Introduction

Kingston Community School is committed to assisting students select subjects that will support them to achieve their personal best and prepare them for their life after school. Through access to a broad and engaging curriculum, and implementation of effective teaching and learning practices, students will achieve their goals and aspirations.

The Curriculum Handbook is an important document that parents and students need to read together, as the process of subject selection can be very challenging. This information, together with the individual counselling process in Term 3, helps students and parents choose subjects for next year.

How To Choose Subjects That Suit You

Research has shown that when students are choosing subjects, they should consider the following:

- Does this enable me to work from my strengths?
- Does it challenge me to make the most of my capabilities?
- Does it provide me with pre requisites that I need to pursue my career and ambitions after I leave school?
- Do I enjoy studying?
- Does it provide me with the range of skills and knowledge that most align with my career aspiration (ie think about choosing a balance between theoretical and practical subjects)?
- Does it provide me with life skills?
- Are these my choices and not the choices of others?

You and your child will be able to use this handbook as a guide to make subject choices. By utilising the information provided, you will be able to identify not only subject choices available within a particular year level, but also identify future pathways for learning in other year levels.

Parent and students are encouraged to seek advice and support from Home Group Teachers, Year Level Coordinators, Subject Teachers, Careers Counsellor, VET Coordinator, tertiary institutions, career centres, The Job Guide, TAFE, websites and other providers of post school training programs.

Please note that some limitations in subject choice may occur, depending on student numbers and timetabling constraints. If there are insufficient numbers to make a class viable, students will be asked to select another subject.

Students and Parents will find the information in this handbook helpful, but it is advisable that you utilise Kingston Community School’s counselling and other support services during the subject selection process.

Mártin Lippett
Principal
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>School Contacts</td>
<td>3</td>
</tr>
<tr>
<td>Pathways</td>
<td>4 - 10</td>
</tr>
</tbody>
</table>

### YEAR 8

**CORE SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>13</td>
</tr>
<tr>
<td>The Arts – Music</td>
<td>13</td>
</tr>
<tr>
<td>The Arts – Visual Arts</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
</tr>
<tr>
<td>German</td>
<td>14</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>HASS – Civics and Citizenship</td>
<td>15</td>
</tr>
<tr>
<td>HASS - Economics and Business</td>
<td>16</td>
</tr>
<tr>
<td>HASS – Geography</td>
<td>16</td>
</tr>
<tr>
<td>HASS – History</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
</tr>
<tr>
<td>Technologies – Design and Technology Studies, Food and Fibres Production</td>
<td>18</td>
</tr>
</tbody>
</table>

### YEAR 9

**CORE SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>21</td>
</tr>
<tr>
<td>HASS – Civics and Citizenship</td>
<td>22</td>
</tr>
<tr>
<td>HASS – Economics and Business</td>
<td>22</td>
</tr>
<tr>
<td>HASS – Geography</td>
<td>23</td>
</tr>
<tr>
<td>HASS – History</td>
<td>23</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
</tr>
<tr>
<td>Technologies – Design and Technology Studies, Food and Fibres Production</td>
<td>25</td>
</tr>
</tbody>
</table>

**ADDITIONAL CURRICULUM OPTIONS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts – Music</td>
<td>26</td>
</tr>
<tr>
<td>The Arts – Visual Arts</td>
<td>26</td>
</tr>
<tr>
<td>German</td>
<td>27</td>
</tr>
</tbody>
</table>

### YEAR 10

**CORE SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>29</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>29</td>
</tr>
<tr>
<td>HASS - History</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>31</td>
</tr>
</tbody>
</table>

**SACE SUBJECT**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>31</td>
</tr>
</tbody>
</table>

**ADDITIONAL CURRICULUM OPTIONS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts – Music</td>
<td>32</td>
</tr>
<tr>
<td>The Arts – Visual Arts</td>
<td>32</td>
</tr>
<tr>
<td>Agriculture</td>
<td>33</td>
</tr>
<tr>
<td>German</td>
<td>33</td>
</tr>
<tr>
<td>Technologies – Design and Technology Studies, Food and Fibre Production</td>
<td>34</td>
</tr>
<tr>
<td>Technologies – Personal Information Processing</td>
<td>35</td>
</tr>
</tbody>
</table>
# School Contacts

