



GLOSSOP HIGH SCHOOL

CURRICULUM HANDBOOK

2021



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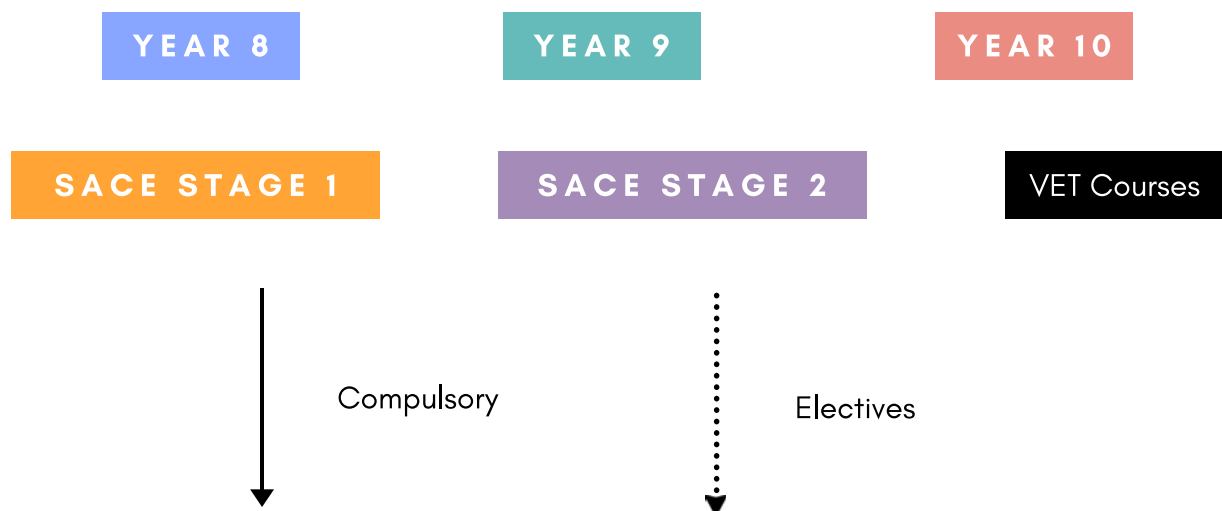
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CURRICULUM SEQUENCE CHARTS

tips and hints



Many SACE Stage 1 to Stage 2 subjects will look like this.
It doesn't mean that you must do the Stage 2 subject, but it is highly beneficial to complete the Stage 1 course before completing the Stage 2 course.

ENGLISH

YEAR 8

English through Community Learning

YEAR 9

English

YEAR 10

English

SACE STAGE 1

English 1

Essential English 1

English 2

Essential English 2

SACE STAGE 2

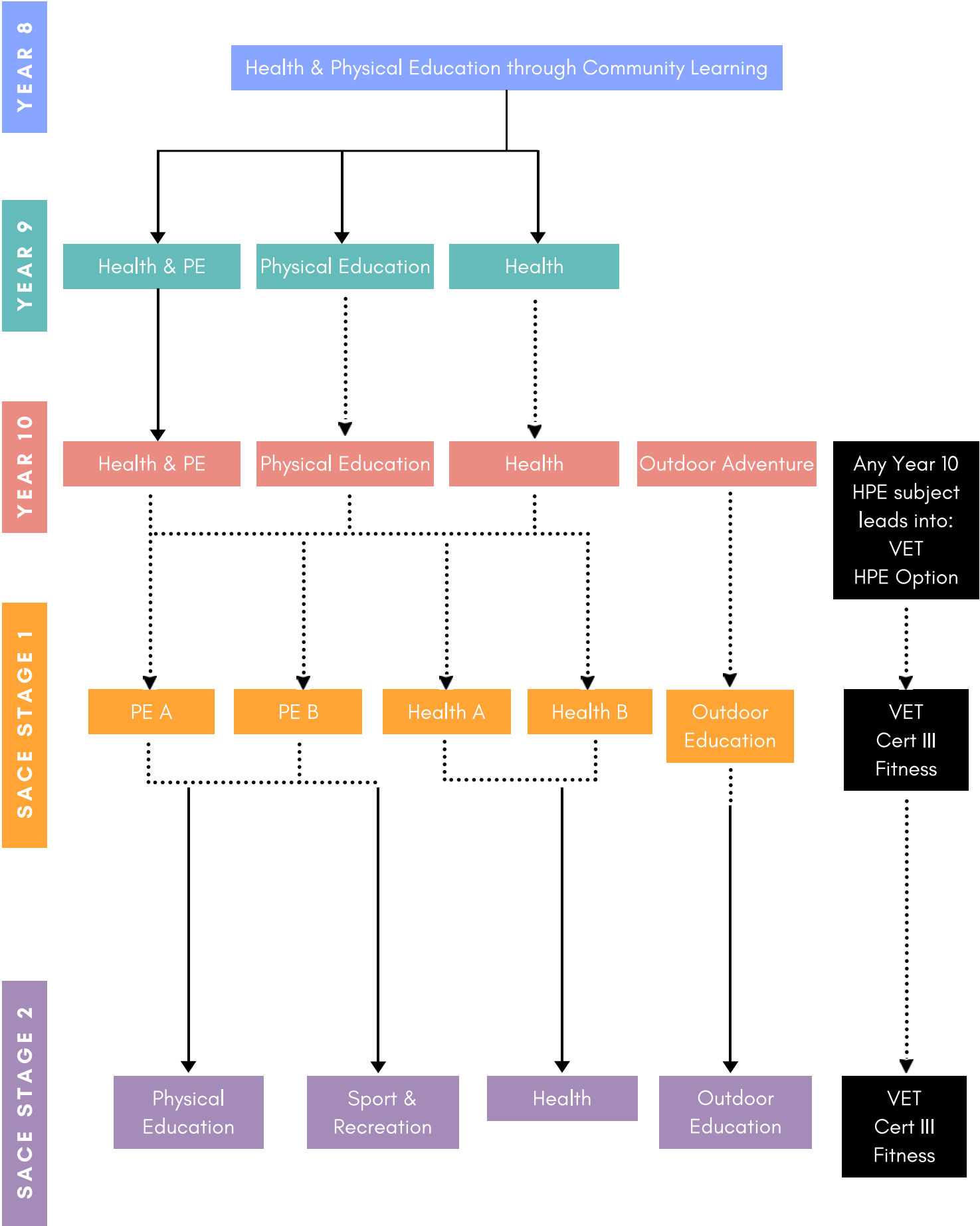
English
Literary Studies

English

Essential English

It is strongly recommended that students who would like to pursue a University Pathway or study interstate undertake either English Literary Studies or English at a SACE Stage 2 level.

