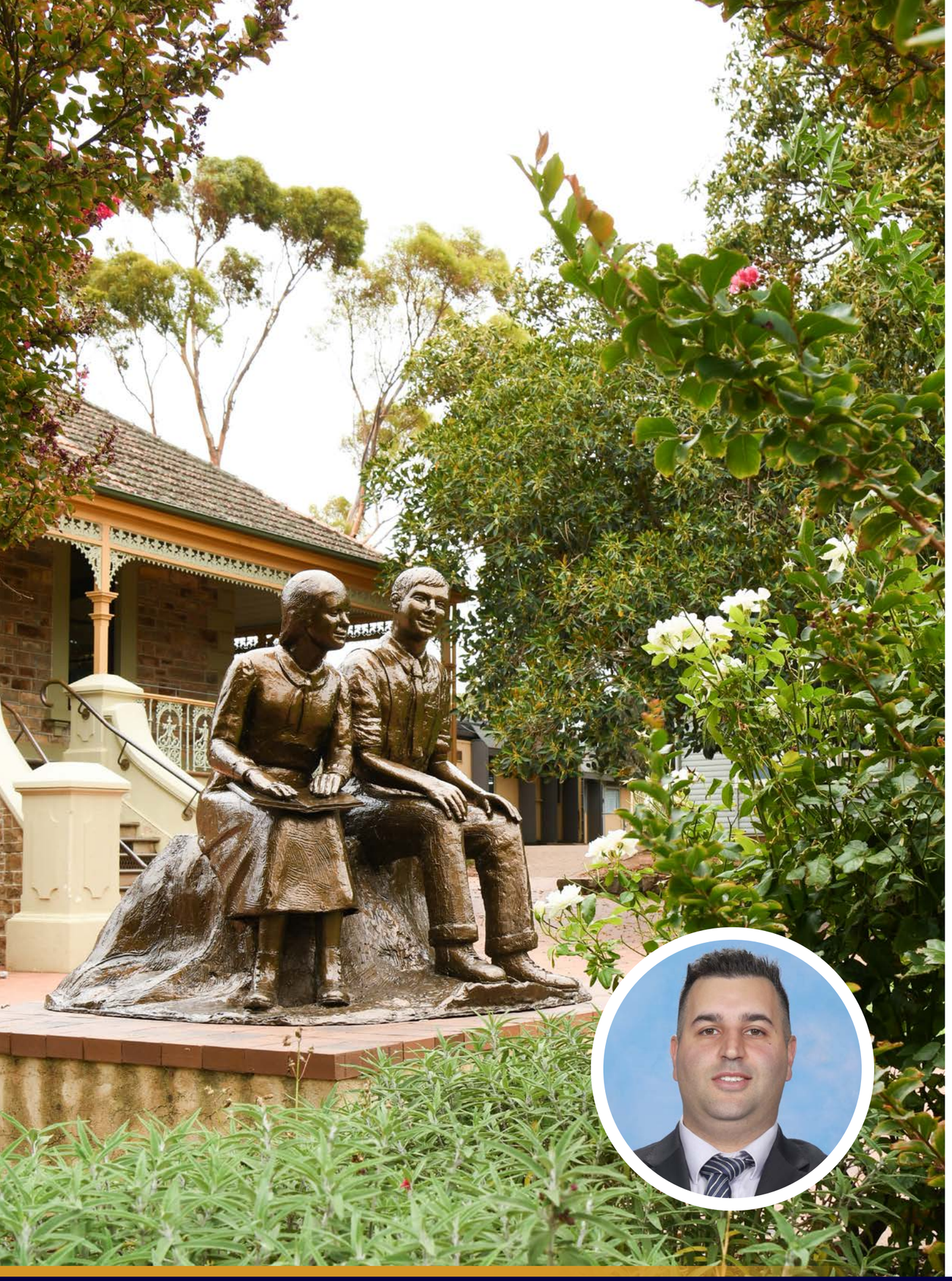
LABOR OMNIA VINCIT

KAPUNDA
HIGH SCHOOL

CURRICULUM
PROSPECTUS 2025

CONTENTS

This is an interactive PDF.
Click on the links to go to the relevant pages.



Welcome to the 2025 Curriculum Prospectus for Kapunda High School: an exceptional school with **strong academic culture, rich traditions** and a long history of providing **world-class education** for generations of young people, stretching back over 100 years.

Choosing a school for your child is a big decision for parents and caregivers, so we have prepared this resource to help families navigate our program offerings. This resource showcases the **enriching, valuable** and **life-long** learning experiences on offer at our school.

Kapunda High School is founded on the generosity of **Entrepreneur** Sir Sidney Kidman and Lady Kidman, set in a well-appointed learning environment where every student can **achieve, grow** and **thrive.**

Our learning programs are **innovative, inclusive** and **entrepreneurial,** fostering a sense of **Learner Agency** or 'choice in learning'. We have a strong **Wellbeing for Learning** philosophy, where we teach students skills for holistic wellness for navigating a complex world.

We offer an enriching Curriculum with differentiated programs and provide strong student support through our **Learning Hub** and **Wellbeing Centre.** Curriculum areas we specialise in include: Academic pathways, Trade and Vocational pathways, Arts and Agricultural programs.

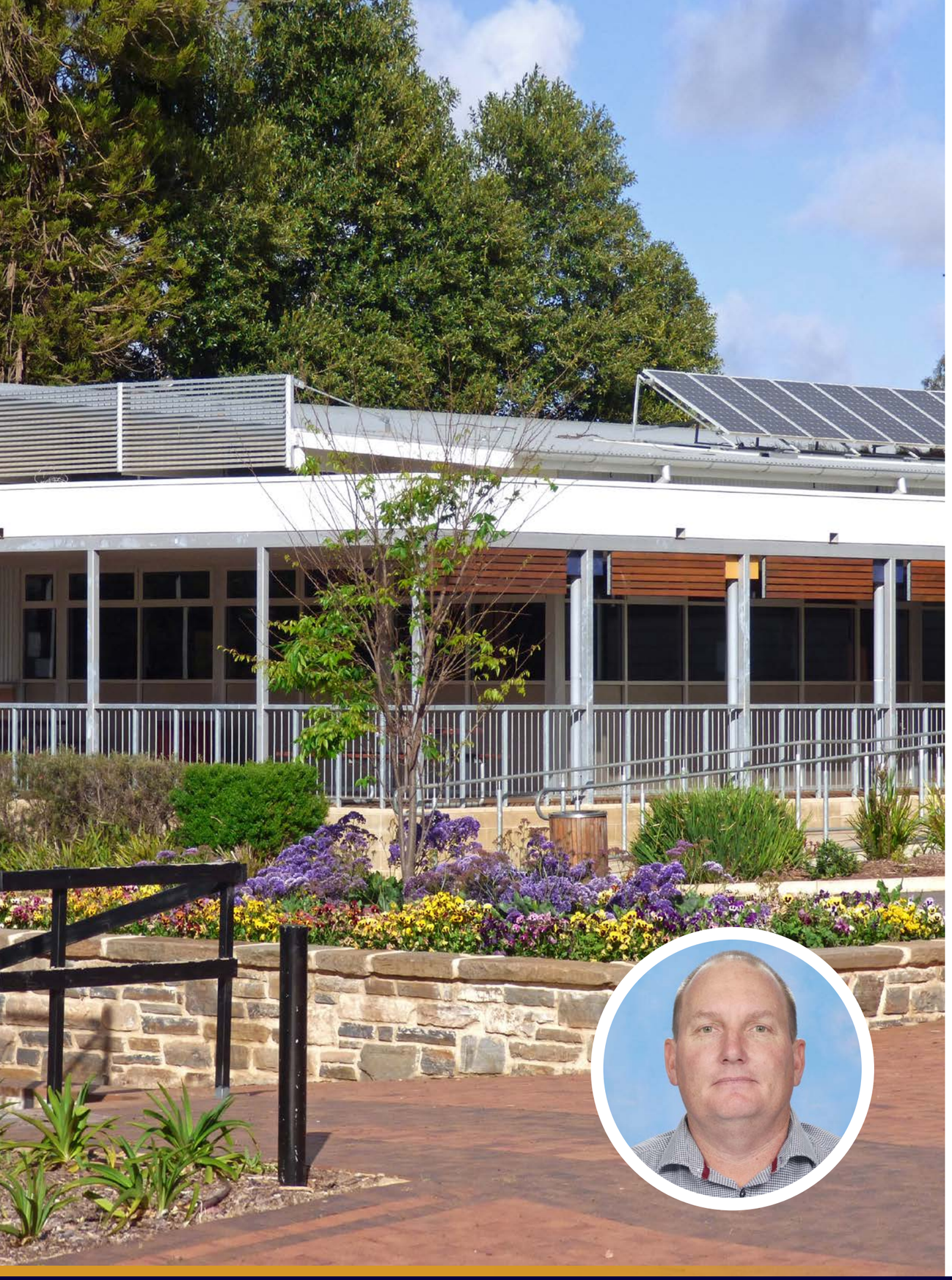
We build **strong and collaborative** school and industry partnerships to give our students real-world experience and prepare them for a successful future in a career they aspire to. Many of our graduates have gone on to achieve **excellence** and **fulfilment** in their chosen field.

Our School House system embodies tradition stretching back more than a century, demonstrating continuity across generations and families. It **recognises** and **rewards** students for excelling in their learning and modelling our school values. Sporting success at local and state-level competitions form part of the fabric of our school, with high student involvement and success.

The **quality education** of young people is one of the largest investments our society can make and this is central to our mission as a school. I wish you well in the task of selecting program offerings and look forward to welcoming you to the Kapunda High School community.

David Marino
Principal

Back to Contents



MESSAGE FROM THE DEPUTY PRINCIPAL

At Kapunda High School we aim to **provide opportunities for students to be successful** accessing the Australian Curriculum, SACE and career pathways, that will **ensure success at school and beyond.**

Within the Middle School we aim to balance opportunities for students to access the breadth of the curriculum, while being supported in the transition from primary to secondary education.

As students transition from Middle School to Senior School, we begin to provide additional opportunities for choice and specialisation. Wherever possible we aim to maintain pathways for students both academically and vocationally, based on student interest and need.

Within our Curriculum Prospectus we have provided key information to assist students and families with their decision-making process. A key part of our subject selection process involves face-to-face meetings with our Senior Students in Term 3 to provide support in the planning and developing of future pathways to success.

Within this document there is specific information for families to enhance their understanding of Middle and Senior School requirements along with pathway options with a trade focus. At Kapunda High School, we strive for high expectations, to support individual learner needs with a strong emphasis on learning support and wellbeing intervention.

Regards

Tim Jones
Deputy Principal

Back to Contents

WELLBEING STRATEGY

PURPOSE

At Kapunda High School, student wellbeing is paramount and valued as a whole school approach. Wellbeing for Learning is the focus, where our community support each other to achieve, grow and thrive.

OUR SUPPORT

Kapunda High School is committed to supporting all students to be the best that they can be. We support the wellbeing of our students through a range of approaches and strategies, working together with the students, staff, families and the community. The support we provide includes, but is not limited to, the following:

- Providing targeted wellbeing support relevant to the wellbeing concern
- Focusing on strengthening students skills to support themselves in difficult times
- Early intervention and support through the delivery of our Proactive Wellbeing Programs
- Creating a community network of support through partnerships with external services and families
- Supporting restorative practices

MEET THE TEAM

The Wellbeing team consists of:

- Blake Launer (Positive School Culture Leader)
- Avylon Magarey (Wellbeing Coordinator)
- Dale Price (Youth Worker)
- Renee Floyd (Pastoral Care Worker)
- Isabel Osuna-Gatty (School Mental Health Practitioner)

Students and families can connect with members of the Wellbeing team for support at any time. This can be done via Daymap or email through Student Services. You will find the Wellbeing team members in the new Wellbeing building.

PROACTIVE WELLBEING PROGRAMS

Our Proactive Wellbeing Programs are focused on providing targeted support and skill development in key areas such as relationships, healthy choices, connectedness, emotional literacy, identity, mental health, future readiness, and personal/social skills. These programs include:

- SMG – Life Matters programs (Year 7 – 8 students)
- Healthy Minds Program (Year 8, 10, 12)
- Operation Flinders (Year 9, 10 and 11 students)
- Youth Opportunities (Year 10 students)
- Berry Street Education Model
- Proactive Wellbeing sessions
- Student Support Groups.

POSITIVE SCHOOL CULTURE

We are committed to providing a positive and inclusive environment for all students to engage with. An important part of our school culture is our Positive Student Recognitions, which rewards positive student behaviour on a day-to-day basis focused on key behaviours outlined by the school community. When a student is awarded a Positive Student Recognition, a point is earned for the House in which they represent. These points go towards an overall House Points System, which includes things like Sports Day, Swimming Carnival, attendance data, academic data, effort data, Golden Events and Passion Projects.. The House Points System creates a healthy competition between the 3 school Houses (Kidman, Hughes and Hawke) to promote positive student engagement and culture throughout the school community.

Back to Contents

MIDDLE SCHOOL LEARNING SUPPORT

LEARNING SUPPORT – SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

Kapunda High School provides a variety of programs and intervention strategies that makes education accessible to all students. The staff at Kapunda High understand that educational achievement is unique to the individual, and students are supported to develop their own capabilities to achieve their personal best.

THE LEARNING HUB

The Learning Hub is a quiet learning environment for when the classroom environment is not suitable at a particular time. There is additional support provided by specialist staff based in the area.

IN CLASSROOM SUPPORT

Students identified with additional learning needs will be eligible for in classroom support throughout their school week.

CHILL OUT SPACE – INTEROCEPTION ROOM

For students needing a space to emotionally regulate can access the Chill Out space for shorts periods of the day, in order to re-regulate in readiness for learning.

MULTI-LIT: LITERACY INTERVENTION

MacqLit is a small group explicit and systematic reading intervention program for older, low-progress readers, including all the key components necessary for effective reading instruction.

Once students have completed MacqLit, their literacy levels are reviewed to identify the need for ongoing 1:1 intervention, supporting ongoing literacy development, setting students up for future success.

QUICKSMART: NUMERACY INTERVENTION

QuickSmart is an evidence-based basic skills intervention program designed for middle-school students who experience persistent difficulties in numeracy. The aim is to enable students to become automatic (quick) in their basic skills to move onto more complex problem-solving skills (smart).

Back to Contents

SENIOR SCHOOL LEARNING SUPPORT

LEARNING SUPPORT – SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

Kapunda High School provides a variety of programs and intervention strategies that makes education accessible to all students. The staff at Kapunda High understand that educational achievement is unique to the individual, and students are supported to develop their own capabilities to achieve their SACE Completion.

THE LEARNING HUB

The Learning Hub is a quiet learning environment for when the classroom environment is not suitable at a particular time. There is additional support provided by specialist staff based in the area.

IN CLASSROOM SUPPORT

Students identified with additional learning needs will be eligible for in classroom support throughout their school week.

CHILL OUT SPACE – INTEROCEPTION

For students needing a space to emotionally regulate can access the Chill Out space for shorts periods of the day, in order to re-regulate in readiness for learning.

MENTORING AND TUTORING

Mentoring and Tutoring are beneficial for students to further develop their Personal and Social capability, improving self-management and executive functioning (such as time management and assignment completion).

FLEXIBILITY OF THE SACE

Students with additional learning needs maybe eligible for Special Provisions, which allow teachers to implement reasonable adjustments to their learning tasks, such as a reduction in word limits and time extensions.

Students with an officially diagnosed learning disability are eligible for Modified SACE where reaching a C grade standard is not achievable. Please speak with Jen Williams (Assistant Principal for Inclusive Education) or Tracy Warner (Assistant Principal for SACE and Senior School) to discuss your students' particular situation and learning needs.

Back to Contents

AGRICULTURE

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
		AGRICULTURE 1 (S)	AGRICULTURE 1 (S)	AGRICULTURE 1 (S)	AGRICULTURAL PRODUCTION OR AGRICULTURAL SYSTEMS (F)
		AGRICULTURE 2 (S)	AGRICULTURE 2 (S)	AGRICULTURE 2 (S)	

ENGLISH

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
ENGLISH (F)	**ENGLISH (F)**	**ENGLISH (F)**	**ENGLISH (F)**	**ENGLISH - ESSENTIALS (F)**	ENGLISH (F)
				GENERAL ENGLISH (F)	

HUMANITIES AND SOCIAL SCIENCES (HASS)

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
HUMANITIES AND SOCIAL SCIENCES (HASS) (F) Either **HISTORY (S)** Incorporates Civics and Citizenship (4 weeks) **GEOGRAPHY (S)** Incorporates Business and Economics (4 weeks)	**HISTORY (S)** Incorporates Civics and Citizenship (4 weeks) **GEOGRAPHY (S)** Incorporates Business and Economics (4 weeks)	**HISTORY (S)**	**HISTORY (S)**	BUSINESS INNOVATION (S)	BUSINESS INNOVATION (F)
		GEOGRAPHY (S)	GEOGRAPHY (S)	LEGAL STUDIES	
			MEDIA STUDIES (S)	MEDIA STUDIES (S)	MEDIA STUDIES (F)
			HUMANITIES AND SOCIAL SCIENCE YEAR 10 BUSINESS E-SHARK TANK	MODERN HISTORY (S)	MODERN HISTORY (F)
				SOCIETY AND CULTURE (S)	SOCIETY AND CULTURE (F)
				TOURISM (S)	TOURISM (F)

FLOWCHART KEY:

MIDDLE SCHOOL | SENIOR SCHOOL | **BOLD** CORE SUBJECTS | MIDDLE SCHOOL - CHOICE SUBJECTS | SENIOR SCHOOL - CHOICE SUBJECTS

(F) FULL YEAR | (S) SEMESTER | (T) TERM

Back to Contents

HEALTH AND PHYSICAL EDUCATION (HPE)

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
HEALTH AND PHYSICAL EDUCATION (HPE) (F)	**HEALTH AND PHYSICAL EDUCATION (HPE) (F)**	**HEALTH AND PHYSICAL EDUCATION (HPE) - CORE (S)**	**HEALTH AND PHYSICAL EDUCATION (HPE) - CORE (S)**	HEALTH AND PHYSICAL EDUCATION (HPE) 1 (S)	HEALTH AND PHYSICAL EDUCATION (HPE) (F)
		PHYSICAL EDUCATION - CHOICE (S)	PHYSICAL EDUCATION - CHOICE (S)	HEALTH AND PHYSICAL EDUCATION (HPE) 2 (S)	SPORTS STUDIES (F)
				INTEGRATED LEARNING - SPORTS STUDIES 1 (S)	
				INTEGRATED LEARNING - SPORTS STUDIES 2 (S)	

LANGUAGES

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
JAPANESE (T)	**JAPANESE (S)**	JAPANESE 1 (S)	JAPANESE 3 (S)	JAPANESE 1 (S)	JAPANESE (F)
	GERMAN (S)	JAPANESE 2 (S)	JAPANESE 4 (S)	JAPANESE 2 (S)	

FLOWCHART KEY:

MIDDLE SCHOOL | SENIOR SCHOOL | **BOLD** CORE SUBJECTS | MIDDLE SCHOOL - CHOICE SUBJECTS | SENIOR SCHOOL - CHOICE SUBJECTS

(F) FULL YEAR (S) SEMESTER (T) TERM

Back to Contents

MATHEMATICS

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
MATHEMATICS (F)	**MATHEMATICS (F)**	**MATHEMATICS (F)**	**MATHEMATICS 1 (F)**	**ESSENTIAL MATHEMATICS 1 (S)**	
				GENERAL MATHEMATICS 1 (S)	GENERAL MATHEMATICS/ ESSENTIAL MATHEMATICS (F)
				GENERAL MATHEMATICS 2 (S)	
				MATHEMATICAL METHODS 1 (S)	MATHEMATICAL METHODS (F)
				MATHEMATICAL METHODS 2 (S)	
				SPECIALIST MATHEMATICS 1 (S)	SPECIALIST MATHEMATICS (F)
				SPECIALIST MATHEMATICS 2 (S)	

VOCATIONAL

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
			EXPLORING IDENTITIES AND FUTURES (EIF) (FORMERLY PLP)	**ACTIVATING IDENTITIES AND FUTURES (AIF) (S)**	
				WORKPLACE PRACTICES (S)	WORKPLACE PRACTICES (F)
			DOORWAYS 2 CONSTRUCTION (D2C) IMMERSION ACTIVITY	**D2C – CERT II CONSTRUCTION PATHWAYS (CARPENTRY OR WET/HERITAGE TRADES)**	**D2C PLUS – ADVANCED SKILLS CLUSTER (CARPENTRY OR HERITAGE TRADES)**

FLOWCHART KEY:

MIDDLE SCHOOL | SENIOR SCHOOL | **BOLD** CORE SUBJECTS | MIDDLE SCHOOL - CHOICE SUBJECTS | SENIOR SCHOOL - CHOICE SUBJECTS

(F) FULL YEAR (S) SEMESTER (T) TERM

Back to Contents

SCIENCE

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
SCIENCE (F)	**SCIENCE (F)**	**SCIENCE (F)**	**SCIENCE (F)**	BIOLOGY 1 (S)	BIOLOGY (F)
		SPACE AND ASTRONOMY (S)	SPACE AND ASTRONOMY (S)	BIOLOGY 2 (S)	
				CHEMISTRY 1 (S)	CHEMISTRY (F)
				CHEMISTRY 2 (S)	
				EARTH AND ENVIRONMENTAL SCIENCE	
				PHYSICS 1 (S)	PHYSICS (F)
				PHYSICS 2 (S)	
			PSYCHOLOGY (S)	PSYCHOLOGY (S)	PSYCHOLOGY (F)

THE ARTS

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
VISUAL ART (T)	VISUAL ART (S)	VISUAL ART (S)	CREATIVE ART (S)	CREATIVE ART (S)	CREATIVE ART (F)
DRAMA (T)	DRAMA (S)	VISUAL DESIGN (S)	CREATIVE DESIGN (S)	CREATIVE DESIGN (S)	CREATIVE DESIGN (F)
MUSIC (T)	MUSIC (S)	DRAMA (S)	DRAMA (S)	DRAMA (S)	DRAMA (F)
		MUSIC 1 (S)	MUSIC 1 & 2 (S)	MUSIC 1 & 2 (S)	MUSIC EXPLORATION (F)
		MUSIC 2 (S)			MUSIC PERFORMANCE - ENSEMBLE (F)
		MUSIC TECHNOLOGIES 1 (S)			MUSIC PERFORMANCE - SOLO (F)

FLOWCHART KEY:

MIDDLE SCHOOL | SENIOR SCHOOL | **BOLD** CORE SUBJECTS | MIDDLE SCHOOL - CHOICE SUBJECTS | SENIOR SCHOOL - CHOICE SUBJECTS

(F) FULL YEAR | (S) SEMESTER | (T) TERM

Back to Contents

TECHNOLOGY

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1 (YEAR 11)	STAGE 2 (YEAR 12)
DESIGN AND TECHNOLOGY - FOOD AND TEXTILES (S)	**DESIGN AND TECHNOLOGY - MATERIALS (S)**	DESIGN AND TECHNOLOGY - TIMBER (S)	DESIGN AND TECHNOLOGY - TIMBER FURNITURE (S)	DESIGN, TECHNOLOGY AND ENGINEERING - TIMBER FURNITURE CONSTRUCTION (S)	DESIGN, TECHNOLOGY AND ENGINEERING - TIMBER FURNITURE CONSTRUCTION (F)
TECHNOLOGIES - ELECTRONICS AND ROBOTICS (S)		DESIGN AND TECHNOLOGY - METALS (S)	DESIGN AND TECHNOLOGY - METALS (S)	DESIGN, TECHNOLOGY AND ENGINEERING - METAL FABRICATION (S)	DESIGN, TECHNOLOGY AND ENGINEERING - METAL FABRICATION (F)
		DESIGN AND TECHNOLOGY - INNOVATIONS IN TEXTILES (S)	FASHION DESIGN (S)	DESIGN AND TECHNOLOGY - FASHION DESIGN (S)	
		DESIGN AND TECHNOLOGY - TASTE AND TECHNOLOGY (S)	AUSTRALIAN FOOD DESIGN (S)	FOOD AND HOSPITALITY (S)	FOOD AND HOSPITALITY (F)
		TECHNOLOGIES - COMPUTER BASED MANUFACTURING (S)	COMPUTER BASED MANUFACTURING (S)		
			CHILDHOOD DEVELOPMENT (S)	CHILD STUDIES (S)	CHILD STUDIES (F)
		TECHNOLOGIES - ELECTRONICS AND ROBOTICS (S)	DESIGN AND TECHNOLOGY - ELECTRONICS (S)	DESIGN AND TECHNOLOGY - ROBOTICS AND ELECTRONIC SOLUTIONS (S)	DESIGN AND TECHNOLOGY - ROBOTICS AND ELECTRONICS SYSTEMS (F)

FLOWCHART KEY:

MIDDLE SCHOOL | SENIOR SCHOOL | **BOLD** CORE SUBJECTS | MIDDLE SCHOOL - CHOICE SUBJECTS | SENIOR SCHOOL - CHOICE SUBJECTS

(F) FULL YEAR | (S) SEMESTER | (T) TERM

Back to Contents

Middle School (Years 7-9)

Middle School is an exciting time for young people; not quite children anymore and not yet adults.

At Kapunda High School we understand that each student bring their own strengths and abilities and we meet each student on their own terms. It's a time for young people to deepen their knowledge and skills, interests and passions.

Back to Contents

At Kapunda High School, the learning journey is informed by the **Australian Curriculum and our values** of:

- Striving for excellence; teachers have high expectations of all students, themselves and each other
- Respecting people; everything we do is underlined and strengthened through our respect of ourselves, each other, our learning and the environment
- Being honest; we understand that everyone makes mistakes, the important thing is that we learn from them. Taking responsibility for our choices is a crucial life skill.
- Diversity of our school community; everyone is welcome at Kapunda High School; we understand that our diversity adds to the richness of our community.

The learning is focused on a positive working environment, enriched through technology and inspiring student development through social learning and interaction. Middle School teachers plan rigorously to prepare and produce engaging and authentic lessons. We are investing increased time into developing entrepreneurial opportunities for students to learn through multi-disciplinary, authentic community projects. The goal is for students to develop an understanding of learning and to develop maturity and resilience to actively engage in the learning and later, the global community.

Teaching and learning in the Middle School is innovative, collaborative, authentic, rigorous and engaging. This curriculum guide provides students and their families with an opportunity to become familiar with the variety of learning opportunities on offer at Kapunda High School in Years 7 – 9.

This guide should be used in conjunction and consultation with the student's subject teachers, Learning Area Leaders and Year Level Managers to make wise decisions to guarantee appropriate preparation for the future.

Kind regards,

Emma Oliver
Assistant Principal
Middle School

INTRODUCTION

This handbook is designed to help you select the best subjects for you to study. The organization is designed to:

- Give parents and students options with regards to what students study whilst still providing access to a guaranteed and viable curriculum
- Enable students to repeat individual semesters of work without repeating a whole year's work
- Enable students to spend extra time on subjects where they have an interest, talent or career need
- Enable students to study units of work above or below their year level if this is appropriate

COURSE ORGANISATION

In Years 7 – 9 students will study 7 subjects at a time for a SEMESTER (approximately 20 weeks). In some areas of study Year 8 students will study a subject for 1 term (approximately 10 weeks).

