



Middle School Curriculum Handbook 2019



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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 some say in what students study whilst still providing a balanced course within the Australian Curriculum (AC).
- 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.
- Give students the same amount of time each week in each subject they are studying.

COURSE ORGANISATION

In Years 8-10 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 8
- Year 9
- Year 10

Whilst we expect most students will do work of a standard corresponding to their year level, students may, where appropriate, do work at different levels from this, and where appropriate, a hybrid (or mixed year level) course may be worked out.

Students, their parents and counsellors, will follow a careful step by step procedure to decide on their subjects. In year 8, much of the early work is fixed so students don't have to make choices before they are ready.

ASSESSMENT

YEARS 8-10

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

- A Excellent achievement beyond what is expected at this year level.
- B Good 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 Minimal achievement of what is expected at this year level.

N/A On occasion not applicable grade will be given. It is given when students miss too much of a unit to make a meaningful grade possible, or when students withdraw from the subject.

PROCEEDING TO THE NEXT LEVEL

This decision will be made in consultation with the student, parents and Year Level Coordinator, and will be based on whether the student has a realistic chance of success in the subject at the next level.

Factors taken into account would include:

- Achievement grade at the current level
- Study habits
- Whether academic or practical requirements change at the next level.

In some cases, a good standard and/or some extension work may be required.

CHOOSING YOUR COURSE

YEARS 8-10

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. **It is our belief that the practising of decision making in this way will help students develop responsibility and the important skills needed in making decisions.**

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 & study skills
- help students to identify their strengths and interests.

CHOOSING SUBJECTS – WHEN

Students planning for Year 9 or Year 10 will choose their subjects for the whole year (generally 14 semesters or the equivalent) during the latter part of the previous year. There will be the flexibility to make subsequent alterations where these will be for the benefit of the student and are possible (class sizes and facilities). These changes will require the approval of both parent and Year Level Coordinator.

BEFORE CHOOSING SUBJECTS

As a result of the counselling process, prior to subject choice students should have:

- a clear idea of available subjects and their implications
- an appreciation of their individual strengths and interests
- some idea of the kinds of courses and subjects required by different careers

Just before the time for subject choices, students will have the opportunity to listen to information about the various subjects and ask questions of their home group teacher, subject teachers and Curriculum Coordinators. They will spend time going over the process of selection and filling in the form, prior to their final selection. All students are encouraged to discuss their options with parents and make an initial selection of subjects, based on their own individual needs.

SUBJECT CHOICE COUNSELLING SESSION

An appointment will be made by students (and parents if they wish) to make a firm selection of subjects in consultation with the Home Group teacher and the Year Level Coordinator.

These will be the selected subjects for the student unless they are impossible to programme (e.g. classes oversubscribed/under subscribed or clashing in the timetable). In this case further consultation with students and parents will follow.

A complication may arise at this stage in the case of people who are undecided or who haven't, as yet, decided at all on a career direction. These people need to adopt an approach that keeps their options open as far as possible, so that when they do decide, they haven't cut themselves out by too narrow a subject choice.

FINAL CHECK (IN ORDER OF IMPORTANCE)

You should now look at your list of subjects and see how they measure up against the following considerations:

Does my choice of subjects include the compulsory subjects as required?

Have I over specialised?

You may be pinning your future on too narrow an area or subject choice. The world of work is changing rapidly; you need a reasonably broad range of subjects to allow for this.

Am I certain where all my subjects lead?

Do they prepare you for what you want, e.g. Tertiary study (University, TAFE), further training and employment?

Are these realistic subject choices for me?

Don't shirk a challenge but make sure you have a reasonable chance of success.

Am I selling myself short?

If you have ability, then lack of confidence, stereotyping yourself, or following what you see as 'easy options' may mean you are selling yourself short. This may have results for your entire life; you may always be behind where you could be.

Am I retaining some balance?

Although you will be specialising to some degree along career lines, don't lose sight of the real need to keep your entire mind engaged and developing. Most jobs require skills in a number of areas, not just one. People and communication skills, ability to work in a group and problem solving skills, for instance, are central to the world of work.

'DONT'S' IN CHOOSING

The following are traps that should be avoided if you sincerely want the best set of subjects for you.

- DON'T just do what your friends are doing.
- DON'T prejudge subjects on little or no information and then select or reject these in consequence.
- DON'T duck thinking about the whole thing beforehand and then take whatever looks good on the day.
- DON'T decide in isolation. Include your parents, counsellor etc. in your decision making process.

The Department for Education and Children's Services policy and curriculum documents outline the directions schools should be heading and what kinds of things students should be learning at school.

The expectation is that all students, especially those in the junior school (Years 8-10), will do courses that provide coverage or a balance of all of these areas.

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9 AGRICULTURE

CONTACT PERSON:

Ms Karen Bromley

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:

Requires closed-in sturdy shoes, hat in sunny months and a willingness to participate in all tasks assigned. There may be an excursion depending on context studied, extra cost will be incurred.

