



**Wirreanda
Secondary School
Course Handbook 2022
Senior School 10-12**

Learning for Life

Respect Responsibility Honesty Achievement

Wirreanda Secondary School

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INTRODUCTION

Wirreanda Secondary School is focused on high expectations, innovation and improvement. Our central purpose is to develop our students' learning and wellbeing and we know that the most critical driver for this development is our focus on continued improvement and creating meaningful learning opportunities through fostering genuine student voice.

Our school values of respect, honesty, responsibility and achievement drive our daily actions and forward directions at Wirreanda Secondary School. We work hard to ensure all students are provided with opportunities to succeed and that they graduate as well-rounded individuals who feel a sense of worth and contribution to the local and global community.

Genuine Student Voice for Learning is an area of focus at Wirreanda Secondary School. When students have a genuine voice in how the school is run, they are more likely to be engaged and feel themselves as "shareholders" which, of course, makes the school a better place. Student Voice for us is valuing and encouraging students to be actively involved in our school community, a critical part of decision-making and supported to bring plans and ideas into action.

We are proud to offer a broad curriculum and a range of academic and vocational pathways for students here at Wirreanda Secondary School. An extensive choice of programs cater for students' diverse learning needs and interests, including our Specialist Sports Course, Vocational Education and Training courses, The Arts and Student Leadership.

In 2023, we will see the third cohort of Year 7 students entering our school, with this being our first full intake beyond the Year 7 to High School Pilot program. Wirreanda Secondary School was incredibly privileged to be one of three schools across the state to take part in the Year 7 to High School Pilot, which commenced in 2020.

Our year 7s jump straight into a contemporary curriculum that creates a fantastic foundation for our innovative programs for the Middle and Senior School. Year 7 and 8 students explore ideas, problems and challenges through an intercurricular approach, with Year 9 and 10 students exploring Mathematics and Science curriculum through our ICS (Inquiry Centred Studies). In addition we continue to build courses that integrate key capabilities and offer students to work with peers in vertically grouped classes across all year levels.

An exciting time to be a learner at Wirreanda Secondary School!

Caroline Fishpool
PRINCIPAL

Learning for Life

Respect

Responsibility

Honesty

Achievement

knowledgeable innovative passionate
LEARNERS



OPPORTUNITIES @WSS

Success is not only measured in academic achievement. Many students find challenge and fulfilment through sport, creative pursuits or technologies. Wirreanda Secondary School's Extra-Curricular Programs provide opportunities to develop skills and passions in individual and collaborative environments as well as an valuable opportunities to further develop relationships "out of class" with teachers, younger and older peers and the wider school community.

Many of these Extra-Curricular Programs are offered during our extended lunch period every Wednesday. In the past these have included:

- F-X Makeup artistry
- Dream to Draw Anime Art Club
- Smoothie Bar
- Philosophy Club
- Pedal-Prix
- Sustainable Gardening
- Tech Ventures
- Girls in STEM
- Street Food Alley
- E-sports competitions

These programs are responsive to student interests and change dependent on student requests or interest.

Overseas Expedition

Our biennial (every two years) Overseas Expeditions provide an opportunity for students to develop resilience, leadership, confidence and empathy all whilst becoming educated global citizens. In the past groups of students have traveled to Cambodia and worked to develop educational programs, and learning facilities for the local orphanage.

Participating students can expect to:

- gain first-hand experience in making a contribution to an under-privileged community in another country
- build an appreciation of another culture and a broader understanding of global issues
- develop confidence to lead a group and make decisions
- work as part of a cohesive team to achieve common goals
- experience life outside of their 'comfort zone'
- face and overcome mental and physical challenges
- build positive relationships with peers and staff along with their host community

Expression of interest in this program can be indicated on Student Course Selection Cards which will ensure information will be provided when the Expedition is being offered.



Ski Trip

Wirreanda Secondary School will be offering year 10 - 12 students the opportunity to attend a Wirreanda Snow Tour to the ski fields of Victoria. This experience will be a fantastic learning and growth opportunity for your young person and will help them in the following ways:

- learn how to ski or snowboard in a safe and controlled environment
- experience the wonder and challenges of an alpine environment
- a unique opportunity to develop life skills and learn values that will enrich their lives
- experience new challenges and achievements
- They'll have the time of their lives with their classmates and friends, and create memories that will last a lifetime

We will be travelling with School Snow Tours who specialise in coordinating educational snow tours for senior school groups to experience snow sports and learn alpine safety. Their team have over 15 years of combined experience and involvement with school snow trips and are committed to creating a safe and fun environment for students to have the best possible tour experience. Don't let your child miss out on this opportunity!

Expression of interest in this program can be indicated on Student Course Selection Cards which will ensure information will be provided when the Ski Trip is being offered.

Employment and Entrepreneurial Opportunities

Since 2018, we have been exploring opportunities for students to be engaged in paid work that would otherwise be outsourced to private enterprise or allocated to staff within the school. At Wirreanda Secondary School we acknowledge that our student community have valuable skills that can be applied to enhance the services and processes that are required to run our growing innovative school on a day to day basis.

In 2022 this model of student employment will continue to grow, and opportunities for students to apply for project work, short and long term contracts, will be available across years 7-12. Students will also have the opportunity to propose their own contracts of employment if they identify a need that is not currently being met in the school.

These opportunities support students to build financial literacies, budgeting, time-management, responsibility and communication skills through a range of interactions with staff across different roles.

In addition to employment, we acknowledge that entrepreneurial skills and approaches are becoming more and more advantageous for our future graduates. Embedding entrepreneurial thinking across a range of learning experiences will support students to identify and respond to potential entrepreneurial opportunities within and beyond our school community.

We currently have an **Extended Learning Scholarship** program which invites students to apply for financial support to engage in learning opportunities outside of school. This model will also include support for successful applicants who propose entrepreneurial projects.

Students that are interested in pursuing either employment or entrepreneurial opportunities, should seek further information available from the Work Experience Office.

Extended Learning Scholarship

Extended Learning Scholarship provided financial support in the form of scholarships to Year 7 to 11 students who wish to take learning courses beyond what can be offered by the school or current VET provision. The Scholarship is in line with our drive for continued improvements in student learning, a need to increasingly encourage students to focus on their learning development and a wider recognition of the significance of self-directed learning.

These scholarships are seen as a way of encouraging students to drive their efforts and achievements in school with the added incentive of financial support for learning to support their passions or career pathways.

These courses can be identified by the students themselves or by the school.

The Extended Learning Scholarship panel will take into consideration students who have demonstrated academic achievement or show agreed improvements or growth in academic performance when selecting successful applications.

Applicants must apply with parental approval.

For further information, please email Stacey Bartlett at Stacey.Bartlett944@schools.sa.edu.au

Student Voice and Leadership

At Wirreanda Secondary School we are dedicated to increasing student ownership of our school by valuing and encouraging students to be actively involved in our community. This includes being a critical part of decision-making and being supported to bring plans and ideas into action. Our students are encouraged to create opportunities for themselves and others, organise and participate in a range of extra-curricular activities, embrace leadership opportunities and share their ideas, perspectives and concerns in forums with peers, staff, parents and the wider community.

In recent years students have led significant change and engaged in a range of student-led programs in our school including but not limited to:

- Co-designing curriculum alongside staff
- Delivering professional development to staff
- Identifying whole-school areas for improvement through the collection and analysis of data and developing Site Improvement goals
- Leading digital programs and initiatives
- Designing school digital platforms and programs
- Initiating, planning and running awareness activities, events and projects such as Wear it Purple Day, Bullying No Way, Walk a Mile in My Boots and others.