The work covered is divided into the following year levels:

- Year 7
- Year 8
- Year 9

Whilst we expect most students will work at the standard corresponding to their year level, students may work at a different standard and where appropriate, a hybrid course may be negotiated.

Students, their parents and counsellors, will follow a careful step by step procedure to decide on their subjects. More options and choices are available to tailor a more individualised educational learning journey from Year 9. This is to ensure that students are exposed to as much of the curriculum as possible to make informed decisions.

Back to Contents

ASSESSMENT

YEARS 7 – 9

Grades A, B, C, D, E and N/A are given. The meanings of the grades are as follows:

A **Excellent** achievement of what is expected at this year level.

B **High** achievement of what is expected at this year level.

C **Satisfactory** achievement of what is expected at this year level.

D **Partial** achievement of what is expected at this year level.

E **Limited** achievement of what is expected at this year level.

N/A On occasion not applicable grade will be given. This could include reasons such as significant absence or withdrawal from the course.

CHOOSING YOUR COURSE

YEARS 7 – 9

This system requires students to take responsibility for making decisions about their schooling. The following steps are outlined to enable wise decisions to be made.

HOME GROUP TEACHER

Each student has a home group teacher who will meet individually with students from time to time throughout the year and will offer them assistance and guidance during this subject selection process. They will:

- Provide information regarding the courses;
- Assist students to plan ahead;
- Assist students to develop organisational and study skills;
- Help students to identify their strengths and interests.

CHOOSING SUBJECTS

Students planning for Year 8 or Year 9 will have some elements of choice for the following year. All students are encouraged to discuss their options with parents and make an initial selection of subjects, based on their own individual needs.

SUBJECT SELECTION

Students make their subject choices based on their discussions with staff however sometimes students' first preferences are not able to be accommodated due to class sizes and timetabling clashes. In this case further consultation with students and parents will follow.

Where students are undecided or who haven't decided on a career direction, they need to adopt an approach that keeps their options open as far as possible because too narrow a subject choice can limit future options.

Back to Contents

Middle School (Years 7-9)

At Kapunda High School, students select a middle school course based on the following pattern:

YEAR 7							
Semester 1	English	Mathematics	Science	Humanities and Social Sciences (HASS)	Health and Physical Education (HPE)	Music	Technology
						Visual Arts	
Semester 2						Drama	Technology
						Japanese	

YEAR 8							
Semester 1	English	Mathematics	Science	Health and Physical Education (HPE)	History	Technology	ARTS – CHOICE 1 Art, Drama, Music
Semester 2					Geography	Japanese or German	ARTS – CHOICE 2 Art, Drama, Music

YEAR 9							
Semester 1	English	Mathematics	Science	History	CHOICE	CHOICE	CHOICE
Semester 2				Health and Physical Education (HPE) – CORE	CHOICE	CHOICE	CHOICE

Back to Contents

MIDDLE SCHOOL SUBJECT OFFERINGS

Back to Contents

YEAR 7 DESIGN AND TECHNOLOGY - FOOD AND TEXTILES

CONTACT PERSON:
Samantha Fetherstonhaugh, Paul Johnson

ADVICE TO STUDENTS:
Assists students to become more independent.

It promotes the health, healthy eating and personal development of individual students and encourages respect for themselves and others.

Learning is aimed toward work, leisure and life experiences, and sustainability practices.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students participate in one term of food technologies and one term of fabric and fibre. Within the food technologies term there will be a range of topics to develop skills in kitchen safety, safe food handling, food preparation skills and sustainable food practices. Within the fabric and fibre term students will learn how to operate a sewing machine, design and create an applique picture, complete a skills development task and learn sustainable living practices through learning about fast fashion and upcycling practices.

LEADS TO:
Year 9 Innovations in Textiles
Year 9 Taste and Technology

ASSESSMENT:
- Skills;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:
- Investigations;
- Evaluation reports;
- Self assessment/peer assessment;
- Independent studies;
- Group activities.

YEAR 7 DRAMA

CONTACT PERSON:
Benjamin Forster

ADVICE TO STUDENTS:
Students will study Drama for one term as they rotate through the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – during Year 7. This gives students an opportunity to try the subject in a high school context, which informs their choices for Arts learning in Year 8 and beyond.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Year 7 Drama is an introduction to basic dramatic skills with an emphasis on communication, concentration and collaboration.

Students will develop creativity and problem-solving skills as they work in groups to devise and perform short, unscripted stories on stage as different and interesting characters.

The course is mainly practical, with some dramatic theories and industry contexts explored throughout.

LEADS TO:
Year 8 Drama

ASSESSMENT:
Assessment is based on students' participation in rehearsals and performances on stage, as well as a research theory task about roles in the performing arts industry.

Back to Contents

YEAR 7 ENGLISH

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
This is a compulsory full year subject that is integrated thematically with Year 7 HASS. Students will complete tasks based on the themes determined by the HASS content (see Year 7 HASS course details in this booklet).

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a live performance of a studied text, either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in students' written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Some topics include:

- Novel studies and narrative writing linked to studies of Ancient Greece and indigenous perspectives;
- Multimodal responses to issues such as water security, waste and sustainability;
- A film study.

LEADS TO:
Year 8 English

ASSESSMENT:
Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affect meaning.

Students are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge points of view.

Each class teacher assesses written, visual and oral tasks. The assessment considers formative and summative tasks, and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

Back to Contents

Middle School (Years 7-9)

YEAR 7 HEALTH AND PHYSICAL EDUCATION (HPE)

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
In Year 7, Health and Physical Education is a compulsory subject for two semesters.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within required deadlines.

SPECIAL REQUIREMENTS:
Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim or bucket hat must be worn for outdoor lessons.

Appropriate sports shoes must be worn for practical lessons.

COURSE DETAILS:
Studies and experience in Physical Education will help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteem, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component
Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Athletics, Refining Movements, Fair Play, Bend and Flex, Net Games and Invasion Games.

Personal, social and community health component
This covers the areas of: Identity and changes, relationships, making safe and healthy choices and Sexual Health, through the topics of:

- SHINE
- Drugs and Alcohol

LEADS TO:
Year 8 Health and Physical Education (compulsory unit).

ASSESSMENT:
Assessment is based on class discussions and exercises, individual and group tasks, book work and research skills.

Considerable emphasis will be placed on active and cooperative participation in class activities.

Physical Education

- Revising and refining fundamental skills;
- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Health

- Implementing mental health and wellbeing strategies;
- Community Health Awareness.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set, regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperation and consistent participation in all lessons;
- Appropriate PE uniform and footwear worn for all practical activities;
- Respecting the rights and welfare of other people;
- Caring for and maintaining all equipment;
- Working on personal fitness levels;
- Following and demonstrating safety procedures;
- **Broad-brim hats worn during outdoor lessons per the SunSmart Policy.**

Back to Contents

YEAR 7 HUMANITIES AND SOCIAL SCIENCES (HASS)

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a compulsory full year subject that encompasses History, Civics and Citizenship, Geography, and Economics and Business. It is integrated thematically with Year 7 English.

Students will complete tasks based on the themes determined by the HASS content.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
History
The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.

An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.

In Year 7, students are expected to study the sub-strand Deep time history of Australia and at least one of the topics from the ancient world sub-strand:

- Greece;
- Rome;
- Egypt;
- India;
- China.

Geography
Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Place and livability – focuses on the factors that influence livability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the livability of a place is enhanced and how sustainability is managed.

Economics and Business
Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

Civics and Citizenship
In Year 7, students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

LEADS TO:
Year 8 HASS:
History
Geography
Civics and Citizenship
Economics and Business

ASSESSMENT:
- Historical Timeline;
- Narrabeen Man Exposition;
- Agora Day;
- Our Acknowledgement of Country;
- Water and the World Information Report;
- Sustainability Campaign;
- Business Report on Ethical Farming.

Back to Contents

YEAR 7 LANGUAGE - JAPANESE

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
We offer Japanese at Kapunda High School. Japan is Australia's second largest trading partner. Australia exports billions of dollars of goods to Japan every year. Japan is also the source of large numbers of tourists to Australia. In this context, the study of Japanese is tremendously valuable in a language competitive employment market.

The study of Japanese encourages students to listen, speak, read and write about themselves and others, developing intercultural communication skills in the process. This course introduces students to aspects of Japanese culture and requires students to exchange information, share opinions in Japanese.

SPECIAL REQUIREMENTS:
Students use 10mm graph book to record evidence of their learning to practice their Japanese.

COURSE DETAILS:
This course continues learning from primary school and supports students who are studying Japanese for the first time. Students study hiragana and language to introduce themselves. Students also produce an information report on Japanese belief systems, focusing on monsters and gods.

LEADS TO:
Year 8 Language - Japanese

ASSESSMENT:
Students complete an oral interaction as a small group communicating in spoken Japanese. Students produce an information report exploring Japanese beliefs system including gods and monsters.

YEAR 7 MATHEMATICS (FULL YEAR SUBJECT)

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 7 mathematics classes occur in home groups, with students having the same teacher for Science to enable greater cross-curricular study. Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:
All students require a grid book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year. Students should plan to keep their calculator for their entire high school course of study.

Students will all attend an excursion to the Adelaide Zoo during Term 2, additional excursion fee payable to support their studies of Science (Biology) and Mathematics (Measurement).

COURSE DETAILS:
Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability.

Semester 1 topics include Number and Order of Operations; Fractions, Decimals and Percentages; Measurement, and Geometry.

Semester 2 topics include Patterns and Algebra; Linear, and Relationships, Statistics, and Chance.

All classes will receive part time SSO support, and students can also access the Learning Support Centre, as required.

LEADS TO:
Year 8 Mathematics

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 7 MUSIC

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students will study Music for one term as they rotate through the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – during Year 7. This gives students an opportunity to try the subject in a high school context, which informs their choices for Arts learning in Year 8 and beyond.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students will be encouraged to be actively involved in making music through playing, singing, listening and learning to read music notation.

Classroom instruments will be used to reinforce practical skills.

LEADS TO:
Year 8 Music

ASSESSMENT:
Assessment is based on:

- Students' positive participation in practical activities;
- Development of practical skills to a standard appropriate to the level of study;
- Completion of written tasks including theory tests and worksheets, assignments and listening activities.

Back to Contents

YEAR 7 SCIENCE (FULL YEAR SUBJECT)

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Students complete a full year of science, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:
All students require an exercise book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year.

Students will all attend an excursion to the Adelaide Zoo during Term 2. Additional excursion fee payable to support their studies of Science (Biology) and Mathematics (Measurement).

COURSE DETAILS:
In alignment with the Australian Curriculum Science learning content covers 3 strands:

SCIENCE		
Science understanding	**Science as a human endeavour**	**Science inquiry**
Biological sciences	Nature and development of science	Questioning and predicting
Earth and space sciences	Use and influence of science	Planning and conducting
Physical sciences		Processing, modelling and analysing
Chemical sciences		Evaluating
		Communicating

Figure 1: Science content structure

At Year 7 Level the Science Understanding Stream covers:

Biological Sciences
Investigating the role of classification in ordering and organising the diversity of life.

Representing matter and energy flow in ecosystems and predict the impact of changing factors on populations.

Earth and Space Sciences
Modelling cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

Physical Sciences
Investigating and representing balanced and unbalanced forces, including gravitational force, acting on objects, and relating changes in an object's motion to its mass and the magnitude and direction of forces acting on it.

Chemical Sciences
Using particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance.

LEADS TO:
Year 8 Science

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes practical investigations, projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 7 TECHNOLOGIES - ELECTRONICS AND ROBOTICS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
In year 7, Technologies, Electronics and Robotics is a compulsory subject for one semester.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students will engage in aspects of both Design and Technology, and Digital Technologies. This subject provides an introduction to skills and procedures associated with Computer Software and Hardware, Graphic Design, Data Management, Computer Aided Drawing / Computer Aided Manufacturing (CAD/CAM), Electronic components, Circuit Construction and Programable Microcontrollers. Personal safety in our electronics workshops is a focus during the course.

The main aim of these courses is to introduce students to tools, machines, materials and to the principles underlying the operations carried out in industry, in a rapidly changing technological society.

Students will be encouraged to learn about various materials, processes and be introduced to the design process, technical drawing and problem-solving.

Projects in Year 7 may include: laser cut box, touch game, 555 timer circuits, programming Micro:Bit robots, and basic webpage construction.

LEADS TO:
Year 8 Design and Technology - Materials
Year 9 Technologies - Robotics and Electronics
Year 9 Technologies - CAD/CAM

ASSESSMENT:
Assessment will consist of:

- Practical component 70%
- Theory component 30%

Students will be expected to satisfactorily complete all core projects, tutorials and associated theory tasks.

YEAR 7 VISUAL ART

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students will study Visual Art for one term as they rotate through the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – during Year 7. This gives students an opportunity to try the subject in a high school context, which informs their choices for Arts learning in Year 8 and beyond.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Through studying Art and Design, students develop the ability to understand, appreciate and evaluate art, as well as the skills to communicate their creative ideas.

This unit is an introduction to Art studies and focuses on the basic elements of line, texture, colour, value, shape, form, and space.

Students may work in the practical areas of drawing, painting, sculpture and design. The course will include some Art analysis and appreciation studies.

LEADS TO:
Year 8 Visual Art

ASSESSMENT:
Assessment is based on:

- Students' participation in class discussions and progress on practical tasks, such as acting on feedback and developing their ideas from planning to finished art works;
- Punctually completing all practical tasks and homework, as set by the teacher, to a standard appropriate to the level of study.

Back to Contents

YEAR 8 DESIGN AND TECHNOLOGY - MATERIALS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
In Year 8, Design and Technologies is a compulsory subject for One semester.

SPECIAL REQUIREMENTS:
Students are expected to comply with safety expectations, including the Safe Operating Procedures (SOPs) of all tools and machinery.

This course will include a cost per student to cover the additional resources required for this subject.

COURSE DETAILS:
This subject provides an introduction to skills and procedures associated with Plastics, Sheet metal, Woodwork, Graphics, Computer Aided Drawing, Welding and Metal Forming. Personal safety in our workshops is a focus during the course.

The main aim of these courses is to introduce students to tools, machines, materials and to the principles underlying the operations carried out in industry, in a rapidly changing technological society.

Students will be encouraged to learn about various materials, processes and be introduced to the design process, technical drawing and problem-solving.

Projects in Year 8 may include: plastic key tag, sheet metal storage box, mug tree, timber mobile phone stand.

LEADS TO:
Year 9 Design and Technology - Metals or Timber
Year 9 Technologies - CAD/CAM

ASSESSMENT:
Assessment will consist of:

- Practical component 70%
- Theory component 30%

Students will be expected to satisfactorily complete all core projects and associated theory tasks.

YEAR 8 DRAMA

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective, semester-length subject. Students must select two out of the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – to study for a semester each in Year 8.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a performance either offsite, or at school performed by a visiting artist. There may be some cost involved to attend these performances.

COURSE DETAILS:
Students build on the dramatic skills developed in the Year 7 course with an emphasis on communication, concentration and collaboration.

Students will build creativity and problem-solving skills as they work in groups to devise and perform short scripted and unscripted plays. They will learn the fundamentals to applying various dramatic styles and creating more complex characters on stage, utilising voice and physical expression.

Students may have the opportunity to perform in front of an audience other than their classmates.

LEADS TO:
Year 9 Drama

ASSESSMENT:
Assessment is based on 80% practical tasks and 20% theory, addressing students' application of dramatic styles in rehearsals and performances on stage.

Tasks include:

- Short studies of various dramatic styles;
- Short, small group performances, applying the dramatic styles learnt.

Back to Contents

YEAR 8 ENGLISH

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
This is a compulsory full year subject. Data, including Year 7 results and teacher judgement, NAPLAN, and reading reports, will be used to place students in an appropriate class for one or both semesters. Content differs in terms of pace of delivery and some assessment types in each class. Students who have difficulty with English have the opportunity to be in a smaller class where the focus is on building confidence and developing sound literacy skills for life, learning and work.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a live performance of a studied text, either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in students' written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Students will produce a variety of written and spoken texts in a range of contexts for different audiences and use task specific literary techniques. They will also read a number of texts about different ideas, issues and cultures.

Topics include:

- Novel and film studies involving a range of responses, including essays, discussions, and multimodal presentations. Novels studied may include Don't Call Me Ishmael, Dougy, Fighting Ruben Wolfe, Hatchet, Holes, So Much to Tell You, Two Weeks with the Queen.
- Films, which may be paired with novels as comparative studies, include Perks of Being a Wallflower, Stand By Me, The World's Fastest Indian.
- Narrative and persuasive writing about a range of topics, including the origins of our language, indigenous perspectives and sustainability.

LEADS TO:
Year 9 English

ASSESSMENT:
Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affects meaning.

Students are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge points of view.

Each class teacher assesses written, visual and oral tasks. The assessment considers formative and summative tasks, and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

Back to Contents

Middle School (Years 7-9)

YEAR 8 HEALTH AND PHYSICAL EDUCATION (HPE)

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
In Year 8, Health and Physical Education is a compulsory subject for two semesters.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within required deadlines.

SPECIAL REQUIREMENTS:
Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim or bucket hat must be worn for outdoor lessons.

Appropriate sports shoes must be worn for practical lessons.

COURSE DETAILS:
Studies and experience in Physical Education will help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:

- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteem, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component
Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Athletics, Refining Movements, Fair Play, Bend and Flex, Net Games and Invasion Games.

Personal, social and community health component
This covers the areas of: Identity and changes, relationships, making safe and healthy choices and Sexual Health, through the topics of:

- SHINE
- Drugs and Alcohol

LEADS TO:
Year 9 Health and Physical Education (compulsory unit).

Year 9 Choice HPE (elective subject)

ASSESSMENT:
Assessment is based on class discussions and exercises, individual and group tasks, book work and research skills.

Considerable emphasis will be placed on active and cooperative participation in class activities.

Physical Education

- Revising and refining fundamental skills;
- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Health

- Implementing mental health and wellbeing strategies;
- Community Health Awareness.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set, regarding the submission of work.

In addition, the following requirements will be expected:

- Cooperation and consistent participation in all lessons;
- Appropriate PE uniform and footwear worn for all practical activities;
- Respecting the rights and welfare of other people;
- Caring for and maintaining all equipment;
- Working on personal fitness levels;
- Following and demonstrating safety procedures;
- **Broad-brim hats worn during outdoor lessons per the SunSmart Policy.**

Back to Contents

YEAR 8 HUMANITIES AND SOCIAL SCIENCES (HASS)

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a compulsory subject in the Australian Curriculum. HASS runs for a full year and encompasses History, Civics and Citizenship, Geography, and Economics and Business.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
History
The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world encountered 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.

An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

Geography
Landforms and landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.

Economics and Business
Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting, and planning.

Civics and Citizenship
In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. 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, and how this contributes to active citizenship.

LEADS TO:
Year 9 History
Year 9 Geography

ASSESSMENT:
- Historical Timeline;
- Medieval Castles or Diary Entries;
- Debate: Knights versus Samurai;
- House of Representatives Political Campaign and Debate;
- Landscapes and Landforms;
- Megacity Investigation: China;
- Sustainable Cities;
- $20 Boss

Back to Contents

YEAR 8 LANGUAGE - GERMAN

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Year 7 to Year 10 Sequence (Year 7 – 8 band)

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions, and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students use German language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading, and viewing, and writing activities are supported by modelling, scaffolding and feedback.

Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between German and English language pronunciation, structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

LEADS TO:
At the stage it is uncertain if it will continue into Year 9 but a decision will be based on student demand.

ASSESSMENT:
- Interacting in German
- Mediating meaning in and between languages
- Creating text in German

YEAR 8 LANGUAGE - JAPANESE

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Foundation to Year 10 Sequence (Year 7 – 8 band)

By the end of Year 8, students initiate and maintain interactions in Japanese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They interpret information, ideas and opinions in texts. They demonstrate an understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganizing responses. They select and use vocabulary, sentence structures, expressions and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to context. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

SPECIAL REQUIREMENTS:
Most students a Kapunda High have studied Japanese in primary school, however adjustments are made to the curriculum so that students with limited prior learning can be successful.

COURSE DETAILS:
The learning focuses on the two strands: communicating meaning in Japanese and this course continues from Year 7 Japanese. Students continue to learn hiragana and are also introduced to katakana. They learn language to communicate in familiar situations and produce a biography of a friend or person of special interest in written Japanese. Students produce an information report on Japanese festivals comparing this with an Australian event to develop intercultural awareness.

LEADS TO:
Year 9 Japanese 1

ASSESSMENT:
Written Text: biography of a friend, family or person of special interest and a cultural investigation exploring the similarities between Japanese culture and Australian culture.

Back to Contents

YEAR 8 MATHEMATICS (FULL YEAR SUBJECT)

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 8 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students.

Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:
All students require a grid book, ruler, pencils, pens, and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx. $25), though students should aim to use the same one issued in the stationary packs from Year 7.

COURSE DETAILS:
Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Space, Statistics and Probability. Topics include Directed Numbers; Order of Operations; Financial Mathematics; Measurement, and Geometry.

Semester 2 topics include:

- Expanding and Factorizing; Solving
- Equations; Linear Modelling, Statistics, and Chance.

Classes are ability grouped and students identified in need of extra learning support may be placed in a smaller, supported Numeracy class. Whilst teaching in the Numeracy Class complies with the Australian Curriculum, tasks and assessments are frequently modified (requiring simplified number skills) to develop students' confidence and improve mathematical skills.

All students can also access the Learning Support Centre when requested or required.

LEADS TO:
Year 9 Mathematics 1

ASSESSMENT:
Progressive assessment, based on the Australian curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

YEAR 8 MUSIC

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective, semester-length subject. Students must select two out of the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – to study for a semester each in Year 8.

SPECIAL REQUIREMENTS:
Students are encouraged to participate in the Kapunda High School Instrumental Music program or undertake private instrumental music lessons.

COURSE DETAILS:
Students build on their prior learning and experience in music. Students learn music through the practices of listening, composing, performing and responding.

Classroom instruments (keyboard, guitar, drums and percussion) are used to develop and reinforce practical and theoretical concepts.

Students explore and respond to:

- Music and music practices across cultures, times, places and/or other contexts;
- The diversity of music created by First Nations Australians.
- Develop creative and critical practices and skills for listening to, composing, performing and responding to music.
- Compose music in different forms and genres using aural skills and/or digital tools as appropriate.
- Present performances to a specific audience

LEADS TO:
Year 9 Music

ASSESSMENT:
Assessment is based on practical and theory tasks:

- Individual practical skills assessment/performance on chosen instrument or voice;
- Participation and performance in the class ensemble;
- Elements of Music – theory, aural and listening tests/ written tasks;
- Composition;
- Reflection on music from different cultures and styles.

Back to Contents

Middle School (Years 7-9)

YEAR 8 SCIENCE (FULL YEAR SUBJECT)

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Students complete a full year of science, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:
All students require an exercise book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year.

COURSE DETAILS:
In alignment with the Australian Curriculum Science learning content covers 3 strands:

SCIENCE		
Science understanding	**Science as a human endeavour**	**Science inquiry**
Biological sciences	Nature and development of science	Questioning and predicting
Earth and space sciences	Use and influence of science	Planning and conducting
Physical sciences		Processing, modelling and analysing
Chemical sciences		Evaluating
		Communicating

Figure 1: Science content structure

At Year 8 Level the Science Understanding Stream covers:

Biological Sciences
Recognising cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles. Analysing the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explaining how these systems enable survival of the individual.

Earth and Space Sciences
Investigating tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describing the scientific evidence for the theory of plate tectonics. Describing the key processes of the rock cycle, including the timescales over which they occur, and examining how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.

Physical Sciences
Classifying different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems.

Chemical Sciences
Classifying matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds. Comparing physical and chemical changes and identifying indicators of energy change in chemical reactions.

LEADS TO:
Year 9 Science

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes practical investigations, projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 8 VISUAL ART

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective, semester-length subject. Students must select two out of the three Arts subjects offered at Kapunda High School – Drama, Music and Visual Art – to study for a semester each in Year 8.

SPECIAL REQUIREMENTS:
Students undertaking large artworks or materials not provided by the school (such as spray paint, casting, 3D printing, etc.) may also have additional material costs.

COURSE DETAILS:
This course involves Arts practice in areas such as painting, print making and sculpture. A large focus will be building on the Elements of Art through learning about and putting into practice Design Principles. Students will create art works using a variety of materials, processes and techniques. The development of drawing skills will be an integral part of all learning tasks.

Units of study include Art analysis and interpretation. Students will also learn about Design.

Through studying Art, students develop:

- Their own creative ideas and the skills to communicate them;
- Skills in understanding, appreciating, and evaluating art;
- Skills to work with a wide variety of media.

Students are expected to:

- Attend and participate cooperatively in lessons.
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study.
- Give and receive critical feedback about their own and others' works, in art terms.

LEADS TO:
Year 9 Visual Art

ASSESSMENT:
Assessment is based on 80% practical tasks and 20% theory, addressing students' application and analysis of art styles and techniques.

Back to Contents

Middle School (Years 7-9)

YEAR 9 AGRICULTURE

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Through rapid changes and application of technology, Agricultural Science is becoming more and more evident in our way of life.

This optional semester has an agricultural focus. It allows students to use agricultural skills developed in previous units and continues to build the body of understanding required to study Agricultural Sciences.

Students are more likely to succeed if they are well organised and participate willingly and enthusiastically in all activities.

SPECIAL REQUIREMENTS:
Closed-in sturdy shoes, and a bucket or broad-brimmed hat are mandatory for this subject.

Students may also wear sunscreen and sunglasses.

Any excursions will incur a cost. This course may incur additional costs.

COURSE DETAILS:
Topics covered include:

- Farm and agriculture block safety;
- Animal welfare and ethics;
- Cows Create Careers;
- Evolution of agricultural technologies, plant growth, Careers within the agriculture industry;
- Interactions between farm organisms;
- Extreme weather events.

Students will use pigs, chickens, goats, calves and sheep as a context for animal production, as well as studying soils, weeds and some crops as an introduction to agronomy.

In Agricultural Science students will:

- Do experiments;
- Make observations;
- Record and display results;
- Write reports.
- Watch demonstrations by the teacher;
- Do research; takes notes;
- Solve numerical and other problems;
- Answer written questions;
- Learn science specific terminology;
- Be involved in discussions and learn safe farm practices.

Students are more likely to succeed if they are well organised and participate enthusiastically in all activities.

LEADS TO:
Year 10 Agriculture

ASSESSMENT:
A student's progress will be based on the Australian Curriculum, Science Assessment guidelines.

A folio of evidence collected throughout each term from written tests and assignments, practical and class activities, homework exercises and anecdotal observations will be used to assess the student's progress against the AC guidelines.

A student's progress will be reported at the end of each term with a final cumulative assessment given at the end of the semester.

Back to Contents

YEAR 9 DESIGN AND TECHNOLOGY - METALS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Design and Technology Metals introduces students to the design process, tools, machines, materials and skills used in the engineering industry.

