



Gawler & District College B-12



Stage 1 Curriculum Guide

From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/carers.
- Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning engaging for students.

Angie Michael, Principal

Course Selection

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.



Introduction & Content

Choosing Subjects

Carefully read the subject descriptors before selecting your units.

Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.

Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.

Students, with assistance from parents/caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences.

The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.

Students, with support from parents, will have limited opportunities to make changes to the chosen course.



Senior School Curriculum

At Gawler & District College B-12 Year 11 (Stage 1) students complete both compulsory and elective subjects.

Compulsory Subjects

English or Essential English [Full Year] 20 Credits.

General Mathematics or Essential Mathematics or Mathematical Methods Minimum 1 Semester 10 Credits however 2 Semesters [Full Year] 20 Credits and Mathematical Methods [Full Year] 40 Credits.

Reserach Project [Full Year] 20 Credits.

Students are then to choose 90 Credits of electives subject choices.

Total Credits for Year 11 (Stage 1) = 140.

Contents

Senior School Curriculum

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27. Society and Culture
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29. Modern History
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36. Outdoor Education
37. Sports Studies
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39. Metalwork
40. Computer Aided Design
41. Doorways 2 Construction Industry Pathways Program
42. Wood Work - Furnishing
43. Jewellery
44. Photography
45. Video Production
46. Japanese



English

Length: Full year/20 credits

Assumed knowledge: English to Year 10

Course Description:

In Stage 1 English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment:

Students complete a full year of English. Each assessment type is explored a minimum of twice each semester. Each assessment type weighting is up to the individual teacher's discretion for a total weighting of 100%.

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

Students are required to choose either Stage 1 English or Stage 1 Essential English for a full year.

Stage 1 English extends students' language, literature and literacy skills for a range of purposes and audiences. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

Pathways from studying English: Bachelor of Arts, Journalism, Education, Film & TV, Librarian, Politician, Author, Manager, Marketing, Social Media Manager, Copywriting, Human Resources, Entrepreneur, Receptionist.

**Further study may be required.*



Essential English

Length: Full year/20 credits

Assumed knowledge: Year 10 English

Course Description:

In these subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement and students planning to pursue a career in a range of trades or vocational pathways. Students are able to continue their study of Essential English at Stage 2.

There is an emphasis on communication, comprehension, analysis and text creation.

Assessment:

Students complete a full year of English. Each assessment type is explored a minimum of twice each semester. Each assessment type weighting is up to the individual teacher's discretion for a total weighting of 100%.

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

Essential English is an opportunity to develop essential skills in real life situations and the workforce. You will be able to develop your employable skills as well as your creative voice.

Pathways from studying Essential English: Journalism, Social Media Manager, Education, Childhood, Film & TV, Librarian, Politics, Author, Manager, Entrepreneur, Receptionist, Publishing, Marketing & Advertising, HR, Copywriting.

**Further study may be required.*

Mathematics

Year 7
Mathematics

Year 8
Mathematics

Year 9
Mathematics

Year 10
Mathematics

Stage 1
Essential
Mathematics

Stage 1
General Mathematics

Stage 1
Mathematics Pre-Specialist

Stage 2
Essential
Mathematics

Stage 2
General
Mathematics

Stage 2
Mathematical
Methods

Stage 2
Specialist
Mathematics





Essential Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Mathematics. – C grade minimum

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Students investigate concepts from the following topics: investing and borrowing, measurement, statistical investigation, applications of trigonometry, linear and exponential functions and their graphs, matrices and networks.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Application Tasks: 70%

Mathematical Investigation: 30%

Additional course counselling information:

Students intending to study Stage 2 General Mathematics must successfully complete a full year of Stage 1 General Mathematics.

Relevant Pathways from studying General Mathematics: Successful completion of Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.



General Maths

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Mathematics. – C grade minimum

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Students investigate concepts from the following topics: investing and borrowing, measurement, statistical investigation, applications of trigonometry, linear and exponential functions and their graphs, matrices and networks.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Application Tasks: 70%

Mathematical Investigation: 30%

Additional course counselling information:

Students intending to study Stage 2 General Mathematics must successfully complete a full year of Stage 1 General Mathematics.

Relevant Pathways from studying General Mathematics: Successful completion of Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.



Mathematical Methods

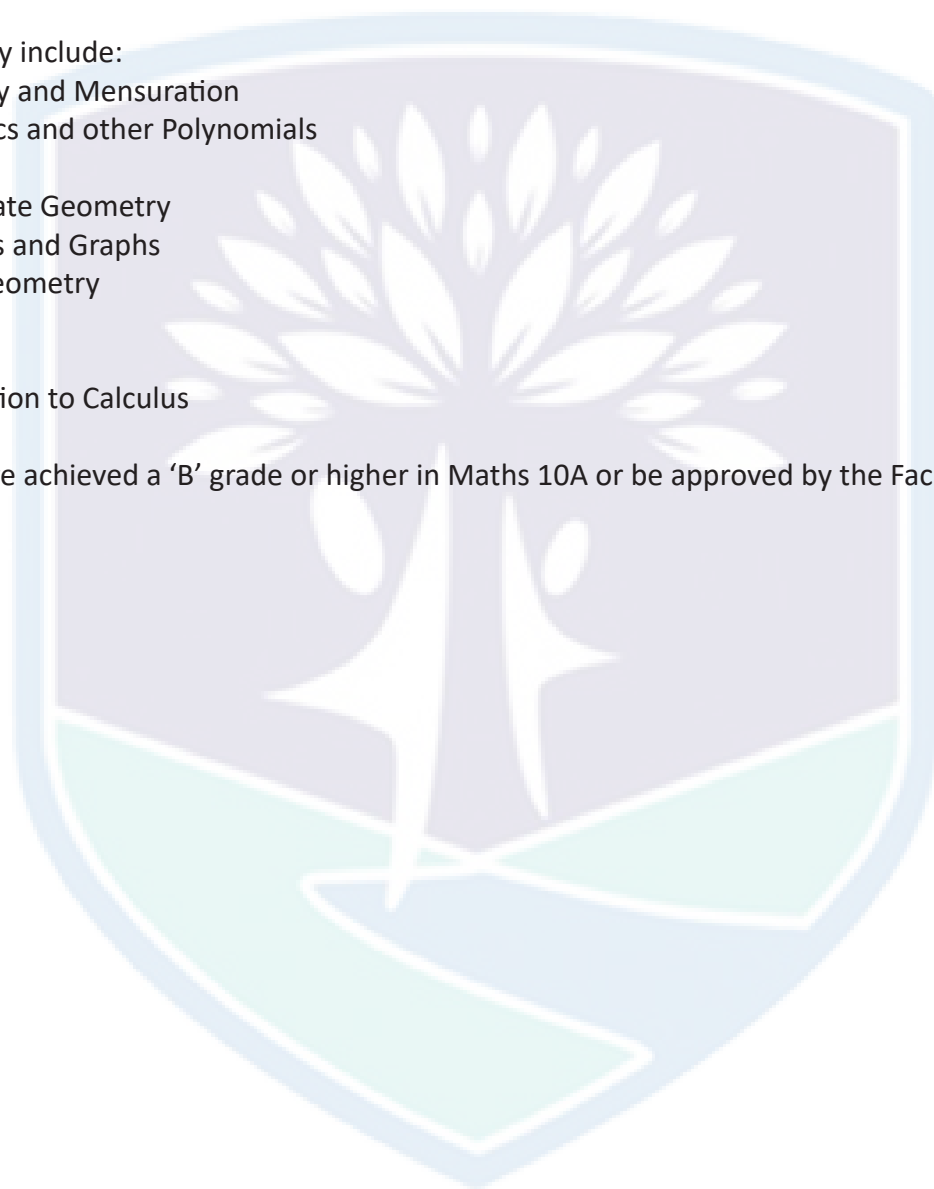
FULL YEAR / 40 CREDITS

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Maths Methods and Stage 2 Specialist Maths.