HEALTH AND PHYSICAL EDUCATION



HUMANITIES & SOCIAL SCIENCES

YEAR 8

Humanities And Social Sciences through Community Learning

YEAR 9

HASS

YEAR 10

History

Women's Studies

SACE STAGE 1

Tourism

Legal Studies

Modern History

Aboriginal Studies

Business and Innovation

VET
Cert III
Business

SACE STAGE 2

Tourism

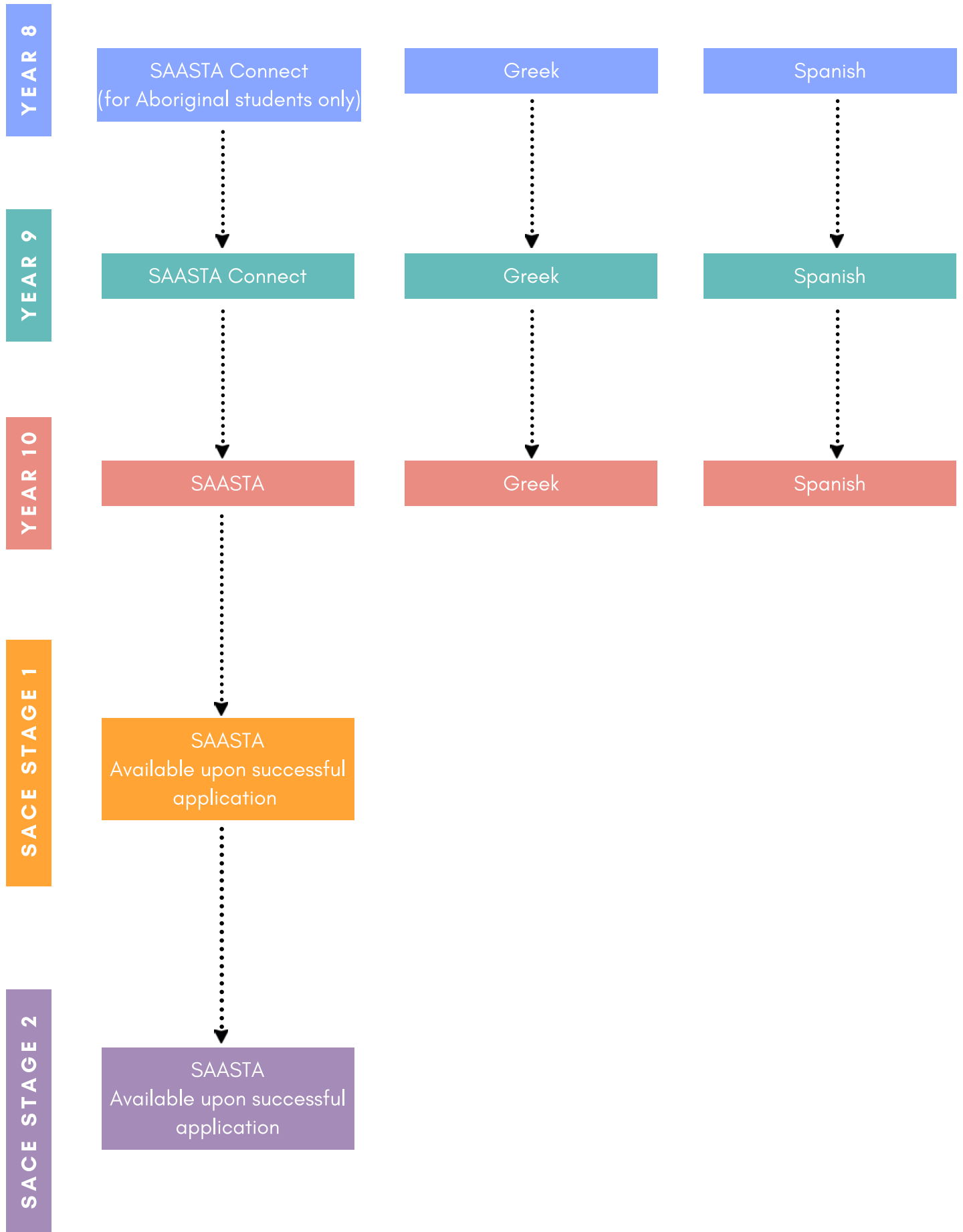
Legal Studies

Modern History

Business and Innovation

VET
Cert III
Business

LANGUAGES



CROSS DISCIPLINARY

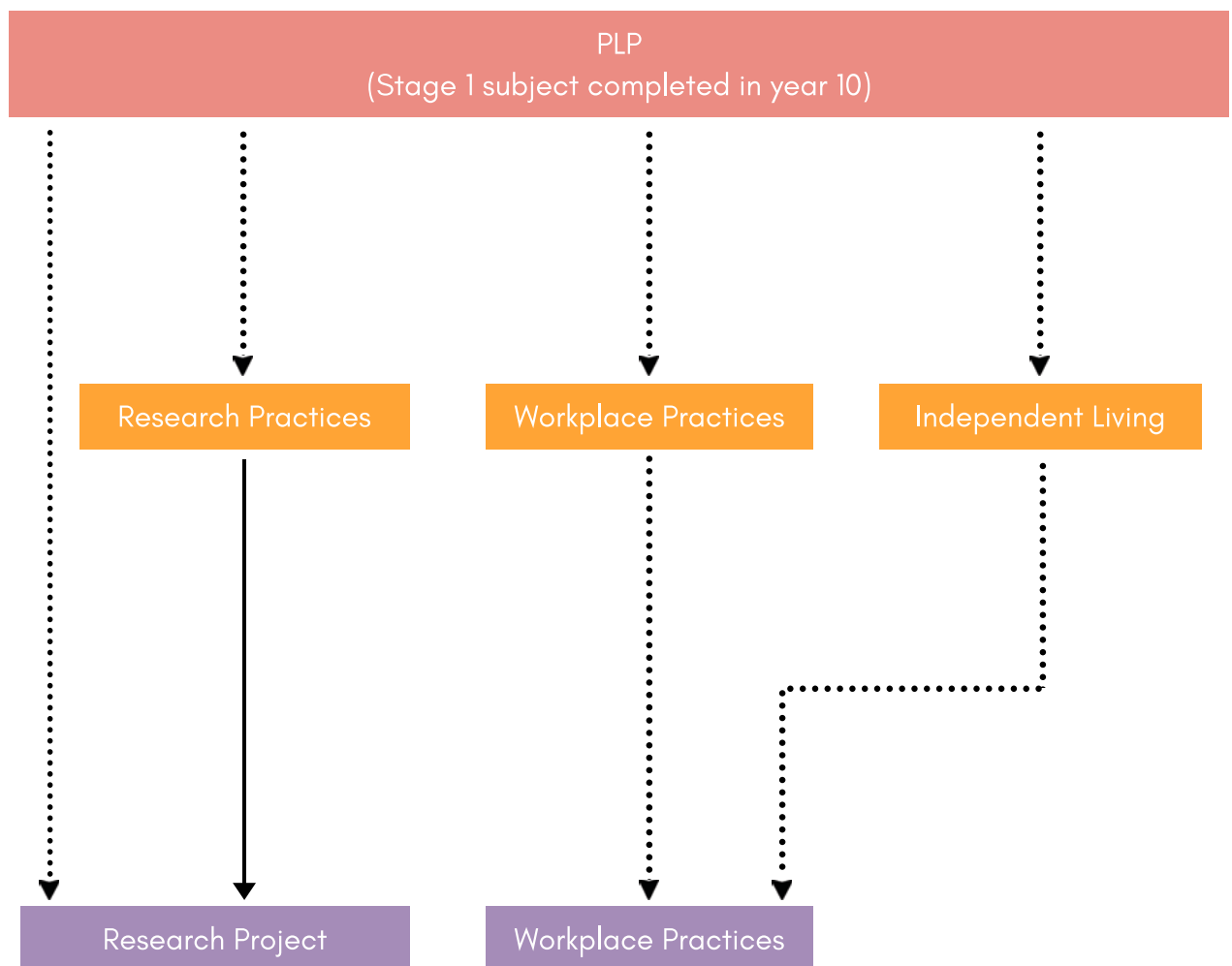
YEAR 8

YEAR 9

YEAR 10

SACE STAGE 1

SACE STAGE 2



MATHEMATICS

YEAR 8

Mathematics through Community Learning

YEAR 9

Mathematics

YEAR 10

Advanced Mathematics

Mathematics

SACE STAGE 1

Mathematics A

General Mathematics 1

Essential Mathematics 1

Mathematics B

General Mathematics 2

Essential Mathematics 2

Mathematics C

Mathematics D

SACE STAGE 2

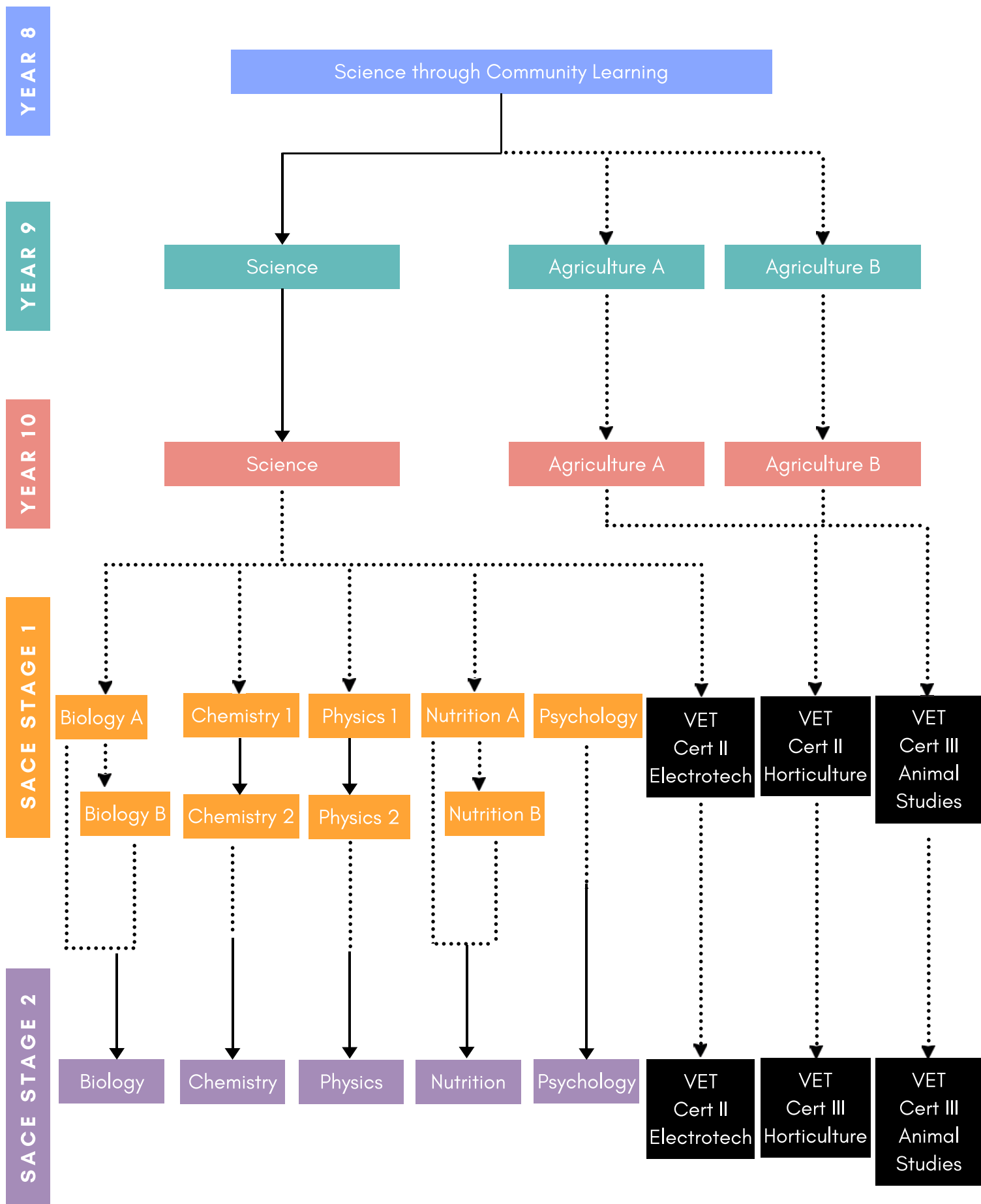
Specialist Maths

Mathematical Methods

General Mathematics

Essential Mathematics

SCIENCE



TECHNOLOGIES

(HOME EC)