Students will be learning about how to accurately and safely undertake metal marking out, cutting, forming, shaping and welding processes.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course runs for a semester and continues the development of basic skills acquired in Year 8.

Skills include:
- CAD modelling and 3D Printing;
- Marking out;
- Cutting to length;
- Filing and machine shaping;
- Gas and MIG welding.
- Projects will be based on the design process and problem solving approach.
- Projects will include:
- Folding Barbecue;
- Barbecue Flip;
- Self-designed project.

LEADS TO:
Year 10 Design and Technology - Metals

ASSESSMENT:
Assessment will generally consist of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and projects and Design Folio work.

YEAR 9 DESIGN AND TECHNOLOGY - TIMBER

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Design and Technology Timber introduces students to the design process, tools, machines, materials and skills used in the construction and joinery industries. Students will be learning about how to accurately and safely undertake timber marking out, cutting, chiselling, sanding and finishing.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course runs for a semester and continues the development of basic skills acquired in Year 8. Skills include;
- CAD and LASER engraving;
- Marking out;
- Hand and machine cutting;
- Chiselling;
- Hand and machine sanding;
- Water based finishing.

Projects will be based on the design process and problem solving approach.

Projects will include: breakfast tray, wood turning and self-directed recycled timber project.

LEADS TO:
Year 10 Design and Technology - Timber

ASSESSMENT:
Assessment will generally consist of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and Design Folio work.

Back to Contents

YEAR 9 DESIGN AND TECHNOLOGY - INNOVATIONS IN TEXTILES

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Students develop skills in design and project management relating to fabric and fibre.

- Aims to achieve, maintain and improve the well being of individuals in their community by supporting, supplementing and extending the home environment through sustainability.
- Involves students in practical activities. Skills, knowledge and attitudes are developed in the areas of clothing, textiles, family, home, community and lifestyle.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
Skills in the use of the sewing machine or appliqué will be developed and extended by the construction of a textile project and upcycling materials to create new products.

LEADS TO:
Year 10 Fashion Design

ASSESSMENT:
Students are assessed according to their:
- Control of time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:
- Investigations;
- Project plans;
- Evaluation reports;
- Self assessment/peer assessment;
- Independent studies;
- Group activities.

YEAR 9 DESIGN AND TECHNOLOGY - TASTE AND TECHNOLOGY

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Students develop skills in food preparation and improve skills in design and project management.

Taste and Technology
- Is a subject which uses knowledge from many areas and applies it in solving problems faced by individuals and families in day to day living;
- Aims to achieve, maintain and improve the well being of individuals in their community by supporting, supplementing and extending the home environment;
- Involves students in practical activities. Skills, knowledge and attitudes are developed in the areas of food and nutrition, clothing and textiles, family, home, community and lifestyle;
- Assists students to become more independent. It promotes the health and personal development of individual students and encourages respect for themselves and others. Learning is aimed toward work, leisure and life experiences.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This unit will encourage students to investigate the role of technology in everyday living with an emphasis on foods and technology. Students will research the changes technology has made, explore multicultural influences on Australian diets and design recipes to suit assessment criteria. This subject will involve voluntary experience in the school trainee café 'Kappy Brew Café'.

LEADS TO:
Year 10 Design and Technology - Australian Food Design

ASSESSMENT:
Students are assessed according to their:
- Control of time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:
- Investigations;
- Evaluation reports;
- Self assessment;
- Independent studies.

Back to Contents

YEAR 9 DRAMA

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a semester-length elective subject.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a performance either off-site, or at school performed by a visiting artist. There may be some cost involved to attend these performances.

COURSE DETAILS:
Students build on the dramatic skills developed in the Year 8 course with an emphasis on communication, concentration and collaboration.

Students will build creativity and problem-solving skills as they work in groups to devise and perform short scripted and unscripted plays. They will learn in detail and apply dramatic styles, such as improvisation, comedy, and the technical and production elements of theatre.

Improvisation involves learning skills in quick-thinking, and maintaining character at all times on stage, even when things go wrong. Students will participate in a range of fun theatre sports activities to build these skills.

Comedy looks at the history of comedy, including the origins of the 'fart joke,' as well as modern comedy sub-genres and their purposes, such as slapstick, parody and satire.

Technical and production elements of theatre looks at all the non-performance elements of theatre, such as lighting, sound and music, set design, costuming, hair and make-up, and publicity.

Students may have the opportunity to perform in front of an audience other than their classmates.

LEADS TO:
Year 10 Drama

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application of dramatic styles and techniques in rehearsals and performances on stage. Tasks include:

- Short studies of various dramatic styles and techniques;
- Short, small group performances, applying the dramatic styles and techniques learnt.

Back to Contents

YEAR 9 ENGLISH

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
This is a compulsory full year subject. Data, including Year 8 results and teacher judgement, NAPLAN, and reading reports, will be used to place students in an appropriate class for one or both semesters. Content differs in terms of pace of delivery and some assessment types in each class. Students who have difficulty with English have the opportunity to be in a smaller class where the focus is on building confidence and developing sound literacy skills for life, learning and work.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a live performance of a studied text, either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in students' written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Students will produce a variety of written and spoken texts in a range of contexts for different audiences and use task specific literary techniques. They will also read a number of texts about different ideas, issues and cultures.

Topics include:

- Short Stories
  - Analysing short stories such as *A Lamb to Slaughter and Slither;*
  - Creating a short story and writer's statement, explaining the use of narrative conventions and literary technique.
- Persuasive texts, including advertising and debating, with a focus on persuasive techniques and formal writing.
- Novel and film studies with a focus on comparative response writing in paragraph and/or essay format. Examples of novel and film pairings include: *Red Dog* paired with *Hachi: A Dog's Tale*; *Tomorrow, When the War Began* paired with *Hunt for the Wilderpeople*.
- Evolution of language
  - Focus on poetry; analysing themes and techniques from a variety of modern and classic poets, and creating poetry.
- Character Study and transformative text – where students recreate a scene – from Romeo and Juliet in a multimodal format.
- Biography writing
  - Reading and analysing a variety of biographies and auto-biographies;
  - Interviewing a person and creating a biography.

LEADS TO:
Year 10 English

ASSESSMENT:
Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affect meaning.

Students are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge points of view.

Each class teacher assesses written, visual and oral tasks. The assessment considers formative and summative tasks, and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

Back to Contents

YEAR 9 GEOGRAPHY

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a choice subject in the Australian Curriculum.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges

and constraints of expanding sustainable food production in the future.

Geographies of interconnections – focuses on 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. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

LEADS TO:
Stage 1 and 2 History
Stage 1 and 2 Society and Culture
Stage 1 and 2 Legal Studies
Stage 1 and 2 Business Innovation
Stage 1 and 2 Tourism

ASSESSMENT:
- Biomes Presentation;
- Food Security Inquiry;
- The Geography of my Stuff Folio.

YEAR 9 HISTORY

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
This is a compulsory subject in the Australian Curriculum.

COURSE DETAILS:
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This 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 expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the "war to end all wars".

An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social, and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.

In Year 9, students are expected to study the sub-strand Making and transforming the Australian nation (1750–1914) and the sub-strand World War I (1914–1918). The Industrial Revolution and movement of peoples (1750–1900) and the Asia and the World (1750–1914) sub-strands may be studied as options.

LEADS TO:
Year 10 History

ASSESSMENT:
- Industrial Revolution Trade Fair;
- Historical Source Analysis;
- Soldier Story.

Back to Contents

YEAR 9 JAPANESE 1 AND 2

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This course comprises elective units, to be studied sequentially or as stand-alone units of study in either Year 9 or 10. Students who wish to study Japanese at a senior level, must complete a minimum of 4 semesters in Years 8 to 10.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students chose an Anime as a personal focus to study.
In all units students will be building on the language skills developed in previous years; they will review and learn more advanced hiragana while learning katakana and more kanji.

Topics include my anime, my anime character, likes and dislikes.

LEADS TO:
Japanese 2 or senior Japanese

ASSESSMENT:
Assessment tasks are made up of a combination of oral, aural, written and visual tasks. Information Communication Technology is used whenever possible.

Some assessment forms may be negotiated with the teacher.

YEAR 9 MATHEMATICS
(FULL YEAR SUBJECT)

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Mathematics contributes to the development of logical, quantitative and relational thought processes. Year 9 mathematics classes are ability grouped and lessons are differentiated ensuring that learning is maximised for all students.

Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:
All students require a grid book, ruler, pencils, pens and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx. $25, price subject to change), but students should aim to use the same one as was required in Years 7 – 8.

COURSE DETAILS:
Teaching covers the six Australian Curriculum strands: Number, Algebra, Measurement, Statistics and Probability. Topics include Financial Mathematics, Quadratics, Measurement, Pythagoras, Trigonometry and Geometry.

Semester 2 topics include: Number, Algebra, Measurement, Space, Geometry, Statistics and Probability. Topics include Geometry, Mathematical Modelling, Statistics and Chance.

Classes are ability grouped and students identified in need of special learning support may be placed in a smaller, supported Numeracy Class. Whilst teaching in the Numeracy Class complies with the Australian Curriculum, tasks and assessments are frequently modified (requiring simplified number skills) to develop students' confidence and improve mathematical skills.

All students can also access the Learning Support Centre when requested or required.

LEADS TO:
Year 10 Mathematics

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 9 MUSIC 1 AND 2

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective subject at Year 9 and students can elect to study for one or two semesters. Successful completion of Year 8 Music is strongly recommended.

The music units are designed to be progressive with an increase in practical and theoretical skills through to Year 12. Students participating in the school's instrumental program (or learning an instrument outside Kapunda High School) give themselves an opportunity to study SACE music.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students will continue to integrate the theory and practice of music through playing, singing, listening and composing. They will study the history of rock and perform music from different eras. Students will be encouraged to participate in the instrumental program in order to achieve a greater sense of satisfaction from their music making and to develop musical skills.

LEADS TO:
Year 10 Music

ASSESSMENT:
Students will be assessed on:
- Positive participation in practical activities;
- Development of practical skills to a standard appropriate to the level of study;
- Written tasks, including theory tests and worksheets, assignments and listening activities.

YEAR 9 MUSIC TECHNOLOGIES 1

CONTACT PERSON:
Sarah Holty, Carolyn Thorne

ADVICE TO STUDENTS:
This is an elective subject in Year 9, and students can choose to study one semester of music technologies. Successful completion of Year 8 Music is strongly recommended.

This course is designed for students who want to explore the world of digital music and songwriting, with less emphasis on practical skills and solo performance on an instrument. Theory remains an important element within this course and is essential for students composing and arranging music.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
This semester-long course is designed to integrate back into Year 9 Music in Semester 2. Students will learn the same theoretical concepts and vocabulary as in Year 9 Music 1, but they will demonstrate their understanding through song creation and arranging using digital applications such as BandLab and MuseScore. Students who chose Year 8 Music as an elective will have some experience with BandLab, which can help inform their decision to select this course. MuseScore focuses on creating digital music through written notation, and students will learn to use this program during the course. There is also an opportunity for students interested in songwriting, including lyrical writing and rap, to create their own songs using the digital music applications taught in the course.

LEADS TO:
Year 9 Semester 2

ASSESSMENT:
Students will be assessed on:
- Positive participation in whole class activities and tasks
- Digital music arrangement
- Written tasks, including theory tests and assignments
- Songwriting through digital music programs.

Back to Contents

YEAR 9 PHYSICAL EDUCATION - CHOICE

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
In Year 9, Health and Physical Education is a choice subject for one semester.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within the required deadlines.

SPECIAL REQUIREMENTS:
Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim or bucket hat must be worn for outdoor lessons.

Appropriate sports shoes must be worn for practical lessons.

This course may incur additional costs.

COURSE DETAILS:
Studies and experience in Physical Education will help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:
- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteem, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component
Students will work on general fitness and the development of skills and coordination, using sports such as Badminton, Tchoukball, Spikeball and Basketball. They will also focus on developing and implementing tactics and strategies to improve their performance.

The Theory component includes;
- Investigating careers in the health and physical education field
- Analysing game data to discuss effective tactics and strategies during games
- Reflecting on fitness sessions to identify and plan personalised fitness programs.

LEADS TO:
Year 10 Health and Physical Education (compulsory unit)
Year 10 Physical Education (choice unit)

ASSESSMENT:
Physical Education:
- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition, the following requirements will be expected:
- Cooperation and consistent participation in all lessons;
- Appropriate PE uniform and footwear worn for all practical activities;
- Respecting the rights and welfare of other people;
- Caring for and maintaining all equipment;
- Working on personal fitness levels;
- Following and demonstrating safety procedures;
- **Broad-brim hats worn during outdoor lessons per the SunSmart Policy.**

Back to Contents

YEAR 9 HEALTH AND PHYSICAL EDUCATION (HPE)

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
In Year 9, Health and Physical Education is a compulsory subject for one semester.

Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within required deadlines.

SPECIAL REQUIREMENTS:
Students are required to be changed into appropriate sports uniform for active involvement in sport.

Broad-brim or bucket hat must be worn for outdoor lessons.

Appropriate sports shoes must be worn for practical lessons.

This course may incur additional costs.

COURSE DETAILS:
Studies and experience in Physical Education will help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Students are given the opportunity to:
- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self-esteem, confidence and self-reliance to develop initiative and leadership, and to encourage self-direction.

There are two components of HPE.

Movement and physical activity component
Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Netball, Football, Sofcrosse, Basketball, Tennis, modified games, European Handball and Ultimate Frisbee.

Personal, social and community health component
- Sports Injuries and Prevention;
- Study of drugs and alcohol.
- Shine (Growth and Development)
- Health in the Community

LEADS TO:
Year 10 Health and Physical Education (compulsory unit)

Year 10 Physical Education (choice unit)

ASSESSMENT:
Physical Education:
- Skills-based analysis;
- Skills checklists and theory rubrics to measure the depth of understanding.

Health:
- Advertisement critique on drugs and alcohol.

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition, the following requirements will be expected:
- Cooperation and consistent participation in all lessons;
- Appropriate PE uniform and footwear worn for all practical activities;
- Respecting the rights and welfare of other people;
- Caring for and maintaining all equipment;
- Working on personal fitness levels;
- Following and demonstrating safety procedures;
- **Broad-brim hats worn during outdoor lessons per the SunSmart Policy.**

Back to Contents

YEAR 9 SCIENCE (FULL YEAR SUBJECT)

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Students complete a full year of science, learning new concepts and building on previously acquired skills.

SPECIAL REQUIREMENTS:
All students require an exercise book, ruler, pencils, pens, and a scientific calculator. These will all be issued at the beginning of the year.

This course may incur additional costs.

COURSE DETAILS:
In alignment with the Australian Curriculum Science learning content covers 3 strands:

SCIENCE		
Science understanding	**Science as a human endeavour**	**Science inquiry**
Biological sciences	Nature and development of science	Questioning and predicting
Earth and space sciences	Use and influence of science	Planning and conducting
Physical sciences		Processing, modelling and analysing
Chemical sciences		Evaluating
		Communicating

Figure 1: Science content structure

At Year 9 Level the Science Understanding Stream covers:

Biological Sciences
Comparing the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. Describing the form and function of reproductive cells and organs in animals and plants, and analysing how the processes of sexual and asexual reproduction enable survival of the species.

Earth and Space Sciences
Representing the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere).

Physical Sciences
Using wave and particle models to describe energy transfer through different mediums and examining the usefulness of each model for explaining phenomena. Applying the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations.

Chemical Sciences
Explaining how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms. Modelling the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and using these to demonstrate the law of conservation of mass.

LEADS TO:
Year 10 Science

Year 10 STEM – Space and Astronomy

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes practical investigations, projects, assignments, tests, homework exercises, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 9 SPACE AND ASTRONOMY

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
With the advent of the Australian Space Agency, space and astronomy related careers paths are increasing significantly in South Australia. The impact of space technologies on other industries including conservation, agriculture, logistics and transport is also increasing. This subject will provide an understanding of the opportunities in these areas as well as showing you how astronomy can be an enthralling and lifelong hobby.

Students are most likely to succeed by engaging with the learning and applying it in their own time. Astronomy is a night-time activity and will require students to spend time regularly observing the night sky.

SPECIAL REQUIREMENTS:
The course involves an excursion to the Space Discovery Centre in Adelaide CBD and the Planetarium at the University of South Australia Mawson Lakes Campus which will have an associated cost. This course may incur additional costs.

Weather permitting, a number of evenings throughout the semester will be scheduled for group star gazing and using a variety of telescopes to view the night sky. Students will be invited to attend these in various locations (including the Stockport Observatory, River Murray Dark Sky Reserve site and Kapunda High School grounds) however they are not mandatory. Students who do attend will be required to provide own transport

to and from these locations and parents/care givers accompanying the students will be welcome to join them in the event. Students will have the opportunity to bring along their own cameras, binoculars, telescopes etc that they may own, this is at the student's own risk and they remain responsible for these at all times. These items are not necessary to be successful in the subject.

COURSE DETAILS:
Topics covered:
- Evolution of our knowledge from believing that the sun and stars orbited the Earth to our current understanding of the expanding universe.
- How different telescopes work and what determines what you can see.
- How to identify planets, constellations and significant stars in the night sky. The cultural and social significance of the stories associated with them.
- How to use and access tools, apps and software to support star gazing.
- Space exploration from sputnik to the James Webb Space Telescope. Australia and South Australia's place in the future of space exploration and technology and the career opportunities that this presents.

LEADS TO:
Year 10 (STEM) - Space and Astronomy

ASSESSMENT:
Students progress will be assessed using the Australian Curriculum, Science strands of Science as a Human Endeavour and Science Inquiry.

Specifically, students will be required to complete individual and group work tasks that will include but not necessarily be limited to;
- Maintaining and regularly adding to an individual Astronomy Journal throughout the semester;
- Research and describe the cultural stories and or significance of a constellation, or asterism;
- Investigation and presentation of a specific career opportunity in space and astronomy;
- Produce a procedural instruction pamphlet on how to use a planisphere / app / software program to identify and locate an asterism in the night sky.

Back to Contents

YEAR 9 TECHNOLOGIES - COMPUTER BASED MANUFACTURING

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
This course will develop students skills in Computer Aided Design and Computer Aided Manufacture (CAD/CAM). Using computer-based software (Illustrator, Fusion 360), students will design and test products based upon the design criteria. They will then use the 3D printers and laser cutters to make and physically test their products.

SPECIAL REQUIREMENTS:
This course may incur additional costs.

COURSE DETAILS:
The main focus of this course is the design and development of a CO2 Dragster. Students will follow the design process and problem solving approach.

The CAD part of the course will see students learning how to use Illustrator and fusion 360 to design the CO2 Dragster. They will then use the simulation section of fusion 360 to test their design to improve and predict performance.

The CAM part of the course will involve the students learning how to operate the 3D printers and laser cutters using the correct Safe Operating Procedures.

Students will have the opportunity to test their CO2 Dragster against others in the class on race day.

An extension product using the students CAD/CAM skills maybe completed if there is time at the end of the course.

LEADS TO:
Year 10 Design and Technology - Electronics
Year 10 Digital Technologies

ASSESSMENT:
This course will include three types of assessment:
- Skill Tasks;
- The Product (CO2 Dragster);
- Design Folio.

YEAR 9 TECHNOLOGIES - ELECTRONICS AND ROBOTICS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
In successfully completing this course, each student:
- Develops knowledge and skills in the application of computer programming.
- Understand microcontrollers and their application for robotics.
- Understand how to design, build, and produce electronic circuits.
- Develop their soldering skills.

Robotics and Electronics in Year 9 focuses on practical uses of Digital Technologies and Design and Technology in preparation for concurrent and future studies.

Students design and implement modular programs, including an object oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real world data and data entities.

SPECIAL REQUIREMENTS:
This course may incur additional costs.

COURSE DETAILS:
Applications, understanding and associated skills taught include, but are not limited to:
- Electronic component identification
- Electronic circuit design
- Printed Circuit Board production
- Soldering skills
- Coding for microcontrollers.
- Designing and building robots to complete tasks
- Practices associated with Work Health and Safety pertaining to working within a Electronics workshop.

LEADS TO:
Year 10 Digital Technologies
Year 10 Electronics

ASSESSMENT:
Assessment will generally consist of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and projects and Design Folio work.

Back to Contents

YEAR 9 VISUAL ART

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a semester-length elective subject. Successful completion of Year 8 Visual Art is strongly recommended.

SPECIAL REQUIREMENTS:
Students undertaking large artworks or materials not provided by the school (such as spray paint, casting, 3D printing, etc.) may also have additional material costs.

COURSE DETAILS:
This course involves Arts practice in areas such as painting, print making and sculpture. Students will create art works using materials, processes and techniques. The development of drawing skills will be an integral part of all learning tasks. Units of study include Art analysis and interpretation.

Through studying Art, students develop:

- Their own creative ideas and the skills to communicate them;
- Skills in understanding, appreciating, and evaluating art;
- Skills to work with a wide variety of media.

Students are expected to:

- Attend and participate cooperatively in lessons.
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study.
- Give and receive critical feedback about their own and others' works, in art terms.

LEADS TO:
Year 10 Visual Art or Design

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application and analysis of art styles and techniques.

YEAR 9 VISUAL DESIGN

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a semester-length elective subject. Successful completion of Year 8 Visual Art is strongly recommended.

SPECIAL REQUIREMENTS:
Students undertaking large projects or materials not provided by the school (such as spray paint, casting, 3D printing, etc.) may also have additional material costs.

COURSE DETAILS:
This course involves Design practice in the areas of graphic illustration, industrial design and environmental design. Students will learn how to create design works using a variety of materials, processes and techniques. The development of drawing skills for idea development will be an important aspect of the course. This course will also include units of study on design analysis and interpretation.

Through studying Design, students develop:

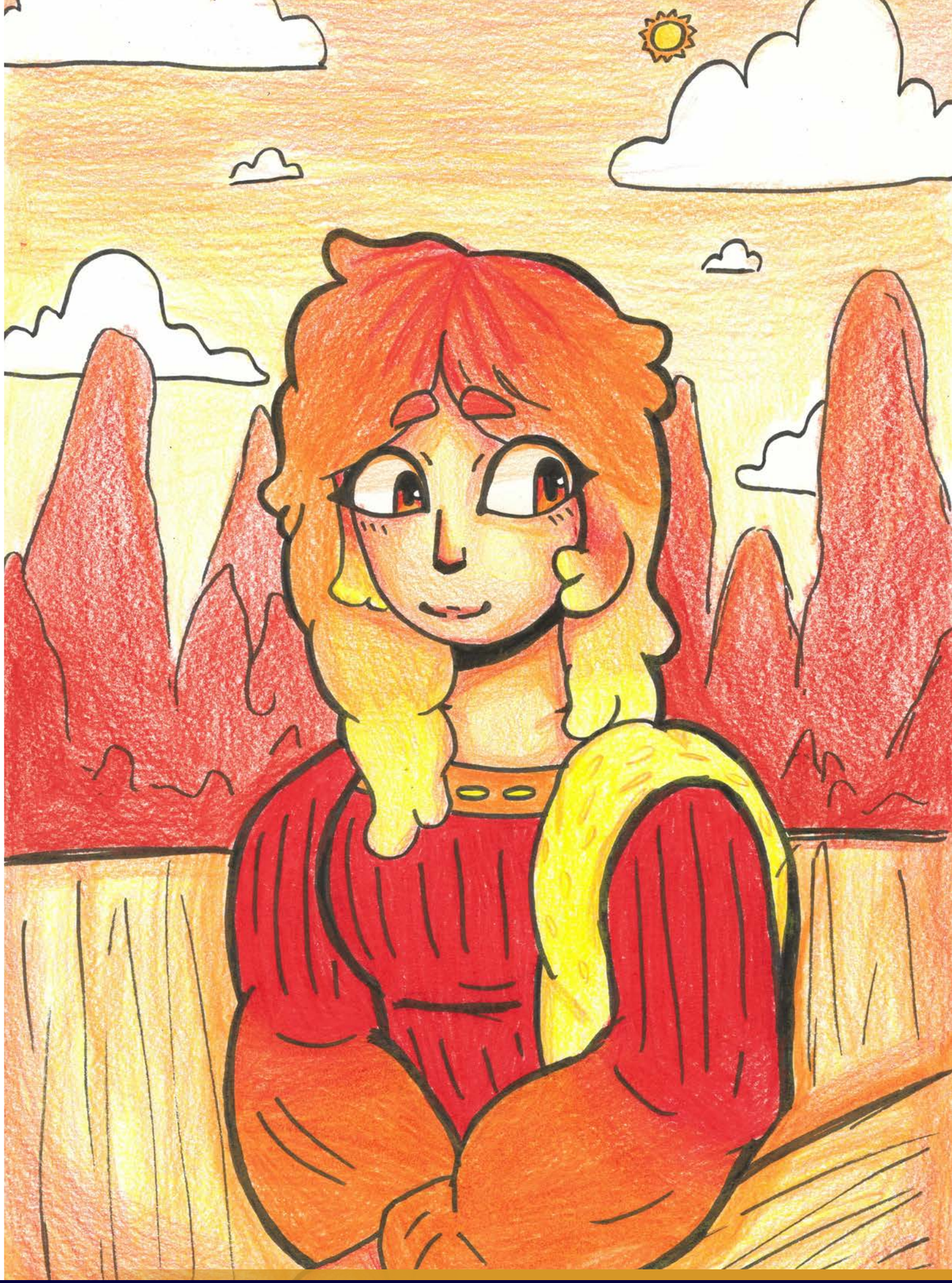
- The ability to follow the Design Process to develop creative solutions, their own ideas and the skills to communicate these ideas while working to meet given constraints;
- Skills in understanding, appreciating and evaluating design works.
- Skills to work with a wide variety of media.

Students are expected to:

- Attend and participate cooperatively in lessons.
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study.
- Give and receive critical feedback about their own and others' works, in design terms.

LEADS TO:
Year 10 Design or Visual Art

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application and analysis of design styles and techniques.



Back to Contents

Senior School (Years 10-12)

At Kapunda High School, our aim is for every student to be enrolled in a fulltime program of study providing them with the maximum opportunity to stretch and challenge their abilities to open their minds to the range of post-school pathways. Senior School is an exciting time in the lives of young adults. We specialise and tailor learning to individual interests and aspirations.

Back to Contents

SACE INFORMATION

WHAT IS THE SACE?

SACE stands for the South Australian Certificate of Education and is the goal at the end of Year 12. This qualification contributes to university pathways, competitive TAFE SA courses other training opportunities. It will be awarded to students who, in the senior school, achieve the required number of credit with the right mix of subjects and courses.

WHAT ARE CREDITS AND HOW MANY ARE NEEDED?

At Stage 1 a full semester (6 months) study in one subject will be worth 10 credits, whereas at Stage 2 a full year subject is worth 20 credits, plus Activating Identities and Futures (AIF) for 1 semester worth 10 credits. You must complete a minimum of 200 credits over two or more years of study.

WHAT ARE THE SPECIFIED ACHIEVEMENT LEVELS?

Assessment at Stage 1 is school based, with the compulsory subjects (English, Mathematics and Exploring Identities and Futures (EIF) being 'moderated' to ensure levels of achievement assigned are comparable state-wide.