Students who are keen to leave a legacy, work with peers and staff to create change, or just contribute to the school community in meaningful ways should indicate their interest on their Student Course Selection Card or speak to one of our school captains.



GETTING YOUR SACE

The South Australian Certificate of Education (SACE) is an internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

To achieve your SACE, you need to complete **200 credits**.

You will achieve **50 credits** for the following compulsory subjects:

- 10 credits for the Personal Learning Plan at Stage 1 level
- 20 credits chosen from a range of English subjects at Stage 1 or Stage 2 (literacy requirement)
- 10 credits chosen from a range of Mathematics subjects at Stage 1 or Stage 2 (numeracy requirement)
- 10 credits for the Research Project at Stage 2.

You will also need to successfully complete at least **60 credits** from Stage 2 subjects.

Please note, you need to achieve:

- a C grade or better in the compulsory Stage 1 subjects
- a C– grade or better in the compulsory 70 credits of Stage 2 subjects.

The remaining **90 credits** can be attained through Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or community learning).

Generally at Year 11 and Year 12, you receive 10 credits for a semester subject and 20 credits for each full-year subject.

If you need more help understanding how the SACE works, talk to your Home Group teacher, Senior School Leader or Mr Stubing (our SACE delegate).

You can also use the SACE planner available on the SACE website www.sace.sa.edu.au



UNIVERSITY and TAFE

When selecting your Stage 1 and 2 subjects it is important to consider all possible future pathways based on your current level of performance, as well as your aspirations and capabilities. In thinking about your future pathways, don't limit yourself, but instead keep your options open as your aspirations may change at different times in your final years of schooling.

You should seek as much advice and information as possible to ensure you select the best learning program.

Universities and TAFE decide their own entry requirements. Be sure to access current information regarding further study options by attending Open Days and information sessions provided by Universities and other Institutions, and accessing their websites. You can also seek information about achieving an ATAR or the range of guaranteed and alternative entry programs that we participate in by speech with your Senior School Leader.

The more information you have, the more informed your choices and the greater chance you will have of achieving personal success.



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ACHIEVEMENT RESPONSIBILITY

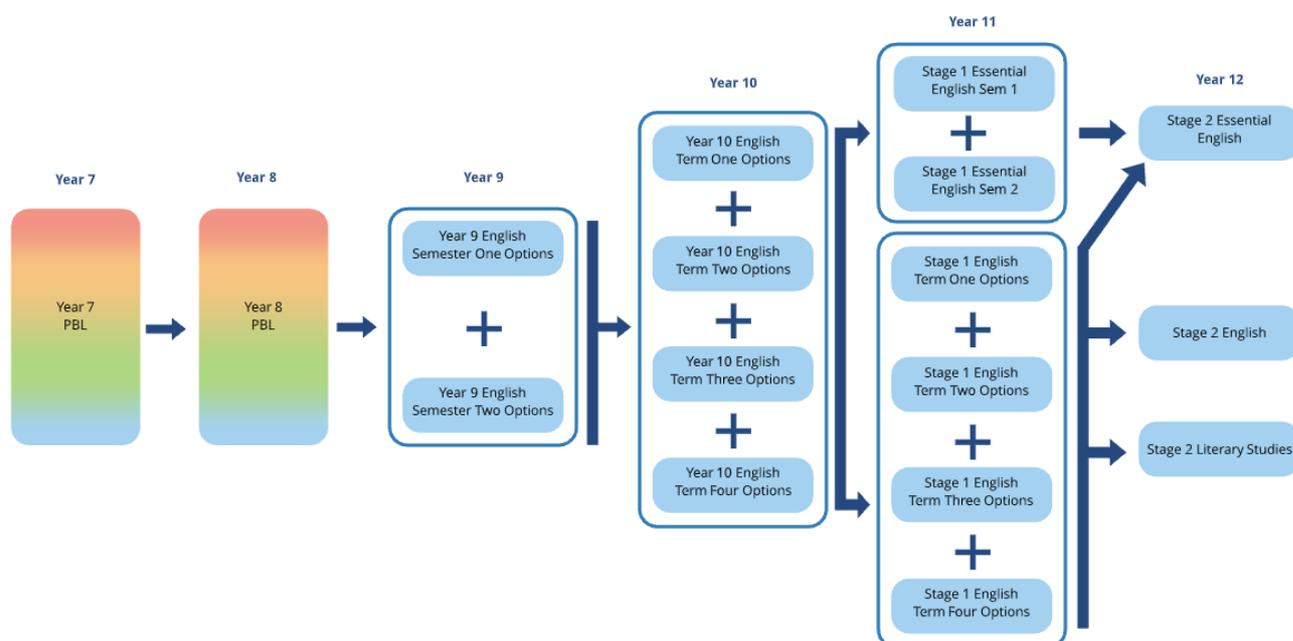


ENGLISH

KEY CONTACT: Briony Steele

Email: Briony.Steele317@schools.sa.edu.au

The study of English is central to the learning and development of all students at Wirreanda Secondary School. It supports confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students learn to analyse, understand, communicate and develop relationships with the world around them. The study of English ensures young people develop the skills needed for education, training, work and lifelong learning.



ACHIEVEMENT

"People with good literacy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills. They are more able to take advantage of the opportunities that life may offer them."

Year 10 English Term 1 Options

At Year 10, students can design their own English pathway with options in each term addressing the same Australian Curriculum Standards, just in different ways. This is designed to support students to choose their preferred paths or passions and allow them to express themselves and explore texts that have more meaning to them. Students **MUST** choose one option from each term, selecting a total of four English options for the year.



Year 10 The Poetic Power of Song

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

What is the point of poetry?

Key / Guiding Questions:

1. What is the difference between a song and a poem?
2. Does poetry have to follow 'the rules'?

Do you ever read poetry? What about listen to it? Have you ever considered that the music you listen to everyday is actually powerful poetry? This course will give you the opportunity to learn the 'ins and outs' of poetic techniques. You will investigate a variety of poets, who may include some of your favourite music artists! You will be encouraged to experiment with using those poetic techniques as you write your own original work.

Year 10 Let's Get Graphical

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

Are graphic texts just for children?

Key / Guiding Questions:

1. How do graphic texts tell a story?
2. What makes a graphic text different from a short story or novel?

Anime. Manga. Graphic Novels. Comic Books.

Originally a niche genre, graphic texts are becoming increasingly popular with adults, teenagers and children alike. Graphic texts have their own conventions and features which enable their authors to develop complex characters and plots. In this course you not only get the chance to study graphic texts of your choice - you also get to make your own!

Year 10 After the Game

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

How do other people's interpretations of sports issues and players influence my own?

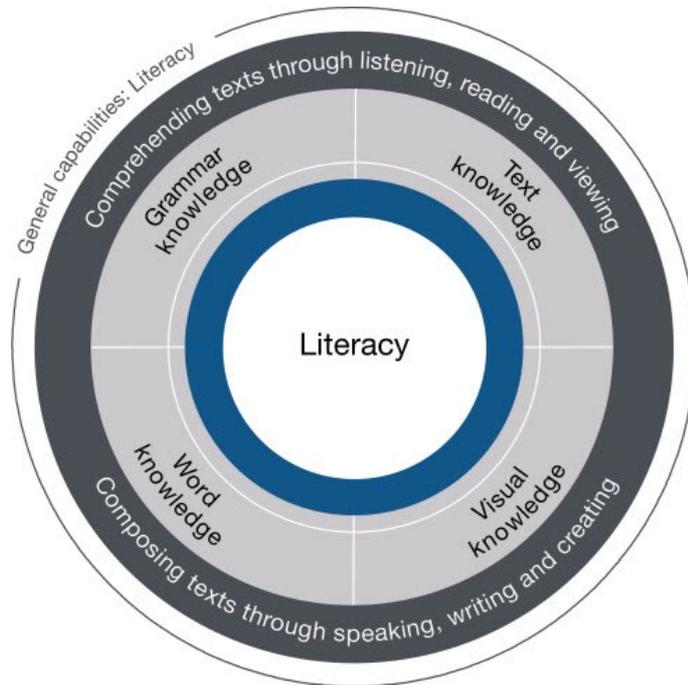
Key / Guiding Questions:

1. How can language influence social perception and lead to idolisation?
2. How does using specific language include or exclude people from a community?