Topics covered may include:

- Geometry and Mensuration
- Quadratics and other Polynomials
- Statistics
- Co-ordinate Geometry
- Functions and Graphs
- Planar Geometry
- Vectors
- Matrices
- Introduction to Calculus

Students must have achieved a 'B' grade or higher in Maths 10A or be approved by the Faculty Coordinator.





Mathematical Pre-Specialist

Length: Full year/40 credits

Assumed Knowledge: Successful completion of Year 10 Mathematics. – B grade minimum

Course Description:

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Students investigate concepts from the following topics: functions and graphs, polynomials, trigonometry, counting and statistics, growth and decay, introduction to differential calculus, arithmetic and geometric sequences and series, geometry, vectors in the plane, further trigonometry, matrices, real and complex numbers.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Application Tasks: 70%

Mathematical Investigation: 30%

Additional course counselling information:

Students intending to study Stage 2 Mathematical Methods and Specialist Mathematics must successfully complete a full year/40 credits of Stage 1 Mathematics Pre-Specialist.

Relevant Pathways from studying Mathematics Pre-Specialist: Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Science

Year 7
Science

Year 8
Science

Year 8
Agriculture

Year 9
Science

Year 9
Agriculture

Year 10
Science

Year 10
Psychology

Year 10
Agriculture

Stage 1
Biology

Stage 1
Chemistry

Stage 1
Physics

Stage 1
Forensics

Stage 1
Nutrition

Stage 1
Psychology

Stage 1
Agriculture

Stage 2
Biology

Stage 2
Chemistry

Stage 2
Physics

Stage 2
Forensics

Stage 2
Nutrition

Stage 2
Psychology

Stage 2
Agriculture
Production





Forensic Science

Length: 1 semester/10 Credits or Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Science – Minimum C grade.

Course Description:

In the realm of Forensic Science, every clue tells a story and every detail holds a key. In this subject we explore the cutting-edge techniques that empower you to analyse evidence, from fingerprints and DNA to arson and autopsy. As a Forensic Science student, you'll step into the shoes of both detective and scientist, piecing together narratives that can change lives and influence the fate of individuals and communities.

Students investigate concepts from the following topics: processing a crime scene, trace evidence, blood and DNA, fingerprinting, forensic psychology, arson, toxicology, death and autopsy, entomology and anthropology.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Science Inquiry Skills Folio: 50%

Science as a Human Endeavour task: 25%

Collaborative Inquiry: 25%

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Forensics: Scientific Studies com-



Agriculture

Length: 1 semester/10 Credits or Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Science – Minimum C grade.

Course Description

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods or agricultural production in relation to benefits, risks and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students investigate concepts from the following topics: Principles of agriculture and Enterprise management

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Agricultural Reports: 60%; Practical investigations; Science as a Human Endeavour investigation.

Application Folio: 40%; Applications task

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Agriculture complete a full year of Stage 1 Agriculture

Relevant pathways from studying Agriculture: agronomist, food science, agricultural economist, agricultural engineering, veterinarian, environmental engineer, agricultural workers, agricultural engineer, forester.



Biology

Length: 1 semester/10 Credits or Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Science – Minimum C grade

Course Description:

The study of Biology involves inquiry into the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own species, other species and their environments.

In addition to extending their knowledge and understanding of biological systems and interactions, science inquiry skills are developed through a range of practical investigations. An emphasis on the Science as a Human Endeavour strand enables students to gain an understanding of the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Students investigate biological concepts from 2 or more of the following topics each semester: Cells and Microorganisms, Multicellular Organisms, Infectious Disease and Biodiversity and Ecosystems.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 60%; Practical investigations; Science as a Human Endeavour Investigation.

Skills and Applications Folio: 40%; Completion experiments; topic tests; exam.

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Biology complete a full year of Stage 1 Biology.

Relevant Pathways from studying Biology: Medicine, Environmental science, Veterinary science, Microbiology.



Chemistry

Length: 1 semester/10 Credits or Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Science – Minimum C grade

Course Description:

The study of Chemistry enables students to extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

An emphasis on the Science as a Human Endeavour strand enables students to consider the benefits and risks of chemical knowledge to society, and the capacity of chemical knowledge to inform public debate on social and environmental issues, such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes. Science inquiry skills are developed through a range of practical investigations. Studies in Chemistry may inspire students to pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Students investigate concepts from 3 or more of the following topics each semester: Materials and their atoms, Combinations of atoms, Molecules, Mixtures and solutions, Acid and bases and Redox reactions.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 60%; Practical investigations; Science as a Human Endeavour Investigation.

Skills and Applications Folio: 40%; Completion experiments; topic tests; exam.

Additional course counselling information:

Successful completion of Stage 1 Semester 1 Chemistry is an essential requirement for enrolment in Stage 1 Semester 2 Chemistry.

Students intending to study Stage 2 Chemistry must complete a full year of Stage 1 Chemistry.

Relevant Pathways from studying Chemistry: Medicine, Pharmaceutical science, Chemical industry, Geologist, Mining, Environmental science, Chemical engineering.



Physics

Length: 1 semester/10 Credits or Full year/20 Credits

Assumed Knowledge: Successful completion of Year 10 Science and Mathematics – Minimum C grade

Course Description:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

Science inquiry skills are emphasised in a variety of practical and problem-solving activities, and when designing and conducting investigations. Students explore the interaction between science and society recognizing that physics impacts on many aspects of contemporary life. Exploring the work of physicists in producing innovative solutions to everyday and complex problems may inspire students to pursue pathways in physics, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and exploration of the universe.

Students investigate concepts from the following topics: Linear motion, Newton's Laws, Momentum, Work and Energy, Waves, Electric Fields, Magnetic Fields, Gravity and Nuclear Physics

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 60%; Practical investigations; Science as a Human Endeavour Investigation.

Skills and Applications Folio: 40%; Completion experiments; topic tests; exam.

Additional course counselling information:

Successful completion of Stage 1 Semester 1 Physics is an essential requirement for enrolment in Stage 1 Semester 2 Physics.

Students intending to study Stage 2 Physics must complete a full year of Stage 1 Physics.

A scientific calculator is required.

Relevant pathways from studying Physics: Engineering, Nuclear medicine, Geophysics, Astronomy, Aerospace.



Psychology

Length: 1 semester/10 Credits or Full year/20 Credits

Assumed Knowledge: Successful completion of Year 10 Science and English – Minimum C grade

Course Description:

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasizing evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures. Psychology is a science subject and is based upon Psychological principles used to understand our own behaviour and that of others. It has a direct relevance to our personal and social lives.