Assessment at Stage 2 is also school based but does have a compulsory, externally assessed component worth 30% of the subject grade. This may be a folio, an exam or an investigative study, depending on the individual subject.

Teachers design a set of assessment tasks that enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning. During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning with reference to the performance standards. The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject. In Stage 2 this is further refined by the addition of '+' and '-' levels within each of the grade bands.

Each level of achievement describes the knowledge, skills and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning. Students can also refer to the performance standards to identify the knowledge, skills and understanding that the have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject the teacher makes a decision about the quality of the student's learning demonstrated through the set of assessments by:

- Referring to the levels of achievement described in the performance standards;
- Assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

HOW ARE THE SUBJECTS ASSESSED?

Subjects have assessment criteria describing the outcomes that students must meet in order to achieve a satisfactory grade ('C' or better) across the subject specific performance standards.

WHAT HAPPENS IF YOU DON'T ACHIEVE A 'C' GRADE FOR A COMPULSORY UNIT?

You will have to repeat the subject if it is a compulsory SACE subject or provide additional evidence that you have met the assessment criteria for a 'C' standard.

CAN YOU DO ANY SUBJECTS THE SCHOOL OFFERS?

You must complete the compulsory subjects at Stage 1 and 2.

ARE THERE ANY COMPULSORY SUBJECTS AT STAGE 1?

You must complete two English (or Literacy) semesters and one Maths (or Numeracy) semester from Stage 1. Exploring Identity and Futures (EIF) is also compulsory but it is usually completed at Year 10.

ARE THERE ANY COMPULSORY SUBJECTS AT STAGE 2?

You must complete:

- a minimum of three full year subjects (20 credit points each) and Activating Identities and Futures (10 credit points).
- Four full year subjects (not including Community Studies), plus Activating Identities and Futures must be completed to gain a university Selection Rank.

Back to Contents

SENIOR SCHOOL

THE SENIOR SCHOOL ACKNOWLEDGES THAT YOUNG PEOPLE NEED SKILLS, KNOWLEDGE AND UNDERSTANDING THAT WILL HELP THEM TO LIVE, CONNECT AND EARN WELL THROUGH THEIR LIVES.

In order for students to be successful in their transition from school to the world of work, learning is progressive and tailored to prepare them for their choice of future pathways.

- Apprenticeships and Traineeships
- Vocational training
- Further education

Each of the three pathways has a similar goal - to prepare young people for success in their chosen career.

Tracy Warner
Assistant Principal

SENIOR SCHOOL STUDENTS ARE INFORMED BY THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE).

Year 12 students are strongly recommended to choose a minimum of **four** 20 credit Stage 2 subjects.

When combined with the compulsory study of Activating Future and Identities it allows students to obtain their SACE as well as an Australian Tertiary Entrance Rank (ATAR) for university entrance. It also provides a safety net in case the student performance in one of the chosen subjects becomes impacted by unforeseen circumstances.

Students undertaking an eligible VET course or other recognised study during Year 12 are only required to study two or three 20 credit Stage 2 subjects depending on the individual course credits.

Every Stage 2 subject has an external assessment component which accounts for 30% of the overall grade, marked by a team of SACE Board markers. This could be in the form of an exam, investigation, or performance. The remaining 70% of the subject's assessment is school based and is subject to moderation. This is where work is reviewed by a SACE panel to ensure that student achievement against the performance standards passes the SACE Board's quality assurance processes.

Year 11 students are required to choose a maximum of fourteen, 10 credit Stage 1 subjects. When combined with the 10 Stage 1 credits obtained from completing Exploring Future Identities in Year 10 it allows students to have experienced a wide range of subjects for consideration in Year 12.

There are opportunities for students to experience SACE Recognised Learning programs such as Australian Business Week and Doorways 2 Construction and Work Experience to help open doors to an apprenticeship or an entry point into the world of work.

Students undertaking an eligible VET course or other recognised study during Year 11 are able to reduce the number of subjects studied to allow for the theory work related to their course to be completed during a study lesson.

Every Stage 1 subject consists of school assessment components which are marked within the school. The compulsory subjects are moderated by the SACE Board to ensure assessments across all schools are consistent.

Year 10 students are welcomed to the Senior School and as such have their first taste of a SACE subject, (formerly PLP) Exploring Future Identities, as they complete the Australian Curriculum requirements. This is combined with work experience and programs such as Youth Opportunities in preparation for the final senior years. In the VET world, students can engage in trade taster days and experiences in Doorways 2 Construction.

For subject selections in Year 10, students will continue in core subjects across the learning areas and will be able to experience choice options in some curriculum areas. Subjects last for a semester and students will select 14 subjects in total for the year.

There are opportunities for students to experience SACE Cross Discipline courses such as Community Studies or Modified SACE which are embedded in regular class curriculum. Other Recognised Learning programs such community learning or an Introduction to Doorways 2 Construction and Work Experience can help open doors to an apprenticeship or an entry point into the world of work.

In years 10, 11 and 12, alternative patterns of study may be negotiated for students with individual learning or wellbeing needs, or students on flexible learning pathways. Mentoring programs are available for student organisation and mentoring catch ups.

Back to Contents

SENIOR SCHOOL SACE

CHOOSING YOUR COURSE OF STUDY

HOW TO SELECT YOUR COURSE OF STUDY

In selecting a course of study, students should consider the following steps:

1. CONSIDER

- Ambitions – your future, career pathway plans, your education.
- Your capabilities and interests.
- Your achievements at school so far.
- Information available to you about your choices (from teachers, parents, school counsellors etc.)

2. READ AND UNDERSTAND

- Organisation of the school curriculum – choices, pattern, course descriptors.
- How subject courses connect to future options.
- SACE requirements for senior school.
- Prerequisites or recommended subjects for further studies.

3. DO

- Complete your course selection form.
- Attend your course counselling interview with a parent/ caregiver.
- Finalise your choices.

SOURCES OF INFORMATION

You can get information to help with your course choices from the following:

- School reports
- Subject teachers
- Home Group teachers
- Assistant Principal (VET, Careers, FLO) – Mr Jason Keep
- Assistant Principal (Senior School/SACE) - Mrs Tracy Warner
- Contact teachers listed in handbook
- Job Guide (**http://jobguide.dest.gov.au**)
- Friends and relatives
- Tertiary institutions (e.g. TAFE SA and Universities)
- South Australian Tertiary Admissions Centre – SATAC (**www.satac.edu.au**)
- My Future website (**www.myfuture.edu.au**) and Job Outlook website (**www.joboutlook.gov.au**)

INTRODUCTION TO SACE STAGE 1 AND 2

The following is designed to provide students and parents with information about our SACE Stage 1 and 2 Curriculum. It will help students to make the best possible choices for next year. Further assistance will be provided by Assistant Principals, Mrs Tracy Warner or Mr Jason Keep, subject selection counsellor and Home Group or subject teachers.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, interests, capabilities and plans for the future should all be taken into account. Senior students should be starting to seriously consider the pathways their studies are leading to. They should plan study pathways to post-secondary education or training.

It is not intended that all the subjects described in this booklet will run the following year. Those subjects achieving sufficient interest by students will be made part of the final offering. A review of choices may be necessary in Term 4 depending on student achievement.

Back to Contents

SENIOR SCHOOL SACE CONTINUED

NUMBER OF CREDITS		
At Stage 1	10	Exploring Identities and Futures (EIF) usually studied in Year 10)
	20	Literacy – from a range of English, literacy or equivalent subjects and courses
	10	Numeracy – from a range of Mathematics, numeracy or equivalent subjects and courses
At Stage 2	60 or more	3 full year Stage 2 subjects
	10	Activating Identities and Futures
At either Stage 1 or 2	90 or more	Choice
Total	**200**	

HOW DO YOU QUALIFY FOR THE SACE?

You must:

- Reach a 'C' grade or better in Exploring Identities and Futures (EIF), two Stage 1 English/Literacy semesters, a Stage 1 Maths/Numeracy semester. Activating Identities and Futures (AIF) and three Stage 2 full year subjects must be achieved at a 'C-' grade or better.
- Attain minimum of 200 credits.

WHAT HAPPENS IF YOU LEAVE SCHOOL BEFORE QUALIFYING FOR THE SACE?

You will receive a formal statement from the SACE Board listing the credits gained so far towards the SACE. You may then return to learning at any time in the future to complete the requirements. Each year, a statement of results (a cumulative report of credit attained) will be given to you.

Back to Contents

FURTHER SACE INFORMATION

At Kapunda High School, students select a senior school course based on the following pattern:

YEAR 10							
Semester 1	English	Maths	Science	History	Health and Physical Education (HPE)	CHOICE	CHOICE
Semester 2				Exploring Identities and Futures (EIF)	CHOICE	CHOICE	CHOICE

STAGE 1						
Semester 1	English/ Literacy 10 credits	Maths/ Numeracy 10 credits	CHOICE 10 credits	CHOICE 10 credits	CHOICE 10 credits	CHOICE 10 credits
Semester 2	English/ Literacy 10 credits	Research Practices 10 Credits	CHOICE 10 credits	CHOICE 10 credits	CHOICE 10 credits	CHOICE 10 credits

STAGE 2					
Semester 1	Any Stage 2 subject 20 credits	Any Stage 2 subject 20 credits	Any Stage 2 subject 20 credits	Activating Indentities and Futures (AIF) (formerly Research Project) 10 credits	Another Stage 2 subject (required for University entrance) or VET Cert lll or Recognised Studies
Semester 2	VET Equivalent (dependant on credits achieved)				

Students negotiate within this framework the subjects they wish to choose and the number of subjects they will attempt in any one semester.

Back to Contents

SACE AND FURTHER EDUCATION

There are special requirements for entry into tertiary courses and the handbook specific to the particular institution must be consulted carefully. This may give information on the required subjects, any prerequisites and/or the ATAR score/ Selection Rank, which may need to be achieved in order to be accepted into a particular course. Students are advised to seek clarification from University and TAFE SA handbooks and the SATAC Guide on Tertiary Entrance (see website **www.satac.edu.au**).

ENTRY REQUIREMENTS FOR TAFE SA COURSES

Many TAFE SA courses offered through SATAC have course admission requirements which all applicants must meet in order to be eligible for selection. Course admission requirements differ according to the level and type of course.

COURSE ADMISSION REQUIREMENTS

Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

Admission requirements for competitive courses are either:

- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA), or
- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA) and satisfactory performance in an audition/written assessment/portfolio.

Most Certificate IV, Diploma and Advanced Diploma courses do not have any course admission requirements, but some courses may require a lower level Certificate. SACE completion is a requirement for some courses.

There are no course admission requirements for non-competitive Certificate I, II and III level courses at TAFE SA.

Students are required to demonstrate satisfactory reading, writing and numeracy skills as part of course counselling before enrolling in a TAFE SA course.

Information about the CSPA and admission requirements for individual courses is available from the TAFE SA website.

SELECTION INTO COMPETITIVE TAFE SA COURSES

Where there are more eligible applicants for a TAFE SA course than there are places available, applicants are ranked in merit order for selection.

For courses requiring the CSPA, selection is based on the CSPA score. For courses with CSPA and an internal assessment component, selection is based on the internal assessment score.

Sometimes a course without course admission requirements will have more applicants than places available. In these cases, selection will be based on earliest date of application. Information about selection into competitive courses is available from the TAFE SA website.

VET courses are charged in line with the specific VET Programs.

Some of the courses have additional costs for items such as work boots or protective clothing which may be a requirement of the course.

Back to Contents

Senior School (Years 10-12)

TAFE SA ENTRY REQUIREMENTS

TO BE ELIGIBLE FOR SELECTION INTO SOME TAFE SA COURSES YOU MAY REQUIRE ONE OR MORE OF THE FOLLOWING:

- Completion of the Core Skills Profile for Adults (CSPA) with satisfactory results in reading, writing and numeracy;
- Performance in an audition, completion of a written assessment, or presentation of a portfolio;
- SACE completion.

ENTRY INTO UNIVERSITY COURSES

TO OBTAIN A UNIVERSITY AGGREGATE AND AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) FOR ENTRY IN 2024 YOU MUST:

- Qualify for the SACE;
- Comply with the rules regarding precluded combinations;
- Comply with the rules regarding counting restrictions;
- Complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts;
- Of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS)* and a maximum of 20 credits can be Recognised Studies.

TO RECEIVE AN OFFER FOR A PLACE IN A UNIVERSITY COURSE YOU MUST:

- Qualify for the SACE;
- Meet any Prerequisite Subject Requirement for the Course/Program;
- Obtain a competitive Australian Tertiary Admissions Rank (ATAR)/Selection Rank.
- Pay the SATAC application fees

Year 11 subject grades can be used in the calculation of university offers (with the exception of UniSA). Students must still complete their SACE in Year 12 to be granted an offer.

For the most up-to-date information on entry requirements and pathways, look directly on the university websites.

Back to Contents

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at: **https://www.sace.sa.edu.au/studying/recognised-learning/community-learning**

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. You can get recognition for community learning in two ways:

1. COMMUNITY-DEVELOPED PROGRAMS

If you have a current award or certificate of a community-developed program, e.g. Royal Life Saving Society, Duke of Edinburgh's Award, Choices for Indigenous Secondary Students Program.

2. SELF-DIRECTED COMMUNITY LEARNING

SACE credits can be earned through personal learning, such as taking care of a family member, supporting a refugee family or volunteering for a community project.

Community learning can occur at any time and at any place, for example: at the same time as your SACE studies, after school, at home, on weekends, prior to commencing your SACE. These subjects do not count towards an ATAR (Australian Tertiary Admissions Rank).

EXAMPLES OF THE COMMUNITY DEVELOPED PROGRAMS RECOGNISED BY SACE BOARD:

ORGANISATION	AWARD/PROGRAM	NUMBER OF SACE STAGE 1 CREDITS OR STAGE 2 UNITS	REPORTING CATEGORY
Australian Business Week	Enterprise Education Program	Stage 1, 10 credits	Work Skills and Career Development
Duke of Edinburgh's Award	Bronze Award Silver Award Silver Award Gold Award	Stage 1, 10 credits Stage 1, 20 credits (if Bronze not done) Stage 1, 10 credits (Bronze completed) two Stage 2 units	Self Development
Operation Flinders Foundation	Certificate of Achievement	Stage 1, 20 credits	Self Development
Royal Life Saving Society (SA Branch)	Bronze Medallion + Senior First Aid Certificate Bronze Cross	Stage 1, 10 credits Stage 1, 10 credits	Volunteering
SA Country Fire Service	Basic Fire Fighting	Stage 1, 20 credits (+3 VET units of competency*)	Volunteering
SA State Emergency Service	Induction and Basic Skills Course	Stage 1, 20 credits	Volunteering
St John Ambulance current 'Senior' First Aid level	'Senior' First Aid + Family Care Hygienic Food Handling Communication Casualty Simulation + Defibrillation	Stage 1, 10 credits Stage 1, 10 credits Stage 1, 10 credits Stage 1, 10 credits	Volunteering
Australian Army Cadets	Cadet Training Unity Course + Radio Communication	Stage 1, 20 credits	Self Development

More information about Community Learning is available from the Kapunda High School Assistant Principal (VET, Careers, FLO), Assistant Principal (Senior School/SACE) or from the SACE website.

Back to Contents

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE SA colleges and a range of other registered training organisations.

Through SACE, students will be 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 Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the SACE certificate can be gained through a VET focus, provided the Exploring Indentities and Futures (EIF), Activating Indentities and Futures (AIF) and the Stage 1 literacy and numeracy requirements are also satisfied.

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of training beyond school.

ACCESS TO VET PATHWAYS

Students at Kapunda High School can access VET programs through our Trade Training Centre or enrol through the school to attend a Registered Training Organisation (RTO) for example TAFE SA.

VET courses are charged in line with the specific VET Programs.

Some of the courses have additional costs for items such as work boots or protective clothing which may be a requirement of the course.

Historically students have undertaken VET modules in Automotive, Engineering, Animal Studies, Childcare, Agriculture and Hospitality.

Costs of VET courses are largely funded by the Department for Education with a couple having a gap fee which will be discussed with parents upon applying for courses.

Completed certificate lll courses can also contribute the equivalent of a Stage 2 subject towards an ATAR. More information about VET in SACE can be found at **www.sace.sa.edu.au.**

SUPPORTING STUDENT LEARNING AT KAPUNDA HIGH SCHOOL

The SACE Curriculum options allow the flexibility to make adjustments in curriculum and assessment to enable all students to access and participate in SACE programs and associated assessments on the same basis as other students.

This can be achieved through the engagement in:

- SACE Subject (Standard Curriculum);
- Community Connections – Subject curriculum adjusted and taught alongside the standard SACE subject;
- Community Studies A – Student set challenging and achievable goals in their negotiated program where their learning enhances their knowledge and understanding. Refer to the Community Studies subject guides in Stages 1 and 2 subject descriptions;
- Modified SACE – a program developed by the student, family and school based on goals linked to a curriculum area if the student meets the criteria.

Students will not attain an ATAR with above options.

NB Students can attain an ATAR through standard curriculum subjects.

Back to Contents

SENIOR SCHOOL SUBJECT OFFERINGS

SENIOR SCHOOL SUBJECT OFFERINGS AT KAPUNDA HIGH SCHOOL

Agriculture
Australian Food Design
Childhood Development
Computer Based Manufacturing
Creative Art
Creative Design
Design and Technology - Electronics
Design and Technology - Metals
Design and Technology - Timber Furniture
Doorways 2 Construction Immersion Activity
Drama
English
Exploring Identities and Futures (EIF) SACE Stage 1 COMPULSORY UNIT
E Shark Tank
Fashion Design
Geography
Health and Physical Education (HPE)
History
Japanese 3
Japanese 4
Mathematics
Media Studies
Music 1 and 2
Physical Education Choice
Psychology
Science and Forensic Science
Space and Astronomy

SPECIAL PROGRAMS

- Australian School-based Apprenticeships (ASBA)
- Community Learning
- VET Courses (stand alone and school based)

STAGE 1 SUBJECTS

Agriculture A
Agriculture B
Biology 1
Biology 2
Business Innovation
Chemistry 1
Chemistry 2
Child Studies
Creative Art
Creative Design
Design, Technology and Engineering - Fashion Design (Material Solutions)
Design, Technology and Engineering - Metal Fabrication (Material Solutions)
Design, Technology and Engineering - Robotic and Electronic Solutions
Design, Technology and Engineering - Timber Furniture Construction (Material Solutions)
Doorways 2 Construction
Drama
Earth and Environmental Science
English or Essential 1 and 2
English 1 and 2
Food and Hospitality
Integrated Learning - Sports Studies (Fitness/Physical Activity)
Integrated Learning - Sports Studies (Sport/Coaching)
Japanese
Legal Studies
Mathematics - Essential Mathematics
Mathematics - General Mathematics 1 and 2
Mathematics - Mathematical Methods 1 and 2
Mathematics - Specialist Mathematics 1 and 2
Media Studies
Modern History
Music 1 and 2
Physical Education
Physics 1
Physics 2
Psychology
Research Practices
Society and Culture
Tourism
Workplace Practices

Taught within other Subjects

Community Connections
Community Studies A
Modified SACE

STAGE 2 SUBJECTS

Agricultural Production or Agricultural Systems
Biology
Business Innovation
Chemistry
Child Studies
Creative Art and Design
Design, Technology and Engineering - Metal Fabrication (Industrial and Entrepreneurial Solutions)
Design, Technology and Engineering - Robotic and Electronic Systems
Design, Technology and Engineering - Timber Furniture Construction (Material Solutions)
Doorways 2 Construction Plus - Advanced Skills Clusters
Drama
English
Food and Hospitality
Integrated Learning - Sports Studies
Japanese
Mathematics - General Mathematics/ Essential Mathematics
Mathematics - Mathematical Methods
Mathematics - Specialist Mathematics
Media Studies
Modern History
Music Exploration
Music Performance - Ensemble
Music Performance - Solo
Open Access
Physical Education
Physics
Psychology
Society and Culture
Tourism
Workplace Practices

Taught within other Subjects

Community Connections
Community Studies A
Industrial Connections

Back to Contents

Senior School (Years 10-12)

YEAR 10 SUBJECT OFFERINGS

Back to Contents

YEAR 10 AGRICULTURE

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
This course continues the development of skills and exposure to the wide range of learning experiences undertaken in Year 9. Students will gain and understanding of animal and plant studies in agriculture by studying a range of topics, both in theory and practical lessons.

Students are more likely to succeed if they are willing to participate enthusiastically in all activities and tasks assigned.

SPECIAL REQUIREMENTS:
Closed-in sturdy shoes, and a bucket or broad-brimmed hat are mandatory for this subject. Students may also wear sunscreen and sunglasses.

Any excursions will incur a cost. This course may incur additional costs.

COURSE DETAILS:
The agricultural science curriculum covers a wide range of subjects including animal handling, soils, robotics in agriculture, investigating different breeding techniques, animal and crop management, evolution in agricultural technologies, careers within agriculture, global systems and the effect climate change is having on them, Occupational Health and Welfare, and STEM. In Agriculture, students will:

- Do experiments and watch demonstrations;
- Observe, record and display results;
- Write reports;
- Undertake research;
- Solve numerical and other problems;
- Answer written questions;
- Learn science specific terminology;
- Be involved in discussions and learn safe farm practices.

This subject ensures current industry experience and networking is available for students as part of their learning. Students will use pigs, chickens, goats and sheep as a context for animal production.

LEADS TO:
Stage 1 Agriculture

ASSESSMENT:
Student's progress will be based on the Australian Curriculum, Science Assessment guidelines. A folio of evidence collected throughout each term from written tests and assignments, practical and class activities, homework exercises and anecdotal observations will be used to assess the student's progress against the AC guidelines. Students will be assessed on:

- Folio tasks 80%
- Practical work 20%

Back to Contents

YEAR 10 AUSTRALIAN FOOD DESIGN

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Students may choose 1 or 2 semesters of Home Economics. Within each semester there will be a range of topics to develop skills in food preparation, project management and design skills.

Home Economics is a subject which uses knowledge from many areas and applies it in solving problems faced by individuals and families in day to day living.

Aims to achieve, maintain and improve the well being of individuals in their community by supporting, supplementing and extending the home environment.

Involves students in practical activities. Skills, knowledge and attitudes are developed in the areas of food and nutrition, family, home, community and lifestyle;

Assists students to become more independent. It promotes the health and personal development of individual students and encourages respect for themselves and others. Learning is aimed toward work, leisure and life experiences.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This semester-length course will focus on food preparation and presentation with an emphasis on collaborative learning. The history of 'Aussie' foods, cultural impact, healthy choices and foods for different occasions will be the main topics covered. Students will occasionally be asked to provide some food products for practical lessons. This subject will involve voluntary experience in the school trainee café 'Kappy Brew Café'.

LEADS TO:
Stage 1 and 2 Food and Hospitality

ASSESSMENT:
Students are assessed according to their:

- Control of budget and time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships with peers and in a work team;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Practical skills;
- Written investigation;
- Written action plans;
- Written evaluation reports;
- Self-assessment/peer assessment;
- Independent studies;
- Group activities.

Back to Contents

YEAR 10 CHILDHOOD DEVELOPMENT

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Students who are interested in exploring potential careers or develop their knowledge and understanding of childhood development will benefit from this subject.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This semester-length course covers topics that relate to childhood development, including their clothing, toys, play costs, foods, growth and development.

A child's toy will be made and assessed. This unit also involves talking to parents about parenting. There is a cost involved to purchase fabric and accessories to construct the toy or comfort item.

LEADS TO:
Stage 1 Child Studies

ASSESSMENT:
Students are assessed according to their:

- Control of budget and time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Practical skills;
- Written action plans;
- Written evaluation reports;
- Self-assessment;
- Independent studies;
- Group activities.

YEAR 10 COMPUTER BASED MANUFACTURING

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
In successfully completing this course, each student:

- Understands computer hardware components and functions;
- Demonstrates advanced skills across a range of specialised software;
- Designs and develops software using appropriate life-cycle processing;
- Applies design techniques through the use of desktop publishing and movie-making software.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course allows students to develop and extend their Information Technology skills, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Topics covered include:

- Data compression and how content data are separated from presentation;
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics;
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability;
- Modelling of data.

LEADS TO:
Stage 1 Information Processing and Publishing
Stage 1 Design, Technology and Engineering - Systems and Control

ASSESSMENT:

- Investigations/research;
- Practical projects;
- Written.

Back to Contents

YEAR 10 CREATIVE ART

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective subject. Achieving a passing grade in at least one semester of Creative Art or Creative Design at Year 9 is strongly recommended.

SPECIAL REQUIREMENTS:
Students undertaking large artworks may have additional material costs. This course may incur additional costs.

COURSE DETAILS:
Through studying Art, students develop:

- Their own creative ideas and the skills to communicate them;
- Skills in understanding, appreciating, and evaluating art;
- Skills to work with a wide variety of media.

Students are expected to:

- Attend and participate cooperatively in lessons.
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study.
- Give and receive critical feedback about their own and others' works, in art terms.
- Display an ability to develop their own ideas.

Approximately 70% of the course is devoted to Arts practice, understanding how to generate ideas, and work in a contemporary context such as drawing, painting, sculpture, and installation art.

Approximately 30% focuses on Art analysis and response and the study of Art in a cultural context.

LEADS TO:
Stage 1 Art

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application and analysis of art styles and techniques.

YEAR 10 CREATIVE DESIGN

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is an elective subject. Achieving a passing grade in at least one semester of Creative Art or Creative Design at Year 9 is strongly recommended.

An understanding of design software such as Adobe Illustrator or Photoshop is useful but not a requirement.

SPECIAL REQUIREMENTS:
Students undertaking large projects may have additional material costs. This course may incur additional costs.

COURSE DETAILS:
Through studying Design, students develop:

- Their own creative ideas and the skills to communicate them;
- Skills in understanding, appreciating, and evaluating design;
- Skills to work with a wide variety of media.

Students are expected to:

- Attend and participate cooperatively in lessons.
- Punctually complete all practical work and homework, as set by the teacher, to a standard appropriate to the level of study.
- Give and receive critical feedback about their own and others' works, in design terms.
- Display an ability to develop their own ideas.

Approximately 70% of the course is devoted to Design practice in the fields of graphic, product, and environmental design. There is a heavy focus on understanding the design process. Creativity and problem-solving skills for idea development are important aspects of the course.

Approximately 30% focuses on Design analysis and response and the study of Design in a cultural context.

LEADS TO:
Stage 1 Creative Design

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application and analysis of design styles and techniques.

Back to Contents

YEAR 10 DESIGN AND TECHNOLOGY - ELECTRONICS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
In this course, students learn and practice basic electronic principles through circuit design, analysis and construction. Students learn to solve practical problems and work safely in the workshop with machines and equipment. It involves a major unit of electronic project construction and problem solving requiring soldering and circuit skills. Students use problem solving skills to design and build actual working systems using movement and force to generate electricity and creating movement with electricity.

