



Middle School Curriculum **HANDBOOK**



2026

BALAKLAVA HIGH SCHOOL

EXCEL TODAY TO
CHALLENGE THE FUTURE



Government
of South Australia

Department for Education

PRINCIPAL
Derek Friedrichs
MIDDLE SCHOOL ASSISTANT PRINCIPAL
Pina Ribbons



Our VISION

“Through the highest quality teaching and in a caring learning environment, students are inspired and supported to achieve their best so they can thrive in their life beyond school.”

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P^{Positive}
R^{Relationships}
R^{Respect}
I^{Integrity}
D^{Dedication}
E^{Excellence}

BALAKLAVA HIGH SCHOOL

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PRINCIPAL'S Welcome Message

Choosing a school for your child is a big decision for parents and caregivers. This Curriculum Handbook will assist families to navigate our program offerings and showcase the enriching, valuable and life-long learning experiences on offer at Balaklava High School.

For over 100 years, Balaklava High School has served the community with a long and proud tradition of providing broad subject choice and quality programs, in a highly supportive environment. We extend students' abilities and set them up for individual success to reach their full potential both at school and after they leave us. Our graduates have gone on to pursue careers in a variety of industries through apprenticeships, directly into employment, through University, TAFE or other education providers.

All courses offered at BHS from Years 7-11 are one semester in length. Students in Years 7 and 8 will study a set range of subjects to ensure they are exposed to a variety of opportunities before they get to Year 9 and 10 when they will be able to make informed decisions about where their studies might take them.

Choosing subjects can be very challenging but, by being well informed, students are more likely to make selections that best suit their current needs and interests as well as their future aspirations. This handbook provides information on subjects offered at BHS and is an important document that I encourage all students and their parents or caregivers to read carefully and then discuss as a family before making decisions.

School reports, teacher recommendations and future career goals should also be used to guide students and their families when planning subject selections. Students should take the opportunity to seek help from appropriate staff members who will be able to provide more information regarding specific subjects. We also encourage students to access websites and other resources that can help with exploring future study and career options.

Whilst there are a large number of courses offered in this handbook, not all of them will be able to be delivered at BHS. The courses that finally run will be decided by the number of students who choose subjects; therefore, it is important that students give serious consideration to their selections. We will also attempt to place students in their subjects of preference; however, this is not always possible.

If you require any further information or explanations of the subjects and what they entail, please contact your child's Homegroup Teacher, the Middle School Assistant Principal or the relevant learning area leader for assistance.

Derek Friedrichs
Principal



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BALAKLAVA HIGH SCHOOL

Leadership

TEAM



PINA RIBBONS

Assistant Principal
Middle School

"The Middle Years of schooling are a significant time in the lives of our young people, and are critical for the development of lifelong skills and capabilities for the 21st Century. At Balaklava High School, development of the whole student begins during the transition to high school."



DEREK FRIEDRICHS

Principal



KEV KELLY

Deputy Principal



CARENA BROOKES

Assistant Principal
Senior School



DONNA CARPENTER

Assistant Principal
Junior School



ABHI KAUR

Senior Leader
Wellbeing & Inclusion



ASH PARSONS

Senior Leader
Wellbeing & FLO



HANNAH MARSHALL

Coordinator
Literacy & English



AMBER BUICK

Coordinator
Numeracy & Maths



ASHLEIGH LEONELLO

Coordinator
Student Engagement



LUKE CLARK

Coordinator
VET & Pathways



ELLY SWIFT

Business
Manager

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Year 9 – 10

THE MIDDLE YEARS

Middle School

Students in Year 9 and 10 are in their Middle Years of schooling and have unique developmental and academic needs. Students will be undergoing significant growth; and changing intellectually, physically and emotionally. Middle Schooling is about meeting the needs of students in these year levels.

At Balaklava High we aim to do this by:

- Having fewer teachers with each class so that positive relationships between teachers and students are better able to develop
- Keeping class sizes small
- Celebrating successes in various ways throughout the year
- Talking with students about what they will learn and exploring how they learn best
- Having teachers working together in teams
- Developing positive links between school and home
- Year level assemblies each term.

Our Middle School teachers provide a well-planned curriculum, use a variety of teaching and assessment strategies, and delivery systems to foster a positive and collaborative climate in our middle school setting.

Middle Years should be seen in context with a student's whole school life. Primary school provides a very stable environment where, each week, students generally remain in the same class and are taught by very few different teachers. In Year 9 and 10, students have a small selection of subjects to choose from.