## Principal
Mr Martin Lippett

## Deputy Principal
Mrs Jeanette Emery

## School Counsellor
Mrs Samantha Murdock

## Career Counsellor
Mrs Christina Everett

## Coordinators

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Ms Lucretia Tocaciu</td>
</tr>
<tr>
<td>9</td>
<td>Ms Lucretia Tocaciu</td>
</tr>
<tr>
<td>10</td>
<td>Mrs Christina Everett</td>
</tr>
<tr>
<td>11</td>
<td>Mrs Christina Everett</td>
</tr>
<tr>
<td>12</td>
<td>Mrs Christina Everett</td>
</tr>
</tbody>
</table>

## Subject Contacts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Mrs Katie Hines</td>
</tr>
<tr>
<td>The Arts - Music</td>
<td>Miss Lisa Pointon</td>
</tr>
<tr>
<td>The Arts – Visual Arts</td>
<td>Mrs Katherine Lisk</td>
</tr>
<tr>
<td>Aquaculture</td>
<td>Mr Craig Watson</td>
</tr>
<tr>
<td>English</td>
<td>Mrs Barb Richards/ Mr Michael Davey</td>
</tr>
<tr>
<td>German</td>
<td>Mrs Kate Telfer/ Mrs Kirsten Barich</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Miss Yasmin Stewart</td>
</tr>
<tr>
<td>Humanities and Social Science</td>
<td>Mrs Kirsten Barich</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Ms Lucretia Tocaciu</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>Ms Lucretia Tocaciu</td>
</tr>
<tr>
<td>Science</td>
<td>Ms Lucretia Tocaciu</td>
</tr>
<tr>
<td>Technologies – Design and Technology Studies</td>
<td>Mr Craig Watson</td>
</tr>
<tr>
<td>Technologies – Food and Fibre Production</td>
<td>Mrs Hannah Beelitz</td>
</tr>
<tr>
<td>Technologies – Information Processing and Publishing</td>
<td>Mrs Christina Everett</td>
</tr>
<tr>
<td>Vocational Studies/VET</td>
<td>Mrs Christina Everett</td>
</tr>
</tbody>
</table>

---

Kingston Community School

46 East Terrace, Kingston SE  SA  5275

Phone:  (08) 8767 2677

Fax:  (08) 8767 2247

Email:  dl.0737.info@schools.sa.edu.au
PATHWAYS

THE ARTS

Year 8
Music
Visual Arts

Year 9
Visual Arts

Year 10
Visual Arts

Stage 1
Visual Arts

Stage 2
Visual Arts

Year 9
Music

Year 10
Music

Stage 1
Music

Stage 2
Music

ENGLISH

Year 8
English

Year 9
English

Year 10
English

Stage 1
English
- English
- Essential English

Stage 2
English
- English Communication
- English Studies
HEALTH AND PHYSICAL EDUCATION

Year 8
Health and Physical Education
• Health
• Physical Education

Year 9
Health and Physical Education
• Health
• Physical Education

Year 10
Health and Physical Education
• Health
• Physical Education

Stage 1
Health and Physical Education

Stage 2
Health and Physical Education
Year 8
HUMANITIES AND SOCIAL SCIENCES
• Civics and Citizenship
• Economics and Business
• Geography
• History

Year 9
HUMANITIES AND SOCIAL SCIENCES
• Civics and Citizenship
• Economics and Business
• Geography
• History

Year 10
HUMANITIES AND SOCIAL SCIENCES
• History

Stage 1
HUMANITIES AND SOCIAL SCIENCES
• Australian and International Politics
• Modern History

Stage 2
HUMANITIES AND SOCIAL SCIENCES
• Australian and International Politics
• Modern History
LANGUAGES

Year 8
German

Year 9
German

Year 10
German

Stage 1
German

Stage 2
German

MATHEMATICS

Year 8
Mathematics

Year 9
Mathematics

Year 10
Mathematics

Stage 1
Mathematics

- General Mathematics
- Essential Mathematics
- Stage 1 Mathematics

Stage 2
Mathematics

- Mathematics Studies
- Mathematical Applications
- Mathematics Specialist (Open Access)
SCIENCE

Year 8
Science

Year 9
Science

Year 10
Science

Stage 1
Science
• Biology
• Chemistry
• Physics

Stage 2
Science
• Biology
• Chemistry
• Nutrition
• Physics
Year 8 Technologies
• Food and Fibres Production
• Design and Technology Studies

Year 9 Technologies
• Food and Fibres Production
• Design and Technology Studies

Year 10 Technologies
• Food and Fibres Production
• Furniture Construction
• Welding