This is a practical course where students will be using Fusion360, 3D printers and LASER cutters as well as workshop equipment to create components. Students will be combining plastic, timber and metals to create solutions.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course will be based on the theme of 'Movement and Force' as this will also be a focus in Year 10 Science. The course will include:

- Design process;
- Electric motors;
- Combining electronic and mechanical systems;
- Environmentally sustainable power sources;
- Circuit analysis;
- Circuit software;
- Control technology;
- Bread board modelling;
- Project design and assembly using CAD and CAM;

The course will be based around four projects

- Wiring automotive lighting;
- Creating an electric motor;
- Creating a sustainable power source;
- Creating an electrically powered vehicle.

LEADS TO:
Stage 1 Design, Technology and Engineering - Systems and Control

ASSESSMENT:
This course will include three types of assessment:

- Skill Tasks;
- Product;
- Design Folio.

Back to Contents

YEAR 10 DESIGN AND TECHNOLOGY - METALS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Design and Technology - Metals introduces students to the design process, tools, machines, materials and

skills used in the engineering industry. Students will be learning about how to accurately and safely undertake metal marking out, cutting, forming, shaping, grinding and welding processes with a focus on machine use.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course runs for a semester and continues the development of skills acquired in Year 9.

Skills include:

- CAD modelling and 3D Printing;
- Marking out;
- Machine cutting to length;
- Angle grinding and machine shaping;
- MIG welding;
- Hardening and tempering.

Projects will be based on the design process and a problem solving approach.

Projects will include: Camping spade and a Centre Punch.

LEADS TO:
Stage 1 Design, Technology and Engineering - Metals

ASSESSMENT:
Assessment will be generally made up of 60% practical component and 40% theory component. Students will be expected to satisfactorily complete all core projects and Design Folio work.

YEAR 10 DESIGN AND TECHNOLOGY - TIMBER FURNITURE

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Design and Technology Timber introduces students to the design process, tools, machines, materials and skills used in the construction and joinery industries.

Students will be learning about how to accurately and safely undertake timber marking out, cutting, chiselling, sanding and finishing.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This course runs for a semester and continues the development of basic skills acquired in Year 8. Skills include;

- CAD modelling
- Marking out
- Machine cutting to length
- Joint machining
- Hand and machine sanding
- Water-based finishing

Projects will be based on the Design Process and a problem solving approach.

Projects will include: Self designed projects that include both cabinet and frame construction as well as wood turning.

LEADS TO:
Stage 1 Design, Technology and Engineering - Furniture

ASSESSMENT:
Assessment will be generally made up of 60% practical component and 40% theory component. Students will be expected to satisfactorily complete all core projects and Design Folio work.

Back to Contents

YEAR 10 DOORWAYS 2 CONSTRUCTION IMMERSION ACTIVITY

CONTACT PERSON:
Jason Keep

ADVICE TO STUDENTS:
This course begins the journey of a pathway in the Construction Industry.

Students must supply their own steel-capped boots. These are compulsory and must be worn to all training activities.

Full attendance, a 'can do' attitude and a desire to learn about the industry and relevant skills is necessary.

SPECIAL REQUIREMENTS:
Students must participate in a site induction and abide by the site safety procedures and processes. Students are encouraged to undertake work experience to explore the industry.

Students will gain their 'White Card' through this course, which allows access to work sites.

COURSE DETAILS:
5 Training Days – Semester 2

Introductory experience of Carpentry, Tiling, Bricklaying, Stonemasonry, Heritage Trades and general project.

Included will be an excursion on one of the training days.

LEADS TO:
Doorways 2 Construction in Year 11 and then onto Advanced skills (Cert lll Competencies) in Year 12.

APPLICATION REQUIRED:
Yes.

Students need to complete an application process to qualify for this course. Students may be asked information about:

- What do you hope to achieve by doing this course?
- What skills and abilities do you already have that will assist you to be successful?
- What job / career are you hoping this will lead to?
- Why do you think you're suited to this course?
- What other jobs/activities have you done that would support you in working in this industry?

YEAR 10 DRAMA

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a semester-length elective subject.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a performance either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
Year 10 Drama builds on the dramatic skills developed in the Year 9 course with an emphasis on communication, concentration and collaboration.

Students will build creativity and problem-solving skills as they work in groups to devise and perform short scripted and unscripted plays. They will learn in detail and apply dramatic styles, with a focus on the power of drama to engage audiences and effect social change.

To engage audiences, students will explore a 'method' for creating complex, realistic characters onstage, through research and practical application.

In learning about the power of drama to effect social change, students will explore techniques that challenge audiences and empower performers to solve complex issues in their own lives.

Students may have the opportunity to perform in front of an audience other than their classmates.

LEADS TO:
Stage 1 Drama

ASSESSMENT:
Assessment is based on 70% practical tasks and 30% theory, addressing students' application of dramatic styles and techniques in rehearsals and performances on stage. Tasks include:

- Research study of acting 'method' for creating a character;
- Participation in interpreting a script(s) for performance;
- Short, small group performances, workshops and/ or individual monologues;
- Group Production.

Back to Contents

Senior School (Years 10-12)

YEAR 10 ENGLISH

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
This is a compulsory full year subject. Data, including Year 9 results and teacher judgement, NAPLAN, and reading reports, will be used to place students in an appropriate class for one or both semesters. Content differs in terms of pace of delivery and some assessment types in each class. Students who have difficulty with English have the opportunity to be in a smaller class where the focus is on building confidence and developing sound literacy skills for life, learning and work.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a live performance of a studied text, either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
English learning tasks are designed to develop students' cognitive and communication skills through reading, listening and viewing texts and responding to them in written, spoken and visual forms.

There is an emphasis on precision in students' written and verbal communication, including attention to grammar, using a specialised vocabulary, and accurate spelling and punctuation.

Students will produce a variety of written and spoken texts in a range of contexts for different audiences and use task specific literary techniques and conventions. They will also read a number of texts from different perspectives and cultures, and explore a range of issues.

Topics include:

- Gothic Literature
  - Learning the different conventions of Gothic Literature to create their own Gothic story or poem, and produce a writer's statement, explaining their use of literary devices and Gothic conventions.
- Response to Film
  - View and analyse short films, in regards to stylistic features, made in response to the events of 9/11, as well as to a short film of their choice.
- Film Study
  - View the classic film, Psycho, and analyse the conventions and film techniques employed by the famous director, Alfred Hitchcock;
  - Create a trailer or alternate ending for Psycho in groups utilising a range of film techniques and conventions;
  - Writer's Statement – individually explain the group's choices with regard to techniques and conventions.
- Comparative Analysis Study of two texts (novel, short story, film, etc.)
  - Analyse the texts for similarities and differences regarding language and stylistic features, conventions, ideas, perspectives and themes, and respond in analytical essay format to a comparative essay question;
  - Possible novels, short stories and films include Animal Farm, The Arrival, Australian Rules, Deadly, Unna?, Gattaca, and To Kill a Mockingbird.
- Protest
  - Examine what protest is and why it is important in society;
  - Read, view and analyse a range of different forms of protest such as slam poems, speeches, written poetry, protest songs;
  - Research an issue and create an individual protest.

LEADS TO:
Stage 1 English or Stage 1 Essential English

ASSESSMENT:
Students are assessed on their understanding of how texts, including their own, are constructed to suit audience, purpose and context, and how the choice of language features, images and vocabulary affects meaning.

Students are also assessed on how they select specific details from texts in their own responses, including how they explain different perspectives in texts, as well as express or challenge points of view.

Each class teacher assesses written, visual and oral tasks. The assessment considers formative and summative tasks, and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

Back to Contents

YEAR 10 EXPLORING IDENTITIES AND FUTURES (EIF)

CONTACT PERSON:
Jen Williams

ADVICE TO STUDENTS:
This is a semester-length compulsory subject.

This subject enables and assists students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Through EIF students will:

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

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

LEADS TO:
Stage 1 Research Practices
Stage 2 Activating Identities and Futures

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

- Assessment Type 1 Exploring Me and Who I want to be.
- Assessment Type 2 Taking action and showcasing my capabilities.

Formerly know as Personal learning Plan (PLP).

YEAR 10 E SHARK TANK

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
By the end of Year 10, students analyse factors that influence major consumer decisions, and explain the short- and long-term effects of these decisions.

Students develop and modify a range of question to investigate a business issue. They locate, select, and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue. They evaluate a response, using appropriate criteria to decide on a course of action. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.

COURSE DETAILS:
E Shark Tank guides and encourages the imagination of young students towards innovation and entrepreneurship. The Shark Tank eSchool program is the ultimate guide to empowering students to become agents of change, where they can transform their own communities, have a real impact in the world, and build their own futures for tomorrow.

LEADS TO:
Stage 1 Business Innovation

ASSESSMENT:

- Create a Value Proposition Canvas
- Create a Simple Business Plan
- Create a Business Pitch

Back to Contents

YEAR 10 FASHION DESIGN

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Students may choose 1 semester of Fashion Design. The semester will include a range of topics to develop project management and design skills.

Fashion Design:

- Is a subject which students experiment with visual representations of their ideas, design, create and construct;
- Articles and garments incorporating a variety of sewing techniques, as well as develop an understanding of reading and understanding patterns.
- Is a subject that enables students to develop knowledge of fibres and textiles and the myriad of ways fibres are used within society;
- The concept and awareness of sustainable and responsible use of resources is explored.

Learning experiences:

- Using a sewing machine and overlocker;
- Creative design and sewing techniques;
- Develop technical and construction skills;
- Principles and elements of design;
- Creative use of textiles – recycled, raw;
- Designing and creating your own textiles product or garment.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
This semester-length unit of work focuses on what underpins fashion culture, technology and design. Students use their imaginations to innovatively express themselves through their ideas to design and produce designed solutions in a range of fashion contexts.

Whilst supporting the development of general life skills, this course will assist students interested in careers such as designing, fashion journalism, modelling, advertising, clothing/textile manufacturing, craft and textile manufacture for retail sale, dressmaking.

LEADS TO:
Proposed Year 11 Fashion Design subject in 2024.

ASSESSMENT:
Students are assessed according to their:

- Control of budget and time;
- Quality of work;
- Skills;
- Choice of materials/resources;
- Knowledge;
- Relationships;
- Organisation of themselves, resources and processes.

Assessment techniques include:

- Research and evaluations;
- Practical skills;
- A folio demonstrating the design and development of fashion products.

Students are made aware of the criteria set for assessment and are expected to submit all work on time. There is some extra cost with all courses as students will be required to purchase fabric and garment patterns.

Back to Contents

YEAR 10 GEOGRAPHY

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a choice subject in the Australian Curriculum.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students can examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing – focuses on global, national, and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

LEADS TO:
Stage 1 and 2 History
Stage 1 and 2 Society and Culture
Stage 1 and 2 Legal Studies
Stage 1 and 2 Business Innovation
Stage 1 and 2 Tourism.

ASSESSMENT:
- Measuring Human Wellbeing;
- Geographies of Human Wellbeing Folio;
- Coasts Documentary.

Back to Contents

Senior School (Years 10-12)

YEAR 10 HEALTH AND PHYSICAL EDUCATION (HPE)

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
In Year 10, Health and Physical Education is a compulsory subject. Students need to be prepared to be active in practical sessions and complete theory work as part of their assessment within the required deadlines. Students who are considering SACE PE in Years 11 and 12 should consider doing two semesters of PE at Year 10.

SPECIAL REQUIREMENTS:
Students are required to be changed in appropriate sports uniform for active involvement in sport.

Students will be required to wear broad-brim hats during outdoor lessons, per the school SunSmart Policy.

Footwear needs to be non-marking sports shoes.

COURSE DETAILS:
Studies and experiences in Health and Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity. Students are given the opportunity to:
- Develop a strong commitment to making healthy lifestyle choices and physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self esteem, confidence, and self-reliance, to develop initiative and leadership, and to encourage self-direction.

Skills analysis in Table tennis, Volleyball (practical skill development), Fitness.

Students will develop their own fitness program to make informed decisions about leading a healthy lifestyle.

Health content teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities (inc. Shine SA Program)

LEADS TO:
SACE Stage 1 Physical Education
SACE Stage 1 Sports Studies (Integrated Learning)

ASSESSMENT:
Physical Education:
- Skills checklists and theory rubrics to measure the depth of understanding.

Health:
- Issues Analysis Research paper

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition the following requirements will be expected:
- Cooperate and participate fully in lessons;
- Wear appropriate PE uniform and footwear at all times;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness levels;
- Follow and demonstrate safety procedures.

Back to Contents

YEAR 10 HISTORY

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
This is a compulsory subject in the Australian Curriculum.

COURSE DETAILS:
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 20th century became a critical period in Australia's social, political, economic, cultural, environmental, 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, and the demands for rights and recognition by First Nations Australians.

An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between World War I and World War II, including the Great Depression, and developments post World War II, including Cold War international relations.

It also involves understanding related historical themes of the post-World War II world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

In Year 10, students are expected to study at least two sub-strands: World War II and Building Modern Australia. The globalising world is a sub-strand that may be studied as an option.

LEADS TO:
Stage 1 and 2 History
Stage 1 and 2 Society and Culture
Stage 1 and 2 Legal Studies
Stage 1 and 2 Business Innovation
Stage 1 and 2 Tourism.

ASSESSMENT:
- Overview Report or Short Video;
- Argumentative Essay;
- Historical Source Analysis.

Back to Contents

YEAR 10 JAPANESE 3
(JAPANESE FOR ANIMÉ FANS 2)

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This course comprises elective units, to be studied sequentially or as stand-alone units of study in either Year 9 or 10. Students who wish to study Japanese at a senior level, must complete a minimum of 4 semesters in Years 8 to 10.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
In all units students will be building on the language skills developed in previous years; they will review and learn more advanced hiragana while learning katakana and more kanji. At the end of this course students can read and write hiragana and katakana and about 40 kanji.

A focus is on developing skills for understanding Japanese modern and traditional Japanese culture. Students chose an anime to make their focus of learning. They explore the examples of Japanese culture in the anime.

LEADS TO:
Stage 1 Japanese

ASSESSMENT:
Text Analysis Task
Writing Task
Oral Task
Cultural Investigation

YEAR 10 JAPANESE 4
(JAPANESE FOR TRAVELLING TO JAPAN)

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This course comprises elective units, to be studied sequentially or as stand-alone units of study in either Year 9 or 10. Students who wish to study Japanese at a senior level, must complete a minimum of 4 semesters in Years 8 to 10.

SPECIAL REQUIREMENTS:
This course may incur additional costs.

COURSE DETAILS:
In all units students will be building on the language skills developed in previous years; they will review and learn more advanced hiragana while learning katakana and more kanji. At the end of Japanese 2 students can read and write hiragana and katakana, and about 70 kanji.

There is a focus in this unit on travelling in Japan. Topics include travelling in Nagasaki, meeting families and spending New Year in Japan.

LEADS TO:
Stage 1 Japanese

ASSESSMENT:
Text Analysis Task
Writing Task
Oral Task
Cultural Investigation.

YEAR 10 MATHEMATICS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Mathematics contributes to the development of logical, quantitative and relational thought processes.

Students complete a full year of mathematics, learning new concepts and building on previously acquired skills.

Participation in mathematics competitions is encouraged, particularly for highly skilled students.

SPECIAL REQUIREMENTS:
The same as was required in Years 7 – 9.

COURSE DETAILS:
Teaching covers the six Australian Curriculum strands; Number, Algebra, Measurement, Space, Statistics and Probability. Topics Include Financial Mathematics, Algebra, Measurement, Pythagoras, Trigonometry and Networks.

Semester 2 topics include: Teaching covers the six Australian Curriculum strands;
- Number, Algebra, Measurement, Space, Statistics and
- Probability. Topics include Linear and Non-Linear Equations,
- Mathematical Modelling, Statistics and Chance.

Students identified in need of special learning support may be placed in a smaller, Numeracy Class. Whilst teaching in the Numeracy Class complies with the Australian Curriculum, tasks and assessments are frequently modified (requiring simplified number skills) to develop students' confidence and improve mathematical skills.

Students who have previously identified a interest in Mathematics future pathways, or who have demonstrated strong mathematical skills in previous years may be placed into a 10A class. These students cover the same topics from the Australian curriculum but explore them at a greater depth.

LEADS TO:
Stage 1
Mathematics - Essential Mathematics
Mathematics - General Mathematics 1 and 2
Mathematics - Mathematical Methods 1 and 2
Mathematics - Specialist Mathematics 1 and 2

ASSESSMENT:
Progressive assessment, based on the Australian Curriculum, includes projects, assignments, tests, homework exercises, examinations, group work, oral presentations and teacher classroom observations.

Back to Contents

YEAR 10 MEDIA STUDIES

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
This semester course has a focus on media practices - advertising and film/TV - and issues in contemporary media, such as online hate or gender in the media.

Students also produce media texts using film, editing techniques and other production software.

Also students study one of:
- Advertising;
- TV News Reporting;
- Media Conventions;
- Media Representation;
- Media Ownership;
- Media Audiences.

LEADS TO:
Stage 1 and 2 Media Studies.

ASSESSMENT:
Written, Oral and Multimodal.

YEAR 10 MUSIC 1 AND 2

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students participating in the school's instrumental program (or learning an instrument outside Kapunda High School) and achieving a passing grade in Year 9 Music give themselves an opportunity to study music beyond Year 10.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Students build on their prior learning and experience across the practices of Music: listening, composing and performing.

Students rehearse and present solo and ensemble performances to audiences, using relevant vocal/instrumental techniques and performance skills. They listen to and evaluate their own music practice and analyse performances and compositions presented by others.

Students compose in a variety of forms and genres, using aural skills and available digital tools.

LEADS TO:
Stage 1 Music.

ASSESSMENT:
- Ensemble Performance
- Solo Performance
- Composition
- Evaluation of skills.

Back to Contents

YEAR 10 PHYSICAL EDUCATION - CHOICE

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
This course is a Physical Education is a choice subject. Students who choose to do Physical Education need to be prepared to be active in practical sessions and complete theory work as part of their assessment.

Students who are considering SACE Physical Education in Years 11 and 12 should consider doing this second semester of Physical Education at Year 10.

SPECIAL REQUIREMENTS:
Students are required to be changed in appropriate sports uniform for active involvement in sport.

Students will be required to wear broad-brim hats during outdoor lessons, per the school SunSmart Policy.

Footwear needs to be none marking sports shoes.

COURSE DETAILS:
Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity. Students are given the opportunity to:
- Develop a strong commitment to making physical activity an integral part of their lives;
- Participate in and enjoy the benefits of a variety of physical activities within both the school and the community;
- Improve their performance of physical activities and pursue excellence in selected activities;
- Acquire a deeper appreciation of physical activity and the value of being physically fit;
- Participate in activities designed to increase self esteem, confidence, and self-reliance, to develop initiative and leadership, and to encourage self-direction.

Theory:
- Biomechanics and a Research Paper Practical;
- Badminton (SEPEP) supported by community sports and selection from: tennis, softball, indoor sports and touch football;
- The interplay of Energy Systems through sport.

LEADS TO:
SACE Stage 1 Physical Education
SACE Stage 1 Sports Studies (Integrated Learning)

ASSESSMENT:
Physical Education:
- Skills checklists and theory rubrics to measure the depth of understanding.

Theory:
- Personal Inquiry-based Research Report

Students will be required to complete a range of written homework and assignment tasks within the deadlines set regarding the submission of work.

In addition the following requirements will be expected:
- Cooperate and participate fully in lessons;
- Wear appropriate Physical Education uniform and footwear at all times;
- Respect the rights and welfare of other people;
- Care for and maintain all equipment;
- Work on their fitness levels;
- Follow and demonstrate safety procedures.

Back to Contents

YEAR 10 PSYCHOLOGY

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Psychology explores the very interesting science of the brain and mind, looking at what makes us 'tick'. Year 10 Psychology aims to build the skills needed for SACE Psychology by introducing students to ideas such as how the brain is wired, why we feel emotions and the biopsychosocial framework for looking at our behaviours.

Students looking to study psychology in Years 11 and 12 should choose this subject.

SPECIAL REQUIREMENTS:
This course may incur additional costs.

COURSE DETAILS:
Students will be introduced to ideas around the interconnectedness of thoughts, feelings and our behaviour. They will also look at the impact of social, cultural, economic and religious ideologies on our psychology.

Topics may include:

- Psychology Skills;
- Sports Psychology;
- Psychological Wellbeing;
- Emotion;
- Cyber-Psychology.

LEADS TO:
SACE Stage 1 and 2 Psychology

ASSESSMENT:
A student's progress will be based on the Australian Curriculum, Science Assessment guidelines.

A folio of evidence collected throughout each term from written assignments and tests, practical and class activities, and anecdotal observations will be used to assess the student's progress against the AC guidelines.

A student's progress will be reported at the end of each term with a final cumulative assessment given at the end of the semester.

Back to Contents

Senior School (Years 10-12)

YEAR 10 SCIENCE AND FORENSIC SCIENCE

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
This compulsory subject allows students to extend scientific skills developed in previous units and continues to build the body of scientific understanding required to study SACE Sciences.

SPECIAL REQUIREMENTS:
Closed-in shoes must be worn. This course will incur additional costs.

COURSE DETAILS:
Topics covered include the investigation of the biological evidence for different theories, such as the theories of natural selection, the Atomic theory to understand relationships within the periodic table and the physical laws of motion and forces. Students will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

In Science students will develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live;
- An understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things;
- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims;
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions;
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science;
- A solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Science study covers:

- Biology (the study of living things);
- Chemistry (the study of chemical substances and how they react);
- Physics (the study of the physical laws of nature);
- Earth Science (the study of the physical features of our earth, its atmosphere and the space around us);
- Science as human endeavour;
- Science inquiry skills, planning, evaluating, questioning, analysing and communicating.

LEADS TO:
SACE Stage 1 Biology
SACE Stage 1 Physics
SACE Stage 1 Chemistry
SACE Stage 1 Psychology

ASSESSMENT:
A student's progress will be based on the Australian Curriculum, Science Assessment guidelines.

A folio of evidence collected throughout each term from written tests and assignments, practical and class activities, homework exercises and anecdotal observations will be used to assess the student's progress against the AC guidelines.

A student's progress will be reported at the end of each term with a final cumulative assessment given at the end of the school year.

New Subject offering 2025: **Year 10 Forensic Science**

Students study various components of Australian Curriculum Science, Mathematics and Social Sciences content in context of Forensic investigation and analysis. How science is used in criminal cases and legal decision making.

For further information faculty leader Kathy Coombs.

Back to Contents

YEAR 10 SPACE AND ASTRONOMY

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
With the advent of the Australian Space Agency, space and astronomy related careers paths are increasing significantly in South Australia. The impact of space technologies on other industries including conservation, agriculture, logistics and transport is also increasing. This subject will provide an understanding of the opportunities in these areas as well as showing you how astronomy can be an enthralling and lifelong hobby.

Students are most likely to succeed by engaging with the learning and applying it in their own time. Astronomy is a night-time activity and will require students to spend time regularly observing the night sky.

SPECIAL REQUIREMENTS:
The course involves an excursion to the Space Discovery Centre in Adelaide which will have an associated cost. This course may incur additional costs.

Weather permitting, a number of evenings throughout the semester will be scheduled for group star gazing and using a variety of telescopes to view the night sky. Students will be invited to attend these in various locations (including the Stockport Observatory, River Murray Dark Sky Reserve site and Kapunda High School grounds) however they are not mandatory.

Students who do attend will be required to provide own transport to and from these locations and parents/care givers accompanying the students will be welcome to join them in the event. Students will have the opportunity to bring along their own cameras, binoculars, telescopes etc that they may own, this is at the student's own risk and they remain responsible for these at all times. These items are not necessary to be successful in the subject.

COURSE DETAILS:
Topics covered:

- Evolution of our knowledge from believing that the sun and stars orbited the Earth to our current understanding of the expanding universe.
- How different telescopes work and what determines what you can see.
- How to identify planets, constellations and significant stars in the night sky. The cultural and social significance of the stories associated with them.
- How to use and access tools, apps and software to support star gazing.
- Space exploration from sputnik to the James Webb Space Telescope. Australia and South Australia's place in the future of space exploration and technology and the career opportunities that this presents.

LEADS TO:
SACE Stage 1 Biology
SACE Stage 1 Physics
SACE Stage 1 Chemistry
SACE Stage 1 Psychology

ASSESSMENT:
Students progress will be assessed using the Australian Curriculum, Science strands of Science as a Human Endeavour and Science Inquiry. Specifically, students will be required to complete individual and group work tasks that will include:

- Maintaining and regularly adding to their individual Astronomy Journal throughout the semester;
- Research and describe the cultural stories and or significance of a constellation, or asterism;
- Investigation and presentation of a specific career opportunity in space and astronomy;
- Produce a procedural instruction pamphlet on how to use a planisphere / app / software program to identify and locate an asterism in the night sky.

Back to Contents

Senior School (Years 10-12)

STAGE 1 SUBJECT OFFERINGS

SPECIAL PROGRAMS
• Australian School-based Apprenticeships (ASBA) • Community Learning • VET Courses (stand alone and school based)

Back to Contents

STAGE 1 AGRICULTURE 1

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of agriculture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology and in a local, national, and/ or global context.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 10 Agriculture or Science is desirable.

You will require enclosed shoes or boots during practical lessons, to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Excursions to various enterprises will incur a cost. This course may incur additional costs.

COURSE DETAILS:
Students develop and apply their knowledge and understanding of concepts from science technology, economics and marketing. Work, Health and Safety and ethical principles underpin all aspects of this subject.

Students will develop skills in critical thinking, explore agricultural practices and production, sustainable management and how agriculture impacts on people's lives.

LEADS TO:
Stage 1 Agriculture B
Stage 2 Agricultural Systems
Stage 2 Agricultural Production

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture and Horticulture:

- Agricultural Reports - 2 tasks;
- Applications - 2 tasks.

STAGE 1 AGRICULTURE 2

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.

SPECIAL REQUIREMENTS:
Successful completion of a semester of Year 10 Agriculture or Science is desirable.

You will require enclosed shoes or boots during practical lessons, to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Excursions to various enterprises will incur a cost. This course may incur additional costs.

COURSE DETAILS:
Students analyse benefits and risks of different methods of agricultural production and develop their awareness of how agriculture impacts their lives, society and the environment. Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future.

LEADS TO:
Stage 2 Agricultural Systems
Stage 2 Agricultural Production

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture:

- Agricultural Reports - 2 tasks;
- Applications - 2 tasks.

Back to Contents

STAGE 1 BIOLOGY 1

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:
Closed shoes. This course may incur additional costs.

COURSE DETAILS:
This course contains two topics:

Cells and microorganisms - The cell is the basic unit of life. All cells possess some common features, for example, all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning.

Themes covered could include:

- Cell theory
- Distinguishing types of cells
- Cell energy and functions
- Microorganisms
- Techniques for food spoilage.

Infectious Diseases - How infectious disease agents spread, enter hosts, and cause immune responses. Students examine the structure and function of the main components of the immune system: physical barriers, the innate (non-specific) system, and the specific responses of the adaptive or acquired system.

Themes covered could include:

- Distinguishing diseases
- Controlling the spread of diseases
- The human immune system
- Technology and importance of information communication

LEADS TO:
Stage 1 Biology 2
Stage 2 Biology

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications task;
- Design and Deconstruct report;
- Completion Practical report
- SHE task.

Back to Contents

STAGE 1 BIOLOGY 2

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:
Closed shoes. This course may incur additional costs.