In Senior School (Years 11 and 12) subject choice is far greater and students are taught by a wide range of different teachers throughout the year depending on the subject choices they have made.

All students are provided with opportunities to achieve success and are encouraged to strive for academic excellence. Student success is recognised and valued through our reward and incentive programs. Our learning programs ensure students are given opportunities to think critically, lead a healthy life, behave ethically and promote values for citizenship.

Middle School students' positive academic effort and achievement and an ongoing positive involvement in the broader school community could be rewarded in their nomination to attend the Middle School Success Camp. This camp occurs in Term 4 each year, and is provided at no or limited cost to successful students who have been nominated by their teachers.

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt

Homegroups and Classes

When establishing classes and homegroups the main consideration is to ensure that students are placed with other students who will positively support their achievement at school. Some consideration is given to maintaining friendship groupings but only if they promote positive behaviour and learning.

Information from their Primary School regarding general attitude and how well they work with other students is a key feature in determining student placement in class and home groups.

Homegroups are kept as small as possible, which allows students to form stable, close and mutually respectful relationships with their homegroup teacher and peers.

Student Counselling

Where an issue exists at any time during the year, the school will be pleased to arrange for interviews with the Counsellor or other staff at a convenient time. Students are encouraged to discuss their concerns with their Homegroup Teachers, Middle School Assistant Principal and/or Year Level Coordinator.

Student Led Conferences

Student Led Conferences are held twice throughout the year. All caregivers are encouraged to attend these. If changes need to be considered or there is concern over a student's progress, interviews may be requested by teachers, parent / caregiver or students at any stage during the school year.

Attendance

It is extremely important that students attend school and all their lessons every school day. When illness or urgent family business prevents students from attending school, a note explaining the absence must be given to the student's homegroup teacher.

A text message will be sent automatically to a parent/guardian's mobile phone reporting a student's absence and requesting a reason for that absence. Students who attend school regularly are much more likely to be successful than those who often miss school.



Empower Program

The aim of the Empower Program is to address the social and emotional wellbeing of all students at BHS. The program embeds qualities of productive and respectful relationships and a strong sense of community and individual responsibility. Empower is underpinned by an ethos of care and respect for all, with the goal to build the capacity of the school community to support each student to thrive and develop and engage in meaningful and successful learning and relationships. Research indicates that relationships between students and staff are critical factors in the development and maintenance of healthy school cultures and academic achievement.

Our focus as a school is on learning programs that develop a growth mindset, build resilience and motivation for learning, and develop students General Capabilities. Various activities and options are undertaken as a Homegroup, year level, mixed year levels and whole school. Students will participate in Child Protection Curriculum (CPC), Wellio Lessons, assemblies, curriculum enrichment, career counselling and community service.

Reflection of Learning Program

All students in Years 7, 8 and 9, at the end of the year, are required to present an oral presentation on aspects of their learning. The program is designed to enable students to:

- Make connections between their subjects and what they learn
- Have more choice in what they choose to present
- Provide a much more “meaningful”, “real” or “authentic” means by which students demonstrate their learning and skills.

At Year 8 the oral presentation is 5 to 7 minutes in length and delivered to the student's Homegroup. A panel of adults comprised of teachers and community members will assess the presentations.

At Year 9 the oral presentation is 7 to 10 minutes in length and is delivered to an assessment panel only.

Parents/Caregivers are encouraged to attend and/or be involved in the assessment panels. Student assessment sheets are uploaded to DAYMAP with students' reports at the end of the year.



Middle School Graduation Certificate

A Middle School Graduation Certificate was introduced in 2007 to recognise the successful participation of Year 7, 8, 9 and 10 students in their education. This has been done to encourage and reward students for their efforts in all areas of school life. The levels of achievement are based on:

- Academic achievement, based on grades
- Personal commitment to the school, as shown by attitude, behaviour, diary use, uniform, Homegroup participation etc.
- Reflection of Learning program, whereby students present their learning at the end of the year.
- Wider school involvement, including Student Council, sports, academic competitions, music and broader school activities.

There are different levels of achievement within the Middle School Certificate: Distinction, Credit and Pass. A formal graduation ceremony will take place near the end of the year for Year 10 students who successfully graduate from Middle School.

CERTIFICATES OF ACHIEVEMENT

Certificates of Achievement are presented to students to acknowledge their academic success at the end of each term.

1.HIGH ACHIEVER CERTIFICATES are awarded to students in all year levels to acknowledge excellence in their overall performance for each reporting period.

2.IMPROVER CERTIFICATES are awarded to students in all year levels to acknowledge a significant improvement from the previous reporting period.