COURSE DETAILS:

Topics covered include:

- Farm and agriculture block safety
- Revision on animal welfare and ethics
- Camembert in the classroom
- Evolution of agricultural technologies, plant growth, Careers within agriculture
- Interactions between farm organisms
- Extreme weather events.

Students will use pigs, chickens, goats and steers 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 school year.

9 (ART) VISUAL ART

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbusch

ADVICE TO STUDENTS:

This is an elective subject.

Through studying Art, Craft and Design we expect students to develop:

- the ability to develop their own ideas and the skills to communicate these ideas;
- skills in understanding, appreciating and evaluating art.

In Years 8-10 students are encouraged to work in a wide variety of media.

SPECIAL REQUIREMENTS:

Students undertaking large artworks may also have additional material costs.

COURSE DETAILS:

This semester course involves Arts practice in areas such as painting, printmaking and sculpture. Students will create art works using materials, processes and techniques. The development of drawing skills will be an integral part of all work. This course will also include units of work on Art analysis and interpretation.

LEADS TO:

Satisfactory completion of this course leads to Arts Courses at year 10 level.

ASSESSMENT:

In order to satisfactorily complete this art course you will need 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 comment about your own and others works, in art terms.
- Display an ability to develop your own ideas.

9 (ART) VISUAL DESIGN

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbusch

ADVICE TO STUDENTS:

This is an elective subject.

Through studying Art, Craft and Design we expect students to develop:

- the ability to develop their own ideas and the skills to communicate these ideas;
- skills in understanding, appreciating and evaluating art.

In Years 8-10 students are encouraged to work in a wide variety of media.

SPECIAL REQUIREMENTS:

Students undertaking large artworks may also have additional material costs.

COURSE DETAILS:

This semester 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 work on design analysis and interpretation.

LEADS TO:

Satisfactory completion of this course leads to Year 10 Arts courses.

ASSESSMENT:

In order to satisfactorily complete this art course you will need 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 comment about your own and others works, in design terms.
- Display an ability to develop your own ideas.

9 DIGITAL TECHNOLOGIES

CONTACT PERSON:

Mrs Hayley Laney or Mr Craig D Cope

ADVICE TO STUDENTS:

In successfully completing this course, each student:

- develops knowledge and skills in the application of computer systems (both hardware and software);
- applies and integrates skills in the construction of digital presentations and products;
- develops their ability to use logical processes and critical analysis in problem solving;
- develops their ability to make informed judgments about the uses of computers in society and the implications of their use.

ICT in Year 9 focuses on practical uses of Information and Communication Technology (ICT) in preparation for concurrent and future studies. Digital Technologies are a fundamental part of STEM learning and projects are integrated with other curricular areas. An introductory unit on Computer Hardware explores hardware and software components of personal computers and enables students how to make thoughtful computer purchasing decisions. Students learn advanced word processing and spreadsheet skills. Touch typing proficiency is also improved and maintained. The students are introduced to the use of video editing processes, multimedia animation and web graphics applications.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Applications, understanding and associated skills taught include, but are not limited to:

- Graphic design and photo imagery using Adobe Creative Suite;
- Data analysis and presentation with spreadsheets using Microsoft Excel;
- Multimedia products using Adobe Flash (animation with ActionScript);
- Introduction to video editing and sound manipulation using Sony Movie Studio and Audacity;
- Database functions for personal and business applications using Microsoft Access;
- Operate and understand personal computer systems, hardware, software and peripherals;
- Use social media tools for collaboration and engagement;
- Practices associated with Occupational Health and Safety pertaining to working within an ICT environment;

- Focus on further development of typing skills to facilitate work efficiency in all subjects.

LEADS TO:

N/A

ASSESSMENT:

Assessment consists of the following tasks:

- Practical projects or extended tasks
- Critiques
- Presentations
- Investigations and reports
- Worksheets
- Tests

9 DRAMA

CONTACT PERSON:

Mrs Erin Carpenter

ADVICE TO STUDENTS:

This is an elective subject at Year 9.

At all year levels, thinking skills and independent learning are important. Students will be required to set goals, define their own area of study, carry out research and present their findings to the class as well as perform to a variety of different audiences. Students will be asked to explore not only other cultures and contemporary and classic texts, but also their own identity.

All Drama courses have practical elements as well as understanding the history of theatre and particular dramatic innovators and their influence.

Evident within the courses is also a strong focus on reflective and review writing and design.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

The purpose of year 9 Drama is to build knowledge of the history of theatre, to increase confidence and performance skills, and to focus on subject specific literacy and vocabulary.

LEADS TO:

N/A

ASSESSMENT:

- Theatre review
- History of theatre knowledge
- Individual study focusing on the roles in the theatre.
- Improvisation as a performance medium
- Group Production.

9 ENGLISH

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

This is a compulsory subject.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

In English we deal with the basic elements of communication: Reading, Writing, Listening, Speaking and Viewing.

In all courses we allow for individual student needs and interests and include as much student choice of materials as possible. Each semester involves the development of English skills and encouraging growth in language use.

Year 9 English is divided into two compulsory semester courses per year. Years 9 English will focus on the Australian Curriculum key strands of Language, Literature and Literacy. Throughout the year, students will also explore and gain skills in the seven general capabilities; literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical behaviour and intercultural understanding.

