. This opportunity will be identified via the transition process from Primary School.

Year 8 Music C (Elective)

LEVEL: Year 8

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
This elective Music course provides Year 8 students with the opportunity to develop skills and understanding as progress on a pathway to Year 12 (Stage 2) Music Performance and Music Explorations. No previous music experience is necessary.

CONTENT:
Do you want to be a rock star? In this course, you will choose, or continue with, your musical instrument which you will play in the class rock band. You will work collaboratively to rehearse and perform musical works to the school and wider community. You will learn to compose music using digital technologies, build on your understanding of the elements of music, and explore the social, cultural and historical contexts of music.

Topics include:

- Rock Band
- Preliminary AMEB Music Theory
- Digital Composition

ASSESSMENT:
Students are assessed against the Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Year 7 students who are currently learning an instrument will be actively encouraged to continue that instrument in Year 8.

If students are continuing with music into Year 9 and above, they are encouraged to undertake music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 9 Music A

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Nil

CONTENT:
Welcome to the School of Rock! In this course you will either build on the foundations set in Year 8 or begin your music journey. You will choose, or continue with, your musical instrument which you will play in the class rock band. You will work collaboratively to rehearse and perform musical works to the school and wider community. You will learn to compose using digital technologies, build on your understanding and use of the elements of music, and explore the social, cultural and historical contexts of music.

Topics include:

- Rock Band
- Grade 1 AMEB Music Theory
- Digital Composition
- The Music Industry

ASSESSMENT:
Students are assessed against the Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 9 Music B

LEVEL: Year 9

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Music A or an interest in music.

CONTENT:
In this course you will build on the foundations set in Year 8 or Year 9 Music A or begin your music journey. You will continue to learn your chosen instrument and play in the class contemporary music band. You will start to develop and perform solo skills on your instrument. You will work collaboratively to rehearse and perform musical works to the school and wider community, while developing and incorporating your performance skills into your performances. You will build on your understanding and use of the elements of music, and explore the social, cultural and historical contexts of music.

Topics include:

- Contemporary Music Band
- Solo and Performance skills
- Grade 1 AMEB Music Theory-continued
- Composition

ASSESSMENT:
Students are assessed against the Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

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Year 10 Music A

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 9 Music A and B or an interest in Music.

CONTENT:
This course builds on the foundations set in Year 9. You will continue to learn your chosen instrument and play in the contemporary music band. You will also continue to develop and perform solo skills on your instrument. You will work collaboratively to rehearse and perform musical works to the school and wider community and continue to develop your individual performance skills. You will also learn Music Industry and songwriting skills, build on your understanding and use of the elements of music, and explore the social, cultural and historical contexts of music.

Topics include:

- Contemporary Music Band
- Solo and Performance skills
- Grade 2 AMEB Music Theory
- Composition and Songwriting

ASSESSMENT:
Students are assessed against the Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department For Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 10 Music B

LEVEL: Year 10

LENGTH: 1 Semester

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Music A or by audition.

CONTENT:
This course builds on the foundations set in Year 10 Music A. You will continue to learn and develop expertise in your chosen instrument and play in the class band. You will continue to develop and perform solo skills and. work collaboratively to rehearse and perform musical works to the school and wider community. You will compose and record original songs and build on your understanding and use of the elements of music, and explore the social, cultural and historical contexts of music.

Topics include:

- Contemporary Music Band
- Solo and Performance skills
- Grade 2 AMEB Music Theory-continued
- Contemporary Aboriginal Music
- Songwriting

ASSESSMENT:
Students are assessed against the Music Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 11 (Stage 1) Music Advanced A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Music A and B or by audition.

CONTENT:
This course is designed to further develop the student's practical skills and understandings of their chosen instrument. Students play in class bands and perform solos. They also build on their understanding and use of the elements of music, and explore the social, cultural and historical contexts of music. They learn and develop arranging skills in a digital environment.

Topics include:

- Band
- Solo and Performance skills including journal and review writing
- Grade 3 AMEB Music Theory
- Arrangement

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Music performance standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 11 (Stage 1) Music Advanced B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Music Studies A or by audition.

CONTENT:
This course is designed to further develop the student's practical skills and understandings of their chosen instrument. Students play in class bands and perform solos. They also build on their understanding and use of the elements of music, and explore the social, cultural and historical contexts of music. They learn and develop compositional skills in a digital and analogue environment.

Topics include:

- Band
- Solo and Performance skills including journal and review writing
- Grade 3/4 AMEB Music Theory
- Songwriting and/or Composition

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Music performance standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 11 (Stage 1) Music Experience A

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 10 Music A and B or by audition.

CONTENT:
This course is designed to further develop the student's practical skills and understandings of their chosen instrument. Students play in class bands and perform solos. Students also develop music industry, sound technology and research skills as well as continuing to advance their songwriting craft.