Students investigate concepts from the following topics: science inquiry skills, neuropsychology, lifespan psychology, cognitive psychology, emotion.

Assessment:

Students demonstrate evidence of learning through the following assessment types: Investigations Folio: 50%; Practical investigations; Science as a Human Endeavour Investigation.

Skills and Applications Folio: 50%; skills and application assignment topic tests; exam.

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Psychology complete a full year of Stage 1 Psychology.

Relevant pathways from studying Psychology: Psychology, Counselling, Youth Work, Social Work, Teaching, Human Resource Management



Nutrition

Length: 1 semester/10 Credits or Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Science - Minimum C grade

Course Description

Nutrition is a science that immerses student in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Students investigate concepts from the following topics: Macro and micro nutrients, Australian Dietary Guidelines, Nutrition in the life cycle, social and cultural factors in food choices and food labels.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 60%; Practical investigations; Science as a Human Endeavour investigation.

Skills and Application Folio: 40%; Tests, Exams, Case studies.

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Nutrition complete a full year of Stage 1 Nutrition

Relevant pathways from studying Nutrition: Dietitian, Nutritionist, Health coach, Sports nutrition consultant, Research dietitian.



Health

1 SEMESTER 10 CREDITS

Recommendations: Students have an interest to examine the Interrelationship of lifestyle, physical activity, social behaviour, health care and health care systems and the challenges of maintaining and promoting healthy environments and healthy living in society.

Students will learn lifelong skills to improve health outcomes and quality of life for themselves and their communities.

Assessment conditions: The course assessments consist of two Practical Actions (60%) and an Issues Inquiry (40%). The Practical actions aim to take action on an individual or community issue in order to improve health or wellbeing outcomes. The Issues Inquiry is a research task that analyses a current health or wellbeing trend or issue.

Option Study Topics: Health and Participation in an Active Lifestyle or the Effects of Alcohol, Tobacco and other Drugs in Health, Health and the Environment, Contemporary Health Priorities in Australia, Health and Relationships or Mental and Emotional Health. (Topics selected will be negotiated based on teacher and students' interest).



Physical Education

FULL YEAR 20 CREDITS

Prospective Stage 2 Physical Education students are strongly recommended to complete a full year of Stage 1 PE.

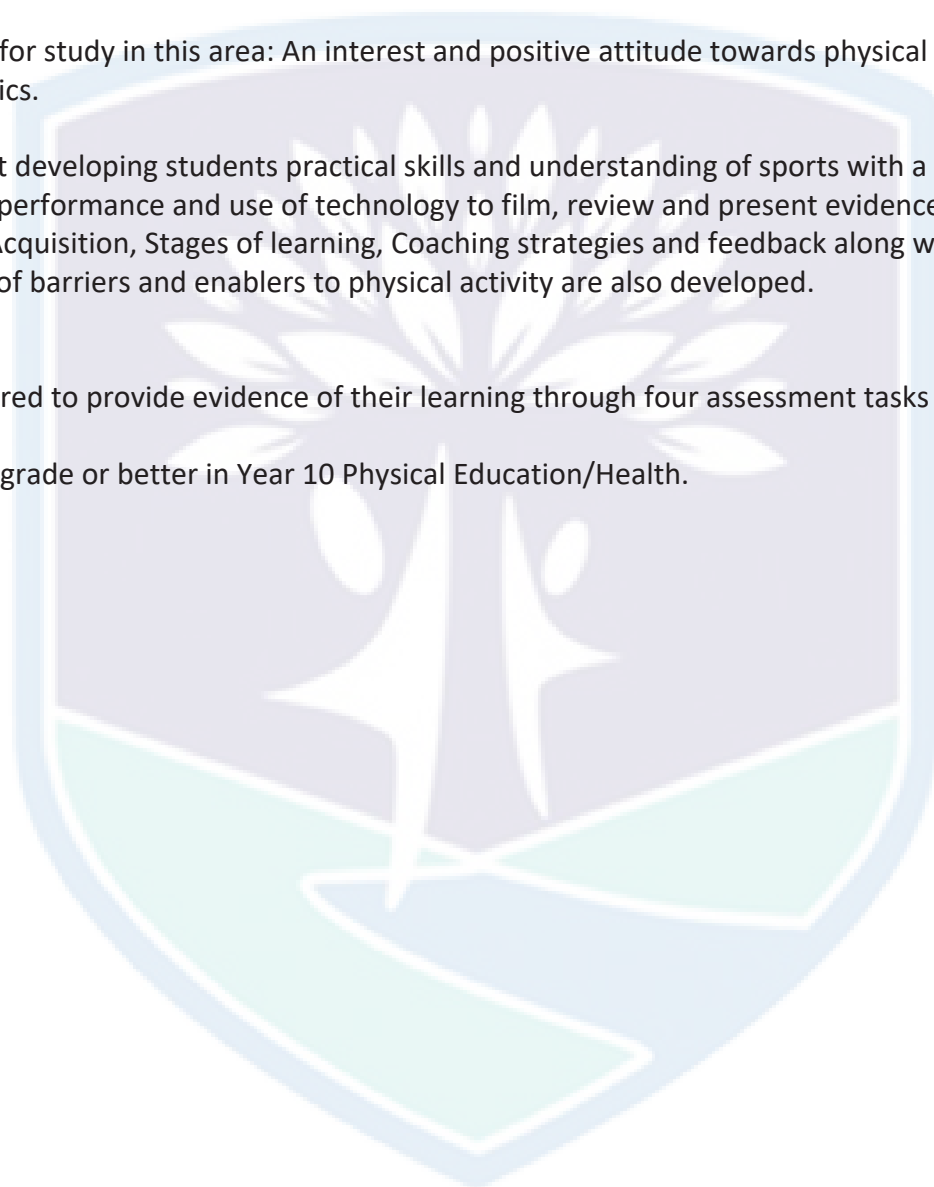
Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics.

This course aims at developing students practical skills and understanding of sports with a focus on critical analysis of performance and use of technology to film, review and present evidence of learning. Principles of Skill Acquisition, Stages of learning, Coaching strategies and feedback along with developing an understanding of barriers and enablers to physical activity are also developed.

Assessment:

Students are required to provide evidence of their learning through four assessment tasks over the year.

Prerequisite: A 'C' grade or better in Year 10 Physical Education/Health.





Physical Education

1 SEMESTER / 10 CREDITS

Students who have an interest and positive attitude towards physical activities and related theory topics and wish to only undertake one semester have the option to choose the 10 credit unit of PE.

The 10 credit unit will run only in the first semester and students will integrate with those undertaking the 20 credit program.

As with the 20 credit course the 10 credit program aims at developing students practical skills and understanding of sports with a focus on critical analysis of performance and use of technology to film, review and present evidence of learning. Principles of Skill Acquisition, Stages of learning, Coaching strategies and feedback along with developing an understanding of barriers and enablers to physical activity are also developed.

Assessment: Students are required to provide evidence of their learning through two assessment tasks over the semester.

Prerequisite: A 'C' grade or better in Year 10 Physical Education/Health.