Data including NAPLAN and guidance reports will be used to place students in a Literacy class for one or both semesters. (Refer to Literacy 8-10).

In Year 9, during Semester 1, students will produce a variety of spoken texts in a range of contexts for different audiences. They will read a number of texts about different cultures. They will create a range of texts exploring different ideas and issues. They will look at a range of strategies for planning, composing, presenting and evaluating oral and written presentations.

Possible units students will study include creative writing with a focus on short stories, persuasive writing and formal writing skills, advertising, debating and novel studies, and particularly connected texts.

In each semester, students will explore the three key AC cross-curriculum priorities and will engage in a variety of learning activities to further their understanding and English skills. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

LEADS TO:

Year 10 English

ASSESSMENT:

Written, visual and oral work is assessed by each class teacher. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

9 ENGLISH 2

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

This is a compulsory subject.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

In English we deal with the basic elements of communication: Reading, Writing, Listening, Speaking and Viewing.

In all courses we allow for individual student needs and interests and include as much student choice of materials as possible. Each semester involves the development of English skills and encouraging growth in language use.

Year 9 English is divided into two compulsory semester courses per year. Years 9 English will focus on the Australian Curriculum key strands of Language, Literature and Literacy. Throughout the year, students will also explore and gain skills in the seven general capabilities; literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical behaviour and intercultural understanding.

Data including NAPLAN and guidance reports will be used to place students in a Literacy class for one or both semesters. (Refer to Literacy 8-10).

In Semester 2, students will further build on skills explored earlier. They will also evaluate aspects of spoken language by listening and responding to texts. As well, multi-media texts will be investigated.

Possible units student will study include the evolution of language, a focus on the influence of William Shakespeare and his texts, and seven billion stories; a study on biographical stories.

In each semester, students will explore the three key AC cross-curriculum priorities and will engage in a variety of learning activities to further their understanding and English skills. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

LEADS TO:

Year 10 English

ASSESSMENT:

Written, visual and oral work is assessed by each class teacher. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

9 GEOGRAPHY

CONTACT PERSON:

Mrs Dani Ryan

ADVICE TO STUDENTS:

Students can select Geography as an elective.

SPECIAL REQUIREMENTS:

Students may attend an excursion.

COURSE DETAILS:

There are two components of this course.

Part 1 is Biomes and Food Security: distribution of biomes, world food security, challenges to our environment, and how people have changed the environment.

Part 2 is Geographies of Interconnections: How people think about place. How transportation and information connect people, and the effects of being connected. How people use places - travel, recreation, cultural.

LEADS TO:

Year 10 Geography; Stage 1 Tourism, Society and Culture, Legal Studies, Business and Enterprise.

ASSESSMENT:

Students will do a common task from each area of study and another that links the two areas.

9 PHYSICAL EDUCATION

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

In Year 9, Health & Physical Education is a compulsory subject for 2 semesters.

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 at least 1 semester of PE at Year 10.

SPECIAL REQUIREMENTS:

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

Footwear needs to be non-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.

Students will work on general fitness and the development of basic skills and coordination, using major team sports such as Softball, Netball, Football, Volleyball, Sofcrosse, Touch Football, and Tennis.

The theory component is Sports Injuries and Prevention, and the study of a Sports Issue from one of the sports completed.

The Health component includes Shine (Growth and Development) Health in the community, Environmental Health

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.

Students will cover practical camping, plus a selection of sports such as: Badminton, Soccer, Table Tennis, Orienteering, Indoor Sports and Cricket.

The theory component is based around Campcraft Skills and Games Making (modified rules).

LEADS TO:

Year 10 Health and Physical Education (compulsory unit)

Year 10 Physical Education (choice unit)

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

9 HISTORY

CONTACT PERSON:

Mr Scott Durand or Miss Lara McCarthy

ADVICE TO STUDENTS:

This is a compulsory subject

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Students will study an overview and three electives (depth studies):

The overview looks at events that have occurred from the end of the early modern period until the start of the Industrial Revolution.

Depth studies are:

- Industrial Revolution
- Making a Nation (Federation)
- World War I

LEADS TO:

Year 10 History

ASSESSMENT:

Students will do a common task from each of the above areas

9 JAPANESE

CONTACT PERSON:

Mr Scott Durand or Mrs Dani Ryan

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.

Topics include my pet, school life and weekend activities.

LEADS TO:

Year 10 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.

9 JAPANESE 2

CONTACT PERSON:

Mr 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.

Topics include family, family home, bath time, special days in Japan, daily routines and visiting Hakone.

LEADS TO:

Year 10 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.

9 LIVING & LIFESTYLE (HOME ECONOMICS)

CONTACT PERSON:

Mrs Adele Butler

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 and improve skills in the use of the sewing machine.

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, 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:

None

COURSE DETAILS:

A range of issues related to leisure activities and the influence of lifestyle on food habits and good health will be examined fully. Skills in the use of the sewing machine will be developed and extended by the construction of a bag of choice and/ or a skirt/shorts depending on time and skill level.