Communities have their own traits, communication and language - this is the same within sport. Whether on the field, in the grandstands or on the 'telly' at home, listening to sports gurus can ultimately be like a foreign language for the unfamiliar. This in turn, leads us to idolise athletes for their strength, speed, and resilience.

But do our sports heroes always live up to this elevated status, and is it fair that we hold them accountable to higher moral standards based on their sporting prowess?

Year 10 English Term 2 Options



Year 10 Be Independent. Be Informed.

Recommended understanding/experience: Nil

Duration of course: Term 2

Course Overview:

Essential Question/Big Idea

How do I make independent, informed decisions?

Key / Guiding Questions:

1. To what extent is my personal reaction to a story influenced by the way the director constructs the film?
2. How am I being manipulated by advertising?

Do you ever feel as though you are being manipulated? Do you shop around when you want to purchase a product like a phone or computer? You should! From the strategic use of a sombre soundtrack in a film to the wafting scent of freshly baked bread as you walk the aisles at the supermarket... effective storytellers, directors and advertisers are always trying to evoke a particular response from you!

In this course you will also consider manipulation from a different lens by analysing advertising techniques. You will examine two different catalogues for similar products and identify how those advertisements try to entice you to buy their products, what marketing strategies they use and how successful they are.

Year 10 The Anti-Hero

Recommended understanding/experience: Nil

Duration of course: Term 2

Course Overview:

Essential Question/Big Idea

Are all heroes perfect?

Key / Guiding Questions:

1. What are the essential qualities of a hero?
2. Does a person's motivation to act affect the moral quality of their actions?

The most interesting characters are flawed. The word 'hero', however, often conjures images of a perfect, selfless being who fights against a villain in the never-ending battle of good versus evil. Everyone has heard that story before...

In this course, you will study the Anti-hero: the flawed hero who is not motivated by the need to 'do good', but are often seeking revenge against their personal enemies or demons, or are 'heroes' who are driven by their ego or self-interest.

Year 10 Revenge is a Dish Best Served Cold

Recommended understanding/experience: Nil

Duration of course: Term 2

Course Overview:

Essential Question/Big Idea

Is revenge ever the answer?

Key / Guiding Questions:

1. How is revenge used to explore situations and characters?
2. How do authors manipulate our morals and viewpoints about revenge?

"Before you embark on a journey of revenge, dig two graves."

(Confucius, famous Chinese philosopher)

Revenge is an enduring theme in literature and film across the ages. As a society, we love to examine how humans react to wrongdoing or betrayal; in fact, most reality television relies on our fascination with this concept!

In this course you will consider how the idea of 'revenge' has infiltrated our literature, films and pop culture, and at times even impacts on the way our society functions.

Year 10 English Term 3 Options



Year 10 Have Your Say

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea

How can I express my views and ideas so that other people listen?

Key / Guiding Questions:

1. How do I find my "inner voice"?
2. What does it mean to be creative?

Do you find that you often have your own views on social issues that affect society as a whole, such as environmental issues, gender issues and health issues?

Written, oral and visual language can all be used to change the world. In this course you will explore your own ability to influence the world around you. With the opportunity to be as creative as you want, you will select a topic that you are passionate about, use your voice, and persuade those around you to feel the same. Share your views as you learn the secrets of persuasion, debating and advocacy.

Year 10 Seven Ways to Tell a Story

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea

What does it mean to be original?

Key / Guiding Questions:

1. Have all the good stories already been told?
2. How much of my original thought is influenced by the work of those before me?

Have you ever read a book or watched a film and felt like you'd heard the story before? Some people have suggested that there are only seven possible plots: Overcoming the Monster, Rags to Riches, The Quest, Voyage and Return, Comedy, Tragedy, and Rebirth.

In this course you will learn about each of the seven possible plots and then you will use these concepts to analyse and categorise some of your favourite stories. Once you are an expert in developing an engaging plot, you will have the opportunity to show off your new skills as you develop your own piece of creative writing based on one of the seven possible plots.

Year 10 Ordinary Things in Extraordinary Situations

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea

How can imitation teach us to be better creative writers?

Key / Guiding Questions:

1. How can interpreting someone else's vision make me become a better writer?
2. How does considering the perspectives of others change my understanding of ideas, themes or values?

Learn by doing! Take an 'ordinary thing', create an 'extraordinary situation' and see what happens.

In this course, you will closely examine a small number of short texts (poems, songs, short stories and artwork) and learn about the features of each text. You will then use your new skills to rework a text to make something of your own. At the end of the term you will reflect upon how your writing skills have developed and how this task will change how you write in the future.

Year 10 English Term 4 Options



Year 10 Inspired by History

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

How can fiction help us learn from past mistakes?

Key / Guiding Questions:

1. To what extent does historical fiction accurately reflect what happened, or do we risk re-writing the past?
2. How does my general knowledge impact on my understanding of a story?

Did you know that many modern novels and films are based upon events in history? Some of these are obvious, others are more subtle, however, historical fiction has always been a highly popular genre.

During this course, you will study a class novel that is set during a particular historical period or which is based around a particular historical event. As a class, you will consider how accurately the past is portrayed, as well as the significance of narrative perspective and authorial bias.

**No assumed historical knowledge.*

Year 10 The Book Club

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

How can reading together shape your interpretation of a story?

Key / Guiding Questions:

1. How do other people's opinions influence my feelings about what I am reading?
2. How can we build on a story?

There is nothing more rewarding than investing yourself in a good novel, watching the characters develop as the plot is revealed...

In this course, you will be part of a small reading community within the class. You will be responsible for selecting the novel you will read, agreeing your reading schedule, and discussing your novel with other members of your reading community. As a group, you will be responsible for documenting this process on a Google site. In addition, you will work collaboratively to plan and write a companion text to the novel you have read (eg prequel, sequel, spin-off).

(Note: this course requires a significant amount of group work, including group assessment and homework tasks.)

Year 10 What if...?

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

Can the ends ever justify the means?

Key / Guiding Questions:

1. Does our current world reflect the elements of dystopia or utopia?
2. To what extent is fictional writing an effective way of exploring alternative futures and warning us of the risks?

What if...

... the people we trusted to look after us, were the people who were hurting us?

... we had lost our rights and freedoms so gradually that we hadn't noticed that now we had none?

... people were treated like objects, such that we had lost our humanity?

But that would never actually happen... would it?

"In the not too distant future, in a place that is a lot like this, a group of young people read about a world that seemed suspiciously like their own."

The sci-fi genre, and in particular dystopian fiction, has long been used by writers as a way of warning their readers about the dangers of the future. In this course, you will study a dystopian novel and find connections to current local and global events. Perhaps you'll even pick up some survival skills...

Stage 1 Essential English

Recommended understanding/experience:

English teachers will make recommendations based on the achievement from the previous year.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

What communication skills do I need to be successful in the future?

Key / Guiding Questions:

1. Why are verbal communication skills so important?
2. How can I communicate instructions clearly to others?
3. How can I apply specific language techniques in order to improve my literacy skills?
4. How do authors use language techniques in order to attract their target audience?