YEAR 8

Home Economics

YEAR 9

Textiles Studio

Food & Nutrition

YEAR 10

Textiles Studio

Food and Nutrition

SACE STAGE 1

Food and
Hospitality A

Food and
Hospitality B

VET
Cert II
Kitchen Ops

VET
Cert III
Hospitality

Child Studies

VET
Cert III
Early
Childhood

SACE STAGE 2

Food and Hospitality

VET
Cert III
Commercial
Cookery

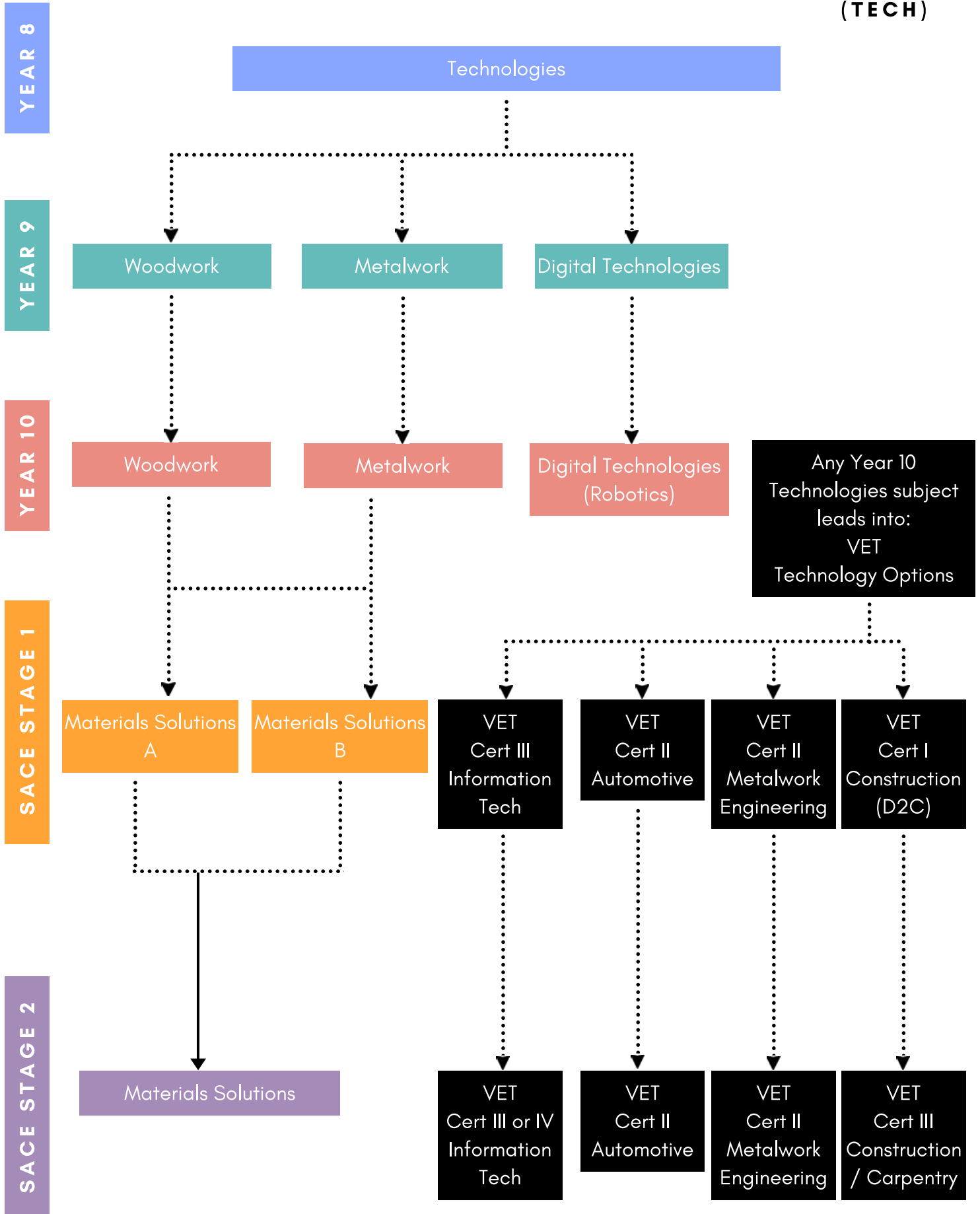
VET
Cert III
Hospitality

Child Studies

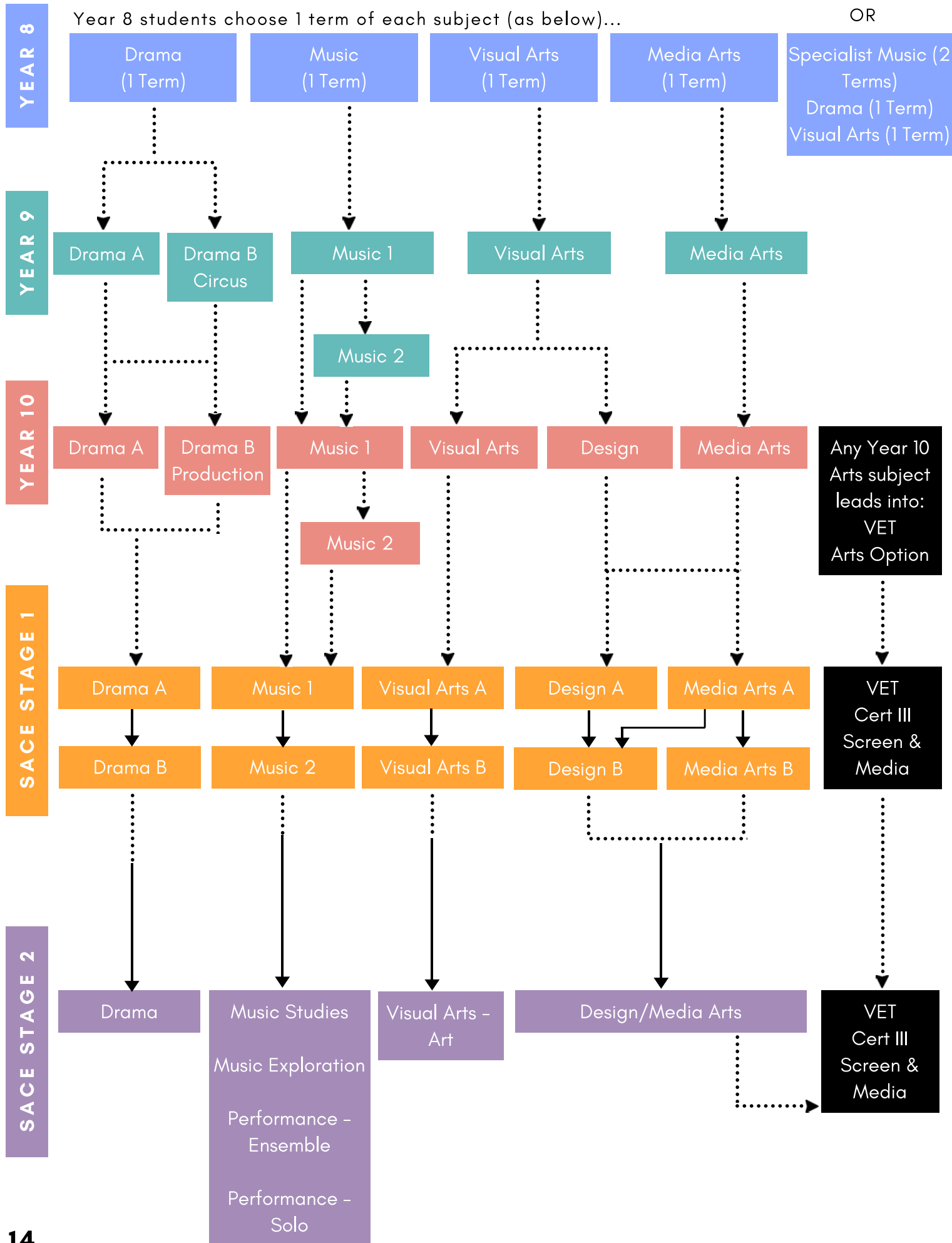
VET
Cert III
Early
Childhood

TECHNOLOGIES

(TECH)



THE ARTS



MIDDLE SCHOOL

Years 8 to 10 students develop knowledge and skills in eight learning areas through the Australian Curriculum.

- English
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- Languages
- Mathematics
- Science
- Technologies
- The Arts

YEAR 8

Students will study Community Learning which is an integrated learning model that includes English, Mathematics, Science, HASS and HPE. Learning is individualised to each student, allowing personal growth.

Students study a range of Technology courses including Home Economic, Digital Technologies, Design and Technology and a range of The Arts courses including Media Arts, Visual Art, Drama and Music.

Students have 2 options to choose from in The Arts.

Option 1 - students study Drama (1 Term), Music (1 Term), Visual Arts (1 Term) and Media Arts (1 Term)

Option 2 - students study Specialist Music (2 Terms), Drama (1 Term) and Visual Arts (1 Term). Media Arts will not be studied with this option.

All students have a choice to study Greek or Spanish, Aboriginal and Torres Strait Islander students have the option to study SAASTA Connect as an alternate option.

Year 8 students choose:

THE ARTS - Option 1 or Option 2

LANGUAGES - Greek or Spanish or SAASTA Connect

MIDDLE SCHOOL

YEAR 9

Year 9 students complete 14 subject units for the year.

Students will choose

- one subject in The Arts and Technologies areas (eg Drama and Woodwork)
- **two** choice subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)

English

Mathematics

Science

HASS

HPE

Students do HPE A and also choose Physical Education or Health and Wellbeing

1 Semester Unit (2 terms)

The Arts

Drama, Media Arts, Music or Visual Arts

Technologies

Digital Technologies, Food & Nutrition, Textiles Studio, Wood or Metalwork

CHOICE SUBJECTS

1 Semester Unit

Agriculture A

Agriculture B

Digital Technologies

Drama A

Drama B - Circus

Food & Nutrition

Greek

Health and Wellbeing

Media Arts

Metalwork

Music 1

Music 2

Physical Education

SAASTA Connect

Spanish

Textiles Studio

Visual Arts

Woodwork

MIDDLE SCHOOL

YEAR 10

Year 10 students complete 14 subject units for the year.

Students will choose **five** choice subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)

English
Mathematics (General or Advanced)
Science

1 Semester Unit (2 terms)

History
Health & Physical Education
Personal Learning Plan (PLP)

CHOICE SUBJECTS

1 Semester Unit

Agriculture A
Agriculture B
Design
Digital Technologies
Drama A
Drama B - Production

Food and Nutrition
Greek
Health and Wellbeing
Media Arts
Metalwork
Music 1
Music 2

Outdoor Adventure
Physical Education
Spanish
Textiles Studio
Visual Arts
Women's Studies
Woodwork

2 Semester Units

SAASTA

PERSONAL LEARNING PLAN (PLP)

This compulsory subject is the first step in the SACE and is usually undertaken in Year 10.

Students explore:

- subject choices for Year 11 and 12
- a career of choice and pathways to get there
- goal setting - short term and long term, personal and learning goals
- writing resumés and cover letters
- participating in mock interviews
- strengths and weaknesses against the capabilities

Students will partake in a one week Work Experience placement. As this is a compulsory subject, students will need to achieve a 'C' grade or better.

SENIOR SCHOOL

STAGE ONE

Year 11 is the first full year of SACE study. Stage 1 has only two compulsory subjects - a full year of English subjects worth 20 credits and a semester of Maths subjects worth 10 credits. They must be achieved at a 'C' grade or better. Stage 1 subjects are 100% assessed by teachers at school and cross-checked by external experts.

There is a difference between 'A' and 'B' subjects and '1' and '2' subjects.

- '1' and '2' subjects means students **MUST** complete '1' before '2' as they need prior knowledge. These subjects are generally compulsory before studying Stage 2.
- 'A' and 'B' is same subject but two different versions allowing students to jump into A and/or B. These are not compulsory before studying Stage 2 but are highly beneficial.

Students will choose **nine** choice subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)

Literacy
(Essential or English)

1 Semester Unit

Numeracy
(A,B,C,D, Essential or General)

CHOICE SUBJECTS

1 Semester Unit

Aboriginal Studies

Biology A

Biology B

Business Innovation

Chemistry 1

Chemistry 2

Child Studies

Design A

Design/Media Arts B

Drama A

Drama B

Essential Mathematics 1

Essential Mathematics 2

Essential English

English

Food & Hospitality A

Food & Hospitality B

General Mathematics 1

General Mathematics 2

Health and Wellbeing A

Health and Wellbeing B

Independent Living

Legal Studies

Media Arts A

Materials Solutions A

Materials Solutions B

Mathematics A, B and C

Modern History

Music 1

Music 2

Nutrition

Outdoor Education

Physical Education A

Physical Education B

Physics 1

Physics 2

Psychology

Research Practices

Specialist Mathematics

Tourism

Visual Arts A

Visual Arts B

Workplace Practices

Media Arts is a Creative Arts course.

Independent Living is also described as Integrated Learning.

In addition, have a look at the Subject Selection Videos to help guide your choices. These 2-3 minute trailers are designed for year 10 and 11 students to view and gain more insight into subjects they might be interested in when studying the SACE. You will find these links throughout the booklet, where 'STAGE ONE' is underlined. You can scan QR codes for the videos on page 61.

SENIOR SCHOOL

STAGE TWO

The only compulsory subject at Stage 2 is the Research Project, running for one semester. To achieve your SACE, you must pass ('C-' grade or better) three full year subjects (worth 20 credits each) or the equivalent in VET.

Teachers of each Stage 2 subject mark 70% of work, while the remaining 30% will be assessed by SACE board experts. These experts will also moderate the 70% of work marked by their teachers, to ensure everyone is marked according to the same standards.

In Year 12, most students will do four, full-year subjects in addition to the research project. Students will choose **three or four** choice subjects.

COMPULSORY SUBJECTS

1 Semester Unit
Research Project

CHOICE SUBJECTS

2 Semester Units

Biology
Business and Innovation
Chemistry
Child Studies
Design/Media Arts
Drama
Essential English
Essential Mathematics
English
English Literary Studies
Food and Hospitality

General Mathematics
Health and Wellbeing
Legal Studies
Materials Solutions
Mathematical Methods
Modern History
Music Explorations
Music Studies
Nutrition
Outdoor Education
Physical Education

Physics
Psychology
SAASTA
Specialist Mathematics
Sport & Recreation
Tourism
Workplace Practices
Visual Arts - Art

1 Semester Unit

Music Performance - Ensemble
Music Performance - Solo

Sport and Recreation is also described as Integrated Learning.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training gives students skills for work, particularly in trades and industries. Education is offered by TAFE colleges and a range of Registered Training Organisations (RTOs).

Students are able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised VET courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete their certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project and the Stage 1 Literacy and Numeracy requirements are also completed. A completed Certificate III can count as a student's 4th Stage 2 subject and can be counted towards an ATAR.

Benefits of VET:

- Opportunities to explore areas of interest
- May assist students in making decisions about further study and work
- Nationally recognised qualifications
- Opportunities to transition into traineeships and apprenticeships
- Students may gain credit towards their traineeship or apprenticeship training
- Students VET results are included as part of the student's SACE
- Completion of particular courses can count towards an ATAR/University entry.

Students are required to nominate their expression of interest and may have to sit an interview and demonstrate to the Selection Panel their desire to pursue this Vocational Pathway.

Some courses incur additional costs that may or may not be covered by the school however, each course has an \$100 administration fee.

Courses involve a day a week (generally Thursday) of training and may include Work Placement, designed for students to gain real experience in the workplace. Many courses are Regional and travel may be required to another Riverland school or venue, bus transport is provided.

Many students have gained school-based Apprenticeships/Traineeships as a result of the program.