Stage 1 Food and Hospitality Studies
• Food & Hospitality
• Child Studies

Stage 1 Business Enterprise & Technology
• Contemporary Furniture Construction
• Welding and Fabricating
• Doorways 2 Construction

Stage 1 Business Enterprise & Technology
• Information Processing & Publishing
• Certificate II in Information Technology

Stage 1 Business Enterprise & Technology
• Work Place Practices

Stage 2 Food and Hospitality Studies
• Food & Hospitality
• Child Studies

Stage 2 Business Enterprise & Technology
• Contemporary Furniture Construction
• Welding and Fabricating
• Doorways 2 Construction

Stage 2 Business Enterprise & Technology
• Information Processing & Publishing
• Business Documents
• Desktop Publishing
• Certificate II in Information Technology

Stage 2 Business Enterprise & Technology
• Work Place Practices
CROSS DISCIPLINARY

Year 11
Community Studies

→

Year 11
Personal Learning Plan

→

Year 12
Research Project

→

Year 12
Community Studies

AGRICULTURE

Year 8
Agriculture

→

Year 9
Agriculture

→

Year 10
Agriculture

→

Stage 1
Agriculture

- Agriculture

→

Stage 2
Agriculture

- Agriculture
YEAR 8 SUBJECTS

The curriculum is covered by twelve subjects, all of which are compulsory at this level. The number of teachers each student has is reduced as much as possible by staff taking a class for more than one subject for example. Mathematics and Science are usually taken by the same teacher, similarly English and Humanities and Social Science and Home Economics.

All subjects follow the Australian Curriculum.

All students will study the following compulsory subjects each term throughout Year 8.

**CORE SUBJECTS**

**AGRICULTURE**

**THE ARTS**
- Music
- Visual Arts

**ENGLISH**

**HEALTH AND PHYSICAL EDUCATION**

**HUMANITIES AND SOCIAL SCIENCE**
- Civics and Citizenship
- Economics and Business
- Geography
- History

**LANGUAGES**
- German

**MATHEMATICS**

**SCIENCE**

**TECHNOLOGIES**
- Design and Technology Studies
- Food and Fibres Production
CORE SUBJECTS

AGRICULTURE

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices, with a focus on vegetable gardening, layer production, boiler production, soil science, farm animals and farm safety. Students are involved in a mixture of theoretical and practical activities such as raising layer chickens and developing vegetable gardens which will enable them to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies with each topic. Students will develop safe, independent and responsible work practices.

THE ARTS

Music

Year 8 Music is divided into two strands

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

In Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. In practical lessons, students learn how to play various instruments and form their own rock bands. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

Visual Arts

Year 8 Visual Arts is divided into two strands

Design and Technologies

- Making
- Responding

Content Description

Students study a selection of artists who share a common theme in their work but are from different cultures, time and places and whose work represents a diversity of materials and techniques, technologies and processes. Throughout this study they analyse how these artists use visual conventions and viewpoints in their artworks and they experiment with these conventions to represent the theme in their own artwork using a variety of materials, techniques, technologies and processes. They work in graphite, ink, water-colour, acrylic paint, collage, textiles and lino-cut printmaking.

They also undertake a design project where they develop their planning skills by exploring techniques and process used in their own and others’ artworks.

They exhibit their artwork and learn how an artwork is displayed to enhance its meaning.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
ENGLISH

The English curriculum is built around the three interrelated strands

• Language
• Literature
• Literacy

Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students develop their understanding of how texts, including media texts are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive texts and begin to write literary analyses. The skills required for accurate expression are an integral part of the course and enable students to improve the student’s level of literacy.

GERMAN

Year 8 German is divided into two strands

• Understanding
• Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

Content Description

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparison with English. Specifically, students will develop skills in listening, speaking, reading and writing to communicate in German and German-speaking communities. They will look at familiar topics such as self, home, family, friends, school and aspects of German culture and geography. Learners will develop further understanding of language as a system through the development of grammar and sentence structure. Students will make comparisons between English and German and the meaning made in each language and within both cultures. Learners will develop skills in individual and collaborative work, planning, problem-solving and reflecting. Learners will continue to develop their understanding of different text types and purposes.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
HEALTH AND PHYSICAL EDUCATION

