



Gawler & District College B-12

Stage 1 | 2025 Curriculum Guide

From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/caregivers.
- 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/Caregivers 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/Cargivers can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending 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.



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Stage 1 Curriculum Guide

Introduction & Content

Choose 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. Progress 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.



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Stage 1 Curriculum Guide

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.

AIF [Full Year] 20 Credits.

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

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



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Stage 1 Curriculum Guide

This is lit: Youth Literature

Length: Full year/20 credits

Assumed knowledge: Year 10 English

Course Description:

Ignite your passion for reading with "This is Lit: Youth Literature," a captivating subject designed specifically for Year 11 English students! Delve into a diverse array of powerful novels, poetry, and graphic novels that reflect the experiences, challenges, and triumphs of today's youth. Explore thought-provoking themes such as identity, resilience, and social justice as you engage with contemporary voices that resonate with your generation. Through lively discussions, creative projects, and critical analysis, you'll gain a deeper understanding of literary techniques while fostering a love for storytelling. Join us on this literary journey where your insights matter, your voice is heard, and the stories that shape us come to life.

Assessment:

It is compulsory 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 weighing 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 General English, Stage 1 This is Lit: Youth Literature or Stage 1 Essential English.

Pathways from studying This is Lit: Youth Literature: Bachelor of Arts, Journalism, Education, Film & T.V., Author, Politian, Marketing, Copywriting.



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Stage 1 Curriculum Guide

General English

Length: Full year/20 credits

Assumed knowledge: English to Year 10

Course Description:

General 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 the 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 the aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australia and other cultures.

Assessment:

It is compulsory for 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 GeneralEnglish: 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.



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Stage 1 Curriculum Guide

Essential English

Length: Full year/20 credits

Assumed knowledge: Year 10 English

Course Description:

In this 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:

It is compulsory for 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. Students will be able to develop their employable skills as well as their 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.



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Stage 1 Curriculum Guide

Japanese Continuers

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

Assumed knowledge: Year 10 Japanese Pop Culture and Art or Explore Japan Through Language and Culture

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.



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Stage 1 Curriculum Guide

Ancient History

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

Assumed knowledge: Year 10 History

Course Description:

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilizations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilizations of Greece and Rome.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

Assessment:

Assessment Type 1: Skills and Applications

Assessment Type 2: Inquiry

Students produce two or three skills and applications tasks for a 10- credit subject and between four and six skills and applications tasks for a 20-credit subject

* Note: Individual tasks may vary from year to year

Additional course counselling information:

Pathways from studying Ancient History: Education (teaching, administration); Museum and Archives (curator, archivist, conservator); Archaeology (fieldwork, research); Cultural Resource Management (preservation, management); Writing and Publishing (books, articles, digital media); Public History (historical preservation, consultancy, educational programs); Tourism and Heritage Management (tour guide, heritage site manager); Government and Policy (cultural heritage, preservation); Media and Communication (documentary filmmaking, podcasting); Library Science (historical texts, archives)

*Further study may be required.



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Stage 1 Curriculum Guide

Tourism

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

Assumed knowledge: Year 10 HASS

Course Description

Understanding the Tourism Industry provides a broad overview of tourism, including its history, local and global impacts, and preparation for international travel. Students will explore the roles of organisations and government, technological influences, and tourism in Australia. The course also covers tourism markets, interactions with natural environments, and essential industry skills, culminating in a custom research project. This course equips students with comprehensive knowledge and practical skills for the tourism sector.

Assessment:

Assessment at Stage 1 is school based.

Evidence of Learning

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

Assessment Type 1: Case Study

Assessment Type 2: Sources Analysis

Assessment Type 3: Practical Activity

Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Additional course counselling information:

This subject has an electronic examination. Students will be required to complete a series of research based tasks.

Pathways from studying Tourism: Travel agent, Tour guide, Hotel manager, Flight attendant, Event management, Hospitality manager, Travel writer, Sustainable Tourism consultant, Pilot, Tourism development officer, Airline management.



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Stage 1 Curriculum Guide

Politics People and Power

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

Assumed knowledge: Year 10 HASS

Course Description:

Politics, Power, and People is available as a 10-credit or 20-credit subject at Stage 1. It explores how power is distributed and exercised across society, examining cooperation, conflict, and governance at various levels. Students investigate political ideas and their effects through historical, legal, cultural, and economic perspectives. The course emphasizes critical thinking, analysis, and research, encouraging students to understand and critique political systems locally and globally. Key themes include understanding politics, analyzing social power and civil disobedience, and applying political knowledge to real-world issues. The course includes a compulsory theme, understanding how politics works, and additional optional themes based on credit load.