In Essential English, you are given the opportunity to look at a range of texts and to create your own original work. This course is designed to allow you to develop the communication and literacy skills required for success in everyday life, including in the workplace and on the sports field. As such, there is an emphasis on verbal communication skills, comprehension, informative and procedural writing.

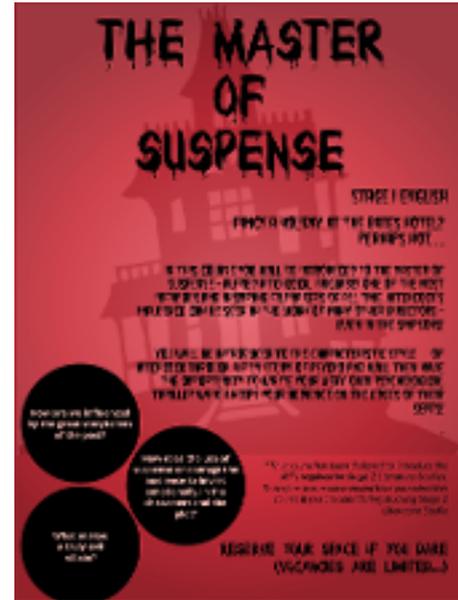
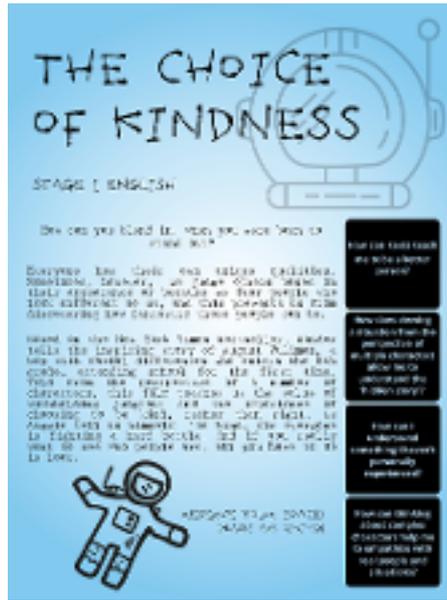
Each semester you will complete two assessment tasks which require you to respond to a text and two assessment tasks which require you to create an original text. At least one task each semester must be an oral presentation (which can be prerecorded) and at least one task each semester must be written. Each task will be a maximum of 800 words or 5 minutes.

You must achieve a C or higher for both semesters to satisfy the literacy requirement for the SACE.

Note - If you are considering Stage 2 English in 2022, you should select courses from Stage 1 English not Essential English.

Stage 1 English Term 1 Options

At Year 11, students can design their own English pathway with options in each term addressing the same SACE Performance Standards, just in different ways. This is designed to support students to choose their preferred paths or passions and allow them to express themselves and explore texts that have more meaning to them. Students MUST choose one option from each term to select a total of four English options for the year.



Stage 1 English Burton is the New Black

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

How is my identity and place in society shaped by how I view myself and believe others view me?

Key / Guiding Questions:

1. What makes the Gothic genre an effective tool for exploring the idea of self and belonging?
2. What makes Burton's directorial style so distinctive?

In this course you will be confronted by the dark, gothic, quirky work of eccentric director Tim Burton. You will explore a range of his work (including poetry and sketches) and the gothic genre, before encountering one of Burton's films. You will meet Burton's unique characters and analyse his distinctive use of colour, costume and set to explore aspects of human nature and societal expectation.

Stage 1 English The Choice of Kindness

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

How can texts teach me to be a better person?

Key / Guiding Questions:

1. How does viewing a situation from the perspective of multiple characters allow me to understand the 'hidden story'?
2. How can I understand something I haven't personally experienced?
3. How can thinking about complex characters help me to empathise with real people and situations?

How can you blend in, when you were born to stand out?

Everyone has their own unique qualities. Sometimes, however, we judge others based on their appearance or because we fear people who look different to us, and this prevents us from discovering how fantastic those people can be.

Based on the New York Times bestseller, *Wonder* tells the inspiring story of August Pullman, a boy with facial differences who enters the 5th grade, attending school for the first time. Told from the perspective of a number of characters, this film teaches us the value of withholding judgement and the importance of choosing to be kind, rather than right. As Auggie tells us himself, 'Be kind, for everyone is fighting a hard battle. And if you really want to see who people are, all you have to do is look.'

Stage 1 English The Master of Suspense

Recommended understanding/experience: Nil

Duration of course: Term 1

Course Overview:

Essential Question/Big Idea

How are we influenced by the great storytellers of the past?

Key / Guiding Questions:

1. How does the use of suspense encourage the audience to invest emotionally in the characters and the plot?
2. What makes a truly evil villain?

Fancy a holiday at the Bates Hotel? Perhaps not...

In this course you will be introduced to the Master of Suspense - Alfred Hitchcock. Arguably one of the most infamous and inspiring filmmakers of all time, Hitchcock's influence can be seen in the work of many other directors - even in *The Simpsons*!

You will be introduced to the characteristic style of Hitchcock through a film study of *Psycho* and will then have the opportunity to write your very own psychological thriller which keeps your audience on the edges of their seats!

Stage 1 English From Another Angle

Recommended understanding/experience: Nil

Duration of course: Term 2

Course Overview:

Essential Question/Big Idea

How can considering different perspectives broaden my thinking and open my mind?

Key / Guiding Questions:

1. Is what I think the only answer?
2. What is the role of the author and the reader in shaping the 'meaning' of the text?

Are you looking to stretch yourself and open your eyes to alternate perspectives? If so, then this is the course for you!

Often when you read or view something, you will interpret key ideas differently to your friends and you may reach different conclusions about plot, character or the meaning of the text. Literary theories were developed as a means to understand the various ways people read texts and are lenses through which we can see texts, and in turn, find whole new perspectives on what we are reading or viewing. By exploring and understanding alternative literary theories, you are encouraged to deepen your knowledge of each text and, in turn, are encouraged to develop and justify your own interpretation and ideas.

Stage 1 English All the World's a Stage

Recommended understanding/experience: Nil

Duration of course: Term 2

Course Overview:

Essential Question/Big Idea

Is theatre relevant to younger generations?

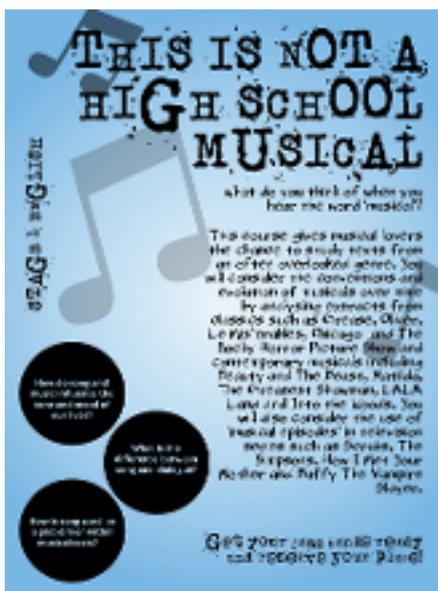
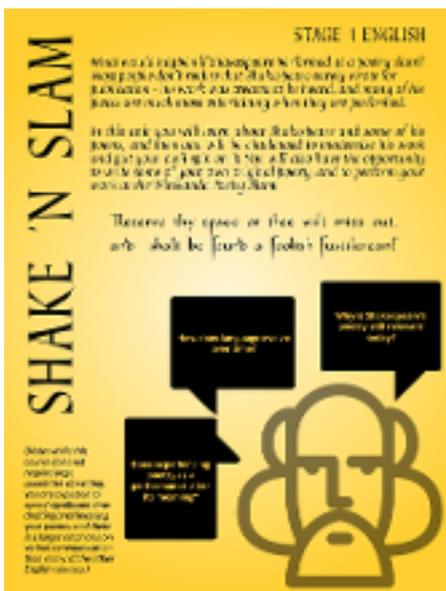
Key / Guiding Questions:

1. How do my personal experiences influence my reaction as an audience member?
2. How do live performances allow us to connect with others?