Year 8 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

Content Description
In Year 8 students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement confidence. They develop and analyse movement skills in a range of physical activity settings, helping them expand on their movement competence, body control and coordination. Students will explore the role that games and sports, outdoor recreation and lifelong physical activity play in shaping cultures and identities. They examine the nature of relationships and demonstrate a variety of help-seeking strategies that support and evaluate health and physical activity.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

HUMANITIES AND SOCIAL SCIENCE

Civics and Citizenship

Year 8 Civics and Citizenship is divided into two strands

- Civics and Citizenship knowledge and understanding
- Civics and Citizenship skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

Content Description
The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What are the freedoms and responsibilities of citizens in Australia’s democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
Economic and Business

Year 8 Business and Economics is divided into two strands

- Economics and Business skill
- Economics and Business knowledge and understanding

Content Description
The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The key inquiry questions for this year level are:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

Geography

Year 8 Geography is divided into two strands

- Geographical knowledge and understanding
- Geographical inquiry skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

Content Description
Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
History

Year 8 History is divided into two strands

- Historical knowledge and understandings
- Historical skills

Content Description
The Ancient to the Modern World

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The key inquiry questions at this year level are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

MATHEMATICS

Learning in Year 8 Mathematics is a full year of study structured around three strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content Description
Topics covered 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, chances and data representation and interpretation.

Extra Cost: All students need a Casio scientific calculator.

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)
SCIENCE

Year 8 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Content Description

In Year 8, students are introduced to cells as microscopic structures. They look at structure and function of cells and explore the organisation of body systems and organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to describe relationships between components and explain these relationships through increasingly complex representations including graphs and models. They make predictions and propose explanations, drawing on evidence to support their views.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

TECHNOLOGIES

Year 8 Technologies is divided into 2 strands

Design and Technologies

- Processes and Production Skills
- Knowledge and Understanding

Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

Design and Technology Studies

CONTACT PERSON
Mr Craig Watson

This is a practical based subject (approximately 80% workshop and 20% theory). Skills covered include:

- Co2 Dragster – Design, shaping, smoothing and finishing processes
- Plastics – Moulding and finishing
- Electronics – Circuits & components (Door bell)
- Extensions to students learning can include sheet metal work, wood turning and metal lathe work

Food and Fibres Production

CONTACT PERSON
Mrs Hannah Beelitz

Topics include personal nutrition and the preparation of healthy foods, food safety and collaborative ventures. The textile area covers the use of machinery and the knowledge of fabrics, sources and sustainability. Students have the opportunity to create an item using recycled fabrics.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
YEAR 9 SUBJECTS

The Year 9 course is designed to provide learning experiences for students through set compulsory subjects as well as allowing them to make choices about subjects they would like to specialise in.

All students will study the following compulsory subjects each term throughout Year 9

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE*</td>
</tr>
<tr>
<td>ENGLISH</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>HUMANITIES AND SOCIAL SCIENCE</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
</tr>
<tr>
<td>Economics and Business</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>SCIENCE</td>
</tr>
<tr>
<td>TECHNOLOGIES</td>
</tr>
<tr>
<td>Design and Technology Studies*</td>
</tr>
<tr>
<td>Food and Fibres Production*</td>
</tr>
</tbody>
</table>

Students will choose to study 1 from the following list of subjects for 5 lessons per week for the whole year

<table>
<thead>
<tr>
<th>ADDITIONAL CURRICULUM OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ARTS</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Visual Arts*</td>
</tr>
<tr>
<td>LANGUAGES</td>
</tr>
<tr>
<td>German</td>
</tr>
</tbody>
</table>

*This means a subject levy may be charged over and above the Materials and Services Charge
CORE SUBJECTS

AGRICULTURE

Prerequisite
Year 8 Agriculture

Description
This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on soil science, vegetable gardens, insects, dairy production, sheep, goats and pig farming, wool and meat production. Students are involved in a mixture of theoretical and practical learning activities such as growing vegetable gardens, lamb marking, crutching, raising piglets and the Cows Create Careers program will enable them to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies with each topic. Students should have a genuine interest in Agriculture and a willingness to participate in both theory and associated practical work. Students will develop safe, independent and responsible work practices.

Future Studies
This course will lead to Year 10 Agriculture.

ENGLISH

Year 9 English curriculum is built around three interrelated strands

- Language
- Literature
- Literacy

Students interpret, analyse, create, evaluate and discuss a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These texts include themes and issues involving higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. Both shared and independent reading form part of this program. The skills required for accurate expression are an integral part of the course and enable students to improve their level of literacy.