The Arts

Performing Arts

Visual Arts

Music

Drama

Visual Art

Media Arts

Year 8
Music
Core

Year 8
Music
Elective

Year 8
Drama
Core

Year 8
Drama
Elective

Year 8
Art
Core

Year 8
Art
Elective

Year 8
Media
Art

Year 9
Music

Year 9
Sound Tech

Year 9
Drama

Year 9
Art

Year 9
Media Art

Year 10
Music

Year 10
Sound Tech

Year 10
Drama

Year 10
Art

Year 10
Photography

Year 10
Video
Production

Stage 1
Music

Stage 1
Sound Tech

Stage 1
Drama

Stage 1
Visual
Arts

Stage 1
Visual Arts
Design

Stage 1
Arts in the
Community

Stage 1
Photography

Stage 1
Video
Production

Stage 2
Music
Craft

Stage 2
Music
Perform

Stage 2
Sound
Tech

Stage 2
Drama

Stage 2
Visual
Arts

Stage 2
Visual Arts
Design

Stage 2
Arts in the
Community

Stage 2
Photography

Stage 2
Video
Production





Drama

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students are involved in the study and development of performance work. Students will complete the following assessment tasks:

Performance 40%

- *Be involved in a group production as an actor, technician or designer*
- *Take part in workshops, which explore styles of performance.*

Folio 30%

- *Review a stage production*
- *An evaluation on a group production demonstrating knowledge and understanding of the skills relevant to their role.*

Investigation and Presentation 30%

- *Study a dramatic text as a class*
- *Deliver a focussed presentation on the text studied, to demonstrate student's confidence, understanding of ensemble and realisation of the page to stage in groups.*

Students are required to view professional theatrical work which will incur a small fee.

Students are required to view professional theatrical work which will incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Drama or by interview with the Arts Coordinator.

Pathways: Script writing, Directing, Theatrical makeup artist, performer, acting, stage technician, Film maker.



Music

FULL YEAR / 20 CREDITS

Students need to select one of two Music pathways described below. All students are required to play an instrument and attend a weekly instrumental lesson provided by the school or sourced privately.

Music Advanced

20 credits

This unit offers students a pathway to study up to four music units at Stage 2 level (40 credits) and is a more intensive musical study looking at various aspects of performance, creativity, theory, technology and industry content.

Music Experience

20 credits

This unit offers students a pathway to study up to two music units at Stage 2 level (20 credits) and is a general overview of mostly performance based content with some music theory, technology and industry exploration.

Prerequisite: 'C' grade or better in 2 units of Year 10 Music or by interview

Stage 1 Sound Technology

1 or 2 units

The sound technology course explores processes used in live performance, production, recording, and sound art. This subject will be referred to within SACE as Integrated Learning B (Stage 1). Students in this course will:

- Use digital audio software to create music and sounds (including foley art).
 - Setup and pack down from musical performances & other school events requiring sound.
 - Learn how to use a mixing desk and other equipment related to live performance.
 - Learn how to use recording equipment and software to produce high quality demos and albums (including mixing and mastering processes).
 - Learn how to create live digital music (in the style of DJ performances).
- There are no prerequisites for this course.



Arts and the Community

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

This new subject is aimed at students who are more interested in the practical aspects of Visual Arts and prefer to work in a group or individually on one topic for the semester. Students can negotiate a project with the teacher individually and/or as a group and will be expected to work with a community organisation or member to produce a Visual Art product.

This product may include one of the following:

- Public mural/sculpture on a wall of a business/organisation
- Storybook for Junior school students
- Designing a fashion item for a show
- Pottery cup set for a group of people in the community
- Garden art for school grounds
- Design of a logo for an organisation

Assessment Type 1 – Completion of a contract of work and folio as evidence to plan and organise and complete the Art product

Assessment Type 2 – Reflection on development of skills and knowledge and the value of the product on the community.



Visual Art: Art

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students who have strong skills and interest in at least one area of Visual Arts are invited to enrol in this course.

Students will complete the following SACE Assessment Tasks:

- *FOLIO (40%): Creative and visual thinking, exploration and experimentation of ideas using methods and materials including painting, drawing and 3D techniques as well as ongoing evaluation in the form of annotations.*
- *PRACTICAL (30%): A final presentation of 2 artworks based on work completed in the Folio. A written artist's statement (500 words) reflecting on the production of artworks.*
- *VISUAL STUDY (30%): A written (750 word) and practical exploration and investigation into art styles, artists and themes as negotiated with the teacher.*

Some excursions to view professional exhibitions may incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Visual Art or by interview with the Arts Coordinator.



Visual Arts: Design

Length: 10 Credits Semester

Assumed knowledge: Year 10 Visual Arts

Course Description:

Students who have strong skills and interest in a least one area of Visual Arts—Design and/or completed Year 10 Visual Art with a C grade or higher are invited to enrol in this course. Students will focus on graphic, environment and product design.

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment:

Design Folio – 20 A3 Pages (Weighting of 40%)

Practical/resolved Designs and Practitioners Statements – 500 word count (Weighting of 30%)

Visual Study – 1000 Word Count (Weighting of 30%)

Additional Course Counselling Information:

Must have received a C Grade or higher in Year 10 Visual Arts

Pathways from studying the subject:

Graphic Design, Environmental Design, Product Design



Child Studies

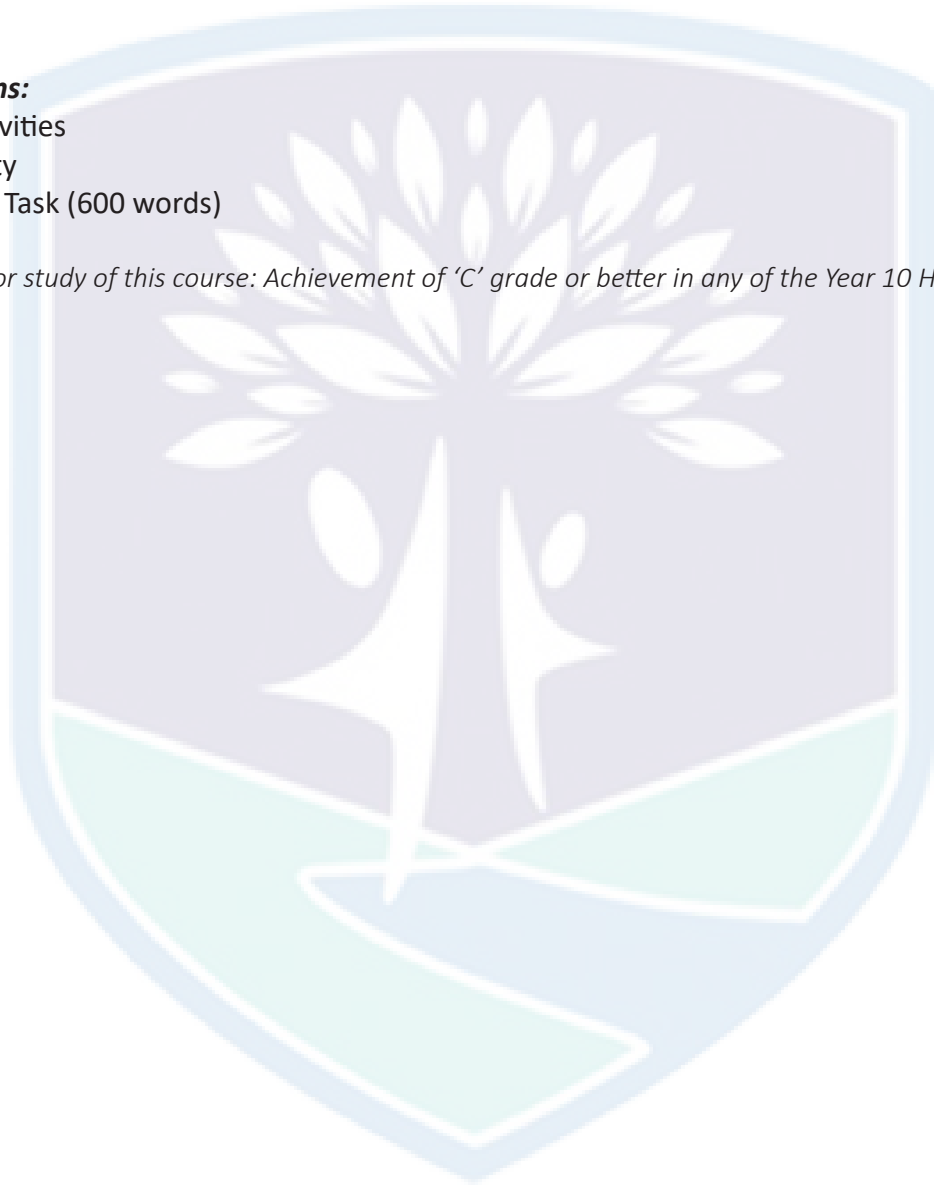
1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