LEADS TO:

N/A

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:
- checklist

- student journals
- testing
- demonstrations
- explanations
- essays
- self assessment
- independent studies

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 or sometimes supply food for practical activities.

9 MATHEMATICS

CONTACT PERSON:

Ms Jeanette Venhoek

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, compass, protractor and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx \$20).

COURSE DETAILS:

Teaching covers the three Australian Curriculum strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

Topics include; Data representation and interpretation, Chance, Patterns and algebra, Measurement and Money and financial mathematics.

Classes are ability grouped and students identified in need of special learning support may be placed in a smaller, supported Numeracy Class.

LEADS TO:

N/A

ASSESSMENT:

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

9 MATHEMATICS 2

CONTACT PERSON:

Ms Jeanette Venhoek

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, compass, protractor and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx \$20).

COURSE DETAILS:

Teaching covers the three Australian Curriculum strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

Topics include; Pythagoras and trigonometry, Linear and non-linear equations, Geometric reasoning and Chance.

Classes are ability grouped and students identified in need of special learning support may be placed in a smaller, supported Numeracy Class.

LEADS TO:

N/A

ASSESSMENT:

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

9 METALWORK

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

Technology Studies covers wood, metal, plastics, basic electronics and power technology areas. 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.

Consideration will be given to personal safety in our work-shops, as our workshops come under the control of the Department of Labour. Therefore students will be expected to wear covered shoes, aprons and safety glasses whilst in the workshops.

SPECIAL REQUIREMENTS:

Students will be required to pay additional material costs for any self designed projects.

COURSE DETAILS:

This Semester continues the development of basic skills and procedures associated with Fitting, Fabricating, Gas Welding, Metal Machining, Structures & Mechanisms and Electronics.

Assignments will again be based on a problem solving approach associated with the Design Process.

Projects will include:- Folding Barbecue, Barbecue Fork and a self designed Candelabra.

LEADS TO:

N/A

ASSESSMENT:

Assessment will be generally made up of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and associated theory sheets.

9 MUSIC 1 & 2

CONTACT PERSON:

Mrs Carolyn Thorne

ADVICE TO STUDENTS:

This is an elective subject at Year 9.

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 programme (or learning an instrument outside KHS) 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 the 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:

Satisfactory completion of Year 9 Music leads to Year 10 Music.

ASSESSMENT:

In order to satisfactorily complete these modules students will need to:

- Participate positively in practical activities.
- Develop practical skills to a standard appropriate to the level of study or as negotiated with the teacher.
- Complete written tasks including theory tests and worksheets, assignments and listening activities.

9 SCIENCE

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

This compulsory semester extends concepts developed in previous Science courses. Students will learn the safe use of a range of chemicals and apparatus. Students will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

SPECIAL REQUIREMENTS:

Closed shoes must be worn.

COURSE DETAILS:

Topics covered will include laboratory safety and skills, scientific method, the nature of matter, the interdependencies between biotic and abiotic components of ecosystems, chemical reactions and the important role they play in many systems and forms of energy including light, sound, heat and electricity. Students will carry out investigations which 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,

LEADS TO:

Year 10 Science

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.

9 TECHNOLOGY (HOME ECONOMICS)

CONTACT PERSON:

Mrs Adele Butler

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 and improve skills in the use of the sewing machine.

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, 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:

None

COURSE DETAILS:

This unit will encourage students to investigate the role of technology in everyday living with an emphasis on foods and fabrics. Students will research the changes technology has made to eating habits and the nutritional implications. Students will further develop skills in the use of the sewing machine through the design, make and appraise process of a cushion.

LEADS TO:

N/A

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:

- checklist
- student journals
- testing
- demonstrations
- explanations
- essays
- self assessment
- independent studies

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 or sometimes supply food for practical activities.

9 WOODWORK

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

Technology Studies covers primarily wood but can also incorporate metal, plastics, basic electronics and power technology areas. 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.

Consideration will be given to personal safety in our work-shops, as our workshops come under the control of the Department of Labour. Therefore students will be expected to wear covered shoes, aprons and safety glasses whilst in the workshops.

SPECIAL REQUIREMENTS:

Students will be required to pay additional costs for each module. Where the module has a fixed cost, this will appear on the booklist at the start of the year. However, where costs may vary due to project design, students will be required to pay all or part thereof before materials will be issued.

COURSE DETAILS:

This Semester continues the development of basic skills and procedures associated with Plastics, Wood, Graphics and Computer Aided Drawing.

Assignments will again be based on a problem solving approach associated with the Design Process.

Projects will include:- Breakfast Tray, Plastic Desk Tidy, Wood turning and CO2 Dragsters.

LEADS TO:

N/A

ASSESSMENT:

Assessment will be generally made up of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and associated theory sheets.

10 AGRIFOOD OPERATIONS (Certificate 1)

CONTACT PERSON:

Ms Karen Bromley

ADVICE TO STUDENTS:

Through rapid changes and application of technology, Science is becoming more and more evident in our way of life.