Future Studies
Year 10 English

HEALTH AND PHYSICAL EDUCATION

Year 9 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

Content Description
In Year 9, students refine and apply strategies for maintaining and evaluating behavioural expectations in different leisure, social, movement and online situations. Students develop personalised plans for maintaining and supporting healthy and active lifestyles and propose strategies to build and optimise community wellbeing. They learn to apply complex movement skills and concepts to evaluate their own and others performances. Students analyse how participation in physical activity and sport refines personal and social skills, influences an individual’s identity and provides opportunities for leadership and teamwork.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
Civics and Citizenship

Year 9 Civics and Citizenship is divided into two strands

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

Content Description
The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What influences shape the operation of Australia’s political system?
- How does Australia’s court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Business and Economics

Year 9 Business and Economics is divided into two strands

- Economics and business skill
- Economics and business knowledge and understanding

Content Description
The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The key inquiry questions for this year level are:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)
Geography

Year 9 Geography is divided into two strands

- Geographical Knowledge and Understanding
- Geographical Inquiry Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

History

Year 9 History is divided into two strands

- Historical knowledge and understandings
- Historical Skills

**Content Description**

The Making of the Modern World

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

The key inquiry questions at this year level are:

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

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)
MATHEMATICS

Learning in Year 9 Mathematics is a full year of study structured around strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content Description
Topics covered include: Real numbers, patterns and algebra, linear and non-linear relationship, using units of measurement, geometric reasoning, Pythagoras, and trigonometry, chance and data representation and interpretation.

Extra Cost: All students need a Casio scientific calculator.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

SCIENCE

Year 9 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Content Description
In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
Year 9 Technologies is divided into 2 strands

**Design and Technologies**
- Processes and Production Skills
- Knowledge and Understanding

**Content Description**
Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

**Design and Technologies Studies**

**CONTACT PERSON**
Mr Craig Watson

Students are required to pay for all project materials used.

This is a practical based subject (approximately 80% workshop and 20% theory).

Skills covered include:

- Woodwork - Rebate butt joints and design
- Electronics – Circuits and components (LED Dice)
- Introductory to gas welding – Candelabra and design
- Extensions to student learning can include wood turning, sheet metal work and the metal lathe

**Food and Fibres Production**

**CONTACT PERSON**
Mrs Hannah Beelitz

This is a practical subject with 4 major topics.

- **Back To Basics** - a course of essential cookery skills.
- **Nutrition** - and the preparation of healthy foods. Students analyse personal diets using a computer programme.
- **Australian Cuisine** - a preparation of foods from overseas, and a study of cultures.
- **Poverty** - Study of charities that help people. Construction of simple garments to give to needy people. The use of the web to gain relevant information.

For details on the specific content, topics and achievement standards at this year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)
THE ARTS

Music

Year 9 Music is divided into two strands

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

Visual Arts

Year 9 Visual Arts is divided into two strands

- Making
- Responding

Content Description

Students analyse a range of visual artworks from different cultures, times and places. This study is linked to their own production of visual artworks where they use a range of materials, techniques, technologies and processes. They study the work of finalists in the Archibald Prize for portraiture and develop and refine techniques and processes in drawing portraits. They develop their own drawings, paintings, prints and sculptures representing the local environment, reflecting on the style of the range of artists studied from hyper-realism to abstract. They evaluate how artworks they study and the artworks they make communicate artistic intentions to inform their future art making. They exhibit their artwork and learn how an artwork is displayed to enhance its meaning.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
Year 9 German is divided into two strands

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

**Content Description**

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparisons with English. Students will further develop their capabilities within the communicative skills of listening, speaking, reading and writing to communicate with increasing accuracy about their personal world and German-speaking communities. Topics covered relate to real life experiences and give students opportunities for ‘hands on’ learning to occur, specifically, personal world, cities and transport, organising a cultural trip through Germany, clothes, appearances, fashion and jobs. Through study of these topics, students become increasingly independent in analysis, reflection and self-monitoring. Students explore modes of communication and become more confident communicating in a range of contexts. They become more confident at using German to interact and communicate, to exchange and present ideas, express feeling and options and participate in imaginative and creative experiences.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
YEAR 10 SUBJECTS

The Year 10 course is designed to provide the opportunity for learning experiences for students in the 5 areas of learning as defined in the South Australian Curriculum Standards and Accountability Framework as well as prepare them for the SACE subjects they wish to study in the following year.