The focus is on children from conception to 8 years of age. The physical, emotional, cognitive and social development of children will be investigated and practical activities undertaken to support the developmental stages.

The course contains:

- 2 Practical Activities
- 1 Group Activity
- 1 Investigation Task (600 words)

Recommendations for study of this course: Achievement of 'C' grade or better in any of the Year 10 Home Economic courses.





Food and Hospitality

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

The focus of this course is centered around broadening students' knowledge of the food and hospitality industry.

Students will engage in professional catering functions for GDC staff and the local community. Students will engage in development of research around contemporary issues regarding the impact of technology, healthy eating initiatives and safe food handling practices. A large focus for this unit is based around the importance of sustainability within the industry.





Textiles

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students wanting to do this course should have a keen interest in machine and hand stitching.

Students will be able to create and develop articles or garments in response to a design brief. They will learn to use tools and materials to complete products, designs on fabric and create items using a range of fabrics.

Students may choose from garments, craft articles or household linen.

Students may be required to provide materials for the fabric projects constructed.



HASS

Year 7
HASS

Year 8
HASS

Year 9
HASS

Year 9
Business &
Economics

Year 10
HASS

Year 10
Elective
History

Year 10
Geography

Year 10
Business &
Economics

Stage 1
Legal
Studies

Stage 1
Philosophy

Stage 1
Society &
Culture

Stage 1
Modern
History

Stage 1
Geography

Stage 1
Business &
Innovations

Stage 2
Legal
Studies

Stage 2
Philosophy

Stage 2
Society &
Culture

Stage 2
Modern
History

Stage 2
Business &
Innovations





Society and Culture

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: Basic research skills

Course Description:

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Assessment:

Assessment Type 1: Sources Analysis - weighting 50%

Assessment Type 2: Group Activity - weighting 20%

Assessment Type 3: Investigation - weighting 30%

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

This subject involves a lot of research and is student driven. As a class we investigate topics like climate change, popular culture, contemporary issues faced by Aboriginal and Torres Strait Islanders, Covid 19, homelessness and rights and freedoms. Students also work together to complete a group project with the aim of creating positive change in the community.

Pathways from studying Society and Culture: Bachelor of Arts, Journalism, Education, Film and TV, Librarian, Early Childhood, Politician, Author, Receptionist, Publishing, Marketing, Advertising, Social Media Manager, Human Resources Manager, Copywriting, Author, Researcher, Manager, Entrepreneur, Historian.

**Further study may be required.*



Business & Innovation

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: No prior knowledge is required

Course Description:

In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes. students may be guided through structured processes to develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems.

Students work collaboratively and are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making.

Students apply these skills in the iterative development of business models for start-up and existing businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world.

Assessment:

Assessment Type 1: Business Skills – weighting 70 %

Task 1: Identifying customer problems and generating possible solutions,

Task 2: Business 12 month plan,

Task 3: Business Model Summary

Assessment Type 2: Business Pitch – weighting 30 %

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

It is recommended that students completing Stage 1 Business Innovations have an interest in Business and



Modern History

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: Basic research skills

Course Description:

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Assessment:

Assessment Type 1: Historical Skills – weighting 75%

Task 1: Sources Analysis, Task 2: Essay, Task 3: Exam

Assessment Type 2: Historical Study – weighting 25%

Task 1: Independent Study

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

**This subject has an examination*

Possible topics include Imperialism, Decolonisation, Indigenous peoples, Social movements, Revolution and an Elective.

Pathways from studying Modern History: Bachelor of Arts, Journalism, Education, Film and TV, Librarian, Early Childhood, Politician, Author, Receptionist, Publishing, Marketing, Advertising, Social Media Manager, Human Resources Manager, Copywriting, Author, Researcher, Manager, Entrepreneur, Historian.

**Further study may be required.*



Geography

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: Basic research skills

Course Description:

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Assessment:

Assessment Type 1: Geographical Skills and Applications - weighting 70%

Assessment Type 2: Fieldwork - weighting 30%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

Students will be required to investigate and research various issues in regards to Urban, contemporary society and hazards.

*Students will be required to go on excursions as a part of their assessment.

Relevant pathways from studying Geography: Real estate and land development, community development, conservation, heritage, coastal and land management, consulting and project management, education, environmental science, hazard and assessment, local and regional development, market research and tourism.

*Further study may be required.



Philosophy

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: None

Course Description:

This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument.

Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Assessment:

Assessment Type 1: Folio - weighting 40 %

Assessment Type 2: Issues Analysis- weighting 30%

Assessment Type 3: Issues Study - weighting 30%

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

This subject is for students who enjoy trying to understand other people's thinking processes, reading, debating and persuasive writing.

Pathways from studying Philosophy: Highly critical, analytical, and argumentative skills that are developed often lead students to pursue legal studies, MBA programs, or seminaries. Jobs for philosophy majors include lawyer, systems analyst, cultural affairs officer, technical writer, education, business, law, and government.

**Further study may be required.*



Legal Studies

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: None

Course Description:

Students explore Australia's legal heritage and the Australian legal system. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition. They learn about the history of Australian law and why we have three distinct levels of government with different areas of responsibility.

Students learn about how Parliament makes legislation and laws, how courts interpret the legislation and how the executive government makes decisions about laws. They investigate how other groups in society contribute to creating impetus and pressure for new laws or changes to existing laws, including special interest groups, pressure groups and political movements.

Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They research and evaluate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.

Assessment:

Assessment Type 1: Analytical Response – weighting 30%

Assessment Type 2: Inquiry – weighting 30%

Assessment Type 3: Presentation – weighting 40%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

*This subject has an examination

Pathways from studying Legal Studies: If continuing into Stage 2, future pathways include Lawyer (solicitor/barrister) upon completion of appropriate Law Degree(s) at university, Paralegal, Conveyancer, Police officer, Public servant.