Attending a live performance is a very intimate and confronting experience. As an audience member, you become part of the performance, and often you will experience a stronger emotional reaction to the ideas presented than if you were reading a book or watching a movie. In this course, you will attend a live performance. You will complete an analytical response to the play identifying the key themes and ideas explored and how your personal views about those themes or ideas have been challenged or confirmed by the performance.

Stage 1 English Term 3 Options

At Year 11, students can design their own English pathway with options in each term addressing the same SACE Performance Standards, just in different ways. This is designed to support students to choose their preferred paths or passions and allow them to express themselves and explore texts that have more meaning to them. Students MUST choose one option from each term to select a total of four English options for the year.



Stage 1 English Shake 'n' Slam

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea: How does language evolve over time?

Key / Guiding Questions:

1. Why is Shakespeare's poetry still relevant today?
2. Does experiencing poetry as a performance alter its meaning?

What would happen if Shakespeare performed at a poetry slam? Most people don't realise that Shakespeare rarely wrote for publication; his work was created to be heard, and many of his pieces are much more entertaining when they are performed.

In this course, you will learn about Shakespeare and some of his poems, and then you will be challenged to modernise his work and put your own spin on it. You will also have the opportunity to write some of your own original poetry, and to perform your work at the Wirreanda Poetry Slam!

(Note: while this course does not require large quantities of writing, you are expected to spend significant time drafting and finessing your poems, and there is a larger emphasis on verbal communication than many of the other English courses.)

Stage 1 English This is NOT a High School Musical

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea

How do song and music influence the tone and mood of our lives?

Key / Guiding Questions:

1. What is the difference between song and dialogue?
2. How is song used as a plot-driver within musical texts?

What do you think of when you hear the word 'musical'?

This course gives musical lovers the chance to study texts from an often overlooked genre. You will consider the conventions and evolution of musicals over time by analysing extracts from classics such as *Grease*, *Oliver*, *Le Mis`erables*, *Chicago* and *The Rocky Horror Picture Show* and contemporary musicals including *Beauty and The Beast*, *Matilda*, *Doctor Horrible's Sing Along Blog*, *LALA Land* and *Into the Woods*. You will also consider the use of 'musical episodes' in television series such as *Scrubs*, *The Simpsons*, *How I Met Your Mother* and *Buffy The Vampire Slayer*.

Stage 1 English Under the Microscope

Recommended understanding/experience: Nil

Duration of course: Term 3

Course Overview:

Essential Question/Big Idea

How can deconstructing something improve my understanding of it?

Key / Guiding Questions:

1. How many hidden layers of meaning can I find within a text?
2. Why do the features and conventions vary depending on the text?

Often when we read or view something, we are looking at the 'big picture', that is, we are considering the text as a whole. In this course you will deconstruct a range of short texts (advertisements, short stories, poems, magazine articles, film posters and billboards) as you put them 'under the microscope'. You will learn how to identify the advanced techniques and conventions of particular text types via close analysis, and then you will consider how those techniques are working together to explore an idea and influence you, the audience.

Not for the faint hearted, this course requires patience, attention to detail and an inquisitive mind.

Stage 1 English Term 4 Options

At Year 11, students can design their own English pathway with options in each term addressing the same SACE Performance Standards, just in different ways. This is designed to support students to choose their preferred paths or passions and allow them to express themselves and explore texts that have more meaning to them. Students MUST choose one option from each term to select a total of four English options for the year.

STAGE 1 ENGLISH

TO KILL A MOCKINGBIRD

YOU NEVER REALLY UNDERSTAND A PERSON UNTIL YOU LOOK AT THEM FROM HIS POINT OF VIEW... UNTIL YOU CLIMB INTO HIS SKIN AND WALK AROUND IN IT.

One of the most well-known novels of all time, *To Kill a Mockingbird* is set in a small town in Alabama. Narrated through the eyes of a child, the novel explores class, racial inequality and innocence. You will study this novel as a class, and complete a written response about the key themes and issues raised by the author.

You will then create a text in any format (subject to teacher approval) that promotes diversity, inclusivity and equality within the Wirrawadda & local Community. You will need to use your creativity to produce a text that inspires your peers to hold others to account for their actions.

RESERVE YOUR SPACE!
PLACES ARE LIMITED!

- One text to always read!
- How do I ensure my text is 'inclusive and equitable'?
- How do I ensure my text is 'creative and original'?

STAGE 1 ENGLISH

What is it like to create?
How can I design a message, meaning, message, meaning?
How can I encourage others to read?

Choose your own adventure. Yep, that's right - you get to design your own course!

Choose a written text (novel, graphic novel, poetry anthology) that you would like to read and independently write this term (subject to teacher approval). You will work with your teacher to determine your personalised reading and marketing timeline, and design your own essay questions about your text that you will respond to.

You will also create a text in any format (subject to teacher approval) that encourages other students at Wirrawadda Secondary School to engage in independent reading. This isn't an easy job as it sounds though... you will need to use all of your creativity and persuasive skills to catch their attention and convince them!

CHOOSE YOUR OWN ADVENTURE

RESERVE YOUR SPACE!
PLACES ARE LIMITED!

This course includes a large amount of self-management and self-director' learning.

Stage 1 English Texts of Ancient Worlds

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

What can texts from ancient times teach us about the world today?

Key / Guiding Questions:

1. To what extent, if at all, can our greatest strength also be our greatest weakness?
2. How does 'the journey' reveal a person's true character?

Gods and Goddesses, prophesies, heroes, witches, Cyclops, sea monsters, Kings and bloodshed - texts from Ancient Worlds cover them all!

During this course, we will study extracts from one of the oldest, and best-known, tales of all time: The Odyssey - during which our hero Odysseus is attempting to return home following the Trojan War.

Please be aware that while this course will expose you to some elements of Classical Studies (Ancient History), we will be predominantly looking at texts through an English lens.

Stage 1 English To Kill a Mockingbird

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

Does justice always prevail?

Key / Guiding Questions:

1. How can I communicate with others to promote diversity, inclusivity and equality within my own community?
2. How does the use of a child narrator influence the audience's perception of events in the novel?

You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.

One of the most well-known novels of all time, *To Kill a Mockingbird* is set in a small town in Alabama. Narrated through the eyes of a child, the novel explores ideas about race, justice and innocence. You will study this novel as a class, and complete a written response about the key themes and literary techniques used by the author.

You will then create a text in any format (subject to teacher approval) that promotes diversity, inclusivity and equality within the Wirreanda School Community. You will need to use all of your creativity to produce a text that inspires your peers to hold others to account for their actions.

Stage 1 English Choose Your Own Adventure

Recommended understanding/experience: Nil

Duration of course: Term 4

Course Overview:

Essential Question/Big Idea

How can I design a meaningful learning experience that challenges me?

Key / Guiding Questions:

1. What attracts me to a book?
2. How can I encourage others to read?

Choose your own adventure. Yep, that's right - you get to design your own course!

Choose a written text (novel, graphic novel, poetry anthology) that you would like to read and independently study this term (subject to teacher approval). You will work with your teacher to determine your personalised reading and notetaking timeline, and design your own essay question about your text that you will respond to.

You will also create a text in any format (subject to teacher approval) that encourages other students at Wirreanda Secondary School to engage in independent reading. This isn't as easy as it sounds though... you will need to use all of your creativity and persuasive skills to catch their attention and convince them!

This course requires a large amount of self-management and self-directed learning.