Assessment and REPORTING

A subject outline which summarises each subject's assessment will be given to students at the beginning of each semester. At BHS, to fulfil our reporting obligations and provide effective feedback, we use continuous assessment. This means that assessment tasks with comments are provided throughout a student's course of study. Subject outlines and tasks with comments can all be accessed through Daymap. A summary of grades is provided in reports at the end of each semester with more detailed reports provided for Stage 2 subjects. Students' grades are based on a combination of tests, assignments, projects, practicals and exercises.

The use of grades is designed to serve two purposes. Firstly, the grade is a statement about subject promotion, and tells the students whether he or she is able to continue the study of that subject area at a higher level. Secondly, the grade is a statement about the student's level of achievement within the subject and is based on the Australian Curriculum assessment criteria.

The grade represents a statement about the student's level of achievement within the subject as defined in the following table.

	A	B	C	D	E	N/A
GRADES	Your child is demonstrating excellent achievement of what is expected at this year level.	Your child is demonstrating good achievement of what is expected at this year level.	Your child is demonstrating satisfactory achievement of what is expected at this year level.	Your child is demonstrating partial achievement of what is expected at this year level.	Your child is demonstrating minimal achievement of what is expected at this year level.	On occasion not applicable grade will be given. This could include reasons such as significant absence or withdrawal from the course.

"Middle School is an exciting time for young people; not quite children anymore and not yet adults. At Balaklava High School we understand that each student brings 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."





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YEAR 9 SUBJECT
DESCRIPTIONS



Year 9 Curriculum Structure

The school's curriculum is based on the Australian Curriculum and provides students with a range of learning experiences both within and outside the school.

In Years 9 and 10 students have the opportunity to study in 8 learning areas: Arts (Visual Arts and Performing Arts), English, Humanities and Social Sciences (Geography, Civics and Citizenship, Business and Economics and History), Health and Physical Education (Physical Education, Home Economics, Health), Languages Other Than English, Mathematics, Sciences (Science, Agriculture), Technology (Technical Studies, Digital Technologies).

YEAR 9	
SEMESTER 1	SEMESTER 2
Mathematics (5 lessons)	Mathematics (5 lessons)
English (5 lessons)	English (5 lessons)
HASS Humanities and Social Sciences (4 lessons)	HASS Humanities and Social Sciences (4 lessons)
Science (4 lessons)	Science (4 lessons)
HPE (3 lessons)	HPE (3 lessons)
Elective 1 (4 lessons)	Elective 3 (4 lessons)
Elective 2 (4 lessons)	Studio (4 lessons)
Empower (1 lesson)	Empower (1 lesson)

Design

The year 9 design course builds on existing skills with a focus on creating purposeful, client-based design solutions. Students explore how design communicates ideas and solves real-world problems through areas such as architecture, advertising and product design. Emphasis is placed on the use of design principles, alongside creative exploration and process development. Students respond to design briefs and use a variety of traditional and digital tools to bring their ideas to life. Major assessments include the Building for Balaklava Architecture Folio and Vinyl Album Cover Designs. Both practical and theoretical components support a broad understanding of the design process. An excursion to our local art gallery or Adelaide may be included to provide inspiration for their own works.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$15-\$20



Digital Technologies

Digital Technologies allows students to consider how humans interact with networked systems, interrogate security practices and data integrity, create a range of digital solutions and communicate and collaborate using digital technologies.

Students will have the opportunity to learn the following topics:

- Connected via a network
- Data driven innovation
- Creating an App, game or website
- Augmented Reality (AR)

ADDITIONAL REQUIREMENTS

Nil

Drama

This course is designed to prepare students for senior school Drama Studies; there is a significant theoretical component in preparation for this. Through studying specific texts of theatre, students will develop their practical work ability to write academically using Drama specific terminology and style; particular emphasis is placed on analysis and evaluation aims to improve students' stagecraft and performance ability in a variety of contexts.

Students will continue to develop their practical skills through a monologue performance piece. Out of school hours rehearsals/performances will occur and full participation is required.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$25.00.



English

The areas of reading, viewing, writing, speaking, listening and grammar are covered and will develop the Australian Curriculum requirements. Students will be exposed to different genres, and will respond to and produce their own texts in both written and oral forms. Analytical reading and writing along with effective drafting skills will be developed. Texts may include novels, short stories, poetry, drama, film and media.

Core genres will include:

- Film analysis and creation
- Poetry analysis and creation
- Analytical essay writing
- Persuasive writing
- Newsroom production
- Narrative writing
- Public Speaking

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year.