Assessment:

Assessment in Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Politics, Power, and People:

Assessment Type 1: Folio

Assessment Type 2: Sources Analysis

Assessment Type 3: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

Two assessments for the folio

One sources analysis

One investigation

Additional course counselling information:

Students will be required to complete a series of research based tasks.

Pathways from studying Politics, People and Power: Politician, Policy analyst, Public affairs specialists, Community organiser, Lawyer, Political Journalists, Public relations.

*Further study may be required.



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Stage 1 Curriculum Guide

Philosophy

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

Assumed knowledge: Year 10 HASS

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 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 at Stage 1 is school based.

Evidence of Learning

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

Assessment Type 1: Folio

Assessment Type 2: Issues Analysis

Assessment Type 3: Issues Study.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

At least two folio assessments

At least one issues analysis assessment

At least one issues study

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 seminars. Jobs for philosophy majors include lawyer, systems analyst, cultural affairs officer, technical writer, education, business, law, and government.

*Further study may be required.



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Stage 1 Curriculum Guide

Society and Culture

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

Assumed knowledge: Year 10 HASS

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, home-lessness 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.



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Stage 1 Curriculum Guide

Legal Studies

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

Assumed knowledge: Year 10 HASS

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.



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Stage 1 Curriculum Guide

Business Innovation

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

Assumed knowledge: Year 10 HASS

Course Description:

Business Innovation introduces students to modern business practices, focusing on solving customer problems through design thinking and assumption-based planning. Students start by exploring and testing hypotheses related to customer needs and solutions, then develop their own innovative ideas. The course encourages risk-taking and iterative development, fostering collaboration and decision-making skills. Students analyse financial data and business information to refine business models and assess the impact of digital technologies and emerging trends on global and local communities.

Assessment:

Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Business Innovation:

Assessment Type 1: Business Skills

Assessment Type 2: Business Pitch.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

three business skills tasks, one of which is a business model summary

one business pitch

Additional course counselling information:

Students will need to participate in a minimum of one group project.

Pathways from studying Business Innovation: Human resources, Accounting, Entrepreneurship, Business intelligence, Marketing, Project management, Finance, Sales.

*Further study may be required.



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Stage 1 Curriculum Guide

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.



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Stage 1 Curriculum Guide

Mathematicals

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.



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Stage 1 Curriculum Guide

General 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: 65%

Mathematical Investigation: 35%

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.



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Stage 1 Curriculum Guide

Essential Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Year 10 Mathematics.

Course Description:

Essential Mathematics provides students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, finance, measurement, geometry and statistics in social contexts.

Students investigate concepts from the following topics: investing and borrowing, measurement, geometry, data in context, everyday calculations and earning and spending.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Application Tasks: 75%

Mathematical Investigation: 25%



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Stage 1 Curriculum Guide

Agriculture

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

Assumed knowledge: Successful completion of year 10 Agriculture and year 10 Science - Minimum C grade.

Course Description

Agriculture encompasses the primary industries and includes Food and Fibre enterprises. 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 of 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.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Agricultural reports: 50%; Practical Investigations; Science as a Human Endeavour investigation.

Application Folio: 50%; Applications Task, Test.

Additional course counselling information:

It is strongly recommended that students intending to study Stage 2 Agriculture complete a full year of Stage 1 Agriculture and compulsory that they complete 1 semester.

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



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Stage 1 Curriculum Guide

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-



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Stage 1 Curriculum Guide

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.



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Stage 1 Curriculum Guide

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.



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Stage 1 Curriculum Guide

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, Nuclear Physics, Electricity and Electric Current.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 60%; Practical investigations; Science as a Human Endeavour Investigation, Deconstruct and Design Practical.

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.



Gawler & District College B-12

Stage 1 Curriculum Guide

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



Gawler & District College B-12

Stage 1 Curriculum Guide

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.



Gawler & District College B-12

Stage 1 Curriculum Guide

Health and Wellbeing

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. In this course, you'll gain the knowledge, skills, and understanding to explore and understand what influences your health and well-being. You'll learn how to make informed decisions about your health and consider its role in different settings. You'll also explore ways to promote positive health outcomes for yourself, your community, and the global society. Health and Wellbeing is a 10-credit subject at stage 1 that consists of the following concepts; health literacy, health determinants, social equity and health promotion.

The school assessment component for Stage 1 Health and Wellbeing consists of two assessment types:

Assessment Type 1: Practical Action (70%)

Assessment Type 2: Issue Inquiry. (30%)

It is recommended that students complete health and nutrition in Year 10.