This optional semester is a VET Certificate 1 accredited course. It provides students with a hands on experience about working in an agricultural or horticulture environment safely.

SPECIAL REQUIREMENTS:

Closed-in sturdy shoes, a hat and a willingness to participate in all tasks assigned.

Any excursion to local farmers, horticultural systems or park (depending on context studied), will incur a cost.

COURSE DETAILS:

The Certificate 1 in Agrifood Operations course consists of 6 units of competency, they are:

- Working safely
- Maintaining the workplace
- Following basic chemical safety rules
- Supporting extensive livestock work
- Supporting intensive livestock work
- Handling livestock using basic techniques.

Students will use pigs, goats, sheep and steers as a context for their study.

In Agrifood Operations you will:

- do experiments
- make observations
- record and display results
- watch demonstrations by the teacher
- do research; takes notes, write reports
- solve numerical and other problems
- answer written questions
- be involved in discussions and learn safe laboratory practices.

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

LEADS TO:

N/A

ASSESSMENT:

Student progress will involve completing all six competencies successfully as set out by the VET Certificate 1 in Agrifood Operations assessment plan and will be ongoing throughout the semester.

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.

10 (ART) VISUAL ART

CONTACT PERSON:

Miss Jennifer Ahrens or Mr Grigor Fahlbush

ADVICE TO STUDENTS:

This is an elective subject.

Through studying Art, Craft and Design we expect students to develop:

- the ability to develop their own ideas and the skills to communicate these ideas;
- skills in understanding, appreciating and evaluating art.

SPECIAL REQUIREMENTS:

Students undertaking large artworks may also have additional material costs.

COURSE DETAILS:

Students would be advantaged by satisfactorily completing at least one semester of art at Year 9 prior to attempting this course.

Approximately 70% of class time will be devoted to Arts practice in fine art and/or design, which will include the study of drawing skills. Students will develop creative and original works of visual art with the emphasis being on 2D Art forms. The remaining 30% of time will focus on Arts analysis and response and the study of Art in a cultural context.

LEADS TO:

Satisfactory completion of this course leads to Stage 1 Art.

ASSESSMENT:

In order to satisfactorily complete this art course you will need 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 comment about your own and others works, in art terms.
- Display an ability to develop your own ideas.

10 (ART) VISUAL DESIGN

CONTACT PERSON:

Miss Jennifer Ahrens

ADVICE TO STUDENTS:

This is an elective subject.

Through studying Art, Craft and Design we expect students to develop:

- the ability to develop their own ideas and the skills to communicate these ideas;
- skills in understanding, appreciating and evaluating art.
- In Years 8-10 students are encouraged to work in a wide variety of media.

SPECIAL REQUIREMENTS:

Students undertaking large artworks may also have additional material costs.

COURSE DETAILS:

Students would be advantaged by satisfactorily completing at least one semester of art at Year 9 prior to attempting this course.

Approximately 70% of class time will be devoted to Arts practice in fine art and / or sculpture. Students will develop creative and original works of visual art with the emphasis being on 3D Art forms. The remaining 30% of class time will focus on Arts analysis and response and the study of Art in a cultural context. The development of drawing skills for idea development will be an important aspect of the course.

LEADS TO:

Satisfactory completion of this course leads to Stage 1 Art.

ASSESSMENT:

In order to satisfactorily complete this art course you will need 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 comment about your own and others works, in art terms.
- Display an ability to develop your own ideas.

10 AUSSIE TUCKER

CONTACT PERSON:

Mrs Adele Butler

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 and improve skills in the use of the sewing machine.

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, 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:

None

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.

LEADS TO:

N/A

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:

- checklist
- student journals
- testing
- demonstrations
- explanations
- essays
- self assessment
- independent studies

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 or sometimes supply food for practical activities.

10 CARE FOR KIDS

CONTACT PERSON:

Mrs Adele Butler

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 and improve skills in the use of the sewing machine.

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, 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:

None

COURSE DETAILS:

This semester-length course covers topics that relate to 'kids', their clothing, toys, play costs, foods, growth and development. Students will visit the local kindergarten and discuss a nutritious party for kids. A child's toy and garment will be made and assessed. This unit also involves talking to parents about parenting. One 'eggciting' part of the course is that students get to care for a 'baby'. There is a cost involved to purchase fabric and accessories to construct the toy and garment.

LEADS TO:

N/A

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:

- checklist
- student journals
- testing
- demonstrations
- explanations
- essays
- self assessment
- independent studies

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 or sometimes supply food for practical activities.

10 DIGITAL TECHNOLOGIES

CONTACT PERSON:

Mrs Hayley Laney or Mr Craig D Cope

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:

None

COURSE DETAILS:

This course allows students to develop and extend their Information Technology skills, with a focus on Publication and Presentation. The course is recommended to students wishing to take Information Technology at Stage 1/ Year 11 or Stage 2/Year 12, Information Processing and Publishing (IPP), as well as to students wishing to develop ICT skills useful for future vocational or study requirements.

Computer concepts and terms are introduced through the unit on Computer Hardware which covers functions of computer system components and purchasing. Issues of computer security and privacy are also addressed throughout the course.