Topics include:

- Band
- Solo and Performance skills
- Podcast - Trip down memory lane task
- Movie score composition task

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Music performance standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

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Year 11 (Stage 1) Music Experience B

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Year 11 (Stage 1) Music Experience A or Year 11 (Stage 1) Music Studies A or by audition.

CONTENT:
This course is designed to further develop the student's practical skills and understandings of their chosen instrument. Students play in class bands and perform solos. Students also develop advanced music technology skills in multiple platforms.

Topics include:

- Band
- Solo and Performance skills
- Genre Exploration
- Investigation - Free choice
- MIDI and analogue recording

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Music performance standards.

SPECIAL REQUIREMENTS:
Students enrolled in music for a full year are required to undertake instrumental music lessons on their chosen instrument. Department for Education Instrumental Music staff provide 30 minutes lessons which are free and occur during the school day. Times for these lessons are allocated by music staff. Alternatively students can undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$50

Year 11 (Stage 1) Music Industry Practice C

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits – Integrated Learning)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Background in music or interest in live sound production.

CONTENT:
This unique course is designed to further develop the student's practical skills and understandings of the Music Industry and Live Theatre. Students use music technology and basic sound engineering skills to make their own electronic music and run/assist with sound, lighting and AV for school and external events. Music technology has blurred the line between sound engineer, producer, musician, and composer so students will experience industry-based learning working with live sound environments and Sound engineering/production with school and external productions, creating electronic music and learning basic music instrument and lead maintenance.

They will also play in class bands and perform solos.

Topics include:

- Electronic Song writing and Production
- Guitar and Lead Maintenance
- Live Sound Set Up
- Sound Engineering

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Integrated Learning performance standards.

SPECIAL REQUIREMENTS:
It is compulsory for all students to participate in all class performances, including performances outside of regular school hours. Performance dates are given well in advance.

ADDITIONAL CHARGES:
$50

Year 11 (Stage 1) School Musical C

LEVEL: Year 11 (Stage 1)

LENGTH: 1 Semester (10 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Any Year 10 or 11 student with an interest in the Arts is able to participate in this subject.

CONTENT:
Make memories that will last a lifetime! In this subject you will be part of an amazing team that will develop and perform a School Musical that will be performed publicly in a professional Theatre. Previous musicals we have performed include: Grease, Bugsy Malone, The Wiz, Little Shop of Horrors. The roles that are available to you include: actor, musician, dancer, choreographer, sound and lighting technician, back stage crew, makeup and costume designer, set designer, set constructor, promotions designer. You will also prepare and present a record of the materials used in your role in the musical.

Topics include:

- Performance
- Rehearsal
- Group Activity - Investigate an offstage role or component for the performance
- Journal

ASSESSMENT:
Students are assessed against the SACE Year 11 (Stage 1) Integrated Learning performance standards.

SPECIAL REQUIREMENTS:
During the week of the production, students will be at a theatre off-site for up to 4 days. It is anticipated that there will be up to two matinee and two evening performances.

Any Year 10 or 11 student with an interest in the Arts is able to participate in this subject.

ADDITIONAL CHARGES:
$50 plus a fee for coach transport to and from the Theatre during production week.

Year 12 (Stage 2) Music Performance

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Stage 1 Music and at least 4 years of tuition on their instrument/vocal.

CONTENT:
Music Performance comprises two 10 unit subjects – Music Performance-Ensemble and Music Performance-Solo

Ensemble
This course enables students to draw together their musical understanding, skills, technique, and accuracy whilst working in a band. Students are to complete three performances 6 to 8 minutes in length, with a discussion paper and an evaluation to be completed in conjunction with the second and third performances.

Solo
This course enables students to interpret musical works, and apply their knowledge and understanding of style, structure, and conventions appropriate to their chosen repertoire. They apply their musical skills, accuracy, and technique, and understanding of stage presence, to present their performance as a soloist. Students are to complete three performances 6 to 8 minutes in length, with a discussion paper and an evaluation to be completed in conjunction with the second and third performances.

ASSESSMENT:

- Performance (30%)
- Performance and Discussion (40%)
- Performance Portfolio (30%)

SPECIAL REQUIREMENTS:
Students enrolled in practical subjects are required to undertake instrumental music lessons on their chosen instrument through Department for Education Instrumental Music staff or undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$100

Year 12 (Stage 2) Music Explorations

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Stage 1 Music.

CONTENT:
Students create an original melody or a song with lyrics, and explain the intent of their composition and provide evidence of the skills and techniques they used, in a composer's statement.

They also present a portfolio that comprises: a set of short performances 8 and 10 minutes in length or compositions 4 and 6 minutes in length, and/or other musical products 3 to 4 minutes in length with an accompanying commentary on the processes of exploration and experimentation that they have used. Students synthesize their learning to present a final creative work (performance 6 to 8 minutes in length or composition 3 to 4 minutes, or arrangement) and a discussion of that work.