VET COURSES

Cert III Animal Studies

Cert II Automotive

Cert III Business Administration

Cert II Kitchen Operations

Cert III Commercial Cookery

Cert II Conservation Land Management

Cert I Construction

Cert III Carpentry

Cert III Early Childhood Education and Care

Cert III Education Support

Cert II Electrotechnology

Cert II Engineering

Cert II Engineering Pathways (Metalwork/Welding)

Cert III Fitness

Cert II Hairdressing (Salon Assistant)

Cert II or **Cert III** Horticulture

Cert III Hospitality

Cert III Individual Support (Aged Care/Disability)

Cert III Information Technology

Cert III Micro Business

Cert III Screen and Digital Media

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

Students in years 11 and 12 thrive on achieving their secondary education by the end of year 12. If successful, they attain their SACE, an internationally recognised qualification paving the way for young people to either move to tertiary study/training or work. The SACE helps students develop skills and knowledge they need to succeed, through a ever-changing SACE, meeting the needs of every single student.



YOUR SACE JOURNEY

"To complete the qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester and an 20-credit subject is usually studied over two semesters". (directly from the SACE website)

SACE Subjects are graded from 'A' to 'E' in Stage 1 and 'A+' to 'E-' in Stage 2.

COMPULSORY SUBJECTS

50 credits

- Personal Learning Plan (PLP) 10 credits
- Literacy requirement (English subjects) 20 credits
- Numeracy requirement (Mathematics subjects). 10 credits
- Research Project 10 credits



CHOICE SUBJECTS

90 credits

Combination of Stage 1 and Stage 2 subjects, recognised VET courses or community learning.



60 credits

Stage 2 subjects or VET subjects worth at least 60 credits in total.

Successful completion



SACE CERTIFICATE

There are many extra-curricular courses you can attain SACE credits from, Duke of Edinburgh award, St Johns, Music/Dance exams etc (click [here](#)). You **can** earn more than 200 credits!

For comprehensive information about the SACE we recommend visiting the website www.sace.sa.edu.au

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

An ATAR is a score from 0.00 to 99.95 and determines a students entry into University. The ATAR is a measure of a student's academic achievement compared to other students and is used by universities to select students into their courses. Students receiving an ATAR of 99.95 are ranked the highest in the state.

Your ATAR is calculated from the grades you receive in Stage 2 subjects, including Research Project. VET Courses do count towards your ATAR.

Bonus points can be received, visit their website for more information: www.satac.edu.au

Subjects that contribute to your ATAR are scaled. Your score is converted into tertiary entrance points so all subjects can be compared fairly to calculate your ATAR.

You are eligible for an ATAR if you achieve 90 credits in Stage 2.



ENGLISH

YEAR 8 through Community Learning

Year 8 English focuses on how texts are used for different purposes and how they influence audience response. Students are involved in independent reading regularly and have opportunities to develop their skills when responding to and creating texts.

YEAR 9

In Year 9, students learn how language is used to create meaning in a range of familiar and unfamiliar texts. Students engage in study and creation of texts, with a particular focus on the ways in which language is used for interaction between individuals and different groups of people.

YEAR 10

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic features, stylistic devices, text structures and images.

ESSENTIAL ENGLISH

STAGE ONE 1 and 2

Essential English is designed for a range of students, including those who are seeking to meet the SACE Literacy requirement and/or students planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis and text creation. Students undertake:
Creating Texts and Responding to Text (written and oral)

STAGE TWO

Students respond to and create texts for a range of personal, social, cultural, community and/or workplace contexts. Students interpret information, ideas and perspectives in texts and consider how meaning is created. Students undertake:

School-based assessment	70%
- Creating Text	40%
- Responding to Text	30%
External Assessment	30%
- Language Study	



For more information visit: www.sace.sa.edu.au

ENGLISH

ENGLISH

STAGE ONE

Students critically and creatively engage in a variety of types of texts including novels, film, media, poetry and drama texts. Students create texts, selecting language suitable to audience. They analytically respond to texts with a focus on how creators of texts use language and stylistic features to make meaning.

Students undertake:

Creating Text, Responding to Texts, Intertextual Study.

STAGE TWO

Stage 2 English focuses on how the purpose of a text is achieved through text conventions and stylistic choices to influence the audience. Students analyse the interrelationship of author, text and audience, emphasising how language and stylistic features shape perspectives in different contexts. Social, cultural, economic, historical and/or political perspectives are considered.

Students undertake:

School-based assessment 70%

- Creating Text 40%
- Responding to Text 30%

External Assessment 30%

- Comparative Analysis

LITERARY STUDIES

STAGE TWO

English Literary Studies focuses on ways in which literary texts represent culture and identity and the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and how texts challenge or support cultural perceptions.

Students undertake:

School-based assessment 70%

- Responding to Text 50%
- Creating Text 20%

External Assessment 30%

- Critical Reading Examination 15%
- Comparative Text Study 15%



HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

YEAR 8 HPE through Community Learning

Students will investigate and apply movement concepts and strategies to achieve movement and fitness outcomes while developing transferrable skills through a thematic based approach in practical lessons. Students will focus on relationships and sexual health-based learning from the SHine SA curriculum as well as the Australian Curriculum.

YEAR 9 & 10 HPE - COMPULSORY

Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. Students learn to apply specialised movement skills, complex movement strategies and consolidate personal skills; leadership, teamwork and collaboration. Theory is focused on relationships and sexual health education through the year 9 and year 10 SHine SA curriculum and mental health, wellbeing and drug education with the Australian Curriculum.

YEAR 9 & 10 PE - ELECTIVE

Students learn to apply specialised movement skills and complex movement strategies. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students develop leadership, teamwork and collaboration.

Year 10 students further collect and analyse evidence of performance when refining skills.



HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

STAGE ONE A and/or B

Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Students will be educated 'in', 'through' and 'about' movement and engage in analysing performance and improvement based on tactical concepts and decision making, exercise physiology, biomechanics, skill learning.

Students undertake:

- Performance Improvement 50%
- Physical Activity Investigation 50%

STAGE TWO

Students explore the participation and performance of human physical activities. They will become educated around physical activity to make meaning of personal movement experiences, strengthen their personal, intellectual and social skills and develop an understanding of biophysical, psychological and sociocultural domains. Students undertake:

School-based assessment	70%
- Assessment Type 1: Diagnostics	30%
- Assessment Type 2: Improvement Analysis	40%
External Assessment	30%
- Assessment Type 3: Group Dynamics	

SPORT AND RECREATION

STAGE TWO

This course takes interest in sports administration, coaching, officiating and the development of practical skills. The sport or recreational activity is chosen to match the interest of the students.

Students undertake:

School-based assessment	70%
- Practical Inquiry	40%
- Connections	30%
External Assessment	30%
- Personal Endeavour	



HEALTH AND PHYSICAL EDUCATION

HEALTH AND WELLBEING

YEAR 9 & 10 - ELECTIVE

Students focus on issues affecting adolescents through brainstorming and group discussions, individual and team investigations. Students will gain a better understanding of self, the power within relationships, risk factors in adolescents and managing choices in their lives. Practical lessons will develop movement skills and leadership.

STAGE ONE A and/or B

Student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues impacting health and wellbeing and reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Students undertake one or more:

- Practical action task(s)
- Issue inquiry task(s)

STAGE TWO

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices and analyses the status of individuals, communities and global societies through health determinants, inequities, barriers and strategies. Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change, consider moral and ethical perspectives and evaluate current trends impacting health and wellbeing.

Students undertake:

School-based Assessment	70%
Assessment Type 1: Initiative (one individual, one collaborative)	40%
Assessment Type 2: Folio (2x)	30%
External Assessment	30%
Assessment Type 3: Inquiry	



For more information visit: www.sace.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION

YEAR 10 OUTDOOR ADVENTURE

Students participate a compulsory bushwalk camp, kayaking sessions and outdoor activities. A variety of skills are introduced including orienteering, bushwalking, kayaking and team building/leadership challenges. A cost will be incurred for the expedition.

STAGE ONE

Students must participate in a 4-day bushwalk focusing on lightweight camping, social skills and connections with natural environment. Students also participate in an overnight kayaking expedition. Lessons cover equipment, safety, basic first aid, map reading, navigation and camp craft associated with outdoor pursuits. Natural environment awareness will also be an area of study and assessment focusing on local issues. Students reflect on their camping experiences. A cost will be incurred for the expedition.

STAGE TWO

In theory, students cover environmental issues, leadership, planning, organisation and environmental connection. Students undertake 4 compulsory outdoor journeys; surf camp, bushwalk, leading a bushwalk (year 10's) and a self-reliant expedition amounting to 14 days absent from school.

Students undertake:

School-based assessment	70%
- About natural environments	20%
- Experiences in natural environments	50%
External Assessment	30%
- Connections with natural environments	



HUMANITIES AND SOCIAL SCIENCES

YEAR 8 through Community Learning

Students study History, Geography, Civics & Citizenship and Economics & Business themes. History topics covered: Black Death & Medieval Europe, Vikings, Polynesian Expansion. Geography topics covered: Landforms & Landscapes, Changing Nations.

YEAR 9

Year 9 HASS covers the same themes as year 8. History topics covered: Making a Nation, Industrial Revolution, World War I. Geography topics covered: Interconnection, Biomes & Food Security

YEAR 10 WOMEN'S STUDIES

Topics include women's achievements, struggles and empowerment, how women are represented in the media, women's changing, increasing and varying roles in all areas of life, their rights, roles and responsibilities in different cultures worldwide, as well as a focus on women's health and wellbeing. Women's Studies is offered to all genders.

TOURISM

STAGE ONE

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

STAGE TWO

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments.

Students undertake:

School-based Assessment	70%
- Assessment Type 1: Folio	20%
- Assessment Type 2: Practical Activity	25%
- Assessment Type 3: Investigation	25%
External Assessment	30%
- Assessment Type 4: Examination	



HUMANITIES AND SOCIAL SCIENCES

HISTORY

YEAR 10

Students study World War II, Human Rights and Popular Culture. Students explain the significance of events and developments from a range of perspectives.

STAGE ONE

This course includes a study of topics and issues in history over the past two centuries.

The course will focus on global injustices such as genocide, influential figures such as political and social leaders, and systems of government such as democracies and dictatorships.

Students undertake:

6 assessment tasks; essay test, extended writing exercise and analysis of documents

STAGE TWO MODERN HISTORY

Students study key world events as well as key individuals groups and events that changed the world from 1700 to the present. Topics covered in previous years have been Germany 1919-1948 and the Cold War from 1945-1991.

Students create a question on any historical topic since c1750 through their Independent History Enquiry assignment. Throughout the course, students write essays, letters, source analysis' and articles.

Students undertake:

School-based assessment 70%

- Folio of course work 50%
- Individual History Essay 20%

External Assessment 30%

- Examination

ABORIGINAL STUDIES

STAGE ONE

Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Through their learning, students draw on elements of history, sociology, politics, arts and literature. They examine the intergenerational influence and impact of government policies, past and present, on the health and wellbeing of Aboriginal peoples and communities today.



For more information visit: www.sace.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES

BUSINESS AND INNOVATION

STAGE ONE

Students consider the opportunities and challenges associated with start-up and existing businesses. They consider how technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models globally and locally.

STAGE TWO

Stage 2 equips students 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 undertake:

School-based assessment 70%

- Assessment Type 1: Business Skills 40%
- Assessment Type 2: Business Model 30%

External Assessment 30%

- Assessment Type 3: Business Plan and Pitch

LEGAL STUDIES

STAGE ONE

Students examine the Australian Legal System. Students participate in a Mock Trial and Court Hearing where they will take on a key role and decide whether in fact the government has made the right decisions when enacting laws and importantly was the accused guilty beyond reasonable doubt.

Students undertake: Folio Task and Issues Study

STAGE TWO

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. Students reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, the weaknesses may be remedied.

Students undertake:

School Assessment 70%

- Assessment Type 1: Folio 50%
- Assessment Type 2: Inquiry 20%

External Assessment 30%

- Assessment Type 3: Examination



For more information visit: www.sace.sa.edu.au

LANGUAGES

Languages offered at Glossop High School:
Greek or **Spanish** or **SAASTA** (next page)

YEAR 8, 9 AND 10 INFO

Content is based on the Australian Curriculum for Languages and includes key strands of Communicating and Understanding. Students can participate in a wide range of cultural activities, adding to their vocabulary based learning.