Advanced and professional word processing, spreadsheet, desktop publishing and graphic design skills are developed. Web design and animation skills are enhanced, including advanced graphics, layout, and animation techniques. A unit on object-oriented programming introduces computer programming concepts. Finally, a unit on multimedia, video and sound editing is an enjoyable way for students to augment existing skills in digital manipulation and storage.

Topics covered include:

- Computer Systems and Issues
- Advanced Word Processing and Document Design (Microsoft Word)
- Advanced Spreadsheets (Microsoft Excel)
- Graphic Design and Photoshop (Adobe Creative Suite)
- Multimedia and Video Production (Sony Movie Studio)
- Computer Systems and Issues
- Web Design (Adobe DreamWeaver)

- 2D and 3D Graphic Design (Adobe Creative Suite)

LEADS TO:

Stage 1 Information Processing and Publishing

ASSESSMENT:

- Investigations/research
- Practical projects
- Written reports
- Written and practical tests

10 DOORWAYS 2 CONSTRUCTION (Certificate I in General Construction)

CONTACT PERSON:

Mrs Penny Chancellor

ADVICE TO STUDENTS:

This 2 semester course (Semester 2 during Year 10 and Semester 1 during Year 11) can lead to a career 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 Doorways 2 Construction uniform must be worn as per Industry Standards.

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:

Over a full year period (beginning Semester 2 of year 10 and finishing in Semester 2 of Year 11) the following Units of Competency are completed:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Read and interpret plans and specifications
- Use construction tools and equipment
- Undertake a basic construction project
- Work safely in the construction industry
- Apply OHS requirements, policies & procedures in the construction industry
- Carry out measurements and calculations
- Undertake basic estimation and costing
- Apply basic levelling procedures

LEADS TO:

The first half of this Certificate course is completed in Semester 2 of Year 10, and leads to the completion of Certificate I in Semester 1 of Year 11.

Doorways to Construction Plus (incorporating some Cert II and some Cert III competencies) begins in Semester 2 of Year 11 and concludes in Semester 1 of Year 12.

Both certificate courses provide SACE points.

ASSESSMENT:

Students must show competency in each unit to gain a passing grade.

APPLICATION REQUIRED:

Yes.

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

- Did you participate in the Taster Day?
- 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?

10 DRAMA

CONTACT PERSON:

Mrs Erin Carpenter

ADVICE TO STUDENTS:

This is an elective subject at Year 10.

At all year levels, thinking skills and independent learning are important. Students will be required to set goals, define their own area of study, carry out research and present their findings to the class as well as perform to a variety of different audiences. Students will be asked to explore not only other cultures and contemporary and classic texts, but also their own identity. All Drama courses have practical elements as well as understanding the history of theatre and particular dramatic innovators and their influence. Evident within the courses is also a strong focus on reflective and review writing and design.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

The purpose of year 10 Drama is to refine literacy skills within the field of Drama, and teach autonomous learning through self-devised dramatic works.

LEADS TO:

Satisfactory achievement of Year 10 Drama would be an advantage for Stage 1 Drama.

ASSESSMENT:

- Monologue creation
- Group production of monologues
- Theatre review
- Individual study on a dramatic innovator.

10 ENGLISH

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

This is a compulsory subject.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

In English classes we deal with the basic elements of communication: Reading, Writing, Listening, Speaking and Viewing.

In all courses we allow for individual student needs and interests and include as much student choice of materials as possible. Each semester involves the development of English skills and encouraging growth in language use.

In Year 10, English is divided into two compulsory semester courses per year. Year 10 English will focus on the Australian Curriculum key strands of Language, Literature and Literacy. Throughout the year, students will also explore and gain skills in the seven general capabilities; literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical behaviour and intercultural understanding.

In Year 10, English students will further develop strategies introduced in Years 8 and 9. A variety of texts, spoken, written and viewed will be studied. Throughout the year, students will explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings and represent a variety of perspectives. Literary texts and structures and language features will grow in complexity at Year 10 and students will develop critical thinking and writing skills.

Possible units students will study include gothic literature and its impact, responding to film critically through analysis of documentaries, and creative writing.

LEADS TO:

N/A

ASSESSMENT:

Written, visual and oral work is assessed by each class teacher. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

10 ENGLISH 2

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

This is a compulsory subject.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

In English classes we deal with the basic elements of communication: Reading, Writing, Listening, Speaking and Viewing.

In all courses we allow for individual student needs and interests and include as much student choice of materials as possible. Each semester involves the development of English skills and encouraging growth in language use.

In Year 10, English is divided into two compulsory semester courses per year. Year 10 English will focus on the Australian Curriculum key strands of Language, Literature and Literacy. Throughout the year, students will also explore and gain skills in the seven general capabilities; literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical behaviour and intercultural understanding.

In Year 10, English students will further develop strategies introduced in Years 8 and 9. A variety of texts, spoken, written and viewed will be studied. Throughout the year, students will explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings and represent a variety of perspectives. Literary texts and structures and language features will grow in complexity at Year 10 and students will develop critical thinking and writing skills.