ASSESSMENT:

- Musical Literacy (30%)
- Explorations (40%)
- Creative Connections (30%)

SPECIAL REQUIREMENTS:
Students enrolled in practical subjects are required to undertake instrumental music lessons on their chosen instrument through Department for Education Instrumental Music staff or undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
$100

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Year 12 (Stage 2) Creative Arts - Music

LEVEL: Year 12 (Stage 2)

LENGTH: 2 Semesters (20 credits)

CONTACT PERSON:
Tania Madigan

RECOMMENDED BACKGROUND:
Open to students who have completed Year 10 or year 11 ((Stage 1) Music.

A pathway to University Creative Arts or Music courses.

CONTENT:
In Creative Arts students acquire an understanding of being creative and being able to investigate the world around them while appreciating the works of professional artists. Students use the creative arts process to produce original music, arrangements of music, music videos, music for video games or any other creative musical products.

ASSESSMENT:
Students are assessed against the Year 12 (Stage 2) Creative Arts SACE performance standards.

- Practical (50%)
- Inquiry (20%)
- Skills/Folio (30%) (externally marked)

SPECIAL REQUIREMENTS:
Students enrolled in practical subjects are required to undertake instrumental music lessons on their chosen instrument through Department for Education Instrumental Music staff or undertake private lessons in their own time. **It is compulsory for all students to participate in all class performances, including one performance outside of regular school hours. Performance dates are given well in advance.**

ADDITIONAL CHARGES:
Student hard drive for collecting student evidence.

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VET Flexible Industry Pathways

Flexible Industry Pathways for school students have been developed and introduced in conjunction with the VET sector and industry for students in senior secondary school. Flexible Industry Pathways include VET qualifications at Certificate I to III level that industry considers suitable for school students, enterprise and employability skills training and any specific industry requirements linked to the pathway. They also include SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete VET qualifications and their secondary schooling, which is important for many families and employers. Flexible Industry Pathways for both trade and non-trade occupations in key industry sectors have been mapped out.

Flexible Industry Pathways have been endorsed by industry through the Training and Skills Commission's Industry Skills Councils (ISCs) as the industry's recognised route to employment or further study. A Flexible Industry Pathway includes multiple options depending on a student's, entry level, overall program of study and the industry requirements. Students can commence a VET in Schools Certificate in either Year 11 or Year 12. The VET component can be undertaken in the workplace through an apprenticeship or traineeship from Year 10.

Students who choose to embark on a Flexible Industry Pathway will be required to participate in a **VET Readiness Orientation (VETRO)**, which includes upfront assessment, induction and orientation to VET carried out by a Registered Training Organisation (RTO). The VETRO will usually be carried out in Year 10 as students are completing Exploring Identities and Futures (EIF) and are considering making a decision to commence a Flexible Industry Pathway. The VETRO will determine a student's readiness and identify a personalised approach to the learning, which may include additional training and wraparound supports. Specific arrangements required for students to complete the Flexible Industry Pathway will be determined through the VETRO.

It has been found that students need **enterprise and employability skills** to participate in the modern workplace; training in these skills is included in Flexible Industry Pathways. Adaptability, resilience, team working, conflict resolution and managing wellbeing are some examples of enterprise and employability skills training that will be available. The skills training is designed to meet industry needs and has been developed within existing SACE subjects so it attracts SACE credits and sets a student up for post-school success. Students undertaking an apprenticeship or traineeship can continue to attend school, undertake on-the-job training in the workplace and participate in formal off-the-job training with an RTO. They will have the added advantage of gaining a VET qualification, developing and honing important technical skills under the supervision and guidance of an employer while being paid. From an industry perspective, apprenticeships and traineeships for students will be co-designed with employers to ensure they meet specific workplace attendance needs. Flexible Industry Pathways will include flexible **apprenticeship and traineeship options** that will allow a student to complete their SACE while undertaking a near full-time apprenticeship or traineeship in the workplace during their final year of school.