COURSE DETAILS:
This course contains two topics:

Multicellular organisms – The study of the structure and function of various organ systems that facilitate the exchange of materials in human beings and other species, including specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals.

Themes covered include:
- Body systems and cellular energy;
- Exchanging of materials between the living organisms and environment

Biodiversity - The study of an ecosystem could involve examining how the distribution and abundance of organisms in a community are affected by factors such as temperature, light, rainfall, the presence of other organisms, and soil type. The impact of human activities has profoundly changed many natural ecosystems, often reducing diversity. Awareness of the importance of biodiversity in maintaining the health of ecosystems has increased greatly in recent years.

Themes covered include:
- Australian ecosystems;
- Populations and communities;
- Biodiversity influences and the effect of genetic engineering and human influences.

LEADS TO:
Stage 2 Biology

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications task;
- Design and Deconstruct
- Completion Practical Report;
- SHE task.

Back to Contents

Senior School (Years 10-12)

STAGE 1 BUSINESS INNOVATION

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
This is a course designed to engage students in developing knowledge and skills about business in the modern world. Students will be immersed in identifying and solving customer problems through design thinking.

SPECIAL REQUIREMENTS:
No specific prerequisites, but an interest and some understanding of business would be an advantage.

COURSE DETAILS:
Business Innovation introduces students to the business environment and the nature of business in the global environment.

Students gain an understanding of:
- Identifying and solving problems;
- Finances and decision-making;
- Business models;
- Digital and emerging technologies.

Topics:
- Introduction to business;
- Marketing and business;
- Finance and business;
- Small business in Australia.

LEADS TO:
Stage 2 Business Innovations

ASSESSMENT:
- Business skills - two business skills tasks, one business model summary;
- Business pitch.

Back to Contents

STAGE 1 CHEMISTRY 1

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
In their study of Chemistry, students develop and extend their understanding of 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. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:
A good passing grade in Year 10 Science with an interest in chemistry - both theory and practical – is recommended. A sound mathematical background is also desirable.

Closed shoes. This course may incur additional costs.

COURSE DETAILS:
This course contains three topics:

Materials and their Atoms - In this topic, students explore the development of the model of the atom over time, such as how spectral evidence has contributed to the current model, and how advances in one area of knowledge can lead to advances in another.

Themes covered include:
- Properties and uses of materials
- Atomic structure
- Quantities of atoms
- The periodic table

Combinations of Atoms – In this topic students explore the different types of primary bonding – metallic, ionic, and covalent – as well as secondary interactions, and use models of bonding to develop and extend their understanding of the chemistry behind the macroscopic properties of materials.

Themes covered include:
- Types of materials
- Bonding between atoms
- Quantities of molecules and ions

Molecules - In this topic, students explore the three-dimensional arrangement of simple molecules and the principles that explain these structures. They investigate properties of molecular substances and explain these properties in terms of the nature of the forces of attraction between molecules. This will also include an exploration of organic chemistry and allow students to study the structures, properties, and uses of hydrocarbons and the nature and importance of their polymers.

Themes covered include:
- Molecule polarity
- Interactions between molecules
- Hydrocarbons
- Polymers

LEADS TO:
This unit is the first of a two-unit sequence that will enable students to gain the prerequisite understanding required for Chemistry and Biology at Year 12.

ASSESSMENT:
Students demonstrate evidence of their learning through four assessments:
- Assessment Type 1 – Investigations Folio
  - SHE Task
  - Deconstruction and Design Practical
- Assessment Type 2 – Skills and Applications Task
  - Topic Tests

Back to Contents

STAGE 1 CHEMISTRY 2

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
In their study of Chemistry, students develop and extend their understanding of 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. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:
A good passing grade in Year 10 Science with an interest in chemistry - both theory and practical – is recommended. A sound mathematical background is also desirable.

Closed shoes. This course may incur additional costs.

COURSE DETAILS:
In the second chemistry course, students will expand and consolidate the theory and concepts of chemistry by applying their knowledge to chemical applications. They will also carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

This course contains three topics extending on the concepts explored in the first course:

Mixtures and Solutions - In this topic, students investigate the properties of polar and non-polar liquids, their miscibility with other liquids, and their capacity to act as solvents. They investigate the solubility of substances in water and compare and analyse a range of solutions.

Themes covered include:
- Miscibility and solutions
- Solutions of ionic substances
- Quantities in reactions (stoichiometry)
- Energy in reactions

Acids and Bases – In this topic, students use contemporary models to investigate and explain the nature of acids and bases, and their properties and uses. Through investigations, they explore the reactions of acids with bases, the differing strengths of acids, and the pH of a variety of solutions. This is important for the safe handling of many materials used every day. Students develop their communication skills by learning new types of equations and calculations.

Themes covered include:
- Acid-base concepts
- Reactions of acids and bases
- The pH scale

Redox Reactions - In this topic, students examine redox reactions using a variety of approaches, and explore a range of redox reactions and differences in metal reactivity. They learn to write redox half-equations and consider the stoichiometry of redox reactions. Themes covered include:
- Concepts of oxidation and reduction
- Metal reactivity
- Electrochemistry

LEADS TO:
This unit is the second of a two-unit sequence that will enable students to gain the prerequisite understanding required for Chemistry and Biology at Stage 1.

ASSESSMENT:
Students demonstrate evidence of their learning through four assessments:
- Assessment Type 1 – Investigations Folio
  - SHE Task
  - Deconstruction and Design Practical
- Assessment Type 2 – Skills and Applications Task
  - Topic Tests

Back to Contents

STAGE 1 CHILD STUDIES

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Studying Year 10 'Childhood Development' would be advantageous, but not essential.

SPECIAL REQUIREMENTS:
Completion of Stage 1 Child Studies. This course will incur additional costs.

COURSE DETAILS:
This subject examines the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

The focus capabilities for this subject are citizenship, personal development, and learning.

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and
- Development of Children;
- Children in Wider Society;
- Children, Rights and Safety.

LEADS TO:
Stage 2 Child Studies

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity;
- Group Activity;
- Investigation.

Students will provide evidence of learning through four assessments, with at least one assessment from each of Assessment Types 1 and 2, and one assessment from Assessment Type 3. Each assessment type will have a weighting of 25%.

STAGE 1 CREATIVE ART AND DESIGN A AND B

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
It is strongly recommended that students have:

- Completed one or more semesters of Art and/or Design at Year 10 with a passing grade;
- Satisfactory research and literacy skills;
- Satisfactory art skills and a keen interest in the Visual Arts and/or Design.

SPECIAL REQUIREMENTS:
All students must attend the Art and Design excursion to the SACE Art Show and State Gallery exhibitions. Additional excursion fee applies. This course will incur additional costs.

COURSE DETAILS:
Students explore art or design concepts across the semester.

For an art focus, students explore ideas and develop skills through practical work using any medium or method such as drawing, painting, printmaking, sculpture, photography and/or audio-visual techniques leading to resolved pieces.

For a design focus, students explore design practices in the fields of graphic, product, or environmental design. Students follow the design process to problem solve, define a design brief, test ideas, and develop a solution. Possible examples include:

- Architectural elevations;
- Business or event poster;
- Creating a brand logo;
- Fashion design;
- Isometric drawings for possible products, such as furniture, kitchen appliances, etc.

All students are required to research, understand, and reflect upon art or design works in their cultural and historical contexts. Students develop folios to present ideas, research, analyse and experiment with media and techniques, resolution, and production.

LEADS TO:
Stage 2 Creative Art and Design

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Folio.
- Product.

Back to Contents

STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING - FASHION DESIGN (MATERIAL SOLUTIONS)

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Successful completion of Year 10 Fashion Design would be advantageous.

Students use the design and realisation process to engineer solutions for the development of products. This subject encourages students to be creative, innovative, and enterprising. Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject promotes individualised and inquiry-based learning.

SPECIAL REQUIREMENTS:
Closed shoes. This course will incur additional costs.

COURSE DETAILS:
There are four compulsory topics for this subject:

- Specialised skills task: construction of garment
- Specialised skills task: Practice of skills including facings, pleats, pockets, buttons, buttonholes and/or negotiated skills
- Design Development: investigation and analysis of at least 2 materials used in project as well as discussing any ethical, legal, economic, and/or sustainability issues
- Solution realisation: produce and design final product, using skills developed in specialised skills practice

LEADS TO:
Stage 2 Design, Technology and Engineering subjects.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

- Assessment type 1: Specialised Skills Tasks – 40% weighting
- Assessment type 2: Design Process and Product – 60% weighting

STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING - METAL FABRICATION (MATERIAL SOLUTIONS)

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
It is highly recommended that students have completed Design and Technology Metals in Year 10 to a satisfactory standard (if not, please speak to the contact person).

SPECIAL REQUIREMENTS:
Closed shoes. This course will incur additional costs.

COURSE DETAILS:
Students must have a sound understanding of safety in the workshop and be willing to work on large workshop machinery. This is a semester course that develops knowledge and skills applicable to engineering industry trades. Fabrication and machining skills in steel, stainless steel and aluminium will be covered in this subject.

The course will require students to work independently and cooperatively to complete projects. Students are required to negotiate a self-designed project with the teacher, based on a need they have. Students will also need to select and undertake a skills task applicable to their project. Students will produce two skills tasks and a project including a Design Folio in the semester. Students will also be using CAD or a drawing board to model projects and create dimensioned orthographic drawings.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

LEADS TO:
Stage 2 Design, Technology and Engineering - Metals (Industrial and Entrepreneurial Solutions)

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio
- Product

Back to Contents

STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING - ROBOTIC AND ELECTRONIC SOLUTIONS

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
This subject is of a practical nature where, after learning electrical fundamentals, students build and test electronic projects.

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology including social, environmental and sustainable consequences.

SPECIAL REQUIREMENTS:
Closed shoes. This course will incur additional costs.

COURSE DETAILS:
Students use CAD computer programs to program and test several circuits using the 555 chip. These projects are then assembled and tested on 'bread boards' before a final circuit is assembled and soldered. Having demonstrated these skills a programmable control circuit is built and programmed to simulate the operation and control of a top loading washing machine.

The second part of the course involves the construction and programming of a 'Picaxe' micro controller integrated circuit.

LEADS TO:
Stage 2 Design, Technology and Engineering - Robotic and Electronic Solutions.

ASSESSMENT:
The focus capabilities for this subject are personal development, work and learning.

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through:

- Skills and Applications Tasks;
- Folio;
- Product.

Back to Contents

STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING - TIMBER FURNITURE CONSTRUCTION (MATERIAL SOLUTIONS)

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
It is highly recommended that students have completed Design and Technology Timber Furniture in Year 10 to a satisfactory standard (if not, please speak to the contact person). Students must have a sound understanding of safety in the workshop and be willing to work on large workshop machinery.

SPECIAL REQUIREMENTS:
Closed shoes. This course will incur additional costs.

This will need to be paid in full before the student commences production of the project. Students are also encouraged to bring in materials from home if this is negotiated with the teacher.

COURSE DETAILS:
This is a semester course that develops knowledge and skills applicable to construction and joinery industry trades. Cutting, machining and assembly skills in solid timber and sheet materials will be covered in this subject. The course will require students to work independently and cooperatively to complete projects. Students are required to negotiate a carcase and or frame construction self-designed project with the teacher, based on a need they have. Students will also need to select and undertake a skills task applicable to their project. Students will produce two skills tasks and a project including a Design Folio in the semester. Students will also be using CAD or a drawing board to model projects and create dimensioned orthographic drawings.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

LEADS TO:
This course focuses on applying skills learned in Years 9 and 10 and developing a range of industry relevant skills such as;

- Material planning;
- Sheet cutting;
- Joint machining;
- Hand joint cutting;
- Assembly;
- Finishing.

Stage 2 Design, Technology and Engineering - Timber Furniture Construction (Material Products).

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks;
- Folio;
- Product.

Back to Contents

STAGE 1 DOORWAYS 2 CONSTRUCTION

A MINIMUM OF 35 CREDITS AWARDED AT SUCCESSFUL COMPLETION OF CERTIFICATE II IN CONSTRUCTION PATHWAYS

CONTACT PERSON:
Jason Keep

ADVICE TO STUDENTS:
2 streams of Cert II Construction Pathways will be offered with students having to select 1 only.

1. **Carpentry focus (Carpentry, Construction projects, concreting)**
2. **Wet/Heritage Trade focus (Brick, Block, Tiling, Stonemasonry)**

Students may choose to complete their studies at the end of Semester 2 (Certificate II completion) and not continue into D2C Plus program in Year 12.

SPECIAL REQUIREMENTS:
Students must complete their 'White Card' (cost may be involved).

VET courses are charged in line with the specific VET Programs.

Some of the courses have additional costs for items such as work boots or protective clothing which may be a requirement of the course.

Must have completed Immersion course through Year 10 or similar Work Experience to meet funding requirements.

Doorways 2 Construction uniform must be work along with PPE and steel capped footwear. (Shirts and PPE provided by CITB).

There is a work placement requirement of two weeks.

Closed shoes. This course will incur additional costs.

COURSE DETAILS:
Core units

- Work effectively and sustainably in the construction Industry.
- Plan and organise work.
- Apply OHS requirements, policies and procedures in the construction industry
- Undertake a basic construction project.
- Carry out measurements and calculations.

Elective units are chosen to specialise in the chosen stream.

LEADS TO:
Advanced skills – partial Cert 3 course in Year 12 as well as Construction industries pathways, focusing on FIP trades.

ASSESSMENT:
10 units of competency to be completed.

Back to Contents

STAGE 1 DRAMA

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
Students may be required to attend live theatre performances in order to complete an analysis of professionally created drama productions.

Students may also need to be available for some out-of-school-hours rehearsals in preparation for group production.

COURSE DETAILS:
Stage 1 Drama is divided into three areas of study:
Performance:

- Students will work together to produce a performance of a dramatic piece of work.

Responding to Drama:

- Students will analyse and evaluate one or more professionally created screen or theatre drama productions. They will be able to present their understanding in one of a variety of ways, including a written response, oral presentation or demonstration of a performance style.

Creative Synthesis:

- Students will explore the role of a dramatic artist and apply their learning to a dramatic text, presenting how they would perform the text as an actor, director or designer. They will be able to present their understanding in one of a variety of ways, including a written response, oral presentation, workshop or demonstration of performance style.

LEADS TO:
Stage 2 Drama

ASSESSMENT:
Students demonstrate evidence of their learning through the assessment of the above areas of study.

STAGE 1 EARTH AND ENVIRONMENTAL SCIENCE

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
None

COURSE DETAILS:
Earth and Environmental Science emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesis and use evidence to construct and justify conclusions.

LEADS TO:
Stage 2 Science

Back to Contents

STAGE 1 ENGLISH OR ESSENTIAL 1 AND 2

2 X 10 SACE CREDITS

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
English or Essential English are compulsory subjects at Stage 1. Students who complete 20 credits (2 semesters) of Stage 1 English or Essential English with a C grade or better will meet the literacy requirement of the SACE.

This subject is for students who, through their personal learning plans or teacher recommendations, have identified literacy skills as an area of challenge and for development. It provides opportunities for students to meet the SACE literacy requirement and to gain additional literacy support for their studies and future pathways.

Students are advised to choose Essential English at Stage 1, rather than English, if they:

- Have a focus on literacy relevant to apprenticeships and traineeships;
- Are studying a TAFE SA course (VET) at Stage 1 and need to develop self-management skills regarding their learning;
- Have not achieved higher than a C in English in Years 8 – 10, and do not intend to pursue a university pathway.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Essential English enables students to build their knowledge of the English language and expand their literacy skills. In this subject, students respond to and create texts for a range of personal, social, cultural, community, and workplace contexts.

The course is divided into two assessment types: Responding to Texts and Creating Texts. Due to the broad nature of possible texts and topics studied, students are advised to seek more detail from staff about potential topics studied at Stage 1 Essential English.

Possible assessment tasks include:

- Responding to texts:
- Deconstruction of song lyrics/poetry and analysis of techniques used by the artist;
- Film study;
- Workplace text analysis;
- News article in response to an issue or theme from a text.
- Creating texts:
- Narrative inspired by a character's life from the film study;
- Workplace scenario role-play and/or report;
- Children's Literature – create a children's book for a particular audience as well as a writer's statement;
- Podcast – create an engaging podcast for a chosen audience and topic;
- News – create an engaging news article or Presentation.

LEADS TO:
This course is only recommended as a pathway to Stage 2 Community Studies (Communication and the Community) and may preclude a student from studying the Stage 2 English course.

ASSESSMENT:
Students demonstrate evidence of their learning in Stage 1 Essential English through the following assessment types:

- Responding to texts; Creating texts.
- Students will provide evidence of their learning through four assessments in each semester, with at least one assessment from each assessment type. At least one assessment should be an oral or multi-modal presentation, and at least one should be in written form.

Back to Contents

Senior School (Years 10-12)

STAGE 1 FOOD AND HOSPITALITY

10 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
There will be some costs involved in the purchasing of some food requirements for practical activities.

SPECIAL REQUIREMENTS:
Students may be involved in catering for events out of normal school hours and this may form part of the summative assessment. This subject will involve voluntary experience in the school trainee café 'Kappy Brew Café'.

Closed shoes. This course will incur additional costs.

COURSE DETAILS:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning and work.

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of workplace safety and tourism. Students study topics within one or more of the following areas of study:

- Food, the Individual and the Family;
- Local and Global Issues in Food and Hospitality;
- Trends in Food and Culture;
- Food and Safety;
- Food and Hospitality Careers.

LEADS TO:
Stage 2 Food and Hospitality

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity;
- Group Activity; Investigation.

Students will provide evidence of learning through four assessments, with at least one assessment from each of Assessment Types 1 and 2, and one assessment from Assessment Type 3. Each assessment type will have a weighting of at 25%.

Back to Contents

STAGE 1 INTEGRATED LEARNING - SPORTS STUDIES (FITNESS/PHYSICAL ACTIVITY)

10 SACE CREDITS

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The Sports Studies subject is designed for students who wish to be involved in a variety of sporting activities. This involvement may include; participating in games/sports, coaching/ teaching primary school children and volunteering at local sporting clubs. Throughout the course, students are required to maintain reflective journals, work collaboratively with others to plan, organise and implement sporting events or lessons and to reflect on and evaluate their achievements.

As this is an integrated learning subject, there is considerable 'classroom' time required for students to complete the written or theory components of the course. It is not all practical.

SPECIAL REQUIREMENTS:
Students choosing this course are required to be changed in appropriate sports uniform for active involvement in sport. As there is a significant theory component for this subject, students are also required to bring their device along with any other resources required for each lesson. This course may incur additional costs.

COURSE DETAILS:
This course comprises of integrated units of work, incorporating both practical and theory components. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

LEADS TO:
Stage 2 Integrated Learning - Sports Studies

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical Exploration;
- Assessment Type 2: Connections;
- Assessment Type 3: Personal Venture.

Evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least one practical exploration;
- At least one connections task; At least one personal venture.

Back to Contents

STAGE 1 INTEGRATED LEARNING - SPORTS STUDIES (SPORT/COACHING)

10 SACE CREDITS

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The Sports Studies subject is designed for students who wish to be involved in a variety of sporting activities. This involvement may include; participating in games/sports, coaching/ teaching primary school children and volunteering at local sporting clubs. Throughout the course, students are required to maintain reflective journals, work collaboratively with others to plan, organise and implement sporting events or lessons and to reflect on and evaluate their achievements.

As this is an integrated learning subject, there is considerable 'classroom' time required for students to complete the written or theory components of the course. It is not all practical.

SPECIAL REQUIREMENTS:
Students choosing this course are required to be changed in appropriate sports uniform for active involvement in sport. As there is a significant theory component for this subject, students are also required to bring their device along with any other resources required for each lesson. This course may incur additional costs.

COURSE DETAILS:
This course comprises of integrated units of work, incorporating both practical and theory components. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

LEADS TO:
Stage 2 Integrated Learning – Sports Studies

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical Exploration;
- Assessment Type 2: Connections;
- Assessment Type 3: Personal Venture.

Evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least one practical exploration;
- At least one connections task; At least one personal venture.

STAGE 1 JAPANESE

10 OR 20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students who wish to enrol in this course, must have completed a minimum of four semesters in Years 8 to 10 with an average grade of 'C' or better or have permission from a Japanese teacher.

SPECIAL REQUIREMENTS:
Students must be able to read and write hiragana and katakana; Students must also commit to a holiday review class every school holidays which also involves a cultural activity; Students must complete both semesters at a 'C' grade of better to be considered for entry to Stage 2 Japanese.

COURSE DETAILS:
The course covers content that prepares students to communicate in Japanese at a more advanced level and is preparation for stage 2 Japanese. The content includes: language to describe the self and family, home and friends, daily routines, the local neighbourhood, school life, shopping and eating out, and leisure activities.

LEADS TO:
Stage 2 Japanese

APPLICATION REQUIRED:
Yes

ASSESSMENT:

- Reading Task;
- Writing Task;
- Oral Task;
- Listening Comprehension Task;
- Text Analysis Task;
- Cultural Investigation.

Back to Contents

STAGE 1 LEGAL STUDIES

10 OR 20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law, and systems used in other jurisdictions.

SPECIAL REQUIREMENTS:
Students need excellent literacy and research skills.

COURSE DETAILS:
At Stage 1 students of Legal Studies develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

For a 10-credit subject students study Focus Area 1: Law and Communities, and at least two other focus areas from:

- Government
- Law-making
- Justice and society
- Young people and the law
- Contemporary issues and the law
- Victims and the law
- Motorists and the law
- Young workers and the law
- Relationships and the law
- Media and the law
- Sport and the law
- Entertainment and the law
- Technology and the law
- Animals and the law
- Women and the law
- Aboriginal and Torres Strait Islander law
- Aboriginal and Torres Strait Islanders and the law
- Environment and the law
- Refugees and asylum seekers and the law
- Transnational legal rights
- Crime, law, and punishment
- Minority groups and the law
- Emerging legal issues
- Royal commissions
- Family law

LEADS TO:
This course links strongly with the Stage 2 subject Society and Culture and Stage 2 Legal Studies, both in content and skills.

ASSESSMENT:
Assessment is school based:

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation.

Back to Contents

STAGE 1 ESSENTIAL MATHEMATICS

10 SACE CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Students build on their knowledge and understanding of mathematical information and its relationship in everyday contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Students must successfully complete one unit of Mathematics or Numeracy to achieve their SACE.

SPECIAL REQUIREMENTS:
This unit is designed for students who have completed Year 10 Mathematics. This unit includes the everyday use of Mathematics and is designed for students who generally find mathematics challenging.

Scientific calculator is required (the same as was required at Years 7 – 10); $25 (Price subject to inflation, available from the school).

COURSE DETAILS:
Stage 1 Essential Mathematics is studied as a single semester 10-credit subject.

Units studied may include:

- Calculations, time and ratio;
- Earning and spending;
- Geometry;
- Data in context;
- Measurement;
- Investing.

LEADS TO:
Stage 1 Essential Mathematics does not lead to further Stage 2 subjects.

ASSESSMENT:
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (minimum 2);
- Folio (minimum 2).

Back to Contents

STAGE 1 MATHEMATICS - GENERAL MATHEMATICS 1 AND 2

10 OR 20 CREDITS

CONTACT PERSON:
Tracy Warner

ADVICE TO STUDENTS:
Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

Students who want to pursue a pathway in mathematics leading to Stage 2 General Mathematics must undertake two units of Stage 1 General Mathematics successfully. Students must successfully complete one unit of Mathematics to achieve their SACE.

SPECIAL REQUIREMENTS:
Course 1: Students must have successfully completed Year 10 Mathematics. Teacher recommendations are important in making the most appropriate choice.

Course 2: Students need to have completed Semester 1 of Stage 1 General Mathematics or Stage 1 Mathematical Methods. Teacher recommendations are important in making the most appropriate choice.

Students require a scientific calculator (the same as was required at Years 7 – 10; available from the school for $25. (Price subject to inflation, available from the school)

A graphics calculator is not required, but highly desirable ($165, available from the school or can be found second-hand. Price subject to inflation) However, students who are planning to study General Maths at Stage 2 should get one for Stage 1, to get the most use from it.

COURSE DETAILS:
Units studied may include:
- Investing and borrowing;
- Measurement;
- Statistical investigation;
- Applications of trigonometry;
- Linear and exponential functions;
- Matrices and networks.

LEADS TO:
Course 1: Stage 1 General Mathematics Semester 2.
Course 2: Stage 2 General Mathematics

ASSESSMENT:
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks (3) 75%
- Folio 25%

Back to Contents

STAGE 1 MATHEMATICS - MATHEMATICAL METHODS 1 AND 2

10 OR 20 CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

This subject at Stage 2 is often a prerequisite or assumed knowledge for STEM courses at university.

Students who want to pursue a pathway in mathematics leading to Stage 2 Mathematical Methods and/or Specialist Mathematics must undertake at least two units of Stage 1 Mathematics Methods.

SPECIAL REQUIREMENTS:
Course 1: It is recommended that students have achieved a B grade (or better) in Year 10 Mathematics.

Course 2: It is recommended that students have achieved a (C grade or better) in Semester 1 Mathematics Methods.

Students should have a scientific calculator (the same as was required in Years 7 – 11.

General Maths students require a TI-84 Plus CE calculator (approximate cost $185 can be purchased via school).

COURSE DETAILS:
Units studied may include:
- Functions and Graphs;
- Polynomials;
- Trigonometry;
- Counting and Statistics;
- Growth and Decay;
- Introduction to Differential Calculus

LEADS TO:
Course 1: Stage 1 Mathematical Methods Semester 2.
Course 2: Stage 2 Mathematical Methods
Stage 2 General Mathematics

ASSESSMENT:
Assessment is school based. Students demonstrate evidence of their learning in each course through the following assessment types:
- Skills and Applications Tasks (3) 75%
- Folio 25%

STAGE 1 MATHEMATICS - SPECIALIST MATHEMATICS 1 AND 2

10 OR 20 CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

This subject gives students a greater breadth of mathematical knowledge heading into further study at Stage 2 and beyond.

SPECIAL REQUIREMENTS:
Specialist Mathematics must be studied concurrently with Mathematical Methods.

Course 1: It is recommended that students have achieved a B grade (or better) in Year 10 Mathematics.

Course 2: Students need to have successfully completed Stage 1 Specialist Mathematics.

Students should have a scientific calculator (the same as was required in Years 7 – 11.

General Maths students require a TI-84 Plus CE calculator (approximate cost $185 can be purchased via school).

COURSE DETAILS:
Units studied may include:
- Deductive Geometry;
- Arithmetic and Geometric Sequences and Series;
- Vectors in the Plane;
- Further Trigonometry;
- Matrices;
- Real and Complex Numbers.

LEADS TO:
Course 1: Semester 2 Stage 1 Mathematical Methods
Semester 2 Stage 1 Specialist Mathematics

Course 2: Stage 2 Specialist Mathematics Methods
Stage 2 Mathematical Methods
Stage 2 General Mathematics

ASSESSMENT:
Assessment is school based. Students demonstrate evidence of their learning in each course through the following assessment types:
- Skills and Applications Tasks (3) 75%
- Folio 25%

Back to Contents

STAGE 1 MEDIA STUDIES

10 SACE CREDITS

CONTACT PERSON:
Tracy Warner

ADVICE TO STUDENTS:
None

SPECIAL REQUIREMENTS:
A knowledge of video editing would be useful. Students are provided access to a range of editing software.