Stage 2 Essential English

Recommended understanding/experience: Successful completion of Year 11 English or Essential English

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can authors and texts help me to understand more about the world?

Key / Guiding Questions:

1. How can studying the work of others help me to understand other viewpoints?
2. How does the author's use of language influence my understanding of their work?
3. How can I create texts that will help me in life after school?

In this course you will have the opportunity to explore a range of communication methods, considering how the work of others can help you to understand alternative viewpoints. You will learn the ways in which authors, advertisers and directors influence your reactions to their work and manipulate your emotions. You will also study non-fiction texts when you analyse a documentary and a biography of your choice, as well as exploring everyday communication in a particular context (for example in sport, school or online) during your Language Study.

Throughout the year, there are many opportunities for you to create your own original texts as you have the chance to advocate for a social issue that is important to you, let your creativity run wild during the imaginative task, and inform others with descriptive writing.

Assessment:

You will complete seven assessment tasks during the year:

Three Responding to Texts tasks (Total - 30%)

- Each task is a maximum of 800 words or 6 minutes
- At least one response must be in oral (pre-recorded) or multimodal form

Three Creating Texts tasks (Total - 40%)

- Each task is a maximum of 800 words or 5 minutes
- At least one response must be in oral or multimodal form

Language study - External Assessment (30%)

- Maximum of 1500 words or 9 minutes if presented in oral form.

Stage 2 English

Recommended understanding/experience: Successful completion of Year 11 English

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How do my personal experiences and the significant events in my life affect the way I interpret stories, ideas and themes?

Key / Guiding Questions:

1. How does the context, audience and purpose of a text influence the way in which it is constructed?
2. How can stepping outside of my comfort zone improve the texts I create?

In this course, you will have the opportunity to study a combination of film, theatre and prose, as well as creating a number of original works in a variety of styles. You will have the opportunity to let your creative side thrive as you manipulate language and form for different audiences and purposes; draw inspiration from the texts you have studied, from your favourite literature or film, or simply from your imagination!

You will also have the chance to independently study two texts of your own choosing (subject to teacher approval) which explore similar ideas or themes. Your response to these texts will form your major External assessment task for the year.

Assessment:

You will complete seven assessment tasks during the year:

Three Responding to Texts tasks (Total - 30%)

- Each task is approximately 1000 words
- At least one response must be in oral or multimodal form

Three Creating Texts tasks plus a Writer's Statement (Total - 40%)

- Each task is approximately 1000 words

Comparative Study - External Assessment (30%)

- Comparison of two independently selected texts, maximum 2000 words

Stage 2 Literary Studies (English)

Recommended understanding/experience: Successful completion of Year 11 English

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can reading and viewing texts influence the adult I become?

Key / Guiding Questions:

1. Can there be more than one understanding of a story, and how can I justify my interpretation of that text?
2. How can language be used to represent ideas, events, and people in particular ways to challenge or support cultural perceptions?

This course has a strong emphasis on text analysis and will focus on developing the skills and strategies of critical thinking needed to interpret texts. We will explore novels, films, poetry and dramatic texts as we consider:

- how literary texts represent culture and identity,
- the dynamic relationship between authors, texts, audiences, and contexts, and
- a range of critical interpretations.

As a bonus, the External component of this course is divided into two smaller tasks, providing you with multiple opportunities to achieve highly. The first half of the External provides you with the opportunity to select an independent text which you will compare with one of our shared class texts. The second half of the External involves a short comprehension-based examination; you will be supported in developing the required skills throughout the year.

Assessment:

You will complete nine assessment tasks during the year:

Five Responding to Texts tasks (Total 5000 words - 50%)

- Includes responses to a film, novel, drama text and poetry.
- At least one response must be in oral or multimodal form.

Two Created Texts tasks (Total 2,500 words - 20%)

- Transformative text linked to another text, with a writer's statement
- One written, oral or multimodal text

External Assessment - (30%)

- Comparative Text Study (1500 words, 15%)
- Critical Reading Exam (90 minutes, 15%)



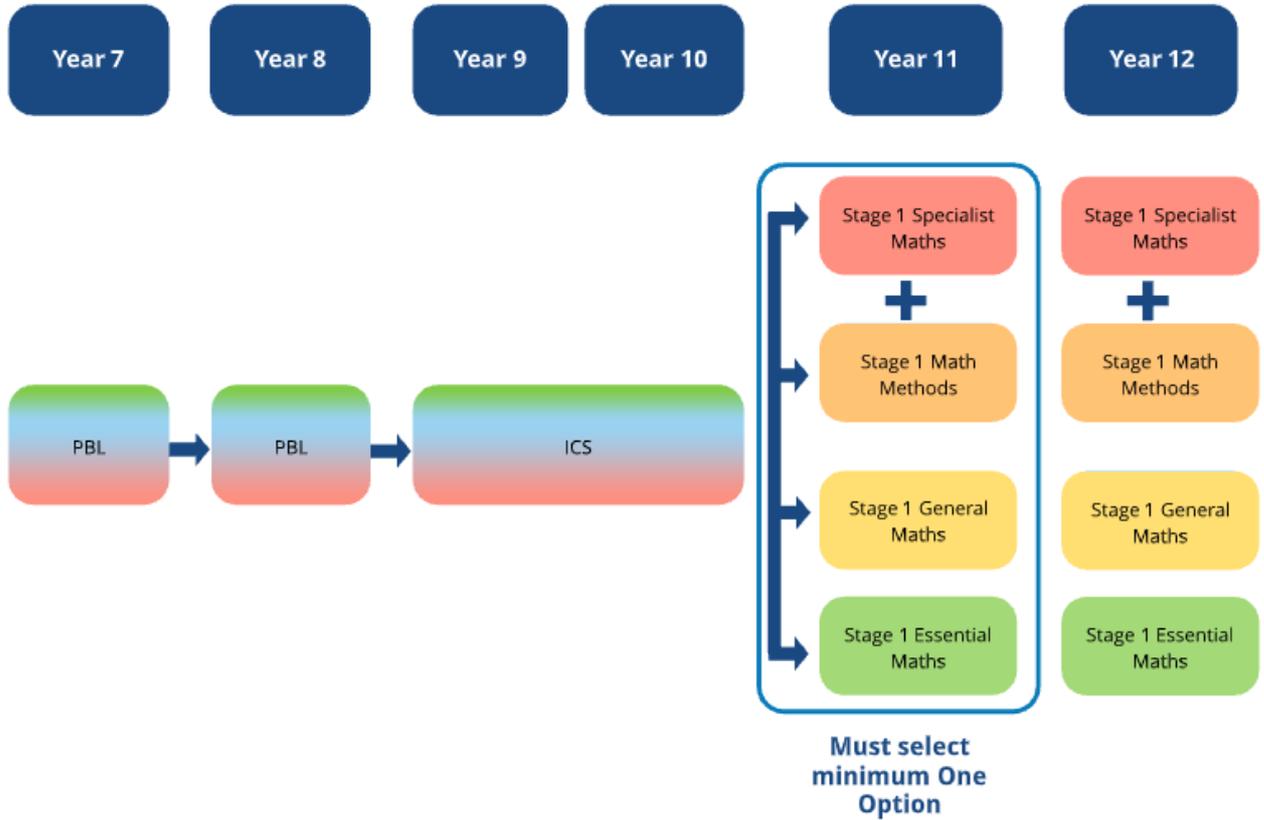
ENGLISH

MATHEMATICS

KEY CONTACT: Natasha Paffett

Email: Natasha.Paffett408@schools.sa.edu.au

Mathematics provides students with essential numeracy skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the capabilities that students need for work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are founded.