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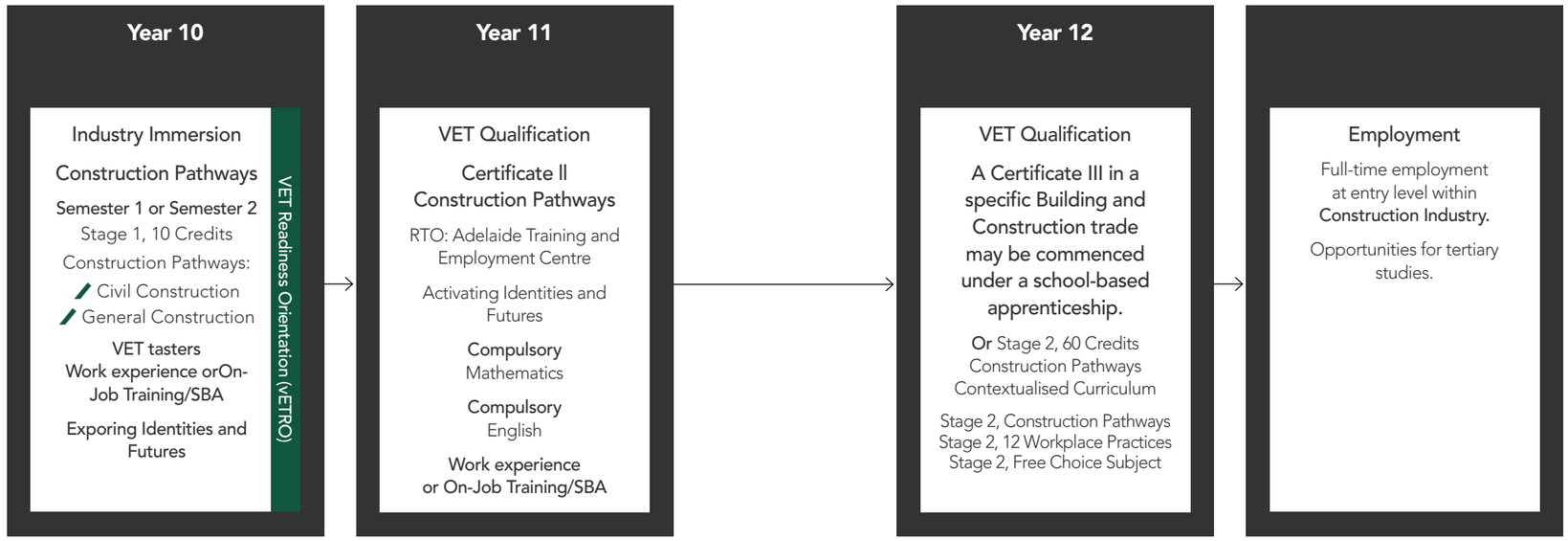
SACE Flexible Industry Pathways Construction Package



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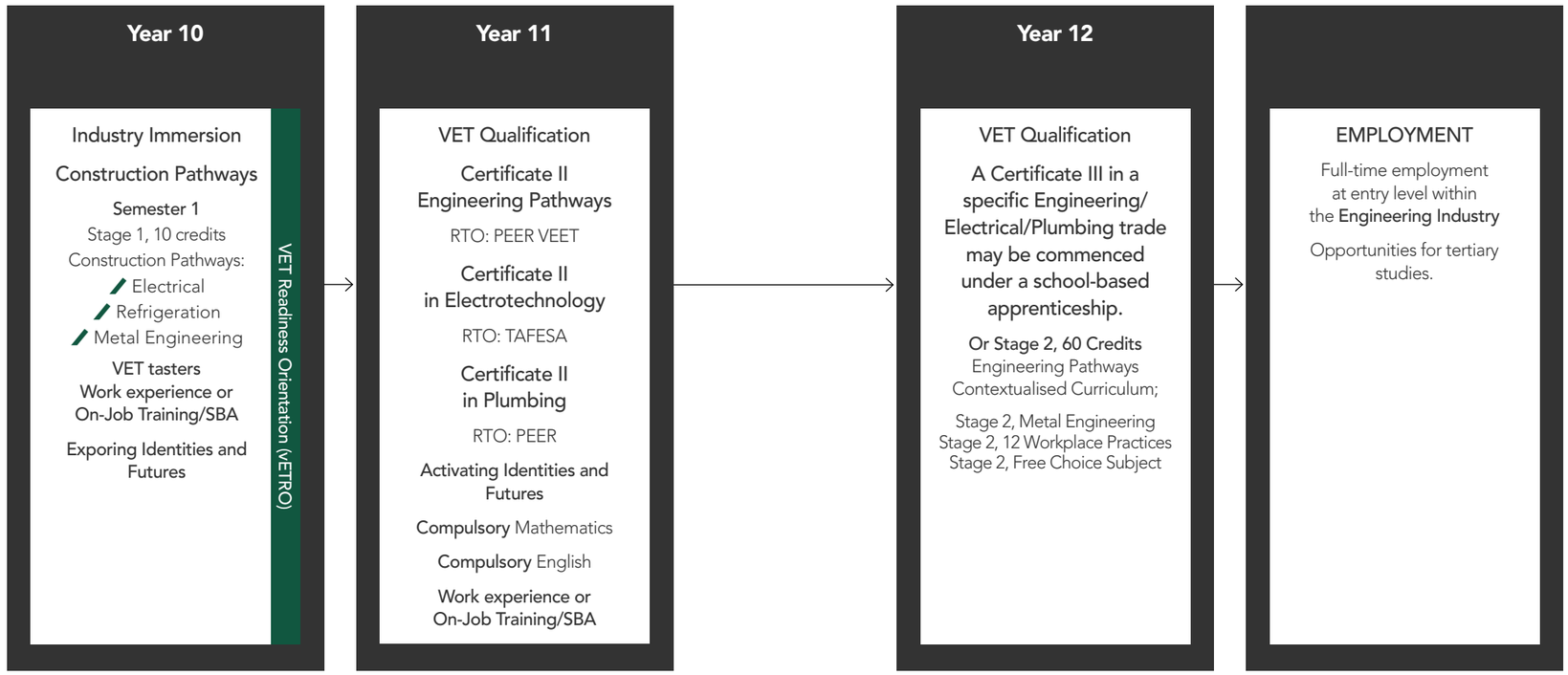
SACE Flexible Industry Pathways Engineering Package