YEAR 8

Students are introduced to the dialect and culture of their chosen language. Students explore topics and themes around greetings, everyday language, family and friends, hobbies, likes and dislikes and describing ourselves and others.

YEAR 9 and 10

Years 9 and 10 continue to develop their language and culture skills through exposure to a range of topics and themes building on prior knowledge. Students have an opportunity to participate in an Adelaide excursion, enhancing their understanding.

INTERNATIONAL STUDENT PROGRAMS

Japanese Study Tour

Students have the opportunity to host students from Japan through the International Education Services (IES) in Adelaide and to become involved in the Japanese cultural Study Tour.

International Student Exchanges

Opportunities exist for families to host international students for either short-term or long-term exchanges or for our students themselves, to go overseas on a student exchange. There are various organisations that offer these opportunities and more information about hosting a student or participating in an exchange, can be found online.

Spanish Study Tour

Spanish language students to travel to Spain (biennially) on a three-week study tour in conjunction with the Adelaide School of Languages as an addition to our Spanish language program. Students live with local families, attend Spanish language lessons delivered through Enforex and visit many popular tourist attractions. This greatly benefits the development of language skills and intercultural understanding for all involved.



SAASTA

South Australian Aboriginal Sports Training Academy. This program is for Aboriginal and Torres Strait Islander students only. The Riverland SAASTA Academy is based at Glossop High School taking place every Thursday during the school year. Along with the three subjects students can study, they can do a range of TAFE Courses.

YEARS 8 AND 9 - SAASTA CONNECT

SAASTA staff create learning materials that are delivered by selected teachers and Aboriginal Education workers; involving Aboriginal languages, culture, histories and perspectives.

Students who consistently meet SAASTA values will be rewarded with an excursion or camp involving culture and sport. All Aboriginal students attending Glossop in 2021 are encouraged to participate in the SAASTA Connect program. In 2021 SAASTA Connect will be aligned to languages within the Australian Curriculum.

YEAR 10 SAASTA is part of the Riverland SAASTA Academy, upon successful application. Year 10 Students study the Stage 1 curriculum.

STAGE ONE

SEMESTER ONE - Aboriginal Power Cup

The Aboriginal Power Cup (APC) is a three-day sporting event focusing on cultural activities, career pathways and a nine-a-side round-robin AFL competition. Each academy is represented by both male and female teams who compete in football games, attend workshops and undertake cultural activities. Leading up to the carnival, students work both individually and as part of a team to design their team guernsey, improve their football skills and learn about their culture. The two highest-ranked male and female teams earn the right to play off in the Grand Final and as a curtain raiser to a scheduled Port Adelaide Football Club AFL game at Adelaide Oval.

Students undertake:

- Creative Presentation 25%
- Learning Journey 75%
 - Community Enterprise 20%
 - 2x Community Experiences 55%



For more information visit: www.saasta.sa.edu.au

SAASTA

SEMESTER TWO – SAASTA Shield

The semester 2 course rotates between these three subjects to ensure students' SACE patterns include some variety. Similar to the Aboriginal Power Cup, semester 2 culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield. Feedback from students is used to select which sports will be offered each year, while teacher and community voice is used to guide the subject's lifestyle, cultural and health content. A key component of the course is learning how to use and interpret data from exercise physiology equipment such as Heart Rate Monitors, Activity Trackers and VX Trackers.

Students undertake tasks focussing on: Sport, Health/Healthy Lifestyles and Culture.

STAGE TWO – Development of Personal & Physical Performance

This subject has been developed for year 12 students as an extension to the Aboriginal Power Cup and the SAASTA Shield. Students undertake a series of tasks aimed at developing their leadership and cultural knowledge.

Students undertake:

- Practical Enquiry 40%
 - Physical Performance 15%
 - Culture 10%
 - Healthy Lifestyles 15%
- Connections 30%
 - Cultural activities that engage the community.
- Personal Endeavour 30%
 - Sporting, health, personal development or cultural topic to investigate and report on.

SAASTA and VET Offerings

Certificate II in Construction – 55 Stage 1 Credits

Certificate III in Community Services – 50 Stage 2 Credits

Certificate III in Education Support – 60 Stage 2 Credits

Certificate III in Fitness – 100 Stage 2 Credits

Certificate III in Hospitality – 5 Stage 1 & 45 Stage 2 Credits



CROSS DISCIPLINARY

INDEPENDENT LIVING

STAGE ONE

Independent Living is a practically orientated subject in which students explore many aspects associated with leaving home and setting up for living independently. Topics include: legal rights and responsibilities of tenants, insurance needs, budgets, buying and maintaining a car, furnishing a flat, personal nutrition, food preparation & low-cost meals. Students undertake:
Practical Performance (30%), Group Task (40%),
Personal Venture (30%)

COMMUNITY STUDIES

STAGE TWO - DOES NOT COUNT TO AN ATAR.

By setting challenging and achievable goals in their personalised community activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community. Students undertake:

School-based assessment 70%

- Contract or Work, Folio, Presentation

External Assessment 30%

- Reflection

WORKPLACE PRACTICES

Students will be given the opportunity to broaden their experience of the work world through activities promoting confidence and initiative. They will investigate factors that influence your lifestyle and the skills needed to live and work in society. Students will develop their interpersonal skills both independently, in small groups and in the decision making process.

STAGE ONE

Includes keeping a journal and a research assignment. Other tasks will include written assignments, oral presentations, group activity, work experience, problem solving activities and life-style related activities.

STAGE TWO

Students must undertake a week's structured work placement and/or VET (TAFE Training) and relate the theory studied to their particular placement. Each student must complete a Work Placement Journal of reflections about the theory and practice of work.



For more information visit: www.sace.sa.edu.au

CROSS DISCIPLINARY

RESEARCH PRACTICES

STAGE ONE

Research Practices is a Stage 1 subject which gives you an opportunity to learn and practice the skills needed to achieve in Research Project. It involves small tasks such as:

- learning the importance of research in our society
- completing source analysis
- conducting interviews and surveys
- reflecting on your learning.

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Students undertake:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis.

Research Practices is recommended for students wanting to achieve an ATAR.

RESEARCH PROJECT

STAGE TWO

Students must achieve a 'C-' grade or better. In the Research Project, you will have the opportunity to study an area of interest in depth. It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work. Students choose a topic of interest, learn and apply research processes and the knowledge and skills specific to their research topic. They then record their research and evaluate/review what they have learnt.

Students undertake:

- | | |
|--|------------|
| School-based assessment | 70% |
| - Folio (proposal, development & discussion) | 30% |
| - Outcome | 40% |
| External Assessment | 30% |
| - Evaluation/Review | |



MATHEMATICS

YEAR 8 through Community Learning

YEAR 9

Students develop their problem solving, critical thinking, collaboration and teamwork skills through the topics of: Numbers and Algebra, Measurement and Geometry and Statistics and Probability.

YEAR 10

Students continue to develop skills through the proficiency standards; understanding, fluency, problem solving and reasoning. Topics studied are: Measurement, Finance, Trigonometry, Algebra, Chance and Statistics, Geometric Reasoning, Relationships.

YEAR 10 ADVANCED MATHS

This is an elective subject and will be studied in conjunction with the year 10 Mathematics course. Students study Geometrical Reasoning, Algebra and Trigonometry. An advanced course to provide students a greater depth of mathematical knowledge.

It is recommended for students wishing to complete Stage 1 and 2 Specialist Mathematics take this course.

ESSENTIAL MATHEMATICS

STAGE ONE 1 and 2

Students apply their mathematics to diverse settings including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

It develops student's skills and expands their ability to apply their skills in flexible and resourceful ways. A scientific calculator is required.

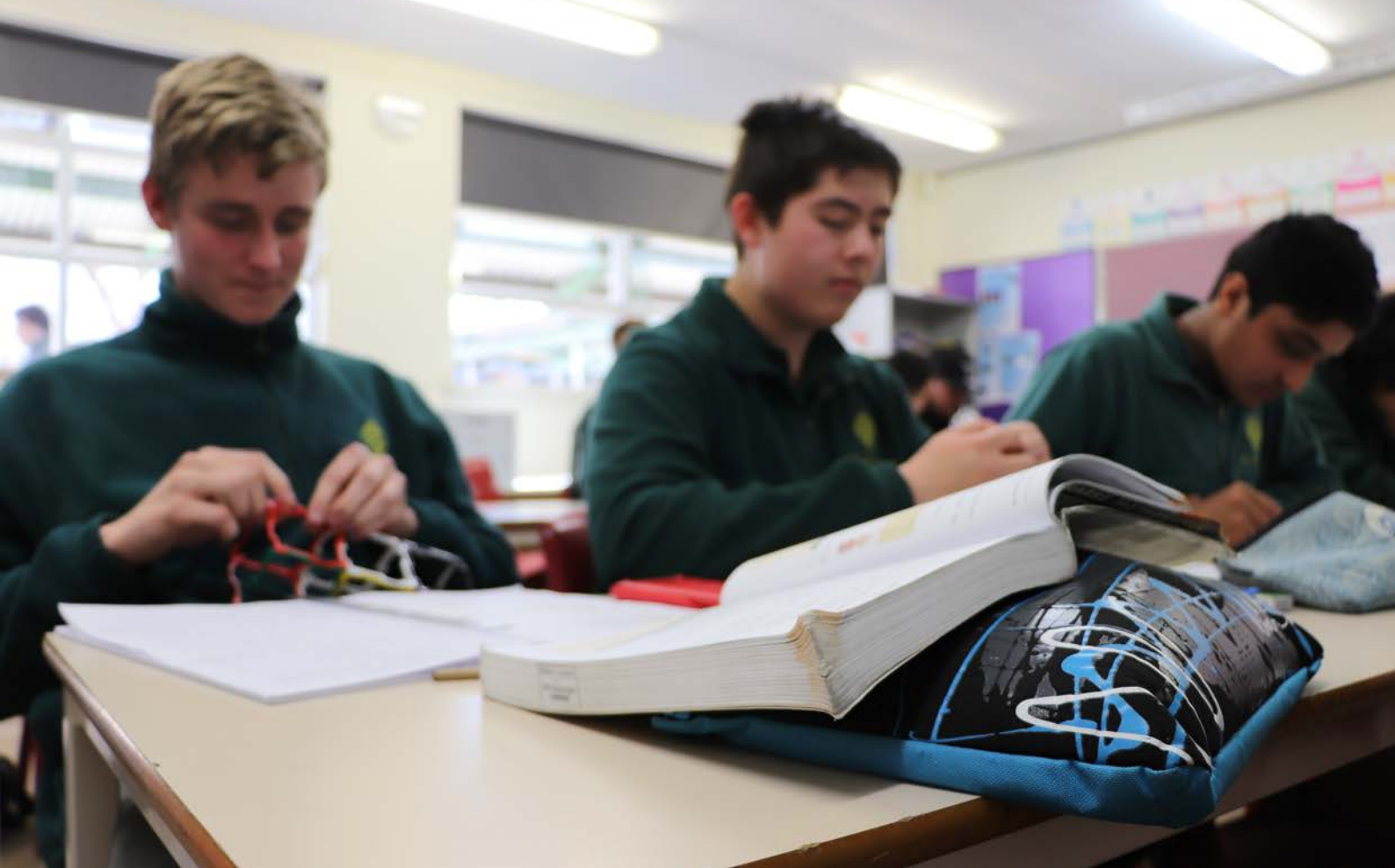
Students undertake: an Investigation and Skills and Assessment Tasks.