Gawler & District College B-12

Stage 1 Curriculum Guide

Outdoor Education

1 SEMESTER 10 Credits

(Self funded camps and excursions \$150 extra)

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%).

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

Prerequisites: It is recommended that students should have completed 1 semester of Outdoor Education in Year 10 and have the ability to fund camps and excursions which are essential components.



Gawler & District College B-12

Stage 1 Curriculum Guide

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 Training, Fitness, communication and collaboration will be covered throughout the course with a strong focus on data collection in the second semester.

Assessment:

Students are required to provide evidence of their learning through a Performance Improvement task (50%) and a Physical Activity Investigation (50%) across the semester.

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



Gawler & District College B-12

Stage 1 Curriculum Guide

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.

Additional Course Counselling Information:

- Students are required to view professional theatrical work which will incur a small fee.
- 'C' grade or better in at least 1 unit of Year 10 Drama or by interview with the Arts Coordinator.

Pathway: Script writing, Directing, Theatrical makeup artist, performer, acting, stage technician, Film maker and much more.



Gawler & District College B-12

Stage 1 Curriculum Guide

Music Foundations

This course is designed to give students an introduction to music if they decide they would like to pick it up after Year 9 with little or no music experience. As music continuously builds on knowledge and skills from earlier years, it can be difficult to integrate into the class ensembles if students have little to no experience either playing music or with music concepts and fundamentals.

In this course students will:

- Participate in ensembles performing repertoire and exploring different cultures/eras.
- Perform from music notation.
- Create music using music notation software and digital audio workspaces.
- Explore music styles and conventions by listening to examples and researching and discussing ideas.
- Learn the basics of sound engineering and technical set up procedures.
- Attend weekly instrumental lessons provided by the school or sourced privately.

There are no prerequisites for this course.

Pathway: Performer, Music Technician, Recording Artist, Composer, Conductor, Teacher, Musicologist, Sound Engineer, Producer, and many more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Music

FULL YEAR / 20 CREDITS

Students select a music pathway from the options below. All students are required to play an instrument and/or sing, and attend weekly instrumental lessons provided by the school or sourced privately.

Music Advanced

20 credits

This unit offers students a pathway to study up to two music subjects 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 one music subject 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: Students must achieve a 'C' grade or better in Year 10 Music to study music in Year 11. OR by interview with the Arts Coordinator.

Pathway: Performer, Music Technician, Recording Artist, Composer, Conductor, Teacher, Musicologist, Sound Engineer, Producer, and many more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Sound Technology

1 or 2 units

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 or Creative Arts, depending on the student's other subjects.

Students 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.

Pathway: Sound Engineer, Sound Technician, Foley Artist, Sound Producer, and many more!



Gawler & District College B-12

Stage 1 Curriculum Guide

VIDEO PRODUCTION

1 Unit - 10 Credits

In 11 Video Production, students learn different film genres and their impact on society. Students explore how films are made to communicate messages and meanings for a specific audience. Through a range of assessments students learn editing skills and production techniques. Video production is a creative subject that focuses on the art of filmmaking. Students learn cinematic techniques, procedures and use industry standard practices.

Students will:

- Learn and complete the 3 Stages of Video Production
- Complete pre-production tasks including script-writing, storyboarding, etc.
- Create documentary film on an issue of their choosing.
- Experiment with genres and create a short film.

Pathway: Filmmaker, digital illustrator, teacher, film producer, script-writer, film editor, cinematographer, and more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Visual Art: Art

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students who want to continue their Art journey and have 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%):** Final Artwork of 1 or 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 while negotiated with the teacher.

Additional Course Counselling Information:

- Must have received a C Grade or higher in Year 10 Visual Arts or by interview with the Arts Coordinator.
- Opportunity to go on excursions to view professional exhibitions which may incur a small fee.
- Students will be given the opportunity to produce their own artworks for the Gawler and District College SALA Art exhibition event in August.

Pathway: Artist, designer, illustrator, animator, photographer, art gallery curator, art teacher, architect and more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Visual Arts: Design

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

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

Students will focus on graphic, environment and product design. Students research, analyse, explore and experiment with design media and techniques, and resolve and produce practical work. Students will complete the following SACE Assessment Tasks:

- FOLIO (40%): Creative and visual thinking, exploration and experimentation of Design ideas using Design methods and materials as well as ongoing evaluation in the form of annotations.
- PRACTICAL (30%): Final Product of 1 or 2 artworks based on work completed in the Folio. A written artist's statement (500 words) reflecting on the production of Product.
- VISUAL STUDY (30%): A written (750 word) and practical exploration and investigation into Design styles, Designers and themes while negotiated with the teacher.