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SACE Flexible Industry Pathways

Early Childhood Education Package

Year 10

Industry Immersion

Early Childhood Education

Semester 1
Year 10, Child Studies

Semester 2
Stage 1, Early Educator
10 Credits

VET tasters
Work experience or part-time apprenticeship

Exporing Identities and Futures

VET Readiness Orientation (vETRO)

Year 11

VET Qualification

Certificate III Early Childhood Education & Care

RTO: Australian Institute of Technology Transfer

Activating Identities and Futures

Compulsory Mathematics

Compulsory English

Stage 1 Child Studies
Work experience or part-time apprenticeship
On-Job/SBA

Year 12

VET Qualification

Continuation of Certificate III Early Childhood Education & Care

Including relevant Industry Certificates

May include near full-time traineeship

Or Stage 2, 60 Credits
Early Childhood Education Contextualised Curriculum;

Stage 2 Child Studies
Stage 2, Workplace Practices
Stage 2, Free Choice Subject

EMPLOYMENT

Full-time employment at entry level within the **Early Education Profession.**

Opportunities for tertiary studies.

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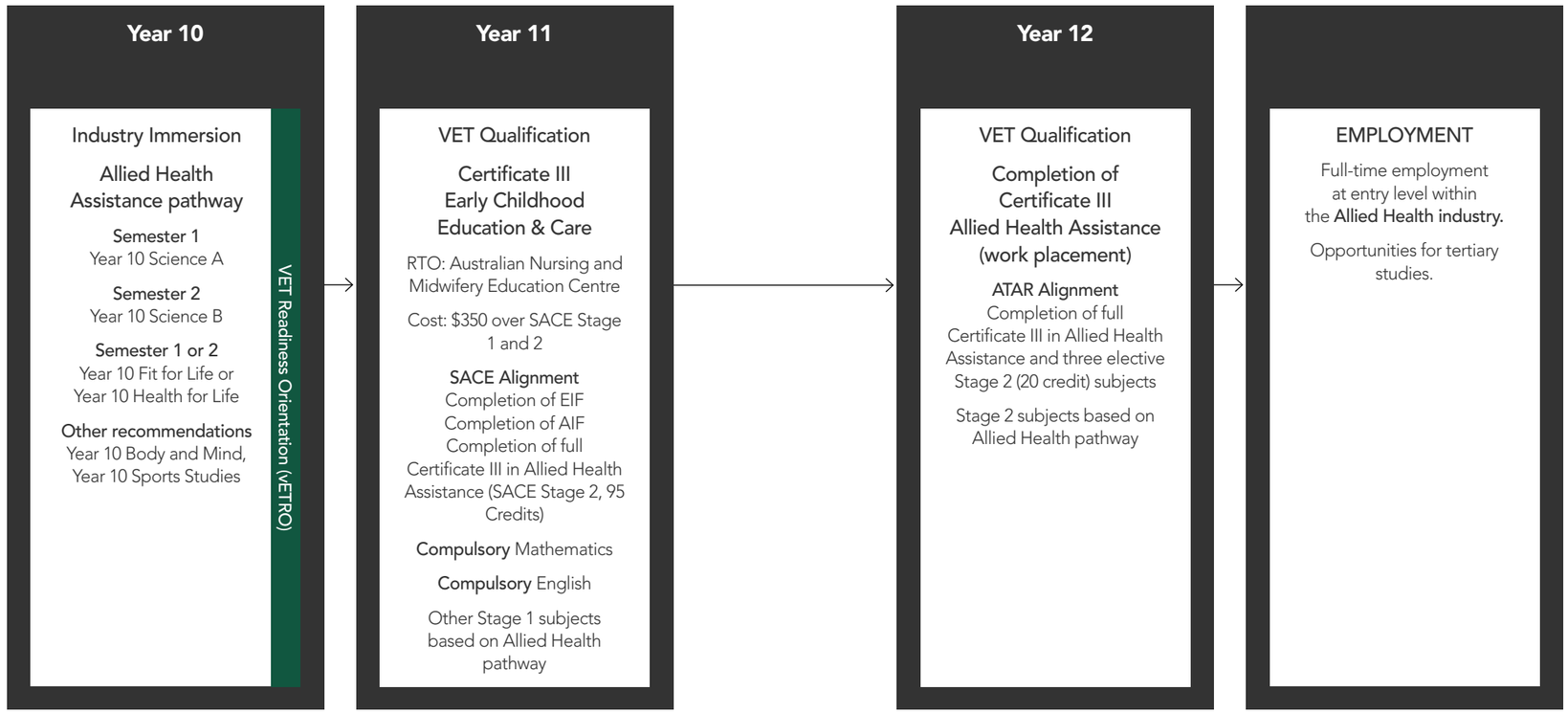
SACE Flexible Industry Pathways Allied Health Package