ADDITIONAL REQUIREMENTS

Nil

Food and Fibre - Agriculture

Students will focus on locally significant industries including pigs and wool production and the innovative ways technology is used in an agricultural setting will be featured. Practical management of the other school enterprises including feedlots, value-adding and broadacre and horticultural crops will also be experienced.

ADDITIONAL REQUIREMENTS

Nil



Food & Fibre - Home Economics

In this subject, students will do one term of Food Technology and one term of Textiles Technology. Students will develop their skills in food preparation and presentation using a wide variety of basic skills and techniques. The emphasis will be on demonstrating safe food handling and hygiene as they develop sound management practices. Students will demonstrate their understanding of making substitutions to recipes to include healthier options. They will work in small groups to develop food preparation skills. Machine skills and techniques and new textiles will be the focus in textiles. Students will have the opportunity to experiment with a variety of techniques and textiles before completing a project. Students will learn about different types of fabrics and fibres.

ADDITIONAL REQUIREMENTS

Nil

Health and Physical Education

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behaviour expectations in different leisure, social, movement and online situations.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students will participate in a range of Invasion, Net and Wall and Striking and Fielding games and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum in addition to alcohol education and mental health and wellbeing in theory lessons.

ADDITIONAL REQUIREMENTS

Nil



HASS - Geography

The two units of study are Biomes and Food Security and Geographies of Interconnections.

Biomes and Food Security examines the role of the environment in food production and the challenges and constraints on expanding food production in the future. Investigation using examples from Australia and across the world are a focus for this topic.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral report, posters and pamphlets.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$20.00.



HASS - History

This course will focus on the Modern World and Australia from 1750 until 1901. This time period provides an understanding of Asian-European relations including the European discovery and settlement of Australia and the responses of Indigenous peoples.

Topics may include:

- Technological Progress and Social Change
- European Settlement of Australia
- Indigenous and Settler Relations
- Australian Gold Rush
- Nationalism and Federation
- World War 1

Students will complete a variety of assessment tasks including oral presentations, posters and pamphlets in order to develop sound research and analytical skills.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$20.00

Languages - Auslan



Year 9 Auslan builds on the communication skills and cultural understanding developed in Years 7 and 8. Students continue to expand their vocabulary and improve their fluency through longer conversations, presentations, and storytelling. There is a strong focus on applying Auslan grammar, including classifiers, spatial referencing, and non-manual features. To create a more immersive experience, students participate in “voice off” environments, encouraging confidence in visual communication. They compare Auslan and English more closely, deepening their understanding of grammatical differences. Students also explore aspects of Deaf culture in greater depth, including identity, language rights, and the role of interpreters. A variety of interactive tasks, visual media, and signed texts allow students to apply their skills in real-world contexts. This subject continues to develop respectful, expressive, and receptive communication while fostering empathy and intercultural understanding.

ADDITIONAL REQUIREMENTS

Nil

Mathematics

This course builds on skills from Year 8 and works within the Australian Curriculum framework. Emphasis is placed on number revision, geometric, algebraic and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the courses to enhance learning experiences. Students will be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, class work and homework tasks.

ADDITIONAL REQUIREMENTS

Students are expected to have an Abacus calculator for this course.

Music

This course is designed to prepare students for senior school Music Studies; there is both a theory and practical component in preparation for this. Students explore musical performance both in a solo capacity and as a part of a class ensemble. It is not a requirement to already play an instrument but it is desirable.

The theory component has a focus on training the ear to recognise different tonality, intervals, rhythmic and melodic dictation. Students also begin to look at simple arrangements and composition of music.

ADDITIONAL REQUIREMENTS

Nil

Science

Students complete a full year of Science in Years 7-9. Scientific skills is the core of what we try to achieve, that is problem solving using a logical process and experimentation. Students build skills in writing scientific reports. They learn about a variety of topics that then allows them to make an informed decision about continuing with Science in Year 11 (Stage 1) or Year 12 (Stage 2). Students are encouraged to recognise that science is a human endeavor with people influencing scientific discoveries and building our knowledge of the world around us.

Learning and Assessment

Practical sessions are a key part of learning and these are used to provide a problem-solving opportunity. Students are guided by the online learning platform of Stile, used to supplement the hands-on activities within Science. This software allows an interactive learning approach and provides an excellent tool to build knowledge and give feedback.

Topics we learn about:

- Light, Sound and Electricity
- Atoms, Chemical Reactions and Radiation
- Plate tectonics
- Microbiomes and Ecosystems
- Body coordination: Nervous, Endocrine and Immune Systems

ADDITIONAL REQUIREMENTS

Nil



Studio

Students in Year 9 will choose from a number of different studios offered each year, where they will have the opportunity to develop the knowledge and skills needed to thrive in their life now and beyond school. Areas of learning will extend beyond the content delivered from the Australian Curriculum.