*Further study may be required.



Workplace Practices

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students develop knowledge, skills and understanding of the nature, type and structure of workplaces. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues affecting the workplace.

There are three areas of study within Workplace Practices:

Industry and Work Knowledge

Vocational Learning and

Vocational Education and Training (VET).

At Stage 1 and at Stage 2, all students undertake Industry and Work Knowledge and one of the following options:

Vocational Learning or VET or Vocational Learning and VET. ASSESSMENT

Stage 1

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection

Stage 2

- (School Assessment 70%)
- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)
- EXTERNAL ASSESSMENT (30%)
- Assessment Type 4: Investigation (30%).



Community Studies

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students may study more than one Community Studies subject.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- Work individually and with others
- Locate, select, organise, and use ideas, resources, and information
- Learn in a range of settings, including the school and the wider community
- Take practical action in the community
- Seek feedback from the community
- Present the activity to the community
- Evaluate and reflect on the completion of the contract, the feedback received, and their own learning

These learning requirements form the basis of the:

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards.



Outdoor Education

1 SEMESTER (\$150 FEE APPLIES TO COVER CAMPS)

Recommendation for study in this area: Students should have a keen interest in the outdoors particularly relating to camps/ expeditions (including planning and organisation) and to learning about the environment and sustainability.

Assessment Conditions: By participating in outdoor activities, students develop knowledge and skills, and reflect on

their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives and physical, emotional, and spiritual health. Through outdoor journeys, students develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

Students will be assessed on a practical component (40%), their folio of work (40%) and a final report on the major expedition (20%).

Outdoor Education will be offered at Stage 1 Level to Year 10 students. This will allow students to gain 10 credits towards SACE in Year 10 and lead into the Stage 2 course that will be offered to Year 11 students.

Topics Covered include: Bushwalking, Orienteering, Bicycle Touring and possibly Rock climbing. Theory will focus on the environment and reflections on outdoor activities.

Prerequisites: The ability to pay or make arrangements to cover an upfront fee for the course to pay for the costs of camps. Fee to be advised.



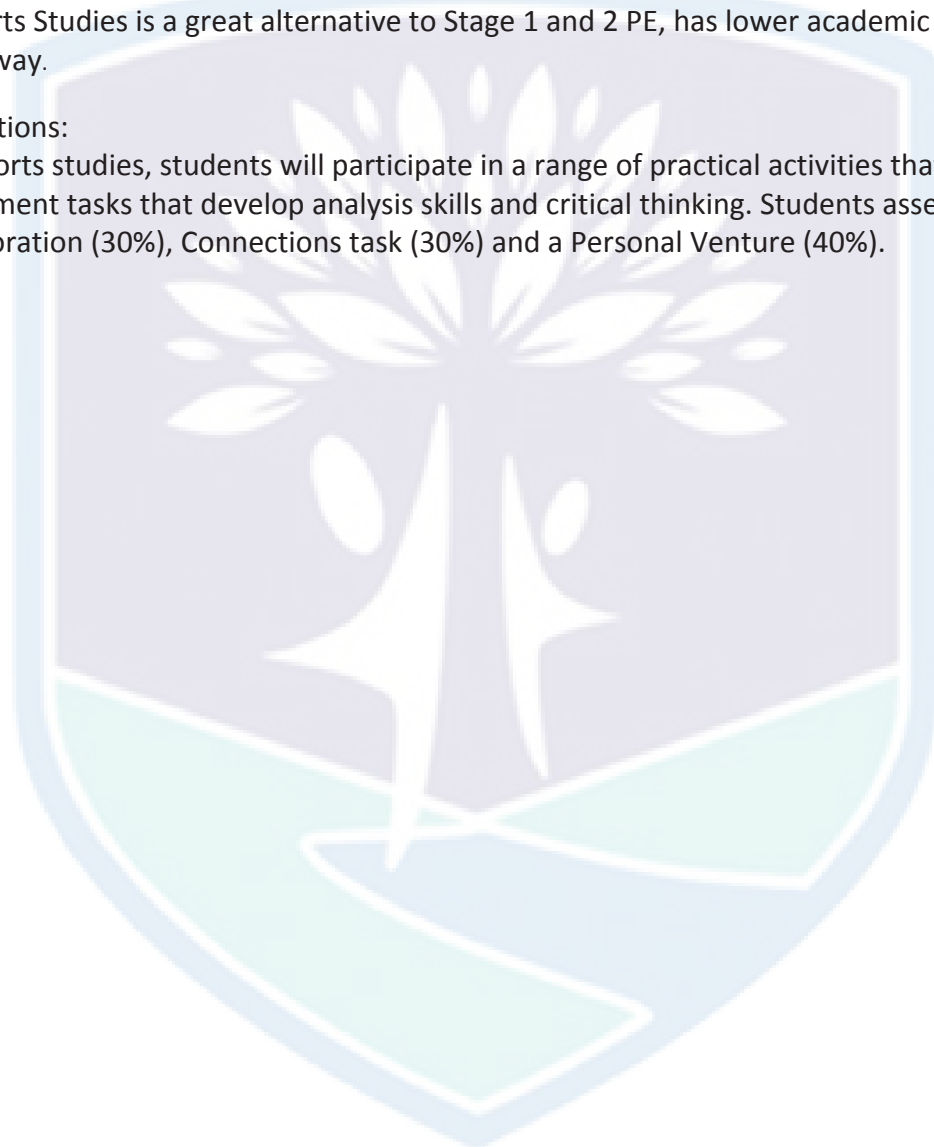
Integrated Learning: Sports Studies

Recommendation for study in this area:

Students should have a keen interest in sport and fitness with particular focus on Aquatics, Sports coaching and training programs. Students develop their ability to critically analyse their own and others performance through video analysis. They also develop their ability to design and implement coaching sessions on a chosen sport. Sports Studies is a great alternative to Stage 1 and 2 PE, has lower academic demands and is still an ATAR pathway.

Assessment Conditions:

By undertaking sports studies, students will participate in a range of practical activities that are linked to theoretical assessment tasks that develop analysis skills and critical thinking. Students assessment consists of a Practical Exploration (30%), Connections task (30%) and a Personal Venture (40%).





Research Project (Compulsory)

FULL YEAR / 20 CREDITS

The focus capabilities for this subject are critical and creative thinking, literacy, numeracy, ICT, personal and social, ethical understanding and intercultural understanding.

The Research Practices/Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example: community-based projects, technical or practical activities, work-related research, subject-related research.

Students receive a result in one of two forms:

- Research Project A, which has an external assessment that may be undertaken in a range of formats.
- Research Project B, which has an external assessment that must be undertaken in written form. Students wishing to include this subject in the calculation of their Tertiary Entrance Rank (ATAR) must do Research Project B.

Assessment Tasks:(30%)

Assessment Type 1: Folio(30%)

Involves a Proposal, Research Development and Discussion (10 min presentation)

Assessment Type 2: Research Outcome 40% Research Project A (1500 words), Research Project B (2000 words)

Assessment Type 3: (30%)

Research Project A: Review (1500 words),

Research Project B: Evaluation (1500 words)

The Research Project is a compulsory 10-credit Stage 2 subject undertaken at Stage 1 and students need to achieve a 'C' or better to be successful.