Possible units students will study include exploring protest and revolution through a variety of media and text, and novel studies exploring connections through character, theme, technique and authors.

LEADS TO:

N/A

ASSESSMENT:

Written, visual and oral work is assessed by each class teacher. The assessment takes into account formative and summative tasks and teacher moderation is completed at various stages of the year to ensure grade standard accuracy.

10 GEOGRAPHY

CONTACT PERSON:

Mrs Dani Ryan

ADVICE TO STUDENTS:

If you have enjoyed Geography in Years 8 and 9 this is a course you should consider.

SPECIAL REQUIREMENTS:

This subject will include a field trip to the coast at the approximate cost of \$10.

COURSE DETAILS:

The Geography course is divided into two parts:

- Environmental Change and Management
- this will focus on the coastal environment and will include the coastal studies excursion.
- Geographies of Human Well being
- this will focus on developing regions of the world, how we measure well being and how we can compare levels of wellbeing across the world.

LEADS TO:

Stage 1 & 2: Tourism; Society and Culture; Legal Studies; Business and Enterprise.

ASSESSMENT:

Three common tasks will be assessed, one from each section and one based on the field trip which will be a media production.

10 HEALTH AND PHYSICAL EDUCATION

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

In Year 10, Health & 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 at least 1 semester of PE at Year 10.

SPECIAL REQUIREMENTS:

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

Footwear needs to be non-marking sports shoes.

COURSE DETAILS:

Studies and experiences in Health & 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.

Core practical topics will include Volleyball and Fitness. They will be supported by a range of other sports.

PE Theory topics will be chosen from: The Body in Action, Skill Acquisition and an Issues Analysis.

Health content teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

LEADS TO:

SACE Stage 1 PE

SACE Stage 1 community studies (Health and Recreation in the Community)

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

10 HISTORY

CONTACT PERSON:

Mr Scott Durand, Miss McCarthy or Mrs Ryan

ADVICE TO STUDENTS:

N/A

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

This course builds upon your studies of History in years 8 and 9.

You will study:

- An overview of the Modern World and Australia
- World War II concentrating on the Pacific arena of conflict
- Rights and Freedom (1945 - present)

LEADS TO:

Stage 1 & 2 History; Stage 1 and 2 Society and Culture

Stage 1 and 2 Legal Studies; Stage 1 and 2 Business and Enterprise; Stage 1 and 2 Tourism.

ASSESSMENT:

Students will do a common task in each of the above units.

10 JAPANESE 1

CONTACT PERSON:

Mr Scott Durand or Mrs Ryan

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 living in Japan and attending school. Topics include numbers, time, dates, subjects and club activities.

LEADS TO:

Stage 1 Japanese

10 JAPANESE 2

CONTACT PERSON:

Mr 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 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:

10 LIFESTYLES

CONTACT PERSON:

Mrs Adele Butler

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 and improve skills in the use of the sewing machine.

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, 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:

None

COURSE DETAILS:

This semester-length unit of work focuses on the wise use of resources, including food, money, time and clothing. Students will be expected to construct a garment as part of the assessment for this course. There is a cost involved to purchase fabric and pattern.

The objective of this unit is for students to gain skills, knowledge and attitudes, necessary to manage their lives.

LEADS TO:

N/A

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:

- checklist
- student journals
- testing
- demonstrations
- explanations
- essays
- self assessment
- independent studies

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 or sometimes supply food for practical activities.

10 MATHEMATICS

CONTACT PERSON:

Ms Jeanette Venhoek

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes.

The year 10 Australian Mathematics Curriculum is divided into 10 and 10A. Whilst all Year 10 mathematics students complete the same topics, Year 10A students explore all topics at a greater depth.

Mathematics 10A leads to Year 11 Mathematics Studies whereas Year 10 Mathematics leads to Year 11 Mathematical applications.

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 in mathematics require a grid book, ruler, pencils, pens, compass, protractor and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx \$20).

COURSE DETAILS:

Teaching covers the three Australian Curriculum strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

Topics include; Data representation and interpretation, Patterns and algebra, Measurement and Linear and non-linear equations Money and financial mathematics.

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 student' confidence and improve mathematical skills.

LEADS TO:

N/A

ASSESSMENT:

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

10 MATHEMATICS 2

CONTACT PERSON:

Ms Jeanette Venhoek

ADVICE TO STUDENTS:

Mathematics contributes to the development of logical, quantitative and relational thought processes.

The year 10 Australian Mathematics Curriculum is divided into 10 and 10A. Whilst all Year 10 mathematics students complete the same topics, Year 10A students explore all topics at a greater depth.

Mathematics 10A leads to Year 11 Mathematics Studies whereas Year 10 Mathematics leads to Year 11 Mathematical applications.

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 in mathematics require a grid book, ruler, pencils, pens, compass, protractor and a scientific calculator. The recommended calculator is available through the school at the beginning of the year (approx \$20).

COURSE DETAILS:

Teaching covers the three Australian Curriculum strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

Topics include; Pythagoras and trigonometry, Linear and non-linear equations, Geometric reasoning 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 student' confidence and improve mathematical skills.