Elements of a thriving learner include:

- Lifelong learning
- Deep understanding and skillful action
- Ability to transfer learning
- Agency
- Human connectedness
- Belonging

For further information on each element visit <https://www.sace.sa.edu.au/thrive/>

ADDITIONAL REQUIREMENTS

Nil

Technical Studies

This unit will cover skills and concepts from a wide variety of topics in the Design and Technology area. The main areas of study offered in this unit are Woodwork and Metalwork, design and CNC (Computer Numerical Control). Development of hand and CADD (Computer Aided Design and Drafting) skills will be extended with a strong emphasis on workshop and personal safety.

Topics may include:

- Woodwork Joints
- Graphic Communication and Interpretation of Drawings
- Oxy Acetylene Welding/Metal Fabrication
- Metal Fabrication
- Material Study Project
- 3D Printing/CADD

ADDITIONAL REQUIREMENTS

Nil

Visual Arts

The year 9 Visual Arts course builds on students existing knowledge and skills, with a stronger focus on creative exploration and the art-making process. Students are encouraged to take greater ownership of their learning through folio development and documentation, which tracks their experimentation, idea generation and reflections. Students engage with a variety of techniques and mediums across both 2D and 3D forms. Major assessments include art movement-inspired portraits and street-art inspired skate decks. Students will further complement their artworks by writing individual artist statements that explain the purpose and process behind each creative piece. Both practical and theoretical components support a well-rounded understanding of visual arts. An excursion to our local art gallery or Adelaide may be included to provide inspiration for their own works.

ADDITIONAL REQUIREMENTS

Excursion approximate cost 20





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YEAR 10 SUBJECT

DESCRIPTIONS



Year 10 Curriculum Structure

YEAR 10	
SEMESTER 1	SEMESTER 2
Mathematics	Mathematics
English	English
HASS Humanities and Social Sciences	HASS Humanities and Social Sciences
Science	Science
HPE	EIF
Elective 1	Studio
Elective 2	Elective 3
Empower	Empower

Note:

1.The above structure does not indicate a line structure, nor does it indicate in which semester courses will occur. Each block represents a semester of work.

2.Three choice semesters

3.Exploring Identities and Futures (EIF) is worth 10 credits and is a compulsory SACE Stage 1 subject. Students must achieve a grade of C or better.

4.Studio (SACE credits)

Students in Year 9 and 10 will choose from a number of different studios offered each year, where they will have the opportunity to develop the knowledge and skills needed to thrive in their life now and beyond school. Areas of learning will extend beyond the content delivered from the Australian Curriculum.

Subject Descriptions

All subjects are listed in alphabetical order.

Agriculture



In Year 10 Agriculture, there is a strong focus on agribusiness and enterprise management as students begin their senior school journey. Students will learn how to develop managerial skills and justify their decisions based around gross margin production. Agricultural Report writing skills will be developed through plant focused experimental design where students will deconstruct a problem, design a trial and then conduct their research.

Topics included are

- Work Health & Safety
- Plant Sciences and cropping
- Agribusiness
- Animal Science and Husbandry
- Regenerative Agriculture
- Technology

ADDITIONAL REQUIREMENTS

Nil

Art

Year 10 Art extends students' artistic skills, with a focus on creative thinking, conceptual development and preparation for SACE-level expectations. Students explore art concepts through media such as painting, drawing, sculpture etc. The course emphasizes the development of ideas through folio work, leading to resolved final pieces. Students respond to artworks using art-specific language and analyse qualities to inform their own practice. Assignments are linked to art theory and explore movements, cultural perspectives and historical and contemporary practice. An excursion to our local art gallery or Adelaide may be included to provide inspiration for their own works.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$20



Design

Year 10 Design extends students' artistic skills, with a focus on creative thinking, conceptual development and preparation for SACE-level expectations. Students explore design concepts through areas such as graphic and product design, using both traditional and digital media. The course emphasises the development of ideas through folio work leading to resolved final designs. Students respond to existing works using design-specific language and analyse design qualities to inform their own work. Assignments encourage research, problem-solving and reflection on contemporary design practices. An excursion to our local art gallery or Adelaide may be included to provide inspiration for their own works.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$20



Digital Technologies

Digital Technologies allows students to consider how humans interact with networked systems, interrogate security practices and data integrity, create a range of digital solutions, and communicate and collaborate using digital technologies. Students will have the opportunity to learn the following topics:

- Data: controlled and secure
- Organise, visualise, and analyse data
- Robotics and embedded systems
- Interactions and impacts

ADDITIONAL REQUIREMENTS

Nil

Drama

This course is designed to follow on from the previous year's study, to prepare students for senior school Drama Studies. There is a significant theoretical component in preparation for this. Through studying specific texts of theatre, students will develop their practical work and their ability to write academically using Drama specific terminology and style. Particular emphasis is placed on analysis and evaluation and aims to improve students' stagecraft and performance ability in a variety of contexts. Students will continue to develop their practical skills through an on stage performance piece. Out of school hours rehearsals/performances will occur and full participation is required.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$25.00.

English

English is compulsory for a full year.

Courses will prepare students for either pathway at Year 11 or 12 in accordance with the Australian Curriculum.

Students will read, discuss, present and write detailed responses to various texts. Critical thinking and polished writing skills will be developed, along with analytical reading and writing. Students will also complete informal and formal oral presentations. Texts may include novels, short stories, poetry, drama, film, media and everyday texts.

Students are encouraged to read widely and independently and to challenge their thinking and perspectives on social issues. Various speaking and writing competitions are also available to participate in.

ENGLISH A

Core genres may include:

- Novel Study
- Poetry Study
- Advertising Creation
- Podcast Creation

ENGLISH B

Core genres may include:

- Narrative Writing
- Play Study
- Public Speaking
- Film Study

Students are expected to sit an exam which will prepare them for future timed tasks at a SACE Level.

ADDITIONAL REQUIREMENTS

Nil



Exploring Identities & Futures

Exploring Identities and Futures prepares students for their SACE journey and equips them with the knowledge, skills, and capabilities required to be thriving learners.

EIF supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

Stage 1 Exploring Identities and Futures is a compulsory subject. Students must achieve a C grade or better to meet the compulsory requirements of the SACE.

ADDITIONAL REQUIREMENTS

Nil

Food and Hospitality - Child Studies

Students will explore issues relating to parenting and child development will be explored. Pregnancy, childbirth and the factors affecting foetal development will be researched. Parenting roles and responsibilities, safety, nutrition and clothing needs are included. Students will have an opportunity to further develop skills in food preparation and presentation that would suit the needs of pregnant women, babies and toddlers.

Students have the opportunity to opt into a simulated baby task. This task will see them look after a simulated baby for a period of time. This task will provide students with a realistic idea of the demands of parenting. If willing, students will participate in a parenting simulation, which involves caring for a lifelike, electronic parenting manikin for a period of between 24 and 48 hours. The manikin cries, coos, burps, etc.

ADDITIONAL REQUIREMENTS

Nil

Food and Hospitality - Food Technology

Students will further develop their skills in food preparation and presentation using a wider variety of skills and techniques. Food safety and hygiene are focused on in relation to food poisoning bacteria in the food and hospitality industry. The emphasis will be on methods of cookery that are used within the Food and Hospitality Industry as well as learning the fundamentals surrounding cake and pastry making. Students will have the opportunity to learn lifelong skills needed to cater in the Food and Hospitality Industry. If the opportunity arises, a catering task will focus on customer service and food presentation.

ADDITIONAL REQUIREMENT

Materials cost \$20



Food and Hospitality - Textiles

Students will further develop their skills in textiles production. With a focus on ethical fashion, students will practice basic techniques needed to alter clothing. After learning these skills, students will have the opportunity to apply techniques used to transform textile products into something new. Students will learn the impact of fast fashion industry and look at sustainable alternatives.

ADDITIONAL REQUIREMENTS

Students may be required to purchase some fabric and trimmings.

HASS / Geography

There are two units of study in the Year 10 Geography are: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography – an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world. Students investigate a specific type of environment and environmental change in Australia and one other country. They develop an understanding of the causes and consequences of the change and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. They explore programs designed to reduce the gap between differences in wellbeing.

ADDITIONAL REQUIREMENTS

Excursion approximate cost \$20.

Health and Physical Education A

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behaviour expectations in different leisure, social, movement and online situations. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Students will participate in a range of Invasion, Net and Wall and Striking and Fielding and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum.

Note:

Classes may be split into Specialist HPE and Recreational HPE depending on student interest and teacher recommendations. The Specialist HPE class is recommended for students who are interested in studying Physical Education or Health Education/Health and Wellbeing in Year 10 Semester 2 to Year 12. Recreation HPE is recommended for students who do not have an interest in studying Physical Education or Health Education/Health and Wellbeing once they have completed their compulsory subject.