Information Processing and Publishing (IPP)

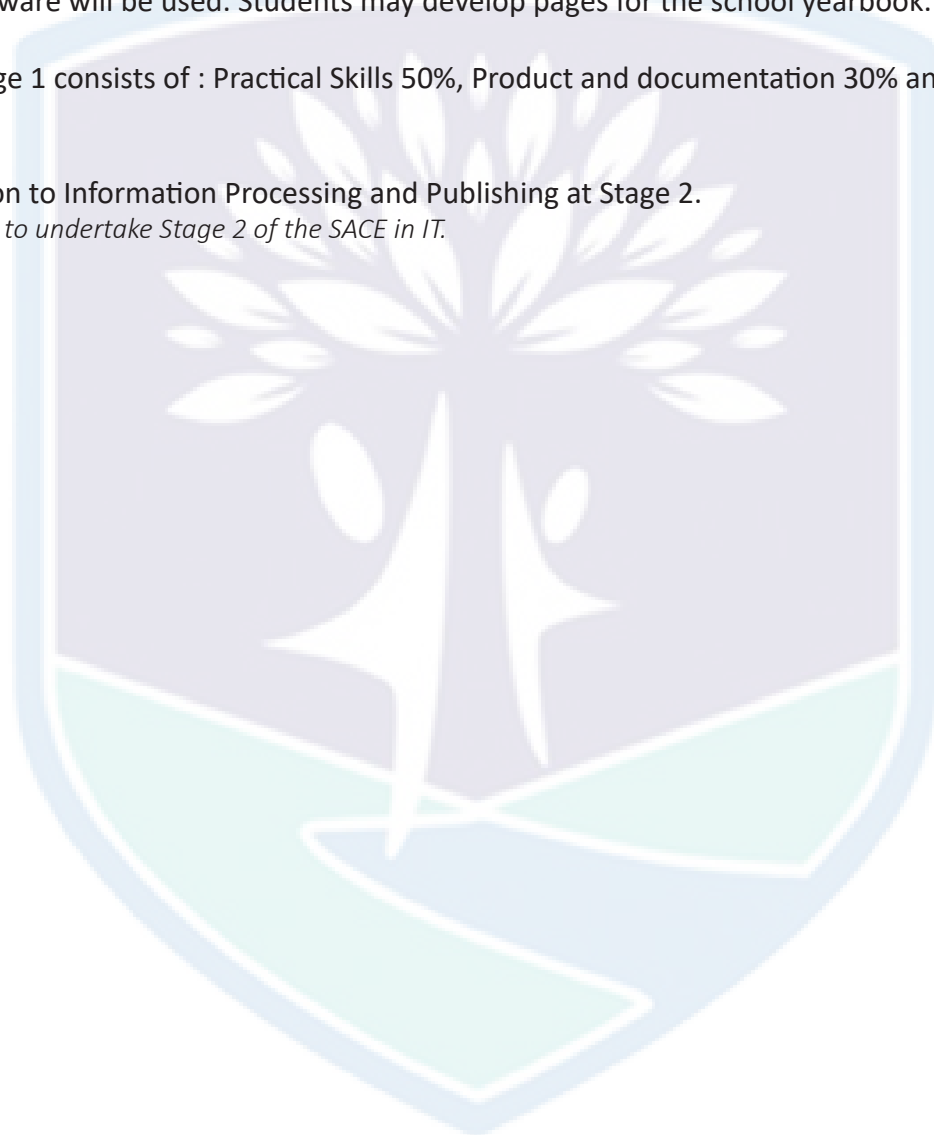
This 10 credit SACE course is for students to enhance skills in production of paper based publications such as magazine pages, menus, invitations and brochures.

Students will develop keyboarding skills and touch typing techniques to Australian standards. A variety of hardware and software will be used. Students may develop pages for the school yearbook.

Assessment in Stage 1 consists of : Practical Skills 50%, Product and documentation 30% and Issues Analysis 20%.

This course leads on to Information Processing and Publishing at Stage 2.

A 'C' grade or better to undertake Stage 2 of the SACE in IT.





GAWLER & DISTRICT
COLLEGE B-12

Year 7

Digital Communication Solutions

Year 7 Technology

Year 7

Material Solutions

Year 8 Technology

Year 8 Wood

Year 9 Metal

Year 10 CAD
1 Year

Year 10 Wood

Year 10 Metal

Year 10 Jewellery

Stage 1 CAD
1 Year
year 10 CAD recommended.

Stage 1 Furnishing

Stage 1 Metal

Stage 1 Jewellery

Stage 2 CAD
1 Year
year 10 & 11 CAD recommended.

Stage 2 Furnishing

Stage 2 Metal

Stage 2 Jewellery



Metalwork

FULL YEAR / 20 CREDITS

Students will study a range of metal fabricating technologies such as Welding, Machining and the use of CNC Equipment. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of different welded joints, testing materials, developing product folios and detailing processes as well as developing a designed product to fabricate using the skills they have previously learned.

Students will build on skills they have developed in Years 8, 9 and 10 Design and Technologies.

Students will be required to complete the following:

3 Specialized Skills Tasks

1 Resource Study

1 Design Process and Solution





Computer Aided Design

1 SEMESTER / 10 CREDITS

Students will use a computer aided Design program to develop skills and knowledge of basic drawing techniques and CAD. They will develop designing and planning skills within a structured design exercise and manufacture their product using a computer controlled 3D printer.

Recommended: for students interested graphic and product design, students considering entering any construction trades and following the Industry Pathways Program and students desiring to participate in Stage 1 CAD.