STAGE TWO

Student study predominately the same topics as Stage 1 but build on the mathematical process. Essential Mathematics enables students to appreciate, experience and understand mathematics in real world situations. A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	30%
- Folio	40%
External Assessment	30%
- Examination	



MATHEMATICS

GENERAL MATHEMATICS

STAGE ONE 1 and 2

Designed for students considering career fields in retail, travel agency, banks, biological science, electrical, telecommunications, builders or other businesses. This subject examines the financial aspects of investing and financial considerations such as interest calculations as well as statistics, measurement, trigonometry, matrices and mathematical functions and graphs as applied to business situations.

A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake:

Investigations and Skills and Applications Tasks.

STAGE TWO

Topics covered include:

- linear functions
- matrices
- statistics
- finance
- discrete modelling

Students develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Mathematical Investigation	30%
External Assessment	30%
- Examination	



MATHEMATICS

MATHEMATICS A, B AND C

STAGE ONE MATHEMATICAL METHODS

Provides foundation for further study in mathematics, economics, computer sciences and the sciences through the use of statistics in health or social science format. These units develop a 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.

Students undertake:

Investigations and Skills and Applications Tasks.

Students intending to study Stage 2

Mathematical Methods MUST successfully complete Mathematics A, B and C at Stage 1.

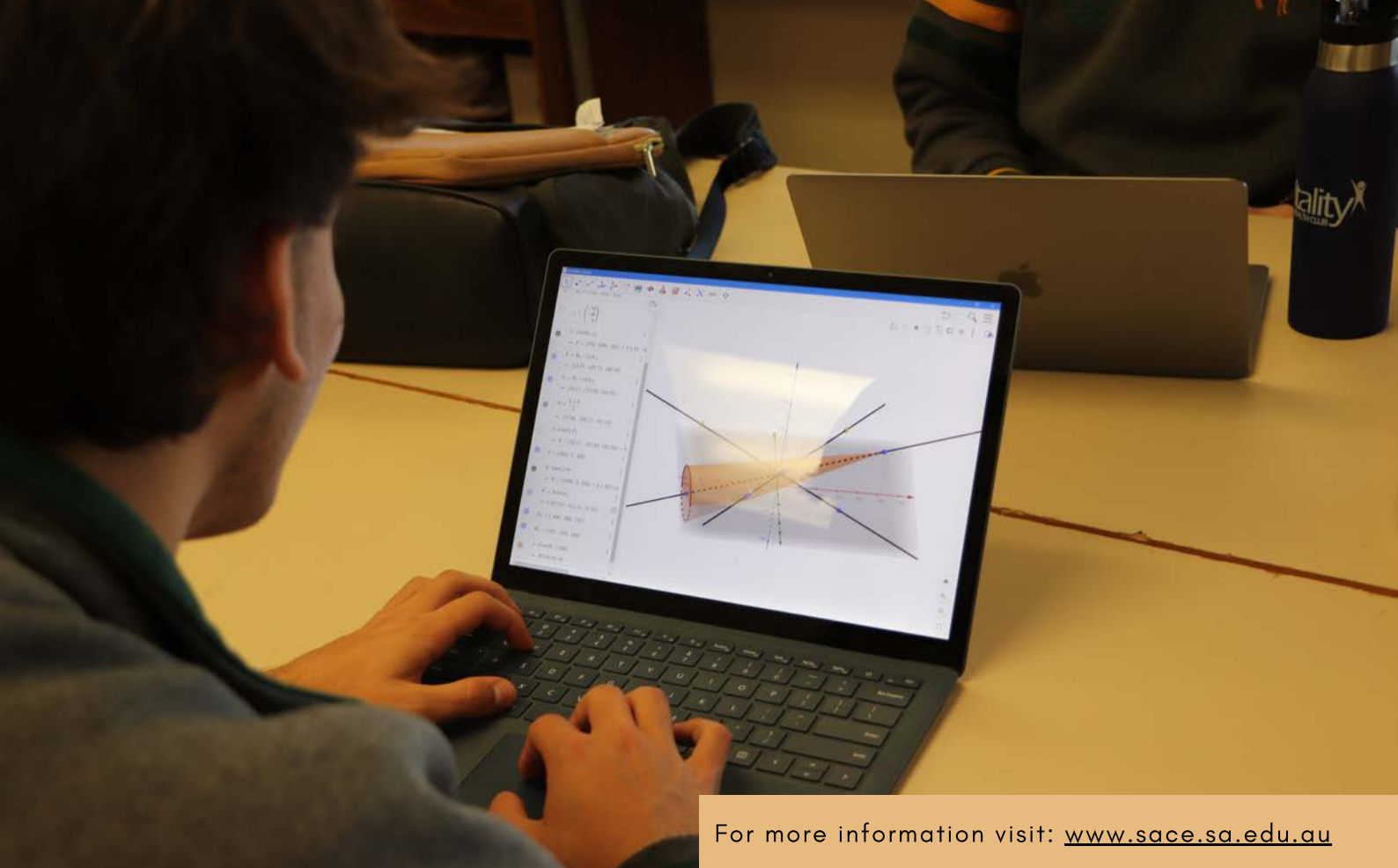
MATHEMATICAL METHODS

STAGE TWO

Students looking to enter architecture, engineering, computer sciences, surveying, economics, finance and biological, environmental, geological and agricultural science should study Methods. Students explore, describe and explain aspects of the world around them in a mathematical way. A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	30%
- Mathematical Investigation	40%
External Assessment	30%
- Examination	



For more information visit: www.sace.sa.edu.au

MATHEMATICS

SPECIALIST MATHEMATICS

STAGE ONE (MATHS D)

By using functions, their derivatives and integrals and mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake: Investigations and Skills and Applications Tasks.

Students intending to study Stage 2 Specialist Mathematics MUST successfully complete Stage 1 Mathematics A, B, C and Specialist Maths.

STAGE TWO

Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Methods. Students gain insight, understanding, knowledge and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides university course pathways in mathematical sciences, engineering, computer science, physical sciences and surveying. A Casio FX-CG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Mathematical Investigation	30%
External Assessment	30%
- Examination	



SCIENCE

YEAR 8 through Community Learning

Year 8 students have the ability to develop a range of skills including: problem solving, critical thinking, collaboration and teamwork while developing their knowledge and understanding of the Science topics. Topics covered include:

- Agriculture
- Cells
- Chemical changes
- Energy
- Matter (atoms)
- Rocks
- the Human Body

YEAR 9

Year 9 students continue to develop their skills while studying topics of:

- Chemical reactions
- Dynamic Earth
- Ecosystems
- Energy
- Matter (atoms)
- Microbes and Diseases
- the Human Body
- Waves

YEAR 10

Year 10 is a full year of study structured around the disciplines:

- Biology
- Chemistry
- Physics and
- Earth Sciences

Students also get a taste of Nutrition, STEM and Psychology in order to prepare them for all Sciences at SACE level.

Satisfactory achievement in Science at Year 10 is essential to study Stage 1 subjects.

If you are intending to study any Stage 2 Science subjects, you MUST successfully complete a year of the equivalent or higher in Stage 1.



SCIENCE

AGRICULTURE

YEAR 9 A

Students explore horticulture by managing their own vegetable garden; understanding the aspects of growing a successful garden through weather/climate and growing organic vegetables. They also explore animal production through egg laying hens and study breeds of layers, nutrition, daily health and husbandry requirements of hens and chickens.

YEAR 9 B

Students consider animal production and welfare through studying how Workplace Health and Safety influence worker safety and strategies to market animal products in society. Plant structures and functions relating to the requirements for successful plant production in Australian climates will be studied.

YEAR 10 A

Year 10 Agriculture studies sustainable practices and the ethical production and marketing of sheep, wool and lamb in Australia. Students learn how to handle sheep correctly, sheep husbandry and aspects of shearing and wool handling. Students research winter cereal production and their relationship to sheep production. Cereals are further explored through the structure and growth of a cereal plant and sowing techniques. Basic aspects of establishing an agricultural enterprise will be studied.

YEAR 10 B

Agriculture B focuses on the basic principles of successful horticulture production in Australia. Practical work involves growing native plants from seeds and cuttings and determining their value regarding the Agriculture industry. Students learn about growth cycles and management of wine and table grapes in our local area. Techniques and practical management for successful production of local horticulture crops are an essential component of the course.



SCIENCE

BIOLOGY

STAGE ONE A

In Biology A, Students design and conduct biological investigations and gather evidence.

Topics studied include:

- cells and microorganisms
- infectious diseases

Students undertake:

Practical Investigations, Science as a Human Endeavour and tests.

STAGE ONE B

In Biology B, Students continue to take an inquiry approach to the course while covering the topics of:

- multicellular organisms
- biodiversity
- ecosystems

Students undertake:

Practical Investigations, Science as a Human Endeavour and Skill and Application tasks.

STAGE TWO

Stage 2 Biology focuses on the development of understanding the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	30%
- Examination	



SCIENCE

CHEMISTRY

STAGE ONE 1 and/or 2

Students gain understanding on the fundamental principles and concepts of Chemistry through topics of;

- materials and their atoms
- combinations of atoms
- molecules
- mixtures and solutions
- acid and bases
- redox reactions.

Students can go onto study Stage 2 Nutrition, Chemistry or Biology.

Students undertake:

Practical Investigations, Science as a Human Endeavour and Skills and Applications tasks.

STAGE TWO

Students understand how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. Science inquiry skills and science as a human endeavour are integral to a student's learning, interwoven into four key topics:

- monitoring the environment
- managing chemical processes
- organic and biological chemistry
- managing resources.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	30%
- Examination	



SCIENCE

PHYSICS

STAGE ONE 1 and/or 2

Stage 1 Physics is designed to develop and extend student understanding of the interaction between matter, energy and forces in linear motion and electric circuits and the transfer and transformation of energy.

Students study the wave model to better understand how energy can be transferred through matter and space, examine the structure of matter, spontaneous nuclear reactions and ionising radiation that results from these processes.

Students undertake:
Practical Investigations, Science as a Human Endeavour and Skills and Applications tasks.

STAGE TWO

The study of Physics is constructed using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Students explore these relationships in the context of motion, electricity, magnetism, light and atoms and examine the application of these relationships in a range of technologies.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	30%
- Examination	



SCIENCE

NUTRITION

STAGE ONE A and/or B

Students learn about current scientific information on the role of nutrients in the body as well as social, cultural and environmental issues in nutrition.

Topics covered are:

- macronutrients and micronutrients
- Australian Dietary Guidelines and nutrition in the lifecycle
- the psychology of food marketing
- food changes from traditional to contemporary
- food processing and food safety
- food security and global hunger.

Students undertake:

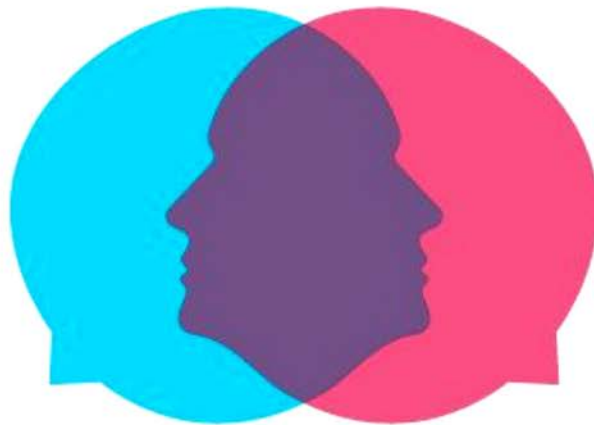
Investigations Folio (Practical work and assignments) and Skills and Applications tasks.

STAGE TWO

Students explore the links between food, health and diet-related diseases and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues. Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	30%
- Examination	



For more information visit: www.sace.sa.edu.au

SCIENCE

PSYCHOLOGY

STAGE ONE

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. Students may study the following topics:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context
- Negotiated topic

Students undertake:

Investigations Folio and Skills and Applications Tasks

STAGE TWO

Students learn about social cognition, how attitudes breeds behaviour and vice versa. The course also covers altered states of awareness, types of learning, and the theories of personality.