In 2016 students will also commence their South Australian Certificate of Education (SACE) with the Personal Learning Plan (PLP).

In Art, Aquaculture, Agriculture, Home Economics, Personal Information Processing and Physical Education, the class may have Year 10 and Year 11 students. The Year 10 students will not be given credits towards their SACE for completion of these subjects.

One Semester is half a year’s study.

CORE SUBJECTS

ENGLISH
HEALTH and PHYSICAL EDUCATION
HUMANITIES AND SOCIAL SCIENCES
  History
MATHEMATICS
SCIENCE

SACE SUBJECT

PERSONAL LEARNING PLAN

ADDITIONAL CURRICULUM OPTIONS

The students then choose four half year subjects (2 in each semester) from any of the options offered.

THE ARTS
  Music
  Visual Art*
AGRICULTURE *

LANGUAGES
  German *

TECHNOLOGIES
  Food and Fibres Production *
  Design and Technologies
  Digital Technologies

*This means a subject levy may be charged over and above the Materials and Services Charge
CORE SUBJECTS

ENGLISH

Year 10 English Curriculum is built around three integrated strands

- Language
- Literature
- Literacy

Description
Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in Year 10 builds on concepts, skills and processes developed in earlier years, and texts increase in complexity during the year. Both shared, and independent reading, form a part of this program. The development of student skills in accuracy and clarity of expression is an integral part of the course.

Future Studies
Stage One English
Stage One English Pathways

HEALTH AND PHYSICAL EDUCATION

Year-10 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

Content Description
In Year 10 students refine and apply strategies for maintaining and evaluating behavioural expectations in different leisure, social, movement and online situations. Students develop personalised plans for maintaining and supporting healthy and active lifestyles and propose strategies to build and optimise community wellbeing. They learn to apply complex movement skills and concepts to evaluate their own and others performances. Students analyse how participation in physical activity and sport refines personal and social skills, influences an individual’s identity and provides opportunities for leadership and teamwork.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
HUMANITIES AND SOCIAL SCIENCE

History

Year 10 History is divided into two strands

• Historical knowledge and understandings
• Historical Skills

Content Description
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The key inquiry questions at this year level are:

• How did the nature of global conflict change during the twentieth century?
• What were the consequences of World War II? How did these consequences shape the modern world?
• How was Australian society affected by other significant global events and changes in this period?

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

MATHEMATICS

Learning in Year 10 Mathematics is a full year of study structured around strands

• Number and Algebra
• Measurement and Geometry
• Statistics and Probability

Content Description
Topics covered include: Money and financial mathematics, patterns and algebra, linear and non-linear relationships, using units of measurement, Geometric reasoning, Pythagoras and trigonometry, chance and data representation and interpretation.

Extra Cost: All students need a Casio scientific calculator.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
YEAR 10 SCIENCE

Year 10 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Content Description
In Year 10 students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale. Students will predict changes and how they will affect equilibrium within these systems.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

SACE SUBJECT

PERSONAL LEARNING PLAN (PLP)

Accreditation
10 Credits towards SACE

Description
It is designed to help students make informed decisions about their personal development, education, training and future pathways.

The program of learning is structured to assist students to achieve success in the SACE and to prepare for work, further education and community life and to develop the knowledge and skills to use, review and adjust their plans.

As part of this program, students have the opportunity to organise a week of work experience in Adelaide. This is a brilliant start to understanding their capabilities:

- Literacy
- Numeracy
- Information and Communication Technology Capabilities
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
ADDITIONAL CURRICULUM OPTIONS

THE ARTS

Music

Prerequisite
Students need to have either completed year 9 Music or have a minimum of two years experience on their chosen instrument

Year 10 Music is divided into two strands

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au

Visual Arts

Year 10 Visual Arts is divided into two strands

Design and Technologies

- Making
- Responding

Content Description
Each semester students undertake a visual study focusing on one style of artwork. Artworks studied are from different cultures, times and places and represent a diversity of materials and techniques, technologies and processes. They analyse artworks and evaluate how artists communicate their artistic intentions. They use this study to inform their own art making.

They produce a folio of work where they develop a concept. In this folio they document their visual thinking in planning and designing an artwork. They manipulate materials, techniques, technologies and processes to represent their concept and to develop and refine their skills.

They use this planning process to produce an artwork in their chosen media and present it for exhibition with an accompanying practitioner’s statement.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
AGRICULTURE

Prerequisite
Year 9 Agriculture is highly recommended.