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SACE Flexible Industry Pathways Sport & Fitness Package

Year 10

Industry Immersion

Recognised learning through the competencies in **Certificate II Sport & Recreation**

RTO: Foundation Education

Skills Cluster
Introduction to Fitness, Sport & Recreation

SACE Alignment
One-week intensive course
Stage 1, 10 Credits

VET Readiness Orientation (VETRO)

Year 11

Industry Immersion

Recognised learning through the competencies in **Certificate III Fitness**

RTO: Foundation Education

Skills Cluster
Advanced Fitness (Client Screening), Semester 1

Advanced Gym Based Programs for Individual Clients, Semester 2

SACE Alignment
Two semester courses
Stage 2, 20 Credits/semester

Cost
$550/semester or $1,000/full year

Year 12

VET Qualification

School-based traineeship **Certificate III Fitness**

One day/week or equivalent, negotiated with trainer/employer

RTO: Foundation Education

Skills Cluster
Introduction to Fitness, Sport & Recreation

SACE Alignment
Completion of EIF
Completion of AIF
Completion of full Certificate III in Fitness

ATAR Alignment
Completion of AIF
Completion of full Certificate III in Fitness
Completion of three elective Stage 2 (20 credit) subjects

Cost
TBC

EMPLOYMENT

Full-time employment at entry level within the **Sport & Fitness Industry.**

Opportunities for tertiary studies.

Contents

Click on the title in the Content List for further information.

Certificate II in Construction Pathways

REGION: Western Adelaide Secondary Schools network

RTO: ATEC – Adelaide Training and Employment Centre inc (National Code 0022)

LENGTH: 1 Year

DESCRIPTION:
The Doorways to Construction full year program is a highly practical one which is supported by theory and is designed for students wishing to explore a career in the building and construction industry. The focus is on providing hands on practical experience in the trade areas of carpentry, concreting, tiling, painting and decorating, joinery, plastering, plaster board fixing/flushing, bricklaying and demolition. Students complete competencies from the Construction Training package High standards of safe work practices are expected and enforced throughout the course. All students are required to organise and participate in Structured Workplace Learning in industry settings.

PATHWAYS:
Certificate III courses can be accessed through a school-based or full time apprenticeship.

PREREQUISITES:
VETRO process. UAN indicator testing. May require bridging units in literacy and/or numeracy.

DELIVERY LOCATION:
ATEC, 275 Grand Junction Road, Ottoway

DATES AND TIMES:
40 weekly sessions at ATEC on Wednesday from 08:45 until 15:15, excluding school and public holidays.

WORK PLACEMENT:
70 hours must be done in the construction industry.

SACE DETAILS:
SACE Year 11 (Stage 1), 40 SACE credits

QUALIFICATION:
Certificate II in Construction Pathways (National code CPC20220)

COMPETENCIES:
Compulsory:
CPCCOM1012 - Work effectively and sustainably in the Construction Industry (20 nominal hours)
CPCCOM1013 - Plan and organise work (20 nominal hours)
CPCCOM1015 - Carry out measurements and calculations (20 nominal hours)
CPCCVE1011 - Undertake a basic construction project (40 nominal hours)
CPCCWHS2001 - Apply WHS requirements, policies and procedures in the Construction Industry (20 nominal hours)
Elective:
CPCCCA2002 - Use carpentry tools and equipment (96 nominal hours)
CPCCCM2004 - Handle construction materials (16 nominal hours)
CPCCCM2006 - Apply basic levelling procedures (8 nominal hours)
CPCCCM2009 - Carry out basic demolition (32 nominal hours)
CPCCCO2013 - Carry out concreting to simple forms (20 nominal hours)

FEES: $427

NUMBER OF STUDENTS: Minimum 12 - Maximum 15

SELECTION PROCESS: SRNI indicator to determine LLN requirements of ASCF exit level two.

CONTACT:
VET Co-ordinator Tristan Kouwenhoven - Phone: 8355 7000
Email: tristan.k@henleyhs.sa.edu.au

Certificate III in Early Childhood Education & Care (Child Care)

REGION: Western Adelaide Secondary Schools network

RTO: Australian Institute of Technology Transfer (National Code 50834)

HOST ORGANISATION: Henley High School

LENGTH:
4 Semesters (2 years)
If students have opportunity to finish earlier than the proposed 2-year timeline, there will be flexible strategies to suit the needs of individual students.

DESCRIPTION:
This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

This course provides students with the theoretical and practical knowledge to work in the childcare industry. Students are provided with an opportunity to explore the community services industry (specifically early childhood education and childcare), concentrating on the emotional, cognitive and physical developmental stages of children, including nutrition. Structured workplace learning allows students to hone their skills and knowledge gained within the classroom environment.