Topics studied include:

- Introduction to Psychology
- Social cognition
- Learning
- Personality
- Psychobiology of altered states of awareness
- Healthy minds.

Students undertake:

School-based assessment	70%
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	30%
- Examination	



TECHNOLOGIES

HOME ECONOMICS

YEAR 8 FOOD AND FIBRE

Students spend the whole year learning the basics of cooking, healthy eating, textile fundamentals and the growing of food and fibre. Each student will rotate through the kitchen, textiles studio and agriculture block. Topics covered include: food safety and hygiene, basic culinary skills, sewing techniques and kitchen garden growing skills. Some food practicals include: hamburgers, muffins, pasta bake and scones.

FOOD & NUTRITION

YEAR 9 WIDE WORLD OF FOOD

Students develop understanding, confidence and skill development in the wide world of food. One term focuses on Food and Nutrition, following the Australian Guide to Healthy Eating. The second term allows students to fine-tuning their culinary skills and are challenged with practicals that focus on using technology. Students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate adolescents' health and understanding of ingredients. There is a large focus on creating sustainable foods, food trends and food miles. Recipes include cheese gnocchi, burritos, pizza, caramel dumplings and sushi.

YEAR 10 FOOD CULTURE

The course offers one term of food and nutrition-based elements and one term where students explore different techniques and culinary skills to enhance confidence and creativity with food. Students will build their understanding of food trends, fad diets, body image, menu planning and creative food presentation. When focusing on food trends, students will plan, design, make and create their own tutorial video on a 'Freakshake'. Students also plan, prepare and operate an in-school catering activity, exposing teamwork, planning, costing and food preparation.

Practicals can include:

- yeast products,
- spring rolls,
- butter chicken,
- spinach and ricotta cannelloni



TECHNOLOGIES

FOOD AND HOSPITALITY

STAGE ONE A

Students learn the importance of Food Safety and Personal hygiene practices and professional food presentation. Students research Australia's food history, the Modern Australian cuisine and the impact of migration. Students will collaboratively present a multiple course meal to guest judges. This subject will incur a small cost.

Students undertake:

- 2x Practical Activity 50%
- Collaborative task 25%
- Investigation 25%

STAGE ONE B

Students investigate the sustainability of current food production, including consumer buying habits and the marketing of food.

Students explore Café-style food and menu presentation and how technology has made an impact on the industry. They also research the personal, environmental and social influences on teenager's decisions regarding their food choices and create Canteen food options.

Students will work collaboratively to plan and present 'Street Food' to offer as a catering exercise. This subject will incur a small cost.

Students undertake:

- 2x Practical Activity 50%
- Collaborative task 25%
- Investigation 25%

STAGE TWO

Students explore the impact of food on the Australian society and develop knowledge and skills as consumers and/or as future workers in the industry. Topics include safe working practices, cultural foods and the impact on Australian's dining experiences, current food trends that shape the industry, the importance of sustainable food practices, our local region, and technological influences on food. This subject will incur a small cost and students may be required to participate in out of school hours activities.

Students undertake:

- School-based assessment 70%**
 - 5x Practical Activity 50%
 - Collaborative task 20%
- External Assessment 30%**
 - Investigation



TECHNOLOGIES

CHILD STUDIES

STAGE ONE

Students focus on children and their development from conception to 2 years of age. Learning topics include: family structure, family planning, pregnancy and birth to infancy. Concepts such as the development, needs and rights of children, childhood and families and the roles of parents and caregivers are explored. Students are involved in the 'simulator baby' experience and learn the importance of child nutrition, health and wellbeing. This subject will incur a small cost. Students undertake:

- 2x practical activities 50%
- Collaborative task 25%
- Investigation 25%

STAGE TWO

Students focus on children's growth and development from 2 to 8 years. Topics covered include: nutrition needs for healthy growth and development, the importance of reading in supporting literacy development, the value of play for children's learning, the importance of safety, modern technologies (screens) and the impact on children and their development, developing resilience and issues related to the health and wellbeing of children. Students will get the opportunity to work with buddies from Berri Primary School during the course. A small cost will incur.

Students undertake:

School-based assessment	70%
- 5 practical works	50%
- Collaborative task	20%
External Assessment	30%
- Investigation	



TECHNOLOGIES

YEAR 9 & 10 TEXTILES STUDIO

Students learn techniques such as tie dying, printing onto fabric, overlocking, hand sewing and fine tuning their sewing machine skills. These techniques will be used through students constructing a Hoodie, shopping bags, apron, cushions and more. Students have will have the opportunity to participate in the Wool4School and APEX Teen Fashion design awards. This course offers hands on learning using a range of modern technologies to ensure students can design, make and evaluate their products.

TECH

YEAR 8 TECHNOLOGIES

Students develop skills in Woodwork, Metalwork, Computer Aided Design (CAD) and Digital Technologies. Students are taught the use of hand tools and some machinery, 3D modelling and printing techniques. Digital Technologies composes of developing basic coding skills in a block/syntax-based language which is applied to a small robotic project. Students will in term 4, complete a major project that incorporates skills from all aspects.

YEAR 9 DIGITAL TECHNOLOGIES

Digi Tech extend student's programming and digital design skills. The course covers designing and constructing a cable driven mechanism, working with data and images, privacy and security and lots of programming. Students will develop skills in managing projects and engaging in collaborative design through the making of a game or app and an augmented reality (AR) project.

YEAR 10 ROBOTICS

Robotics is a fusion of Design and Technology and Digital technologies, designed to explore the relationship between the physical world and machine intelligence. Students learn how to design and build machines capable of making decisions in order to satisfy a purpose and to respond to the outside world. The course also focuses on designing, constructing and debugging a prototype robot using workshop tools, robotics components and syntax coding.



TECHNOLOGIES

TECH

Year 8 Tech, Year 9 Metalwork and Woodwork require students to document their design ideas, production process and evaluation.

In Year 10 Metalwork and Woodwork, students learn to transfer theoretical knowledge to metalwork/woodwork practical tasks through small skill-based tasks and a major project.

YEAR 9 WOODWORK

Students develop skills in Woodwork, Computer Aided Design and Modelling with a focus on 3D printing for a term. They have the opportunity to design and build timber projects and a CO2 dragster linking to aerodynamics and 3D printing. A small cost will incur to cover the cost of the materials.

YEAR 9 METALWORK

Students focus and develop skills on metal machining and welding and fabrication. Students have the opportunity to design and machine a folding camp shovel and a folding camp BBQ. A small cost will incur to cover the cost of the materials.

YEAR 10 WOODWORK AND METALWORK INFO

Students use computer aided design drawings (CADD) to communicate and represent ideas and production plans in 2 and 3-dimensional representations. Students develop detailed project management plans incorporating joint and materials investigations, cutting, costing and production sequences in a safe manner. Tools and machinery are used to identify and establish safety procedures. A cost will be incurred.

YEAR 10 WOODWORK

Above information plus Assessment 1: Safety Assignment
Assessment 2: Skills task – Timber Joinery
Assessment 3: Major Product
Assessment 4: Design Folio

YEAR 10 METALWORK

Above information plus Assessment 1: Safety Assignment
Assessment 2: Skills task – Saw Horse
Assessment 3: Major Product
Assessment 4: Design Folio



For more information visit: www.sace.sa.edu.au

TECHNOLOGIES

MATERIALS SOLUTIONS STAGE ONE A AND B

Students undertake:

- Assessment task 1: Practical tasks
- Assessment task 2: CADD designing assessment
- Assessment task 3: Major product and folio (60%)

Note: There will be an additional cost for their major products (Stage 1 and 2) and a cutting and costing activity.

STAGE ONE A

Materials Solutions A involves students manufacturing traditional timber joints using both hand and power tools along with workshop machinery. They gain experience of safe work practices and further their designing abilities in the designing and creation of their major project.

STAGE ONE B

Students in Materials Solutions B build upon their skills, knowledge and understanding in both theoretical and practical settings. Their major project will be a hallway table or cupboard (or otherwise similar by negotiation with the teacher) which will allow them to deepen their manufacturing skills by introducing doors and/or drawer components.

STAGE TWO

Students use traditional and contemporary joinery techniques in specialised skills tasks and show a deeper understanding through designing activities. Students design and construct an item of furniture using framing and/or carcass construction. Written assignment regarding the use and application of various materials, strength testing and evaluations of all practical tasks will be assessed.

Students undertake:

School-based assessment 70%

Assessment type 1	20%
- Task 1: Coat shelf	10%
- Task 2: Coat shelf CADD task	10%

Assessment type 2	50%
- Design folio	25%
- Major Product	25%

External assessment 30%

Assessment type 3	
- Resource investigation	15%
- Issues investigation	15%



THE ARTS

DRAMA

Students will respond to drama via Vlog, written format, multimodal or oral presentation.

YEAR 8 (1 TERM)

Students will be introduced to basic drama skills through Tableau and Improvisation activities and are introduced to Physical Theatre via Circus skills. They will reflect on their learning via a format of their choice.

YEAR 9 A (SEMESTER)

Students develop knowledge and understanding of character development, playbuilding, voice and movement skills through the exploration of a range of performance styles. Students will choose topics such as Theatre Sports/mask theatre/scripted drama/devised drama/film making. They will collaborate with others to plan, rehearse and refine performances. Students respond and analyse their own and others performances via a chosen format.

YEAR 9 B - CIRCUS (SEMESTER)

Students explore and analyse Physical Theatre. They develop circus skills and collaborate with others to create drama that incorporates these skills as well as design/directorial elements. Students will perform for a negotiated audience. They will analyse their performance and present evidence of their learning via a format of their choice.

YEAR 10 A (SEMESTER)

Students continue to develop their knowledge and understanding of character development, playbuilding, voice and movement skills and stage craft. They will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. They will have agency over the topics chosen (horror films/melodrama/Shakespeare/ realism). Students respond to and analyse drama they have performed and viewed via a format of their choice.

YEAR 10 B - PRODUCTION (SEMESTER)

Students explore the dramatic process as they rehearse and perform a class production either with an onstage or offstage role. They will develop knowledge and skills in stage craft and the aspects of theatre producing through this process. Students present evidence of their learning throughout the dramatic process and respond to drama they have viewed via a format of their choice.



THE ARTS

DRAMA

STAGE ONE A

Students learn as authentic artists and as creative entrepreneurs. Creating their own Company, they collaborate to create and present a dramatic product to an audience. Students view and engage with drama such as theatre, masterclasses and/or workshops. They draw links between these dramatic works and their own development as an artist. Students research and analyse contemporary drama. They conceive, describe, and justify their own hypothetical dramatic product that uses innovative technology. Students can choose to present assessment tasks either via multimodal/oral presentation or written format.

Students undertake:

- Performance and Evidence of Learning presentation 40%
- Responding to Drama 30%
- Creative Synthesis 30%

STAGE ONE B

Same course as Drama A but for students who want to undertake course for a whole year.

STAGE TWO

Students engage in learning as practising dramatic artists and creative entrepreneurs. Working collaboratively, students create their own company to develop and perform a group production. They select and present evidence of their learning in the form of a recorded presentation. Students view live/online theatre, study a dramatic text and a selection of dramatic styles, innovators, or movements. They identify and analyse how works have informed their own dramatic ideas and/or practice. They link this learning to take creative risks and to experiment, developing a hypothetical creative outcome. Students collaborate in small groups to create a dramatic presentation in an area of interest. They evaluate their creative decision-making and their application of dramatic process.

Students undertake:

- | | |
|---------------------------------------|------------|
| School assessment | 70% |
| - Group Production | 40% |
| - Evaluation and Creativity (2 Tasks) | 30% |
| External assessment | 30% |
| - Creative Presentation | |



THE ARTS

MEDIA ARTS

YEAR 8 (1 TERM)

Students gain basic skills in Photoshop and photography. Units might involve film and animation. Students learn about online safety, image manipulation and sharing of images.