ADDITIONAL REQUIREMENTS

Nil



Health and Physical Education B (Elective - Specialist)

This course is designed to develop students' knowledge, skills and understanding required to be successful in SACE Physical Education.

Topics of focus for this course include but are not limited to data collection and analysis, coaching principles, performance improvement and analysis, anatomy and physiology and understanding movement concepts throughout a range of physical activities and sport education.

Note: This course is designed for students wishing to study Physical Education at Stage 1 and Stage 2 or Sports Studies at Stage 2. Student's engagement in HPE across Years 7-10 will be taken into consideration and teacher recommendations will be used to determine placement in this subject.

ADDITIONAL REQUIREMENTS

SASMA Course - South Australian Sports Medicine Association Sports Trainer Level 1 course
First Aid Certificate, estimated cost \$260

Health Education B (Elective)

This course is designed to develop students' knowledge, skills and understanding required to be successful in SACE Health and Wellbeing. Students will learn about the concepts of health literacy, health promotion, social equity and health determinants. Topics of focus for this course include but are not limited to alcohol and other drugs, food and nutrition, health benefits of physical activity,

mental health and wellbeing, relationships and sexuality, safety and diversity. Students will also have the opportunity to study an aspect of health and wellbeing of their own interest.

Note: This course is designed for students wishing to study Health and Wellbeing at Stage 1 and Stage 2. Student's engagement in HPE across Years 7-10 will be taken into consideration and teacher recommendations will be used to determine placement in this subject.

ADDITIONAL REQUIREMENTS

Nil



HASS / History

Students will complete one compulsory semester of History, which has been developed as part of the Australian Curriculum. At year 10, Students focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students are expected to study at least two focus topics: World War II and Building Modern Australia. The globalising world is a topic that may be studied as an option.

ADDITIONAL REQUIREMENTS

Nil

Language Studies

Students can choose one or two semesters of Language Studies in Year 10. If one semester is chosen, it must be Languages Studies A.

LANGUAGE STUDIES A

Learning Languages other than English broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. Students will learn through the themes of 'The Personal World' and 'Foreign-speaking Language Communities' to understand the interdependence of countries and communities and how people in all spheres of life are required to negotiate experiences and meanings across languages and cultures.

Topics covered will focus on Relationships, Lifestyles and Experiences and may include:

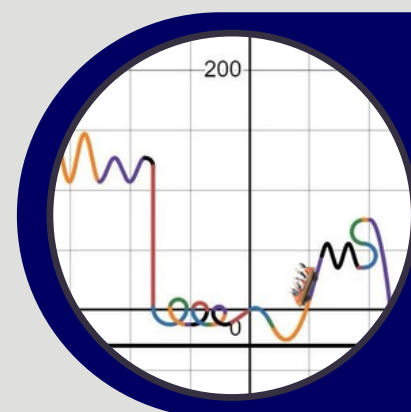
- Daily Life
- Food and Culture
- Friends, Recreation and Pastimes
- People, Places and Communities
- Holidays, Travel and Tourism
- Film Study

LANGUAGE STUDIES B

This second semester is preparation for Stage 1 Languages and develops language and intercultural skills further. Topics may include further study of topics from Languages A, and a Depth Study.

ADDITIONAL REQUIREMENTS

Nil



Mathematics

Mathematics is compulsory for a full year. It is an expectation that all students will have a scientific calculator to support their learning for the year.

MATHEMATICS — Pre-SACE

This course has been designed for students who have been identified as requiring a fast track to meeting their SACE Stage 1 numeracy compulsory. Students will study a combination of Australian Curriculum and SACE Stage 1 topics including topics such as Number Calculations, Financial Numeracy, Geometry, Measurement, Earning and Spending and statistics; pre-SACE numeracy skills in the first semester. Students will study SACE Stage 1 Essential Mathematics in the second semester. SACE Stage 1 Essentials course will cover the topics of Earning and Spending, Measurement, Ratio and Scale, Geometry and Basic Calculations of whole numbers, decimals and fractions.

MATHEMATICS — General

This course will prepare students for a pathway into Stage 1 Essential or General Mathematics. All students will study the same core topics during the year and the content continues to build students' knowledge in the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability, as outlined by the Australian Curriculum framework.

MATHEMATICS — Advanced

The 10 Advanced Mathematics course requires students to complete all of the content of the Year 10 General course as a base. Within each topic there is additional content to be covered that will assist students in being able to complete Stage 1 Mathematics at a high standard.