COURSE DETAILS:
The Stage 1 Media Studies involves reading, viewing, listening, discussing, debating, interacting with and analysing modern media sources to increase media literacy. Stage 1 Media Studies also involves creating a range of media products, such as music clips.

At Stage 1, students explore the way different genders are represented throughout the media, and the impact this has on audiences on an individual, social and global level. Students explore the place of music and music videos in media, with reference to codes and conventions, codes of practice, genre, representation and message. Students are able to create a range of media including a music video. Students examine their own interactions with media to discover the impact this has on their identity, relationships and life.

LEADS TO:
Stage 2 Media Studies

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Folio – Media Exploration 40%
- Interaction Study 20%
- Production 40%

Back to Contents

STAGE 1 MODERN HISTORY

10 SACE CREDITS

CONTACT PERSON:
Tracy Warner

ADVICE TO STUDENTS:
There are no specific prerequisites but an interest in History and some understanding of historic skills would be an advantage. A good standard of literacy is essential as essay writing is included in the assessment.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Stage 1 Modern History consists of the following topics. Students complete two topics:

Topic 1: Imperialism; Topic 2: Decolonisation; Topic 3: Indigenous peoples; Topic 4: Social movements; Topic 5: Revolution; Topic 6: Elective.

Useful for further studies in Modern History and Society and Culture.

LEADS TO:
Stage 2 Modern History

ASSESSMENT:
There are four summative tasks based on the following assessment types:

- Historical Skills
- Argumentative Essay;
- Historical Source Analysis.
- Historical Study
- History in Film Evaluation.

Back to Contents

STAGE 1 MUSIC 1 AND 2

2 X 10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Only students participating in the school's instrumental program or taking instrumental lessons outside Kapunda High School can study music at Stage 1.

SPECIAL REQUIREMENTS:
Students are required to participate in rehearsals and performances, some of which may be outside of school hours. This course may incur additional costs.

COURSE DETAILS:
Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

This course is designed to extend students' existing musical understanding and skills in creating and responding to music. It provides pathways to Stage 2 Music Performance – Ensemble; Music Performance – Solo; and Music Explorations.

LEADS TO:
Achievement of a B or higher at Stage 1 Music is recommended for Stage 2 Music.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Creative Works – performance and arrangement or composition;
- Musical Literacy.

Back to Contents

Senior School (Years 10-12)

STAGE 1 PHYSICAL EDUCATION

2 X 10 SACE CREDITS

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which 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. An integrated approach to learning in Physical Education supports an educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Students intending to enrol in Stage 2 Physical Education are recommended to do 2 semesters of Physical Education at Stage 1.

SPECIAL REQUIREMENTS:
Students choosing this course are required to be changed in appropriate sports uniform for active involvement in sport. As the theory concepts are integrated with the practical components, some lessons will involve both practical tasks and theory tasks.

Therefore, students need to be prepared every lesson with the required equipment, including any books and their devices. This course may incur additional costs.

COURSE DETAILS:
Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement;
- Focus Area 2: Through movement;
- Focus Area 3: About movement.

All theory tasks are based around the concepts of Biomechanics, Energy Systems and Skill Acquisitions.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.

LEADS TO:
Stage 2 Physical Education

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement;
- Assessment Type 2: Physical Activity Investigation.

For a 10-credit subject, students should provide evidence of their learning through two assessments. Each assessment type should have a weighting of at least 20%. Students undertake: One performance improvement task; One physical activity investigation.

Back to Contents

STAGE 1 PHYSICS 1

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:
A sound pass in Year 10 Mathematics and Science. Closed shoes.

COURSE DETAILS:
Students will learn the theory and concepts of the physics of motion, force, momentum and vectors and will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

This course contains two topics.

Movement and vectors - The study of motion in a straight line including calculations of velocity, acceleration, stopping distance and collision analysis. The physics of transport is an additional area of study.

Forces and momentum - The study of Forces and Newton's Laws of Motion and Safety Design in cars.

LEADS TO:
Stage 1 Physics 2
Stage 2 Physics

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio;
- Skills and Applications Tasks.

There are a total of five assessed tasks from the two types and a final exam.

STAGE 1 PHYSICS 2

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:
A sound passing grade in semester 1 Stage 1 Physics or evidence of high level of competence in Year 10 science. A sound pass in Year 10 Mathematics is also desirable.
Closed shoes.

COURSE DETAILS:
This course contains three topics.

Electricity and Magnetism – The study of DC circuits, including Ohm's Law, resistance calculations and circuit design. Electromagnetism, electric motors and generators and the study of wind farms and solar cells are also studied.

Energy and Work and Alternative Energy Sources.

Waves - The study of Sound and Light and CD, DVD, and Blu-Ray Technology.

LEADS TO:
Stage 2 Physics

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio;
- Skills and Applications Tasks.

There are a total of five assessed tasks from the two types and a final exam.

Back to Contents

STAGE 1 PSYCHOLOGY

10 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
No prior knowledge is assumed. Students should be aware that this subject incorporates scientific report writing, statistics and literacy rich assignments. The course requires group work to conduct research and self-directed study.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Topics covered include:

- Introduction to Psychology and the Brain
- Emotion and Behaviour
- Wellbeing
- Statistics and report writing

LEADS TO:
Stage 2 Psychology

ASSESSMENT:
Folio 40%

Issues Investigation: Students will be given a scenario and asked to apply psychological ideas, skills, concepts and understanding.

Group Investigation: This is a collaborative empirical investigation that is intended to give students insight into psychological research.

Skills and Application Task 60%

Skills and applications tasks may take a number of forms including texts, reports, essays, debates, orals, models, case study, scenario questions and historical investigations.

STAGE 1 SOCIETY AND CULTURE

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

SPECIAL REQUIREMENTS:
There are no specific prerequisites but an interest in people and cultures and some understanding of research skills would be an advantage. A good standard of literacy skills is essential.

COURSE DETAILS:

- A contemporary global social/cultural issue;
- A contemporary Australian social/cultural issue;
- Group investigation on a local social/cultural issue with a social action.

LEADS TO:
Stage 2 Society and Culture

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Sources Analysis;
- Group Activity; Investigation.

Back to Contents

STAGE 1 TOURISM

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
The subject consists of four themes and eleven topics. This subject consists of topics that are informed by the four themes.

There are local excursions planned that form an integral part of the course. Additional excursion fee payable to support Stage 1 Tourism.

SPECIAL REQUIREMENTS:
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a local industry using local excursions. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Themes:
- Understanding the Tourism Industry;
- Identifying Visitors and Hosts;
- Creating Sustainable Tourism;
- Working in the Tourism Industry. Topics:
- Exploring Tourism in the Local Area;
- Examining Local Impacts of Tourism;
- Preparing for International Travel;
- Appreciating Tourism in Australia.

COURSE DETAILS:
Stage 2 Tourism and Stage 2 Society and Culture

LEADS TO:
These are pre-requisite skills required in many Stage 2 subjects, but specifically Stage 2 Activating Identities and Futures which is a compulsory subject.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
- Case Study;
- Sources Analysis;
- Practical Task;
- Investigative Report.

There is a minimum of one written and one oral task.

Back to Contents

STAGE 1 WORKPLACE PRACTICES

10 SACE CREDITS

CONTACT PERSON:
Jason Keep

ADVICE TO STUDENTS:
Workplace Practices comprises three focus areas of study:
- Industry and Work Knowledge - This is approximately 50% of the program;
- Vocational Learning;
- Vocational Education and Training (VET).

SPECIAL REQUIREMENTS:
Students can undertake one of the following:
- A - Students will be able to undertake and provide evidence of Vocational Learning which could incorporate part time or casual work, volunteer work, workplace visits, work experience and other work related experiences that are not credited through the Australian Qualifications Framework.
- B - Evidence shown of Vocational Education Training

- i.e. the delivery and assessment of VET units of competency selected for teaching and learning programs that are subject to the Australian Quality Training Framework (AQTF) standards and enable students to achieve, or work towards achieving, VET qualifications.

COURSE DETAILS:
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

For a 10 credit subject, students undertake two of the following topics:
- Future Trends in the World of Work;
- The Value of Unpaid Work to Society;
- Workers' Rights and Responsibilities;
- Career Planning;
- Negotiated Topics.

LEADS TO:
Stage 2 Workplace Practices (not a pre-requisite)

ASSESSMENT:
Students demonstrate evidence of their learning through the following three assessments:

Folio;

Performance;

Reflection.

These are all marked according to SACE Performance Standards. More information can be found at the SACE website.

Students will provide evidence of learning through four to five assessments, with at least one assessment from each assessment type. Each assessment type will have a weighting of at least 20%.

Back to Contents

STAGE 2 SUBJECT OFFERINGS

All SACE Stage 2 subjects include a Community Studies A, Community Connections and Modified option in their curriculum.

SPECIAL PROGRAMS
• Australian School-based Apprenticeships (ASBA) • Community Learning • VET Courses (stand alone and school based)

Back to Contents

Senior School (Years 10-12)

STAGE 2 ACTIVATING AND FUTURES (AIF)

10 SACE CREDITS

COMPULSORY UNIT

CONTACT PERSON:
Jen Williams

ADVICE TO STUDENTS:
From 2024 studied in year 11. Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution.

Students take greater ownership and agency over their learning 'learning how to learn' as they select relevant strategies 'knowing what to do when you don't know what to do' to explore, create and/or plan to progress an area of personal interest.

This course builds on from the skills learnt and practised in Exploring Identities and Futures (Year 10) and Research Practices (Year 11).

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
None

ASSESSMENT:

School-based Assessment	70%
External Assessment	30%

Back to Contents

STAGE 2 AGRICULTURAL PRODUCTION OR AGRICULTURAL SYSTEMS

20 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed. Students explore aspects of agriculture that are important locally, nationally, and/or globally.

SPECIAL REQUIREMENTS:
You will require enclosed shoes or boots during practical lessons to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Students should have completed at least 1 semester of Stage 1 Agriculture achieving a solid C grade minimum. This course may incur additional costs.

COURSE DETAILS:
Students analyse benefits and risks of different methods of agricultural production and develop their awareness of how agriculture impacts their lives, society and environment.

Students can either study Agricultural Production or Agricultural Systems.

Agricultural Production:
- Animal production;
- Plant production;
- Resource management;
- Agribusiness.

Agricultural Systems:
- Animal systems;
- Plant systems;
- Soil and water systems.

ASSESSMENT:
School-based Assessment
Agricultural Reports - 2 tasks;
Science as a human endeavour - 1 task;
Applications - 3 Tasks.

External Assessment

Production Investigation	30%
or Experimental Investigation	30%

Back to Contents

STAGE 2 BIOLOGY

20 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:
Students will be expected to buy both a revision guide and a student workbook.

Closed shoes. This course may incur additional costs.

COURSE DETAILS:
Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Stage 2 Biology is organised around the following four themes:
- DNA and Proteins - Students study the very large molecules of life, such as DNA, RNA, proteins, lipids and carbohydrates. Issues considered include genetic engineering and cloning;
- Cells as the Basis of Life - Students study the fine structure of cells and learn how the individual parts of cells work together;
- Homeostasis - Students learn how some of the different parts of the body work together;
- Evolution - students explore ways in which models and theories have developed over time. This includes changes in the understanding of natural selection, evolution.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Investigations Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination	30%

Information on the External Assessment:
Examination (2 hours duration). The examination consists of:
- Multiple-choice question;
- Short-answer questions;
- Extended response question.

Questions will cover all themes and threads and will include experimental skills.

Adelaide Tuition Centre Holiday courses are available during the April, July and September school holidays.

Back to Contents

STAGE 2 BUSINESS INNOVATION

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students will require a high level of literacy skills for this course. A strong interest in business or a passion for starting your own business is ideal.

SPECIAL REQUIREMENTS:
Ideally, students would need to have successfully completed Stage 1 Business Innovation or another humanities-based subject (Society and Culture, History, Legal Studies, Media Studies).

COURSE DETAILS:
In Stage 2 Business Innovation, students engage in and learn about designing, sustaining, and transforming business in the modern world. It uses design thinking and business planning tools to promote innovation and transformation of business products, services, and processes.

Business skills - includes at least one collaborative task and will include:
- Customer focused approaches;
- Decision making;
- Project management;
- Creation of business intelligence and analysis of local or global businesses.

Business Model - Students complete one business model which includes:
- Design;
- Sustain;
- Transform.

Business plan and pitch
- Documents goals and objectives of a business and the strategies used to achieve these.

ASSESSMENT:

School-based Assessment

Business skills	40%
Business model	30%

External Assessment

Business plan and pitch	30%

STAGE 2 CHEMISTRY

20 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
In their study of Chemistry, students develop and extend their understanding of 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. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:
Students will need to purchase an 'Essentials' workbook. Closed in shoes are essential for all classes. This course will incur additional costs.

COURSE DETAILS:
There are four compulsory topics for this subject:
- Monitoring the Environment;
- Managing Chemical Processes;
- Organic and Biological Chemistry;
- Managing Resources.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Investigations Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination	30%

Information on the External Assessment: Examination (2 hours duration).

Adelaide Tuition Centre Holiday courses are available during the April, July and September school holidays.

Back to Contents

Senior School (Years 10-12)

STAGE 2 CHILD STUDIES

20 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
Child Studies examines children's development from birth to age 8. It offers practical, individual, and group learning about children's needs, development, and rights, including the roles of parents and caregivers, the importance of play, nutrition, health, and behaviour management. The course covers the influence of government legislation and societal structures on children's growth. It delves into contemporary issues affecting children like equity, education access, exploitation, and more.

SPECIAL REQUIREMENTS:
Recommended successful completion of Stage One Child Studies. This course will incur additional costs.

COURSE DETAILS:
There are seven compulsory topics for this subject:
- Healthy Food and Kitchen Safety
- Stories Matter
- Learning Activity
- Healthy Eating
- Cultural Diversity
- Play With Technology
- Investigation (Contemporary Issues)

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Practical Activity	50%
Group Task	20%

External Assessment

Investigation	30%

STAGE 2 COMMUNITY STUDIES A

10 OR 20 SACE CREDITS

CONTACT PERSON:
Tracy Warner

ADVICE TO STUDENTS:
Community Studies gives students the opportunity to learn in and contribute to their community. It is a subject that allows students to make decisions about what they are going to learn and how they will go about learning it.

The goals of Community Studies are:
- Setting challenging goals and assessing progress towards achieving them;
- Using existing experiences, knowledge and skills;
- Identifying and learning new information and skills in order to achieve a final outcome;
- Making reasoned decisions and acting on personally important issues;
- Relating effectively with other individuals, groups and the community;
- Communicating effectively with others in a variety of ways;
- Dealing with change.

SPECIAL REQUIREMENTS:
Students will make decisions about the learning they will undertake. Much of this learning will take place in the community and will be self-directed. Although students will have teacher support, they will need to be able to work independently.

COURSE DETAILS:
Students select a program in one or more of the following areas:
- Arts and the Community;
- Communication and the Community;
- Food and the Community;
- Health, Recreation and the Community;
- Science, Technology and the Community;
- Work and the Community.

In the program students will undertake various activities within the school and wider community. An activity may be appropriate to more than one area of study – the one chosen will depend on the focus or emphasis of the activity.

ASSESSMENT:
Assessment in this subject is based on the individually negotiated contract.

Students will demonstrate evidence of their learning by negotiating and documenting a contract of learning, maintenance of a record of evidence of a major community activity, including feedback from a community expert and a presentation to an audience. A final reflection of learning is externally assessed.

Folio of work is marked according to SACE Performance Standards. See SACE website for more details.

Back to Contents

STAGE 2 CREATIVE ART AND DESIGN

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
It is recommended that students will have:

- Completed at least one semester of Creative Art and Design at Stage 1 with a C grade or better.
- Sound literacy skills.
- Sound art skills and a strong interest in the creative arts or an understanding of the design process.

It is an expectation that students be self-motivated and able to manage time well.

SPECIAL REQUIREMENTS:
All students must attend the Art excursion to the SACE Art Show and State Gallery exhibitions. Additional excursion fee will apply.

Students undertaking large artworks or needing materials not provided by the school (this may include materials such as canvases, spray paint, 3D printing costs, etc.) may also have additional material costs.

COURSE DETAILS:
Students explore art or design concepts across the year.

For an art focus students explore ideas and develop skills through practical work which can be using any medium or method such as drawing, painting, printmaking, sculpture, photography and/or audio-visual techniques leading to resolved pieces.

For a design focus students explore design practices which can be the fields of graphic, product, or environmental design. Students will follow the design process to problem solve, define a design brief, test ideas, and develop a solution. Some examples are creating a logo, poster, fashion design, architectural elevations, or isometric drawings for possible products such as furniture, kitchen appliances, etc.

All students are required to research, understand, and reflect upon art or design works in their cultural and historical contexts. Students develop folios to present ideas, research, analyse and experiment with media and techniques, resolution, and production.

ASSESSMENT:

School-based Assessment	**70%**
Product	50%
Inquiry	20%
External Assessment	**30%**
Practical Skills	30%

Back to Contents

STAGE 2 DESIGN, TECHNOLOGY AND ENGINEERING - METAL FABRICATION (INDUSTRIAL AND ENTREPRENEURIAL SOLUTIONS)

20 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
It is highly recommended that students have completed Design, Technology and Engineering Metals in Stage 1 to a satisfactory standard (if not, please speak to the contact person). Students must have a sound understanding of safety in the workshop and be willing to work on large workshop machinery.

This is a full year course that develops knowledge and skills applicable to engineering industry trades. Fabrication and machining skills in steel, stainless steel and aluminium will be required in this subject. The course will require students to work independently and cooperatively to complete projects. Students are required to negotiate a self designed project with the teacher based on a need they have. Students will also need to select and undertake two skills tasks applicable to their project. Students will produce two skills tasks, a project and a Design Folio including a Resource Investigation during the course. Students will also be using CAD or a drawing board to model projects and create dimensioned orthographic drawings.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
Closed shoes. This course will incur additional costs. These will need to be paid in full before the student commences production of the project. Students are also encouraged to bring in materials from home, if this is negotiated with the teacher.

COURSE DETAILS:
This course runs for the year and focuses on applying skills learned in Years 8, 9, 10 and 11 as well as developing a range of industry relevant skills such as:

- Material planning;
- Steel frame fabrication;
- Steel, stainless steel and aluminium sheet metal fabrication;
- MIG, TIG, Stick and Gas welding;
- Lathe machining;
- Milling;
- Finishing.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Skills Tasks;
Product;
Design Folio.

External Assessment
Resource Investigation.

Back to Contents

STAGE 2 DESIGN, TECHNOLOGY AND ENGINEERING - ROBOTIC AND ELECTRONIC SYSTEMS

20 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
The course has been developed in the context of electronic engineering. Students use a range of rapid prototyping processes, systems and technologies to engineer, design and prototype products.

This course contains work associated with electronic principles and components. Although not a pre-requisite for entry into University or TAFE SA pathways to Engineering, Electrical Trades and/ or Electro technology studies, this will help to prepare students for these pathways. Students will work with software to program micro controllers which satisfy the set design criteria. The practical nature of the course will cover the manufacture of a project which uses a micro controller to operate a robot or device.

It is highly recommended that students have completed Stage 1 - Design Technology – Systems and Control Products – Electronics.

SPECIAL REQUIREMENTS:
This course will incur additional costs.

COURSE DETAILS:
Students will have the opportunity to use new and emerging technologies to engineer, test, develop and prototype products based on identified needs, problems or challenges. The focus is on using Computer Aided Manufacture (CAM) with interdisciplinary and integration of STEM to help engineer and design products based on current needs, problem or challenges.

Students work on developing the skills by completing the skills task together with a material applications report. They then have the opportunity to negotiate their own major product together with a complimentary minor task.

The course will require the integration of electrical, electronic, pneumatic and mechanical systems.

Programmable Logic Controllers and associated I/O technologies will also be utilised. Design development work will be undertaken using 3D modelling software. School assessed course work will be documented through the use of an interactive eBook.

Students are expected to:

- Investigate and critically analyse the purpose, design concepts, and production techniques of existing products, processes, or systems;
- Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;
- Investigate and analyse the characteristics and properties of materials, components, processes, and equipment;
- Apply skills and techniques to design and make products, processes, or systems;
- Use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products, processes, or systems;
- Use materials, components, processes, techniques, and equipment safely and accurately evaluate product success and reflect on technological ideas and procedures used and the impact of products, processes, or systems on individuals, society, or the environment.

ASSESSMENT:
Assessment is both school-based and external. Students demonstrate evidence of their learning through the:

School-based Assessment	**70%**
Skills and Material Application Tasks	20%

A skills and applications task consists of two assessment parts: specialised skills application and materials application. Students demonstrate skills and understanding of the materials and components, techniques, and equipment that they consider for use to complete their major product.

Product	50%

Students present for assessment the product they have made in response to the design brief developed for their folio.

External Assessment	**30%**
Folio 30%	

Students produce a product design folio, which contains documentation of their investigation, and planning and evaluation for their sub-system. They investigate technical skills, analyse their possible applications, and evaluate the ways in which their skills have developed and improved. The Folio consists of two parts:

- Part 1: Documentation and Analysis of the Design Process;
- Part 2: Evaluation of the Realised Product.

Back to Contents

STAGE 2 DESIGN, TECHNOLOGY AND ENGINEERING - TIMBER FURNITURE CONSTRUCTION (MATERIAL SOLUTIONS)

20 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
It is highly recommended that students have completed Design, Technology and Engineering Timber in Stage 1 to a satisfactory standard (if not, please speak to the contact person). Students must have a sound understanding of safety in the workshop and be willing to work on large workshop machinery.

This is a full year course that develops knowledge and skills applicable to construction and joinery industry trades.

Cutting, machining and assembly skills in solid timber and sheet materials will be required in this subject.

The course will require students to work independently and cooperatively to complete projects. Students are required to negotiate a self designed project with the teacher based on a need they have. Students will also need to select and undertake two skills tasks applicable to their project. Students will produce two skills tasks, a project and a Design Folio including a Resource Investigation during the course.

Students will also be using CAD or a drawing board to model projects and create dimensioned orthographic drawings.

There will be a focus on personal and workshop safety in compliance with Work Health and Safety legislation. Students will be instructed in and expected to comply with Safe Operating Procedures.

SPECIAL REQUIREMENTS:
This course will incur additional costs. There may also be additional costs, depending on the project undertaken, these will need to be paid in full before the student commences production of the project. Students are also encouraged to bring in materials from home, if this is negotiated with the teacher.

COURSE DETAILS:
This course runs for the year and focuses on applying skills learned in Years 8, 9, 10 and 11 as well as developing a range of industry relevant skills such as:

- Material planning;
- Machine cutting to length;
- Sheet cutting;
- Joint selection
- Joint machining;
- Hand joint cutting;
- Assembly;
- Finishing.

ASSESSMENT:
This subject is assessed both internally and externally.

School-based Assessment
Skills Tasks;
Product;
Design Folio.

External Assessment
Resource Investigation.

Back to Contents

STAGE 2 DOORWAYS 2 CONSTRUCTION PLUS - ADVANCED SKILLS CLUSTERS

A MINIMUM OF 20 CREDITS AWARDED AT SUCCESSFUL COMPLETION ADVANCED SKILLS CLUSTER

CONTACT PERSON:
Jason Keep

ADVICE TO STUDENTS:
2 streams of advanced Skills Clusters will be offered with students having to select 1 only.

1. Carpentry focus
2. Heritage Trade focus

SPECIAL REQUIREMENTS:
Must have completed Certificate II course through Year 11 to meet funding requirements. This course will incur additional costs.

Doorways 2 Construction uniform must be work along with PPE and steel capped footwear. (Shirts and PPE provided by CITB).

There is a work placement requirement of one week.

COURSE DETAILS:
Heritage Trade Cluster Core units

- Introduction to working on heritage sites
- Undertake work on a heritage project
- Apply the principles of restoration and conservation

Carpentry Skills Cluster

- Use carpentry tools and equipment
- Carry out setting out
- Carry out levelling operations

LEADS TO:
Industry Apprenticeship pathways within Heritage Trades, Stonemasonry, Carpentry or general Construction Industry.

ASSESSMENT:
Vocational pathways are competency based assessment.

STAGE 2 DRAMA

20 SACE CREDITS

CONTACT PERSON:
Brett Ferris

ADVICE TO STUDENTS:
The successful completion of Stage 1 Drama is highly recommended.

SPECIAL REQUIREMENTS:
Students will be required to attend live theatre performances and/or drama workshops in order to complete analysis of professionally created drama productions. There will likely be some cost involved to attend these performances and/or workshops.

Students will need to be available for some out-of-hours rehearsals in preparation for group production.

COURSE DETAILS:
Stage 2 Drama is divided into two areas of study:

- Company and Production
- Exploration and Vision

The two areas integrate exploring, analysing, creating and performing drama. Students explore dramatic ideas, theories and productions, including live theatre and/or film, and apply their learning to the creation of theatre or film productions, taking on performing and/or technical roles.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Group Production 40%

Either as a class or in smaller groups, students assume the roles of a theatre or video production company to produce and perform a dramatic product.

Evaluation and Creativity 30%

Students will complete a folio containing:

- One written or oral response to a dramatic text, theory or production;
- Application of the learning of the text, theory or production, demonstrated in a creative piece, such as a script, a presentation of production design or director's vision, or tutorial.

External Assessment

Creative Presentation 30%

In small groups, students will work together to prepare and present their understanding of creating a dramatic work from the perspective of a specific dramatic role, such as actor, director, writer, designer, editor, etc.

Back to Contents

STAGE 2 ENGLISH

20 SACE CREDITS

CONTACT PERSON:
Brae McConnell

ADVICE TO STUDENTS:
C or better at Stage 1 English is recommended.

Students should choose English if they:

- Enjoy discussing, analysing and responding to texts regarding ideas, themes, and language and stylistic features in written essay responses and multi-modal formats;
- Enjoy creating texts such as narratives, poetry and/or multimodal presentations;
- Plan to study a higher education course at university or TAFE SA that requires English at Stage 2.

SPECIAL REQUIREMENTS:
Should the opportunity present, students may attend a live performance of a studied text, either off-site, or at school performed by a visiting artist(s). There may be some cost involved to attend these performances.

COURSE DETAILS:
In English, students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

The course is divided into three assessment types: Responding to Texts, Creating Texts and a Comparative Analysis. Due to the broad nature of possible texts studied, students are advised to seek more detail from staff about potential texts studied at Stage 2.

Possible assessment tasks include:

- Responding to Texts:

Students produce three responses to texts in written, oral or multimodal form. Texts studied previously include The Curious Case of the Dog in the Nighttime, Jasper Jones and The White Earth.

- Creating Texts:

Students create three written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. One of the texts will be accompanied by a writer's statement.

- Comparative Analysis:

Students complete a written comparative analysis of two texts that they choose for themselves and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. Texts may include novels, films, documentaries, poetry, speeches, or another text, by negotiation and with support from the teacher.