Description
This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on wine production, cattle, sheep, pasture, livestock reproduction, dairy, current issues in agriculture, nutrition, enterprise/business management, internal parasites, wool and meat production. Students are involved in a mixture of theoretical and practical learning activities such as the preparation and showing of the Led Steers and Merino Wethers (for show competitions), shearing and dissections. These are just a few examples that will enable students to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies with each topic. Students should have a genuine interest in agriculture and a willingness to participate in both theory and associated practical work. A range of topics will be covered, which allow students to develop their knowledge and skills of safe work practices, management skills and small enterprises. Students may be required to pay for costs associated with being involved in leading an animal in an Agricultural Show. Students will develop safe, independent and responsible work practices.

Future Studies
This course will lead to Stage 1 Agriculture

GERMAN

Year 10 German is divided into two strands
- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

Prerequisite
A ‘C’ level or better in Year 9 German.

Description
Learning in German at this level allows learners to bring their existing knowledge of German language and culture and to further enhance this through engaging with youth-related and social and environmental issues.

Students will use written and spoken German to interact with others in a range of contexts and for a range of purposes. Students discuss relevant topics, recount experiences, express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordination conjunctions. Year 10’s begin to show more control with complex sentences. Learners participate in classroom discussions, present personal views and account for and sustain a particular point of view. They identify key ideas in text types and follow the development and relationship of ideas identifying sequencing, cause and effect and consequences. They compare and evaluate ideas across languages and cultures. Learners discuss future plans and aspirations. Students use supporting evidence and argument to develop and defend diverse points of view and elaborate, clarify and quality ideas. Learners also present real or imaginary events and experiences in narratives, descriptions and recounts.

Finally, Year 10 learners compare the German language to their own and reflect on how language changes over time and how it is used to communicate. They look at the cultural assumptions or understandings which shape the use of language and how languages reflect cultures.

Future Studies
Year 10 German students have a range of options related to future study and future education options and experiences. In Year 11 German, students have the opportunity to participate in the reciprocal student exchange program to southern Germany and on a ‘Language Promotion Camp’ leading to exciting cultural and language learning experiences. Year 12 German is a pre-requisite for undertaking intensive language courses at university.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
TECHNOLOGIES

Year 10 Technologies is divided into 2 strands

Design and Technologies
- Processes and Production Skills
- Knowledge and Understanding

Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

Design and Technologies Studies
CONTACT PERSON
Mr Craig Watson

Description
Students will be taught the safe use of a range of fixed and portable power machines in the construction of a set project. Technical drawing and design techniques will be developed. Students are required to pay for project materials used.

Students are encouraged to design and construct individual projects in the contexts of woodwork and metalwork. They also have the opportunity to experience electronics (circuits, components and integrated circuits)

Food and Fibres Production
CONTACT PERSON
Mrs Hannah Beelitz

Year 10 Home Economics is a general course in which students may negotiate the structure of the course and have some input into the topics. They may specialize in Food and Hospitality where they will learn safe food practices, preparing, plating and serving of foods as well as table setting and career paths in the industry.

Students may attempt several of the units of competency which make up the Certificate I in Food and Hospitality.

- Use Hygienic Practices for Food and Safety
- Use Food Preparation Equipment
- Prepare Sandwiches

Students who are unable to meet the TAFE standards will still gain valuable skills and gain their 10 credits.

Students also have the opportunity to design their own clothing items and build upon their machine skills.

For details on the specific content, topics and achievement standards at this year level please see www.australiancurriculum.edu.au
DIGITAL TECHNOLOGIES

Year 10 Digital Technologies divided into 2 strands

- Digital Technologies knowledge and understanding
- Digital Technologies processes and production skills.

Together, the two strands provide students with knowledge, understanding and skills through which they can safely and ethically exploit the capacity of digital technologies, controlled through a variety of means, to create and interact with digital information and systems for specific purposes and/or audiences.

Information Processing and Publishing

Contact Person
Mrs Christina Everett

Description
Personal Information Processing involves the use of computer hardware and software to present and display personal documents for the purpose of communication. The focus of this unit is on the use of the computer as a personal communication tool for individuals. Students will learn to apply the principle of design and page layout in completing tasks. Tasks include assignments, essays, letters, tables, reports and resumes. Students are required to use word processing in conjunction with at least one other software application. It also concentrates on instructing in and testing of speed and accuracy.