Additional Course Counselling Information:

- Must have received a C Grade or higher in Year 10 Visual Arts or by interview with the Arts Coordinator.
- Opportunity to go on excursions to view professional exhibitions which may incur a small fee.
- Students will be given the opportunity to produce their own artworks for the Gawler and District College SALA Art exhibition event in August.

Pathway: Web Designer, illustrator, animator, graphic designer, fashion designer, art gallery curator, art teacher and more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Child Studies

1 SEMESTER (10 Credits) or FULL YEAR (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. Students will undertake both practical and theoretical work. Students will participate in activities with the junior school and will refine their knowledge of child development.

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.



Gawler & District College B-12

Stage 1 Curriculum Guide

Food and Hospitality

1 SEMESTER (10 Credits) or FULL YEAR (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. The course contains both a mixture of practical and theory requirements.

The course contains:

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

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



Gawler & District College B-12

Stage 1 Curriculum Guide

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 work-place 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%)



Gawler & District College B-12

Stage 1 Curriculum Guide

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



Gawler & District College B-12

Stage 1 Curriculum Guide

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%).



Gawler & District College B-12

Stage 1 Curriculum Guide

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.



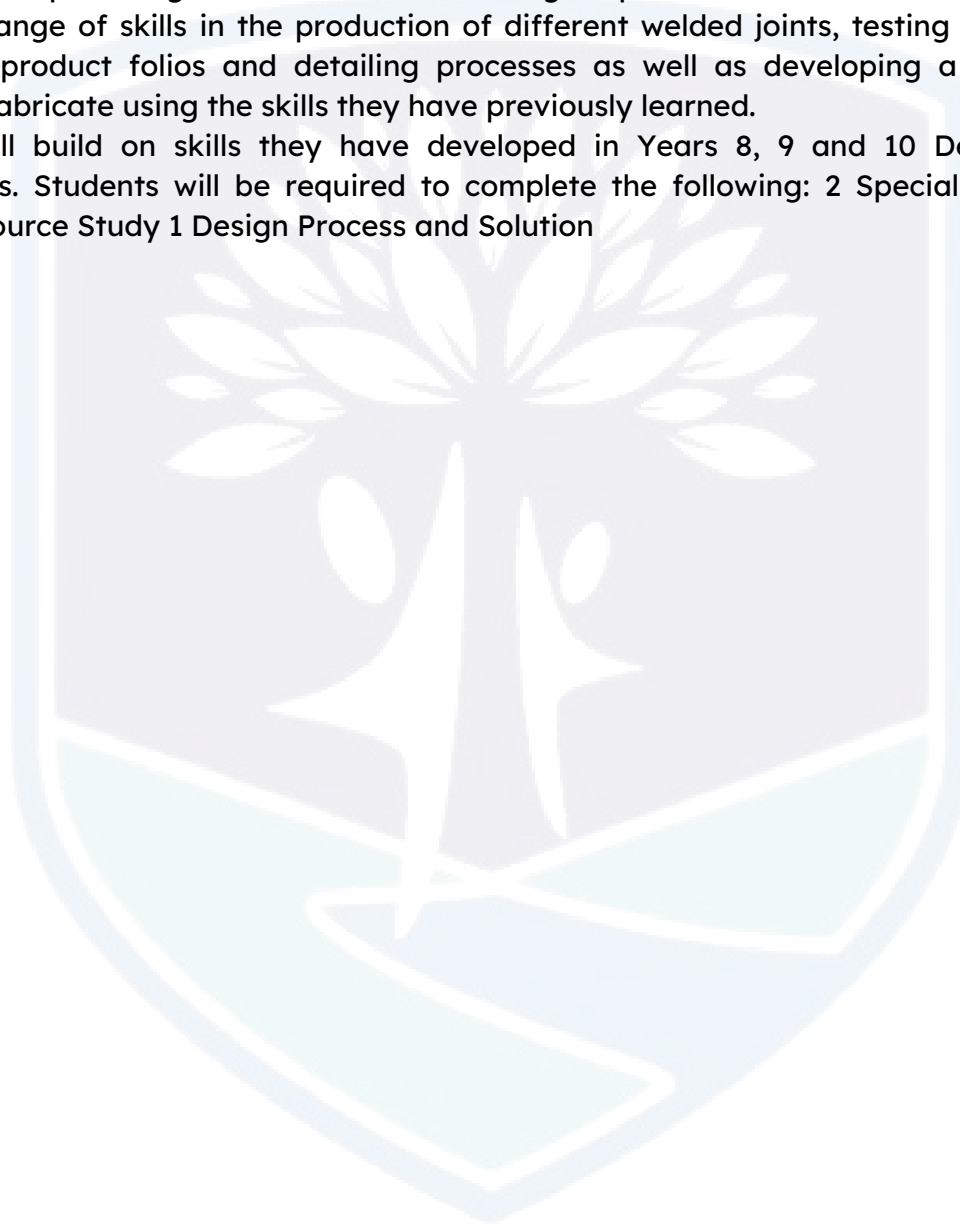
Gawler & District College B-12

Stage 1 Curriculum Guide

Metal Fabrication

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: 2 Specialized Skills Tasks 1 Resource Study 1 Design Process and Solution





Gawler & District College B-12

Stage 1 Curriculum Guide

Robotics

Students will have two skills task and a major to complete. The first skills task entails students to create a robot using the VEX kits and program to complete a variety of set tasks. In skills 2, students will create a robotic arm control. They will program the arm to perform precise tasks such as picking up and placing objects or drawing shapes. Using the skills learnt mentioned above, students will then create a robot to complete a solution to a given problem.





Gawler & District College B-12

Stage 1 Curriculum Guide

Computer Aided Design (CAD)

Students will start off the course by completing a series of modules using Solidworks. Their Skill task 1 will be replication modelling. Students will be replicating a series of wooden toy cars. They will learn how to model, using the sketch and features tools in Solidworks as well as understanding their spatial awareness. Skills Task 2 requires students to use the sheet metal function. They will understand how to bend the sheet metal and create a tool box/ute box. Using the skills learnt mentioned above, students will then produce a major product design and then use the laser cutter.





Gawler & District College B-12

Stage 1 Curriculum Guide