LEADS TO:

N/A

ASSESSMENT:

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

10 MEDIA STUDIES

CONTACT PERSON:

Miss Lara McCarthy

ADVICE TO STUDENTS:

N/A

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:

- popular magazines
- TV news reporting
- advertising in the mass media
- violence in the media

LEADS TO:

Stage One and Two Media Studies

ASSESSMENT:

Written, Oral and Multimodal

10 METALWORK

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

Technology Studies covers wood, metal, plastics, basic electronics and power technology areas. 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.

This course should be chosen if students are aiming to continue with this subject in Years 11 and 12.

Consideration will be given to personal safety in our work-shops, as our workshops come under the control of the Department of Labour. Therefore students will be expected to wear covered shoes, aprons and safety glasses whilst in the workshops.

SPECIAL REQUIREMENTS:

Students will be required to pay additional costs for each module. Where the module has a fixed cost, this will appear on the booklist at the start of the year. However, where costs may vary due to project design, students will be required to pay all or part thereof before materials will be issued.

COURSE DETAILS:

This Semester will further develop skills and procedures associated with Fitting, Fabrication, Gas Welding and Cutting, Arc Welding, Structures & Mechanisms Graphics and Computer Aided Drawing.

Assignments will continue to be based on a problem solving approach associated with the Design Process.

Projects will include: Drill Stand or simple Game, Drill Vice, Garden Trowel, Candle Holder and a Metal Machining project.

LEADS TO:

Year 11 and Year 12 metalwork.

ASSESSMENT:

Assessment will be generally made up of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and associated theory sheets.

10 MUSIC 1 & 2

CONTACT PERSON:

Mrs Carolyn Thorne

ADVICE TO STUDENTS:

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 programme (or learning an instrument outside KHS) give themselves an opportunity to study SACE music.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Students will be encouraged to continue with their individual instrumental studies, and to participate in school ensembles. The integration of theory and practice will continue to be the aim of the course, with an emphasis on quality musical performances. Students will also study various musical styles.

LEADS TO:

Satisfactory completion of Year 10 Music leads to Stage 1 Music.

ASSESSMENT:

In order to satisfactorily complete these modules students will need to:

- Participate positively in practical activities.
- Develop practical skills to a standard appropriate to the level of study or as negotiated with the teacher.
- Complete written tasks including theory tests and worksheets, assignments and listening activities.

10 PHYSICAL EDUCATION CHOICE

CONTACT PERSON:

Mrs Tracy Warner

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 PE in Years 11 and 12 should consider doing this second semester of PE at Year 10.

SPECIAL REQUIREMENTS:

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

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

LEADS TO:

SACE Stage 1 PE

SACE Stage 1 community studies (Health and Recreation in the Community)

ASSESSMENT:

Physical Education: skills checklists and theory rubrics to measure the depth of understanding.

Theory: 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.

10 SCIENCE

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

This compulsory semester 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.

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 Science and 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 school year.

10 SCIENCE 2

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

This compulsory semester allows students to extend scientific skills developed in previous units and continues to build the body of scientific understanding required to study SACE Sciences. Students will learn the safe use of a range of chemicals and apparatus.

SPECIAL REQUIREMENTS:

Closed-in shoes.

COURSE DETAILS:

Topics covered include the use of energy, the atmosphere, the origin of the universe and the diversity of life on Earth. Involving the investigation of systems at different scales that connect microscopic and macroscopic properties to explain phenomena, exploring the chemical, geological and physical evidence for different theories, such as the Big Bang, the relationships between aspects of the living, physical and chemical systems on a local and global scale to enable students to predict how changes will affect their equilibrium. Students will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

In Science you 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 laboratory practices.

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

There are four main branches of Science which we study:

- 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).

LEADS TO:

SACE Stage 1 Science and 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 school year.

10 WOODWORK

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

The main aim of this course 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.

This course should be chosen if students are aiming to continue with this subject in Years 11 and 12.

SPECIAL REQUIREMENTS:

Students will be required to pay additional costs for each module. Where the module has a fixed cost, this will appear on the booklist at the start of the year. However, where costs may vary due to project design, students will be required to pay all or part thereof before materials will be issued.

Consideration will be given to personal safety in our work-shops, as our workshops come under the control of the Department of Labour. Therefore students will be expected to wear covered shoes, aprons and safety glasses whilst in the workshops.

COURSE DETAILS:

This Semester will further develop skills and procedures associated with frame construction and finishing in Wood, Graphics and Computer Aided Drawing.

Assignments will continue to be based on a problem solving approach associated with the Design Process.

Projects will include:- a fixed frame construction (Coffee or Occasional Table, Foot, Breakfast of Bar Stool) and a folding frame construction (Camp Stool, Deck Chair or Barbecue Trolley).

LEADS TO:

Year 11 and Year 12 woodwork courses.

ASSESSMENT:

Assessment will be generally made up of 70% practical component and 30% theory component. Students will be expected to satisfactorily complete all core projects and associated theory sheets.



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