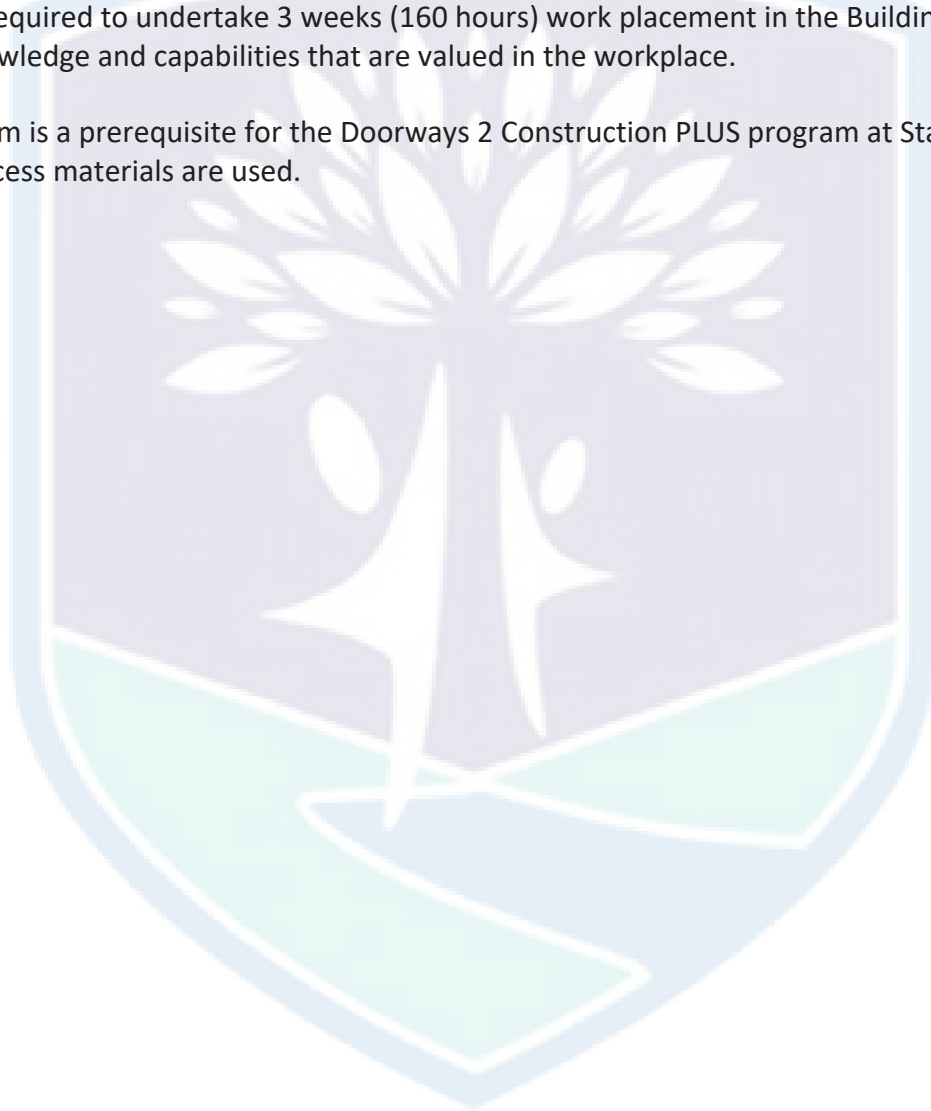
Doorways 2 Construction Industry Pathways Program

As part of Doorways 2 Construction students are recommended to enrol in a full year unit of Stage 1 Essential Mathematics.

Students will construct a range of construction projects throughout the school to develop their construction skills. During this subject students will complete a Certificate 1 in construction.

Students will be required to undertake 3 weeks (160 hours) work placement in the Building Industry that develop skills, knowledge and capabilities that are valued in the workplace.

NOTE: This program is a prerequisite for the Doorways 2 Construction PLUS program at Stage 2. A charge will be levied if excess materials are used.





Wood Work - Furnishing

FULL YEAR / 20 CREDITS

Students will study a range of manufacturing technologies such as tools, machines and systems to make products. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of joints, testing materials, developing product folios and detailing processes as well as developing a designed product to make. Students will build on skills they have developed in Years 8, 9 and 10 Design and Technologies.

Students will be required to complete the following:

Specialised Skills Tasks

Design Process and Solution

Resource Study Part – Investigation

A charge will be levied at the start of the course to cover the cost of materials used.





Jewellery

1 SEMESTER / 10 CREDITS

Material Solutions involves the use of manufacturing technologies for contemporary jewellery as a creative object making practice and to develop their understanding of tools, machines and systems to make products. Students investigate, analyse and critique a broad range of products, processes and production techniques used in industrial situations. Students produce a design brief and use a range of strategies to develop their ideas and their understanding of physical properties of materials used.

Students will elaborate on the skills developed in previous years and develop clear and detailed written tasks in the form of a Design Folio, Materials Investigation and a range of Skills Tasks.

Material Products is a SACE based subject.

Students will be required to complete the following:

Specialised Skills Tasks

Design Folio, Product and Product Record.

A charge will be levied to cover the cost of materials used.



Photography

1 SEMESTER / 10 CREDITS

This NEW subject is a pathway from Media Arts Year 10 and focuses on Digital Photography. Students will investigate the functions of a camera and explore the characteristics of different photographic styles and techniques. Students develop and refine their understanding of Photoshop and demonstrate their ability to capture photographs, plan and produce photographic products to a brief.

Assessment Tasks:

- Product (60%):** Students develop and design a photography product and present a folio in 2 parts.
Part 1 – INVESTIGATION, ANALYSIS, DESIGN & PLANNING – Students develop a folio showing evidence of their investigation and analysis of photography as well as their design and planning stages for their product. This is a maximum of 1000 words written or maximum 6 minutes if oral.
Part 2 – EVALUATION – Students create their product and evaluate its implementation. This component is 500 words if written and 3 minutes if oral.
- Specialised Skills Task (40%):** Students develop knowledge and skills through completing two specialise photography skills tasks, applying them to a negotiated context. This will help them in the development and design of their Photography Product. Task should be completed in multimodal form of maximum of 3 minutes and/or 750 words.

Prerequisite: 'C' grade or better in Year 10 Media Arts or by interview with the arts coordinator.

Pathway: Stage 2 PHOTOGRAPHY / CREATIVE ARTS / VISUAL ARTS / ART-DESIGN



Video Production

Production Length: 1 Semester / 10 Credits

Assumed knowledge: Photography?

Course Description:

In Video Production, students develop their media literacy and production skills by observing, analysing and producing media products. Students will develop their understanding of media productions in Australia and global contexts through the investigation of real-world issues in making and responding to documentary films.

Students will learn the 3 stages of video production, providing them with the skills to plan, shoot and edit a short video. Students will engage with industry-standard equipment and software including the use of DSLR Camera's and Adobe Premiere Pro, in order to produce their films.

Stage 1 Video Production focuses on developing students' collaborative skills, technical abilities and creative thinking. These skills are then assessed through a range of engaging assessment tasks, as detailed below.

Assessment:

Students will complete 3 assessment tasks throughout the subject:

1. Folio (20%) - Task One requires the student to individually or in a group, research, plan and document the creation of a documentary film based on the student's personal interest. Students will film and edit a 5-minute documentary that displays their knowledge of the topic and editing abilities.
2. Interaction Study (%) - Task Two is an analytical review for a publication, reporting on one of the following topics: representation of groups and individuals; elements of form and content; intended audience and effect on that audience; or another negotiated area.
3. Video Production Final Product (%) - Task Three requires students to individually or in a group to create a 5 minute documentary on a topic of their choosing, showcasing all the skills they've developed across the subject.

Pathways from studying the subject:

From studying Video Production students develop skills necessary for future career pathways including areas such as:

- Video Editor
- Film Director
- Camera Operator
- Screenwriter
- Sound Mixer
- Production Assistant



Japanese

Length: Semester/10 Credits or Full year/20 credits

Assumed knowledge: Year 10 Japanese

Course Description:

Students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- *Interacting with others to exchange information, ideas, opinions, and experiences in Japanese*
- *Creating texts in Japanese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions*
- *Analysing a range of texts in Japanese to interpret meaning*
- *Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.*

Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Assessment:

Assessment Type 1: Interaction – weighting 20%

Assessment Type 2: Text Production – weighting 20%

Assessment Type 3: Text Analysis – weighting 20%

Assessment Type 4: Investigation – weighting 40%

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

**This subject has an electronic examination*

Students will be required to use advanced grammar structures and develop their language skills to interact with teachers to speak, listen and respond in Japanese.

Pathways from studying Japanese: Diploma of Languages, translators & interpreters, human resources, economics, diplomacy, research analyst, Information Technology/Science, tourism industry, education.

**Further study may be required.*