Furniture Construction

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

The school will provide materials to the value of \$30 any additional materials will be charged accordingly.



Gawler & District College B-12

Stage 1 Curriculum Guide

Jewellery

Students will complete two skills task and a major. Skills 1 will be a sweat soldered ring. The ring is to be a thick band with mixed metals. Skills 2, students will be using CAD to design a claw ring then as their major, they will produce their claw ring. This entails lots of complexity as students need to understand that they cannot reheat the solder.





Gawler & District College B-12

Stage 1 Curriculum Guide

Photography

1 or 2 Units -10 Credits

In Stage 1 Photography students will explore the camera settings and how to adjust them for artistic effects. Students will also learn from other digital media artists and replicate their style to produce original media artwork through the Adobe suite. Students will then demonstrate their knowledge of the camera settings and techniques by creating a final product in the form of a series of posters.

Students will:

- Learn the camera settings (ISO/Shutter Speed/Aperture) and the camera techniques (composition and lighting).
- Learn digital manipulation techniques and replicate the works of graphic artists.
- Follow the production process to design a product in the form of a poster.
- Use digital cameras to capture photographs
- Enter photo competitions in and outside the school

Beginning in stage 1 students have the option to take home a camera to photograph subjects outside of the school.

Pathway: Photographer, graphic designer, digital illustrator, teacher, social media manager, artist, and more!



Gawler & District College B-12

Stage 1 Curriculum Guide

Dance

Stage 1 Dance consists of three strands: Understanding dance. Creating dance. Responding to dance. In Stage 1 Dance, students will:

- Develop technical and expressive dance skills in a variety of dance styles (to be co-designed with students)
- Safe dance practices
- Dance composition and choreography skills
- Explore the elements of dance (space, time, dynamics and relationships)
- Understand and use structural devices (choreographic device and form)
- Production elements, including lighting, costume, makeup design
- Dance performance in a variety of settings
- Appreciation and analysis of dance from different cultures, historical periods and traditions

Pathways: Professional Dancer (stage and screen), Choreographer, Creative Director of a Dance Company, Community Dance Teacher, Primary/Secondary Dance Teacher, Dance Physiotherapist, Dance Movement Therapist, Yoga/Pilates teacher, Personal Trainer, and many more.



Gawler & District College B-12

Stage 1 Curriculum Guide

Engineering

Stage 1 Engineering immerses students in a challenge to design a professional spec F1 car by using analytics take from air resistance, mass and +/- pressures zones in a car. Using both Mathematic and physics principals, students will have the opportunity to design their own scale model cars and put them to the test down a 20m track. Each student will complete 2 skills tasks designed to assist their learning before building a product report to display their learning, calculations, design decision making and CAD modelling skills.