Texts pairings studied previously include *A Doll's House* (play) and *The Stepford Wives* (novel or film); *The Handmaid's Tale* (novel) and *Children of Men* (film); *Hidden Figures and The Help* (novels or films for both).

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Responding to Texts 30%

Creating Texts 40%

External Assessment

Comparative Analysis 30%

Back to Contents

STAGE 2 FOOD AND HOSPITALITY

20 SACE CREDITS

CONTACT PERSON:
Paul Johnson

ADVICE TO STUDENTS:
It is expected students will have the ability to work independently on practical activities as well as working collaboratively as part of a team. Good organisational skills are required and some out of school hours' commitment is required.

SPECIAL REQUIREMENTS:
Students will need to supply some ingredients and therefore there are some extra costs involved to be able to complete practical activities. Closed shoes.

This course will incur additional costs.

Recommended successful completion of Stage 2 Food and Hospitality.

COURSE DETAILS:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary trends and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural and technological factors at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

ASSESSMENT:
The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

School-based Assessment

Practical Activity	50%
Group Activity	20%

External Assessment

Investigation	30%

Students should provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- At least four practical activities;
- At least one group activity;
- One investigation.

For this subject, the students are assessed against the following skills:

- Investigation and critical analysis;
- Problem solving;
- Practical application;
- Collaboration;
- Evaluation.

Back to Contents

STAGE 2 INTEGRATED LEARNING - SPORTS STUDIES

20 SACE CREDITS

THIS SUBJECT WILL CONTRIBUTE TO A UNIVERSITY SELECTION RANK.

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
The successful completion of 2 semesters of stage 1 Sports studies or Stage 1 Physical Education is highly recommended.

If you have an interest in how sport improvement stems from biomechanics and feedback, how to run a sports tournament, how sporting success relies on teamwork and practice and how we can improve our health, wellbeing and performance through exercise and nutrition programs, then this is a subject for you.

This course is designed for students who have a keen interest in sport and physical activity. Sports Studies is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities, and to develop their understanding of, and empathy with others. Students may also be required to complete the online AIS Coaching Certificate.

SPECIAL REQUIREMENTS:
Students must be changed into the Kapunda High School PE Uniform for practical lessons.

An aquatics camp forms part of the assessment tasks. The cost of the camp will be approx. $185. Payments can be made from the beginning of the year. The camp occurs in Term 2.

COURSE DETAILS:
Practical is embedded into the theory tasks. Students conduct, engage in practical application tasks and then reflect on their learning through the development of SACE Capabilities. Activities can be completed in school and/or in the community.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment **70%**

Assessment Type 1: 3 Inquiry tasks and discussion (approximately 1000 words or multi-modal equivalent per task)

Assessment Type 2: 1 Connections task (maximum 1000 Words or multi-modal equivalent)

External Assessment **30%**

Assessment Type 3: Personal Endeavour Action Research (maximum of 2000 words, multi-modal equivalent)

STAGE 2 JAPANESE

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Senior Japanese is a challenge for all students, however with challenge comes reward not only in the sense of personal accomplishment, but with a positive impact in the scaling process and the awarding of bonus ATAR points for university entrance. Upon the completion of Stage 2 Japanese students have developed a good level of communicative fluency in the language and are well on the road to becoming bi-lingual.

SPECIAL REQUIREMENTS:
Stage 1 Japanese

COURSE DETAILS:
There are three prescribed themes in Senior Japanese:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

These themes are divided into a number of topics and sub-topics. In their learning, students are introduced to a wide range of text types. There are no prescribed vocabulary lists so students will become familiar with a range of relevant vocabulary using hiragana, katakana and kanji.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment **70%**

- Interaction
- Text production
- Text analysis
- In depth study

External Assessment **30%**

Examination

Back to Contents

STAGE 2 MATHEMATICS - GENERAL MATHEMATICS/ ESSENTIAL MATHEMATICS

20 SACE CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
GENERAL MATHS: It is recommended that students have a B grade (or better) in Semester 2 in Stage 1 General Mathematics or Mathematical Methods.

ESSENTIAL MATHS: Students must have completed Semester 2 of Stage 1 General Mathematics.

SPECIAL REQUIREMENTS:
Students should have a scientific calculator (the same as was required in Years 7 – 11).

General Maths students require a TI-84 Plus CE calculator (approximate cost $185 can be purchased via school).

COURSE DETAILS:
Units studied may include:
- Modelling with Linear Relationships;
- Applied Geometry;
- Statistical Models;
- Financial Models;
- Discrete Models;
- Scales, plans, and models;
- Measurement;
- Business applications.

ASSESSMENT GENERAL MATHS:
Skills and Application Tasks	40%
Folio	30%
External Examination	30%

ASSESSMENT ESSENTIAL MATHS:
Skills and Application Tasks	30%
Folio	40%
External Examination	30%

Adelaide Tuition Centre Holiday courses are available during the July and September school holidays.

STAGE 2 MATHEMATICS - MATHEMATICAL METHODS

20 SACE CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
It is recommended that students have a B pass (or better) in Semesters 1 and 2 in Stage 1 Mathematical Methods. Students should seek teacher advice.

SPECIAL REQUIREMENTS:
Graphics calculators are used extensively for this course and it is essential that students have their own (the same as was required at Stage 1; approximate cost $185 available for purchase at school or often available secondhand).

Students should also have a scientific calculator (the same as was required in Years 7 – 11; $25 from the school).

COURSE DETAILS:
Units studied may include:
- Further Differentiation and Applications;
- Discrete Random Variables;
- Integral Calculus;
- Logarithmic Functions;
- Continuous Random Variables and the Normal Distribution;
- Sampling and Confidence Intervals.

ASSESSMENT:
Skills and Applications Tasks	50%
Examination	30%
Folio	20%

Adelaide Tuition Centre Holiday courses are available during the April, July and September school holidays.

Back to Contents

Senior School (Years 10-12)

STAGE 2 MATHEMATICS - SPECIALIST MATHEMATICS

20 SACE CREDITS

CONTACT PERSON:
Christie Bridge

ADVICE TO STUDENTS:
It is recommended that students have a B pass (or better) in Semesters 1 and 2 in Stage 1 Specialist Mathematics. Students studying Specialist Mathematics must also choose Mathematical Methods. For further advice see your current mathematics teacher.

SPECIAL REQUIREMENTS:
Graphics calculators are used extensively for this course and it is essential that students have their own. (The same as was required at Stage 1; approximate cost $185, available for purchase at school or often available secondhand).

Students should also have a scientific calculator (the same as was required Years 7 – 11; $25 available from the school).

COURSE DETAILS:
Units studied may include:
- Mathematical Induction;
- Complex Numbers;
- Functions and Sketching Graphs;
- Vectors in Three Dimensions;
- Integration Techniques and Applications;
- Rates of Change and Differential Equations.

ASSESSMENT:
Skills and Applications Tasks	50%
Folio	20%
Examination	30%

Adelaide Tuition Centre Holiday courses are available during the April, July and September school holidays.

STAGE 2 MEDIA STUDIES

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
It is recommended that students should have achieved at least an 'A' or a 'B' grade in Stage 1 Media Studies. A drive for deeper understanding and well-developed analysis skills will be advant.

SPECIAL REQUIREMENTS:
A knowledge of video editing software is useful. Students are provided access to a range of editing software.

COURSE DETAILS:
The stage 2 Media Studies involves reading, viewing, listening, discussing, debating, interacting with and analysing modern media sources to increase media literacy. Stage 2 Media Studies also involves creating a range of media products such as short films and campaign advertisements.

At Stage 1, students explore the way different cultures are represented throughout the media, and the impact this has on audiences on an individual, social, and global level. Students investigate current media issues to determine the cultural, social and economic impact on audiences and society. Students explore the way media texts manipulate audiences to believe certain things or behave in certain ways, and experiment with these techniques to create their own short films and campaign advertisements which influence their audience for a specific purpose.

ASSESSMENT:
School-based Assessment	**70%**
Folio - Media Exploration and Interaction	30%
Practical – two tasks	40%
External Assessment	**30%**
Issues Investigation	30%

Back to Contents

STAGE 2 MODERN HISTORY

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Well-developed essay writing skills and a love of reading historical evidence would be an advantage.

SPECIAL REQUIREMENTS:
Attendance at an exam preparation evening in Adelaide, Term 3. Attendance at extended study sessions after hours, during school holidays and the week prior to the exam.

COURSE DETAILS:
At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945 and consider their impact on the contemporary world.

Students study one topic from Modern nations - Germany, and one topic from World Since 1945 - The Changing World Order 1945.

ASSESSMENT:

School-based Assessment	**70%**
Historical skills	50%
• Essay	
• Source Analysis	
• Photo-Story	
Historical Study	20%
• Essay or multi-modal	
External Assessment	**30%**
Examination (external assessment)	30%
(This is an online examination)	

STAGE 2 MUSIC EXPLORATIONS

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students are encouraged to have instrumental/vocal lessons either through the schools instrumental program or with a private teacher.

SPECIAL REQUIREMENTS:
Students are required to participate in rehearsals and performances, some of which may be outside of school hours.

COURSE DETAILS:
Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

ASSESSMENT:

Musical Literacy 30%

Three of the following:

- a creation of an original melody or a song with lyrics and a composer's statement
- an analysis and discussion of one or two works
- a reflection on and critique of one or more works presented in a live music performance

Portfolio 40%

- a presentation of a set of short performances, compositions, and/or other musical products
- a commentary on the processes of exploration and experimentation that they have used, and their key findings.

External Assessment 30%

- Creative Connections

Back to Contents

STAGE 2 MUSIC PERFORMANCE - ENSEMBLE

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students must be having instrumental/vocal lessons either through the school's instrumental program or with a private teacher. This course is combined with Music Performance: Solo for 20 credits.

SPECIAL REQUIREMENTS:
Students are required to participate in rehearsals and performances, some of which may be outside of school hours.

COURSE DETAILS:
Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	
Performance	30%
Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

- an ensemble performance of a musical work or works, and individual evidence of each student's contribution to the ensemble through individual part-testing
- an individual evaluation of their learning journey.

STAGE 2 MUSIC PERFORMANCE - SOLO

10 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Students must be having instrumental/vocal lessons either through the school's instrumental program or with a private teacher. This subject is combined with Music Performance: Ensemble for 20 credits.

SPECIAL REQUIREMENTS:
Students are required to participate in rehearsals and performances, some of which may be outside of school hours.

COURSE DETAILS:
Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	
Performance	30%
Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

Back to Contents

STAGE 2 OPEN ACCESS

20 SACE CREDITS

CONTACT PERSON:
Tim Jones

ADVICE TO STUDENTS:
Students must negotiate access to subjects offered by Open Access College. Subjects may occur additional fees.

STAGE 2 PHYSICAL EDUCATION

20 SACE CREDITS

CONTACT PERSON:
Mark Leslie

ADVICE TO STUDENTS:
The successful completion of 2 semesters of Stage 1 Physical Education is highly recommended.

SPECIAL REQUIREMENTS:
Students must be changed into the Kapunda High School PE Uniform for practical lessons.

Students will be expected to buy a Student Workbook. This course will incur additional costs.

COURSE DETAILS:
Stage 2 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop.

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

ASSESSMENT:

School-based Assessment	**70%**
Assessment Type 1: Diagnostics	30%
2 or 3 tasks maximum of 3000 words/18 minutes multi-modal	
Assessment Type 2: Improvement Analysis	40%
Portfolio (maximum 4000 words or 24 minute multi-modal)	
External Assessment	**30%**
Assessment Type 3: Group Dynamics	30%
Analysis and Evaluation (maximum of 2000 words, multi-modal equivalent).	

Back to Contents

Senior School (Years 10-12)

STAGE 2 PHYSICS

20 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:
Students will be expected to buy both a revision guide and a student workbook.

Closed in shoes.

COURSE DETAILS:
There are three topics:

- Motion and Relativity;
- Electricity and magnetism;
- Light and Atoms.

ASSESSMENT:
Assessment tasks include:

• External examination (2 hour)	30%
• Investigations Folio (three practicals and a research assignment)	30%
• Skills and Applications Tasks (four tests)	40%

STAGE 2 PSYCHOLOGY

20 SACE CREDITS

CONTACT PERSON:
Kathy Coombs

ADVICE TO STUDENTS:
This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to understand with dealings with others in an interpersonal level, which may be useful in future career pathways.

SPECIAL REQUIREMENTS:
Completion of Stage 1 Psychology to sound standard is highly recommended, though not compulsory.

Students will be expected to buy a student workbook. This course will incur additional costs.

COURSE DETAILS:
This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to understand with dealings with others in an interpersonal level, which may be useful in future career pathways.

Topics include:

- Introduction to Psychology (review of stage 1),
- Social Cognition, Learning,
- Personality,
- The Psychology of Altered States
- Healthy Minds.

ASSESSMENT:

School-based Assessment	**70%**
Investigation Folio	30%
Skills and applications tasks	40%
External Assessment	**30%**
Examination	30%

Back to Contents

STAGE 2 SOCIETY AND CULTURE

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
If you have enjoyed History, Geography or other HASS subjects in the middle years this may be the course for you, especially if you liked the Geography course in Year 10. If you are interested in taking social action and working with others, consider this course. Good literacy and research skills are desirable. Attending a holiday session after Terms 1, 2, and 3 is strongly recommended.

SPECIAL REQUIREMENTS:
None

COURSE DETAILS:
Society and Culture gives students critical insight into significant factors that affect the lives and identities of individuals and groups. They will develop skills to critically analyse a range of viewpoints about people, societies and issues. Students explore societies and cultures in Australia and in global contexts.

Topics will be:

- Rites of Passage (Youth Culture);
- Human Rights;
- Changes in youth culture (Youth Culture);
- Wedge politics (Social Ethics).

In addition, orals, a social action and an investigation will be conducted.

ASSESSMENT:

School-based Assessment	**70%**
Folio Four pieces of work based on classroom learning	50%
Interaction Two pieces of work: one oral and one group task	20%
External Assessment	**30%**
Investigation (2000-word essay)	30%

STAGE 2 TOURISM

20 SACE CREDITS

CONTACT PERSON:
Scott Durand

ADVICE TO STUDENTS:
Successful completion of Stage 1 Tourism is desirable. Attendance at holiday sessions is strongly recommended.

Students must be confident using computers and the Internet. To be successful students need to have good research, analytical, communication and evaluation skills.

SPECIAL REQUIREMENTS:
Students are required to attend some local excursions and possibly an overnight stay in Adelaide. This will incur a cost to students.

COURSE DETAILS:
In this subject, students develop an understanding of the nature of tourists, tourism, and the industry. They investigate local, national, and global tourism, exploring tourism as a local industry, using local excursions.

Students gain an understanding of the complex economic, social, cultural, and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Four compulsory themes are covered:

- Operations and structures of the tourism industry;
- Travelers' perceptions and the interaction of host community and visitors;
- Planning for and managing sustainable tourism;
- Evaluating the nature of work in the tourism industry.

As well as the following three out of a possible eleven other topics:

- Responsible travel;
- Impacts of tourism;
- Special Interest Tourism.

ASSESSMENT:

School-based Assessment	**70%**
Folio Two tasks	20%
Practical Activity Two tasks	25%
Investigation One task	25%
External Assessment	**30%**
Examination	30%

Back to Contents

Senior School (Years 10-12)

STAGE 2 WORKPLACE PRACTICES

20 SACE CREDITS

CONTACT PERSON:
Jason Keep

ADVICE TO STUDENTS:
In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national, and global issues in an industry and workplace context. Students will undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations.

SPECIAL REQUIREMENTS:
Students are expected to undertake workplace learning (up to 60 hours). This can be through their part-time or casual work, work experience or undertaking 30 nominal hours of VET study through TAFE SA or other private Registered Training Organisation (RTO).

COURSE DETAILS:
There are three focus areas of study of this subject:

- Industry and Work Knowledge;
- Vocational Learning;
- Vocational Education and Training (VET).

Topics are selected from these below:

- Topic 1: Work in Australian Society;
- Topic 2: The Changing Nature of Work;
- Topic 3: Industrial Relations;
- Topic 4: Finding Employment;
- Topic 5: Negotiated Topics.

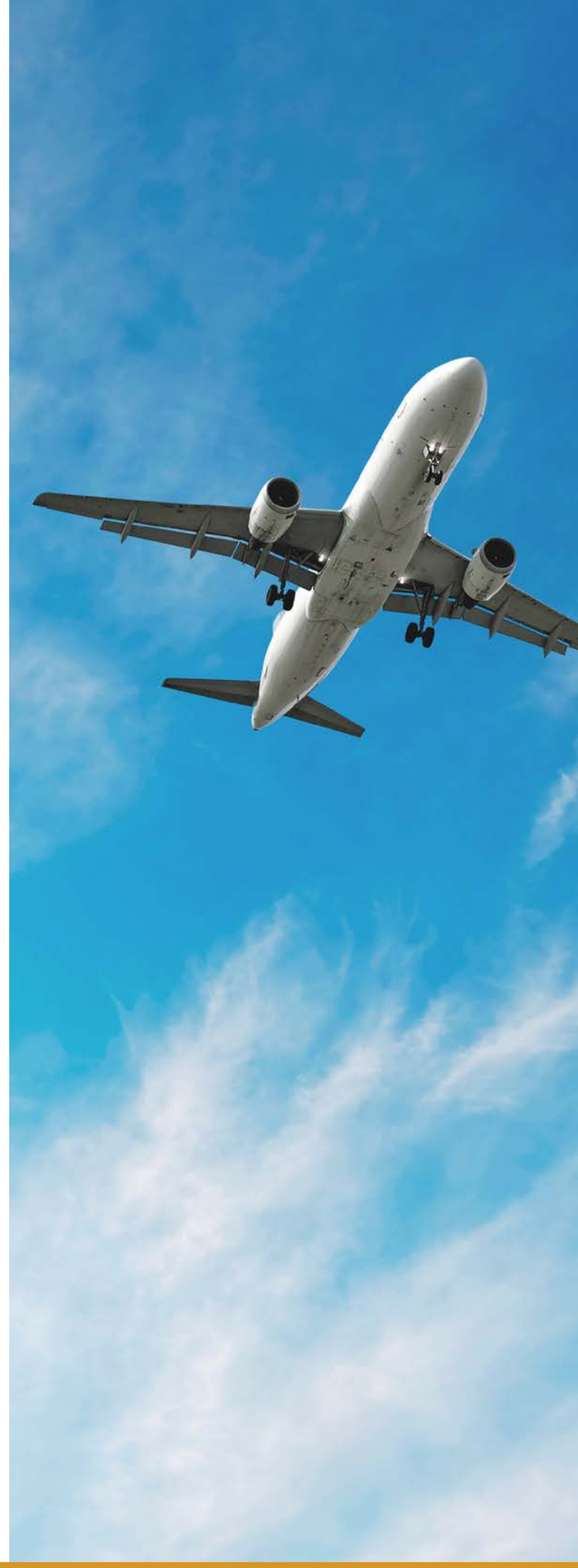
ASSESSMENT:

School-based Assessment	**70%**
Assessment Type 1: Folio	25%
Assessment Type 2: Performance	25%
Assessment Type 3: Reflection	20%
External Assessment	**30%**
Assessment Type 4: Investigation	30%

For a 20 credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- At least three assessments for the folio;
- One or two assessments for the performance;
- At least two assessments for the reflection;
- One investigation.

Back to Contents



SPECIAL INTEREST PROGRAMS

SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY (SAASTA)

The South Australian Aboriginal Secondary Training Academy (SAASTA) works with schools to provide a unique educational program to support secondary Aboriginal learners.

SAASTA work with school leaders and local communities to enable government schools across South Australia to access culturally safe and responsive education programs where curriculum is connected to culture.

SAASTA supports students throughout secondary school and helps set them up for successful post-school transitions to further education, training or employment.

Every SAASTA student is encouraged to aim high in the areas of attendance, participation, educational performance, and behaviour. As role models for their schools, families and communities, students support each other to achieve these high expectations.

WHO CAN BE PART OF SAASTA?

SAASTA school-based and specialist academies are available to students in Years 10, 11 and 12 who are studying the South Australian Certificate of Education (SACE). The SAASTA Connect program is available to South Australian students in Years 7, 8 and 9 who attend schools that have their own Connect program.

FOCUS AREAS

There are 6 focus areas for SAASTA students.

1. Academic performance
Students are supported to achieve academic success in all curriculum areas, including subjects outside of SAASTA.

2. Attendance
Students are expected to maintain an attendance rate of at least 80%. All absences must be explained and recorded following the school's attendance policy.

3. Behaviour
Students must always follow their school's Behaviour Management Code.

4. Teamwork
Students are expected to show a high standard of teamwork and actively participate in all aspects of SAASTA.

5. Pride
Students represent SAASTA at school and in the community in a positive manner, including wearing their uniform correctly.

6. Respect
Students show a high standard of respect and courtesy toward all staff, students, coaches and visitors, as well as when outside of school in the community. In sport competitions, there is a strong emphasis on fair play and positive sportsmanship.

Success in each focus area, individually and collectively, fosters stronger student engagement in learning and help set students up for successful post-school transitions.

ENROLMENTS

There are 3 SAASTA programs. For more information about enrolling, talk to your school or email SAASTA at **SAASTA@sa.gov.au** to be put in touch with your local SAASTA Coordinator.

SAASTA school-based academies
SAASTA specialist academies
SAASTA Connect program

ADVICE TO STUDENTS

Students interested in taking part in this program must have completed the following:

- 90% or above explained attendance to be eligible to attend SAASTA Power Cup and SAASTA Shield.
- Successful and positive interaction within school and the community
- Proof of Aboriginality for cultural perspectives
- C grade in all academic areas
- Positive behaviour record

LEADS TO

20 SACE credits - Stage 1 Aboriginal Studies (Year 10 and 11)
20 SACE credits - Stage 2 Integrated Learning (Year 12)

Possible support in SACE Completion
Possible support in ATAR Completion
Possible completion of Certificate III in Sport and Recreation, Fitness, Community Services, Hospitality or Construction (optional).

Back to Contents

SPECIAL INTEREST PROGRAMS

PATHWAYS

DOORWAYS 2 CONSTRUCTION

Students are provided with an immersion activity at Year 10 where they experience a range of trades including Carpentry, Tiling, Bricklaying, Solid Plastering, Stonemasonry, and concreting.

Following the Immersion activity students can apply to undertake Certificate II Construction Pathways in Year 11. Kapunda High School offers 2 variants these being Carpentry focussed and Wet/Heritage trade focussed.

Students who successfully complete the Certificate II course can apply to undertake an advanced skills course during Year 12 in either Heritage Trade Skills or Carpentry.

LINKS WITH LOCAL TAFE SA AND TRAINING ORGANISATIONS

Kapunda High School works with North East Vocational College (NEVC) to deliver the Carpentry focussed Construction courses, Flexible Construction Training and assessment (FCTA) to deliver the Wet/Heritage trade construction courses.

As well as this strong links exist with TAFE SA to allow access to a range of courses onsite at a range of TAFE SA campuses with a large number of students accessing the Barossa Valley campus in Nuriootpa. Students in Year 11/12 have access to a range of Flexible Industry Pathway courses that can be studied alongside their school curriculum. These range from Certificate II and Certificate III in areas such as; Allied Health, Agriculture, Animal Studies, Automotive, Community Services, Engineering, Electrotechnology, Early childhood, Hospitality, IT, Kitchen Operations, Plumbing, and many more.

VET courses are charged in line with the specific VET Programs.

Some of the courses have additional costs for items such as work boots or protective clothing which may be a requirement of the course.

North East Vocational College

WINNER SMALL TRAINING PROVIDER OF THE YEAR

RTO Code: 40222

LINKS WITH LOCAL DEVELOPERS

Kapunda High School has partnered with Villawood Properties to create opportunities for students to be immersed in all aspects of land development and planning involved in creating a land division. William Lakes in Gawler Belt is the main site that is planned for immersion between Kapunda High School and Villawood to allow for real world experiences and learning through a variety of curriculum areas.

villawood properties
Communities Designed for Living

william lakes

HERITAGE TRADES PROGRAM

Kapunda High School has partnered with FCTA to deliver a range of Certificate courses accessible to Year 10 – 12 students. The partnership will allow students to learn a range of heritage trade/stonemasonry skills that will then be applied to buildings on site. Initially students will work on the Kidman stables to restore aspects of the building with several other sites earmarked for student led renovation.

FCTA – BUILDING CAREERS
EST. 2001

RTO Code: 40057

Back to Contents

SPECIAL INTEREST PROGRAMS

AUSTRALIAN BUSINESS WEEK

Australian Business Week (ABW) is an enterprise program that engages 'emerging adults' into a virtual world of business for a week in which they learn vital business, workplace, and life skills simultaneously. This program is run with Year 11 students.

THE PROGRAM

Participants form teams of 4-10 and assume management roles to run a virtual company, making important business decisions as they compete against other participating teams. The program usually replaces the regular curriculum for a week, allowing students to immerse themselves in the experience for maximum learning potential.

Student tasks

Step into a role in general management, operations, marketing or finance
Compete against other teams
Make environmental decisions
Write a company report
Create a product, process or service
Work as part of a co-operative team
Problem solving
Apply mathematical ideas to real life situations
Improve communication skills
Explore future career interests
Prepare for adult life in the community

SPECIAL REQUIREMENTS

None.

ONSITE TRAINING FOR STUDENTS

Kapunda High School offers on a needs basis access to short courses run onsite at Kapunda High School. These can provide students with skill sets that assist in gaining employment. These short courses are accredited and run through registered training organisations (RTO's).

These have included,

- White Card
- First Aid
- Barista Course
- Introduction to Civil and mining.

ENTERPRISE CAFE "KAPPY BREW CAFÉ"

Our student enterprise café, "Kappy Brew Café", a school trainee café, run by students in Years 9 – 12 under the guidance of Technologies faculty.

Including voluntary experience for Year 9 Taste and Technology, Year 10 Australian Food Design, Year 11 Food and Hospitality and Year 12 Food and Hospitality.

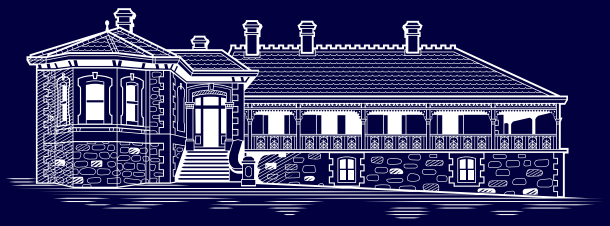
Run entirely by its students. Learning aimed towards work, including budgeting, finance, marketing, rosters, sustainability, and menu design.

Students gain valuable 'real life skills' and critical and creative thinking.

KHS COUNTRY FRESH HONEY

Agricultural subjects, students have the opportunity to take part in our school Honey Enterprise. Introduced in 2024, students learn skills of bee-keeping, handling and raw honey production.

Back to Contents



Kapunda High School
West Terrace
PO Box 296
Kapunda, SA 5373
P: (08) 8566 2203
F: (08) 8566 2664
E: dl.0779.info@schools.sa.edu.au

kapundahs.sa.edu.au

Government
of South Australia
Department for Education