Year 9 and 10 Inquiry Centred Studies

Recommended understanding/experience: Nil

Duration of course: 8 Semesters

Course Overview:

Essential Question/Big Idea

How can Science and Mathematics be used to understand the world around us and beyond?

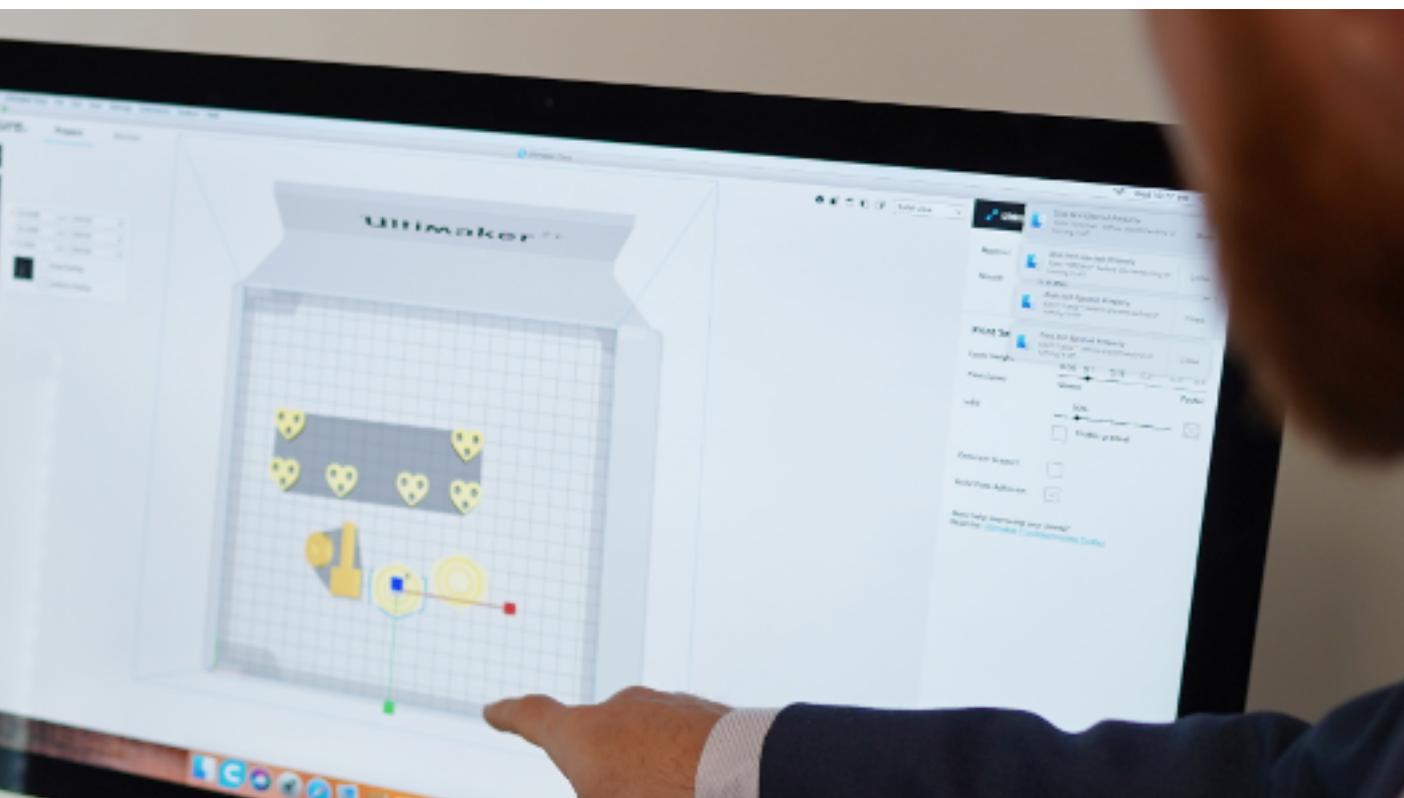
Key / Guiding Questions:

1. How can mathematical models of forces and motion be used to create Art?
2. How can bath bombs be developed and marketed in a cost effective way?
3. How can ecosystems be managed in order to conserve and protect species?
4. How can design improve the sustainability of houses?
5. How could scientific and mathematical techniques be used to solve crimes?
6. How can we effectively develop and market a cosmetic product?
7. How is your body designed to survive?

Students learn through term-long studies based on an essential question or wicked problem. Inquiry Centred Studies replaces what was known as Mathematics and Science, and provides opportunities for students to inquire, problem solve, and connect ideas across disciplines.

Through an Inquiry-Based approach, students will discover their own meaning, develop their own understanding of mathematical and scientific concepts, and drive their own learning.

This subject is a two-year course beginning in Year 9 and continuing into Year 10.



Stage 1 Essential Mathematics

Recommended understanding/experience: Nil

Duration of course: 1 or 2 Semesters

Course Overview:

Essential Question/Big Idea

How can Mathematics apply to and enhance my life?

Key / Guiding Questions:

1. What can I predict from the information I currently have?
2. Can I design a better solution using Mathematics?
3. How much will this cost me and can I save money by doing it differently?
4. Can I solve this problem in another way?

Essential Mathematics places a strong emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Through this course you are given the opportunity to apply mathematical concepts to budget.

This course is designed for a range of students, including those who are planning to pursue a career in a range of trades or vocational pathways.

Stage 1 General Mathematics

Recommended understanding/experience: Successful completion of Year 10 ICS

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How is Mathematics used to solve real-world problems?

Key / Guiding Questions:

1. Does luck exist?
2. Are we all just points of data on a graph?
3. Can we predict the future using Mathematics?
4. Is everything measurable?

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. Students cover a diverse range of applications of Mathematics, including personal financial management, the statistical investigation process, modeling using functions, networks and matrices, and discrete models.

Note: Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

Stage 1 Mathematical Methods

Recommended understanding/experience: Successful completion of Year 10 ICS

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How far can Mathematics take us?

Key / Guiding Questions:

1. Can you predict the future using Mathematics?
2. Does everything follow a pattern?
3. Are we all just points of data on a graph?
4. Where does the maths break down?

Mathematical Methods is a continuation of concepts studied in Year 10 Mathematics. Students delve deeper into real-world problems, investigating the WHY of the world around us through Mathematics. A strong focus on problem solving and building meaning, allows students in Mathematical Methods to develop their understanding with purpose.

Stage 1 Mathematical Methods provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Examples of tertiary studies that Mathematical Methods can lead to include: economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 1 Specialist Mathematics

Recommended understanding/experience: High level completion of Year 10 ICS. Must be studied in conjunction with Stage 1 Mathematical Methods.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can pure Mathematics be used to solve real world problems?

Key / Guiding Questions:

1. What does a mathematical proof mean and look like?
2. How can we model changing populations affected by external factors?
3. How can we use imaginary numbers to help us solve real world problems?
4. Can Mathematics be used to code and decode messages?

Specialist Mathematics is a supplementary subject to be studied in conjunction with Stage 1 Mathematical Methods. This subject will provide the conceptual and procedural knowledge needed to be successful in Stage 2 Specialist Mathematics. Students undertaking this subject will explore calculus, mathematical proofs, circle geometry, trigonometric functions, complex numbers, vectors and matrices.

This subject is designed to challenge students' understanding about Mathematics to solve interesting real world problems and gives students a taste of the style of Mathematics used by professionals in the field.

Stage 2 Essential Mathematics

Recommended understanding/experience: Students must have successfully completed two semesters of any Stage 1 Mathematics subject

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can Mathematics help me in my own life?

Key / Guiding Questions:

1. What can I predict from the information I currently have?
2. Can I design a better solution using Mathematics?
3. How much will this cost me and can I save money by doing it differently?
4. Can I solve this problem in another way?