YEAR 9

Students use a range of programs and equipment to create their final pieces, both independently and with their peers. Through analysing digital media, students can better understand how media and advertising is constructed and how it constantly affects their lives.

YEAR 10

This course revises and extends skills in photography, film and animation. Students have the opportunity to learn advanced image manipulation techniques and use advanced movie making software with the aim of making and presenting professional quality work across a range of digital media.

STAGE ONE A

Students create a folio of work with a final Major Product based on their own interests in Art, Design and Media. This could be expressed through Photography, Adobe Photoshop, Adobe Illustrator etc. For example, this could be in the form of an illustrated book, new gaming characters, web design, logo marketing. Each student negotiates their own design brief in order to create their own journey in learning based on their likes, interests and strengths in the digital media world.

Students undertake:

Folio 20%, Practical 40%, Visual Study 40%

STAGE ONE B

If students want to undertake 2 semesters of Media Arts, they can do a second semester through the Visual Arts/Design course

STAGE TWO

Students will further develop their skills in a chosen area of Design. Students do the same type of work as Stage 1 but extend their creative skills. Final pieces could include video advertisements, new gaming characters, web design, logo marketing. Students will again create their own design brief and follow the Design Process.

Students undertake:

School-based assessment 70%

Folio 40%

Practical 30%

External Assessment 30%

Visual Study



THE ARTS

VISUAL ART (VA)

YEAR 8 (1 TERM)

Student agency will be visible in final pieces with more teacher direction in the learning of basic skills. This term course will see students be introduced to various practical areas such as painting, drawing, printmaking, sculpture and Design. Emphasis will be on creative thinking, problem solving, basic skills building and an introduction to the Elements and Principles of Art and Design. Students will develop an appreciation for artworks through class discussion and individual presentations using appropriate art language.

YEAR 9 VISUAL ART AND DESIGN

Student agency will be visible in final pieces with more teacher direction in the development of skills. Students will further develop skills in the practical areas of drawing, painting, printmaking, sculpture and Design. Emphasis will be on creative thinking, problem solving, skill development and an application of the Elements and Principles of Art and Design. Developing work to a suitable standard for display will also be required.

Students will further develop an appreciation for artworks via class discussion, individual presentations and written responses using appropriate Art language.

YEAR 10

Students have the ability to develop skills in studio areas as determined by their interests. Students will manipulate techniques, processes, materials and technologies to communicate ideas through their visual art works. Emphasis will be on in-depth concept and skill development, creative thinking and problem solving. Students will develop work suitable for a display and further develop an appreciation for artworks through discussion, individual presentation and verbal or written responses such the 4-step-analysis using Arts specific terminology.



THE ARTS

VISUAL ARTS

STAGE ONE A

Students will be introduced to a variety of art techniques and media whilst intertwining Art history and appreciation throughout. This will include but is not limited to painting, drawing, printmaking etc. Students will begin with an emphasis on drawing skills and using various media to create finished bodies of work with appropriate annotations.

Students undertake:

Folio 20%

Practical 40%

Visual Study 40%

STAGE ONE B

Same course as Visual Arts A, but students have the option of completing Visual Art for a full year to delve deeper into their bodies of work.

STAGE TWO

Students express ideas through a variety of media and techniques including drawing, models, printmaking, electronic media, sculpture and photographs. Students research, understand and reflect upon artworks while planning and investigating their own. Students undertake:

School-based assessment **70%**

- 2 practical works 30%
- Folio - experimental & support work of the practicals 40%

External Assessment **30%**

- Visual Study



Broad inspiration

THE ARTS

DESIGN

YEAR 10

Students have the opportunity to further develop their skills in Design areas determined by their interests.

Students negotiate their own brief and follow the Design Process towards a high quality final solution with a focus on in-depth concept and skill development, problem solving and working with restrictions. Students develop artwork suitable for display and further develop an appreciation for artworks through discussion, individual presentation and verbal or written responses such the 4-step-analysis using Arts specific terminology.

STAGE ONE A

Students explore the design processes, concentrating on the three main areas of Design. Students develop their problem solving and decision-making skills along with drafting, drawing, rendering, illustrating and presentation skills.

Students undertake

- Folio 20%
- Practical 40%
- Visual Study 40%

STAGE ONE B

Same course as Design A but for students who want to undertake course for a whole year.

STAGE TWO VISUAL ARTS - DESIGN

Design students express ideas through practical work using visual techniques including drawing, model making, prototypes and photographs etc. Students research, understand and reflect on their work in cultural and historical contexts while exploring their own ideas and solutions.

Students build on the three areas of Design, with an emphasis on the design process.

Students undertake:

- | | |
|---|------------|
| School-based assessment | 70% |
| - 2 practical works | 30% |
| - Folio - experimental & support work of the practicals | 40% |
| External Assessment | 30% |
| - Visual Study | |



THE ARTS

MUSIC

YEAR 8 (1 TERM)

Students are introduced to Rhythm instruments: Guitar, Keyboard and Drum-kit. They will learn how to read and write music and compose their own piece of 'computer music'.

YEAR 8 SPECIALIST (1 SEMESTER)

Specialist Music is for students who have been learning to play an instrument before GHS. Students will increase their proficiency on their chosen instrument and perform as part of a class ensemble and/or extra-curricular ensembles. Students are introduced to Rhythm instruments: Guitar, Keyboard and Drum-kit. They will learn how to read and write music and compose their own piece of 'computer music'.

YEAR 9 - 1

Students build on their ability to read, write and play music. They will be required to undertake regular instrumental lessons with the 'Instrumental Music' team or privately.

Emphasis is placed on practical work (solo, class and small ensemble) and music theory.

Students will learn music industry skills and extend their composition skills through jingle writing.

YEAR 9 - 2

Builds on the learning covered in semester 1 with a focus on music technology, music in society and music performance. Students will increase their proficiency on their chosen instrument by continuing instrumental tuition and performing as part of a class ensemble and extra-curricular ensembles. Students can select from a variety of negotiated projects including Music Industry pathways, Music Technology, Performance & Music in the Community.

YEAR 10 - 1

Students form and participate in a class ensemble. They will be introduced to modern theory, music industry skills, song writing, arranging and computer music. Students are required to undertake regular instrumental lessons.



THE ARTS

MUSIC

YEAR 10 - 2

Extension course to further develop musicians in preparation for their Music studies in SACE. Students will extend their knowledge of performance techniques, develop their knowledge of music styles and music technology within the industry.

STAGE ONE 1 and 2

Students need to have been learning their chosen instruments for at least 2 years. Students have the opportunity to engage in performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills. This subject is concerned with studies in harmony, arranging, composition and performance as a soloist and in an ensemble.

Students undertake:

- Creative Works 60%
- Musical Literacy 40%

STAGE TWO MUSIC EXPLORATIONS

Students understand and apply musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

- Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.
- Creating Music: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.
- Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

Students undertake:

School-based assessment **70%**

- Assessment Type 1: Music Literacy 30%
- Assessment Type 2: Explorations 40%

External Assessment **30%**

- Assessment Type 3: Creative Connections



THE ARTS

MUSIC - EACH SUBJECT IS ONLY 10 CREDITS

STAGE TWO MUSIC PERFORMANCE - ENSEMBLE

Students develop ensemble performance skills as well as aural perception, musical sensitivity and awareness of style, structure and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performance, some of which may be out of school hours.

Students undertake:

- | | |
|---|------------|
| School-based assessment | 70% |
| - Assessment Type 1: Performance | 30% |
| - Assessment Type 2: Performance and Discussion | 40% |
| External Assessment | 30% |
| - Assessment Type 3: Performance Portfolio | |

STAGE TWO MUSIC PERFORMANCE - SOLO

This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students are required to participate in regular rehearsals and performances, some of which may be outside of school hours.

Students undertake:

- | | |
|---|------------|
| School-based assessment | 70% |
| - Assessment Type 1: Performance | 30% |
| - Assessment Type 2: Performance and Discussion | 40% |
| External Assessment | 30% |
| - Assessment Type 3: Performance Portfolio | |

INSTRUMENTAL MUSIC (IM)

At GHS we encourage our classroom music students to learn an instrument. IM teachers support our school by providing small group Instrumental lessons in woodwind, brass and rhythm. Lessons are free of charge. Students will be required to hire or purchase an Instrument at their own cost. To access the band programme students are required to select classroom music. Students will be contacted by IM staff to give them an opportunity to participate in a workshop for entry to the IM program, and the allocation of an instrument within a balanced program.



For more information visit: www.sace.sa.edu.au

THE ARTS

MUSIC

STAGE TWO MUSIC STUDIES

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following:

- Understanding Music: Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.
- Creating Music: Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.
- Responding to Music: Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

Students undertake:

School-based Assessment 70%

- Assessment Type 1: Creative Works 40%

Students present a portfolio consisting of their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works.

- Assessment Type 2: Musical Literacy 30%

Students complete three musical literacy tasks that demonstrate high level analytical skills and include at least one composition or arrangement of approximately 2 minutes.

External Assessment 30%

- Assessment Type 3: Examination

2-hour examination of applied knowledge and understanding of musical elements and musicianship skills

SUBJECT NOTES

SUBJECT COSTS

Subjects that **WILL** incur an extra cost:

Subject	Year Level	Possible cost	Reason
All VET Courses	Stage 1 and 2	\$100	Course initial fee
Child Studies	Stage 1 and 2	\$50 (per semester)	Simulation Baby
Food and Hospitality	Stage 1 and 2	\$50 (per semester)	Ingredients
Furniture Construction	Stage 2	\$25 deposit	Materials
Metalwork	Year 10	\$50	Materials
Outdoor Education	Year 10	\$50	Bushwalk camp/Kayaking
	Stage 1	\$100	Bushwalk camp/Kayaking
	Stage 2	\$200	Bushwalks/Surf Camp
Spanish and Greek	Year 9 and 10	\$50	Adelaide Excursion
Woodwork	Year 10	\$50	Materials
Materials Solutions	Stage 1 and 2	Materials	
Mathematics	Year 8 - 10	Scientific Calculator	
Mathematics	Stage 1 and 2	Casio FX-CG20 Calculator (or similar)	
Music	Year 8 to 12	Instrument	
SAASTA	Year 8 to 12	Adelaide Excursions	
Woodwork/Metalwork	Year 9	Materials	

Subjects that **MAY** incur an extra cost:

Biology	Drama	Physical Education	Sport and Recreation
Chemistry	Health	Physics	Textiles Studio
Child Studies	Music	Research Project	Tourism
Community Studies			Visual Art / Design

SUBJECT NOTES

YEAR 11 SUBJECT SELECTION VIDEOS

You can find these on Facebook too! Psychology, Legal Studies, Aboriginal Studies and Research Practices do not have a subject video.



ESSENTIAL ENGLISH



ENGLISH



PHYSICAL EDUCATION



HEALTH



OUTDOOR EDUCATION



OUTDOOR ED PROMO



TOURISM



HISTORY



BUSINESS & INNOVATION



SAASTA



INDEPENDENT LIVING



WORKPLACE PRACTICES



RESEARCH PROJECT



ESSENTIAL MATHS



GENERAL MATHS

SUBJECT NOTES

YEAR 11 SUBJECT SELECTION VIDEOS

Please note subject teachers featured in videos may change each year.



MATHS METHODS



SPECIALIST MATHS



BIOLOGY



CHEMISTRY



PHYSICS



NUTRITION



FOOD & HOSPITALITY



CHILD STUDIES



CABINET MAKING



DRAMA



ART & DESIGN



MEDIA ARTS



MUSIC



VET

PERSONAL NOTES

QUESTIONS

What are my compulsory subjects?

What subjects do I like the sound of/what would I enjoy studying?

What subjects might align with my career path?

What VET courses do I like the sound of?

PERSONAL NOTES

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Government of South Australia
Department for Education

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