This course will be recommended for those students who have completed Year 9 Mathematics with excellent grades.

ADDITIONAL REQUIREMENTS

Scientific Calculator

Music

MUSIC A

MUSIC B

This course is designed to follow on from the previous year's study, to prepare students for senior school Music Studies. There is both a theory and practical component in preparation for this. Students explore musical performance in a solo capacity. The theory component has a focus on training the ear to recognise different tonality, intervals, rhythmic and melodic dictation. Students also begin to look at simple arrangements and composition of music.

Competency on an instrument or voice is required for this subject.

ADDITIONAL REQUIREMENTS

Nil

Science

In Year 10, students must complete a whole year of Science.

Students in Year 10 get a taste of Biology, Chemistry, Physics, Psychology and Earth Science and Space Science so they can make an informed decision about Stage 1 Sciences.

- Biology – Genetics and Evolution
- Chemistry – The Periodic Table and Reaction Types
- Physics – Kinematics and Newton's Laws of Motion
- Psychology – Inheritance
- Earth and Space Sciences – Earth systems and the Universe

ADDITIONAL REQUIREMENTS

Nil

Science Futures

This subject focuses on the application of scientific concepts as well as development of the investigation and practical skills required to pursue science in SACE subjects. Students will learn how they can use the core sciences Physics, Chemistry, Biology and Earth and Space Science to shape the future for all living things and our physical environment.

ADDITIONAL REQUIREMENTS

Nil

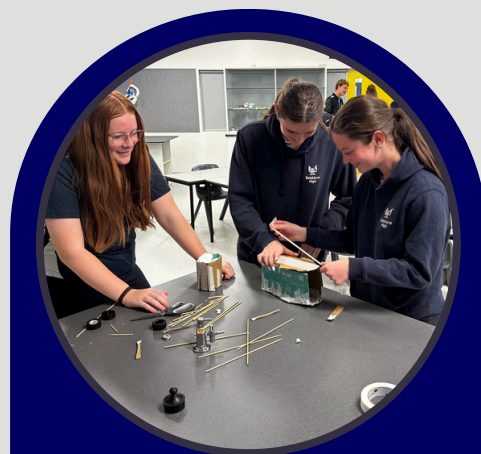
Science Action

Topics will be developed in consultation with the students' interests and goals. It will have a contemporary learning focus with emphasis on problem solving, inquiry and skill development. Students will learn how they can appreciate and improve the world through understanding Science and how to use it to make change.

Students will build on the skills, knowledge and processes developed in Year 9 through the study of a range of topics.

ADDITIONAL REQUIREMENTS

Nil



Technical Studies

TECHNICAL STUDIES A - Woodwork, Metalwork and Clean Technologies

A brief introduction to preparing sheet materials and a study of the associated joints and processes will be undertaken. Power tools are used in the production of carcass construction with student planning and design activities included.

The completion of a material research assignment is an integral part of the assessment.

METALWORK

This unit will introduce students to a range of welding techniques. The development of oxyacetylene gas and MIG welding skills will be developed using both solid and tubular materials.

Design and production of a stool will be completed, time permitting. CNC plasma cutting may be undertaken.

There will be a focus on workshop safety and studying basic WHS principles and procedures.

Clean Tech

A range of clean technologies will be researched culminating in making and racing a solar boat.

TECHNICAL STUDIES B - WOODWORK

Studies a skills development course developing frame construction techniques.

Topics may include:

- Design of Frame Construction
- Frame Construction
- Joint Construction
- Gluing Up
- Computer Aided Design and Drafting

An issues assignment on timber products will be undertaken.

The following projects maybe undertaken: breadbox, small stool, bottle rack and cord winder.

There will be a focus on working safely in the workshop using WHS principles and procedures as guidelines.

ADDITIONAL REQUIREMENTS

Materials charge \$20.00.

Workplace Practices

Workplace Practices is a compulsory subject that is embedded in the Empower Program. The focus is to prepare students for their place in the workplace and society.

The topics covered include community service, cover letter and resume writing, developing a personal statement, preparing and completing at least one week of work experience and a career investigation. Using these and other materials, students will produce a personal portfolio.

Students will also:

- Identify and research career paths and options, including further education, training and work.
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Review their strengths and areas they need to work on including literacy, numeracy and information and communication technology skills.
- Gain skills for future employment and reflect upon their week of work experience.
- Investigate emerging industries and jobs that are in demand.
- Identify areas for improvement.
- Review and adjust their plans to achieve their educational and employment goals.

Students have the option of completing another week of work experience during their own time.

ADDITIONAL REQUIREMENTS

Nil