PATHWAYS:
Full Certificate III in Early Childhood Education & Care, access to Diploma Education, ATAR pathway, Early Education University Pathway.

PREREQUISITES:
Successful completion of the VETRO process and approved by RTO including online UAN-SRNI.

DELIVERY LOCATION:
Henley High School - Cudmore Tce, Henley Beach SA 5022

DATES AND TIMES:
Weekly sessions at Henley High School on Wednesdays from 13:00 until 16:00.

COMMENCEMENT DATE:
Week 1, Term 1 2025.

WORK PLACEMENT:
Compulsory 160 hours Structured Workplace Learning (SWL). To be completed with children 0-23 months of age. Further unrestricted hours, with children 2-6 years of age

SACE DETAILS:
This qualification equates to 868 nominal hours: approximately 170 Stage 2 SACE credits. Provided all units are completed competently and meet the training package requirements.

QUALIFICATION:
CHC30121 Certificate III in Early Childhood Education and Care.

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Click on the title in the Content List for further information.

Certificate III in Early Childhood Education & Care (Child Care)

COMPETENCIES:
Students will complete the following eighteen (17) units to complete the CHC30113 Certificate III in Early Childhood Education and Care:

CHCPRP003 - Reflect on and improve own professional practice.
CHCECE056 - Work effectively in children's education and care.
CHCECE055 - Meet legal and ethical obligations in children's education and care.
CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures.
CHCECE038 - Observe children to inform practice.
CHCECE037 - Support children to connect with the natural environment.
CHCECE032 - Nurture babies and toddlers.
CHCECE031 - Support children's health, safety and wellbeing.
CHCECE030 - Support inclusion and diversity.
CHCDIV001 - Work with diverse people.
CHCECE036 - Provide experiences to support children's play and learning.
CHCECE035 - Support the holistic learning and development of children.
CHCECE033 - Develop positive and respectful relationships with children.
CHCPRT001 - Identify and respond to children and young people at risk.
CHCECE034 - Use an approved learning framework to guide practice.
HLTAID012 - Provide first aid in an education and care setting.
HLTWHS001 - Participate in workplace health and safety.

FEES:
Future Industry Pathway; Subsidised by DIS: $400.00. Possible other incidentals for students eg. optional text books, first aid and WWCC.

NUMBER OF STUDENTS:
Minimum 8 - Maximum 20

SELECTION PROCESS:
VETRO interview and process for approval.

CONTACT:
VET Co-ordinator Tristan Kouwenhoven - Phone: 8355 7000
Email: tristan.k@henleyhs.sa.edu.au

Certificate III in Allied Health Assistance

REGION: Western Adelaide Secondary Schools network

RTO: Australian Nursing and Midwifery Foundation (National Code 40064)

LENGTH:
2 Semesters (1 year), plus work placement

DESCRIPTION:
This certificate 3 qualification is a minimum qualification for young people to work in a wide range of Allied Health pathways which are experiencing significant skills shortages around Australia. The Allied Health Industry includes careers such as Occupational Therapy, Speech Therapy, Podiatry, Physiologists, Dieticians, Psychologists, a wide range of therapists and many more. This qualification gives students the chance to commence work in the industry, working alongside these professionals implementing treatment plans and therapeutic solutions.

This course provides students with the theoretical and practical knowledge to work in this supporting role in the industry. Students are provided with an opportunity to explore a range of services and will have work placements arranged for them to develop these skills in a real-world setting. Structured workplace learning allows students to hone their skills and knowledge gained within the classroom environment.

PATHWAYS:
Full Certificate III in Allied Health Assistance, access to Diploma Education and ATAR pathway.

PREREQUISITES:
Successful completion of the VETRO process.

Students must also note that as part of this course they will be required to obtain a National Police Check.

DELIVERY LOCATION:
Henley High School - Cudmore Tce, Henley Beach SA 5022

DATES AND TIMES:
Weekly sessions at Henley High School from 9:00am until 4:00pm (day to be confirmed).

COMMENCEMENT DATE:
Week 1, Term 1 2025.

WORK PLACEMENT:
Compulsory 80-120 hours Structured Workplace Learning (SWL). Placements will be arranged by RTO.

SACE DETAILS:
This qualification equates to 665 nominal hours: approximately 70 Stage 2 SACE credits. Provided all units are completed competently and meet the training package requirements.

QUALIFICATION:
HLT33021 Certificate III in Allied Health Assistance.

Contents

Click on the title in the Content List for further information.

Certificate III in Allied Health Assistance

COMPETENCIES:

Students will complete the following twelve (12) units to complete the HLT33021 Certificate III in Allied Health Assistance:

BSBMED301 - Interpret & apply medical terminology appropriately (60).

CHCCOM005 - Communicate and work in health or community services (30).

CHCDIV001 - Work with diverse people (40).

HLTAHA027 - Assist with an allied health program (80).

HLTAHA049 - Recognise impact of health conditions (100).

HLTINF006 - Apply basic principles and practices of infection prevention and control (35).

HLTWHS001 - Participate in workplace health & safety (20).

HLTAID011 - Provide First Aid (18).

CHCCCS038 - Facilitate the empowerment of people receiving support (120).

CHCAGE011 - Provide support to people living with dementia (80).

CHCMHS001 - Work with people with mental health issues (80).

CHCCCS002 - Assist with movement (25).

FEES:
Future Industry Pathway; Subsidised by DIS: $350. Possible other incidentals for students eg optional text books, first aid and WWCC.

NUMBER OF STUDENTS:
Minimum 15 - Maximum 25

SELECTION PROCESS:
VETRO interview and process for approval.

CONTACT:
VET Co-ordinator Tristan Kouwenhoven - Phone: 8355 7000
Email: tristan.k@henleyhs.sa.edu.au

Advanced Fitness (Client Screening)

REGION: Western Adelaide Secondary Schools network

RTO: Foundation Education (National Code 22557)

LENGTH: 1 Semester

DESCRIPTION:
This course has been designed to provide students with an advanced skills cluster to support a Sport and Fitness pathway in Vocation Education and Training of Certificate III in Fitness.

This Advance Fitness in Client Screening elective course provides Henley High School students with the opportunity to participate in a subject linked to industry and work in the fitness industry.

This is a standalone subject, or it can be used as prior learning if moving into the full Certificate III in Fitness Trainee in 2025.

The Advanced Fitness skills cluster is a highly practical one which is supported by theory and is designed for students wishing to explore a career in the fitness industry.

Students complete competencies from the Fitness Training package, high standards of safe work practices are expected and enforced throughout the course.

PATHWAYS:
Certificate III courses can be accessed through a school-based trainee in 2025.

PREREQUISITES:
Successful completion of a Year 10 Health and Physical Education Subject.

DELIVERY LOCATION:
Henley High School - Cudmore Tce, Henley Beach SA 5022

SACE DETAILS:
SACE Year 12 (Stage 2), 20 SACE credits

QUALIFICATION:
Skills Cluster of Certificate III in Fitness (National code SIS30321)

COMPETENCIES:
Compulsory:

SISFFIT032 – Complete pre-exercise screening and service orientation (20 nominal hours)

SISFFIT033 – Complete client fitness assessment (30 nominal hours)

SISFFIT052 – Provide healthy eating information (55 nominal hours)

CHCDIV001 – Work with diverse people (40 nominal hours)

FEES: $550 for semester or $1000 when completing the semester 2 advanced skills cluster

NUMBER OF STUDENTS: Minimum 16 - Maximum 25

SELECTION PROCESS: Interview including SRNI indicator to determine LLN requirements of ASCF exit level two.

CONTACT:
HPE Co-ordinator Chris Cilento - Phone: 8355 7000
Email: chris.cilento@henleyhs.sa.edu.au.

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Click on the title in the Content List for further information.

Advanced Gym Based Programs for Individual Clients

REGION: Western Adelaide Secondary Schools network

RTO: Foundation Education (National Code 22557)

LENGTH: 1 Semester

DESCRIPTION:
This course has been designed to provide students with an advanced skills cluster to support a Sport and Fitness pathway in Vocation Education and Training of Certificate III in Fitness.

This Advance Fitness in Client Screening elective course provides Henley High School students with the opportunity to participate in a subject linked to industry and work in the fitness industry.

This is a standalone subject, or it can be used as prior learning if moving into the full Certificate III in Fitness Trainee in 2025.

The Advanced Fitness skills cluster is a highly practical one which is supported by theory and is designed for students wishing to explore a career in the fitness industry.

Students complete competencies from the Fitness Training package, high standards of safe work practices are expected and enforced throughout the course.

PATHWAYS:
Certificate III courses can be accessed through a school-based trainee in 2025.

PREREQUISITES:
Successful completion of a Year 10 Health and Physical Education Subject.

DELIVERY LOCATION:
Henley High School - Cudmore Tce, Henley Beach SA 5022

SACE DETAILS:
SACE Year 12 (Stage 2), 20 SACE credits

QUALIFICATION:
Skills Cluster of Certificate III in Fitness (National code SIS30321)

COMPETENCIES:
Compulsory:

SISFFIT035 – Develop and instruct gym-based exercise programs for individual clients (80 nominal hours)

SISFFIT035 – Use anatomy and physiology knowledge to support safe and effective exercise (60 nominal hours)

FEES: $550 for semester or $1000 when completing the semester 1 advanced skills cluster

NUMBER OF STUDENTS: Minimum 16 - Maximum 25

SELECTION PROCESS: Interview including SRNI indicator to determine LLN requirements of ASCF exit level two.

CONTACT:
HPE Co-ordinator Chris Cilento - Phone: 8355 7000
Email: chad.winstanley@henleyhs.sa.edu.au.

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Government of South Australia
Department for Education

Department for Education T/A South Australian Government Schools CRICOS Provider number: 00018A