Essential Mathematics places a strong emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Immerse yourself in practical applications of Mathematics in an engaging and personalised learning environment.

This course is designed for a range of students, including students who are planning to pursue a career in a range of trades or vocational pathways.

Stage 2 General Mathematics

Recommended understanding/experience: Successful completion of either Stage 1 Mathematical Methods or Stage 1 General Mathematics is required

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How is Mathematics used to solve real world problems?

Key / Guiding Questions:

1. Does luck exist?
2. Are we all just points of data on a graph?
3. Can we predict the future using Mathematics?
4. Is everything measurable?

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Students cover a diverse range of applications of Mathematics, including personal financial management, the statistical investigation process, modelling using functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

Stage 2 Mathematical Methods

Recommended understanding/experience: Successful completion of Stage 1 Mathematical Methods is required

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How far can Mathematics take us?

Key / Guiding Questions:

1. Can everything be broken down to a mathematical function?
2. how can we describe movement without seeing it?
3. How can we describe a number?
4. Can we predict the future?

Stage 2 Mathematical Methods is a continuation of concepts studied in Stage 1 Mathematical Methods. Students delve deeper into real world problems, investigating the WHY of the world around us through Mathematics. A strong focus on problem-solving and building meaning, allows students in Mathematical Methods to develop their understanding with purpose.

Mathematical Methods provides the foundation for further study in Mathematics as well as Stage 2 Specialist Mathematics. Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics

Recommended understanding/experience: Successful completion of two semesters of Stage 1 Mathematical Methods and two semesters of Stage 1 Specialist Mathematics.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How is Mathematics used to understand the world around us?

Key / Guiding Questions:

1. Does everything follow a predicted path?
2. Can something be completely random?
3. How can motion be analysed using Mathematics?
4. What can we learn about the natural world through maths?

Mathematics is used in a wide range of applications that you may have never thought of. Animated films use Mathematics to add light and shadow into scenes, making the unreal look believable while still maintaining a level of imagination beyond the realities of the natural world. Sports use three-dimensional vectors to predict ball trajectories, giving a greater level of accuracy than actual footage. Specialist Mathematics gives the foundation knowledge and understanding necessary for these applications. Challenge your thinking and develop a greater appreciation for the contributions Mathematics makes to our lives on a daily basis.

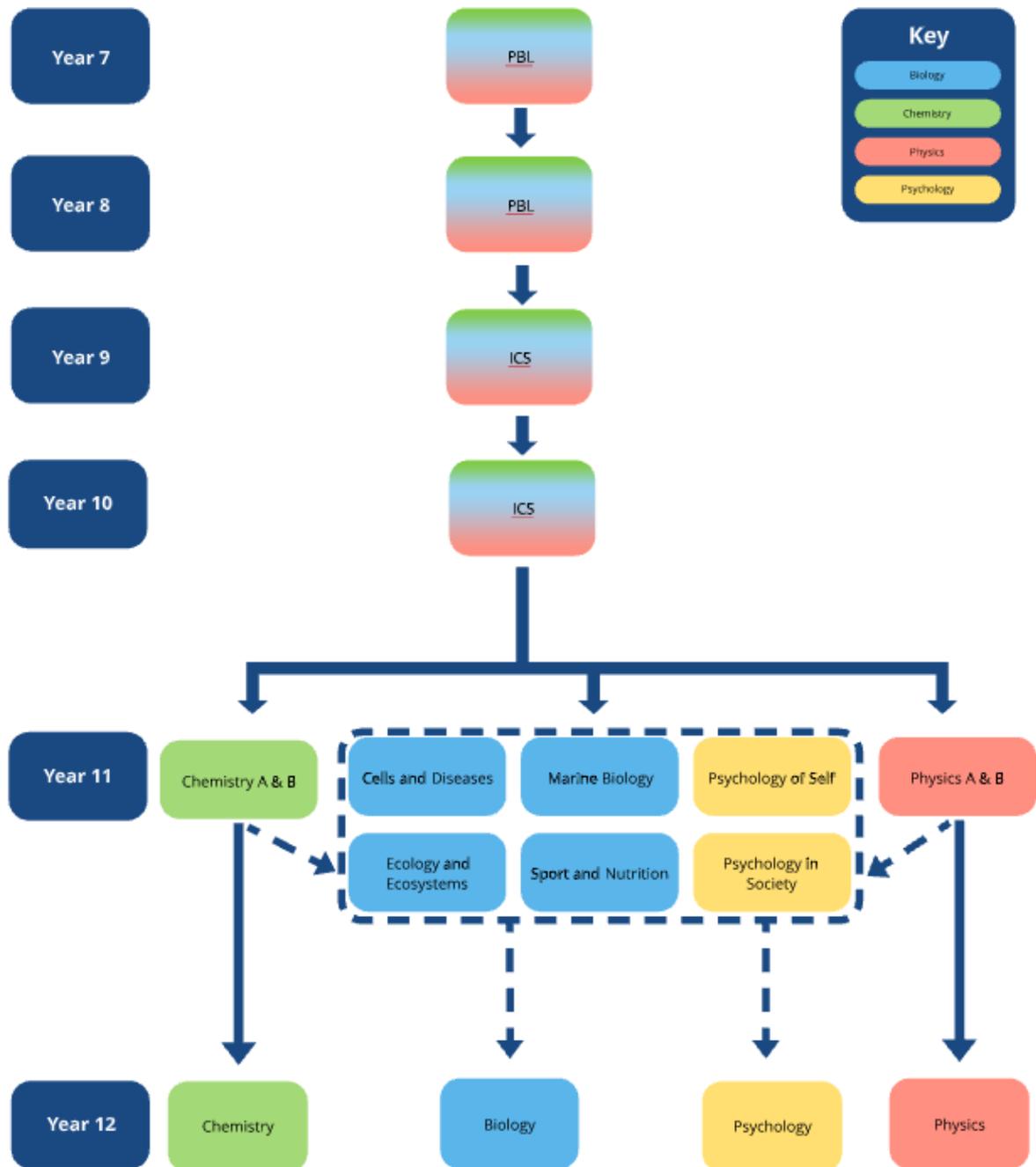
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics must be studied in conjunction with Mathematical Methods.

SCIENCES

KEY CONTACT: Natasha Paffett

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Science provides opportunities for students to develop an understanding of important concepts and strategies used to improve scientific knowledge. Exploring science's contribution to our culture and society, and its applications in our lives, is essential to being citizens of our world. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local and global issues and to pursue science-related careers.



Year 9 and 10 Inquiry Centred Studies

Recommended understanding/experience: Nil

Duration of course: 8 Semesters

Course Overview:

Essential Question/Big Idea

How can Science and Mathematics be used to understand the world around us and beyond?

Key / Guiding Questions:

1. How can mathematical models of forces and motion be used to create Art?
2. How can bath bombs be developed and marketed in a cost effective way?
3. How can ecosystems be managed in order to conserve and protect species?
4. How can design improve the sustainability of houses?
5. How could scientific and mathematical techniques be used to solve crimes?
6. How can we effectively develop and market a cosmetic product?
7. How is your body designed to survive?

Students learn through term-long studies based on an essential question or wicked problem. Inquiry Centred Studies replaces what was known as Mathematics and Science, and provides opportunities for students to inquire, problem solve, and connect ideas across disciplines.

Through an Inquiry-Based approach, students will discover their own meaning, develop their own understanding of mathematical and scientific concepts, and drive their own learning.

This subject is a two-year course beginning in Year 9 and continuing into Year 10.



Stage 1 Biology: Cells and Diseases

Recommended understanding/experience: Successful completion of Year 10 ICS is highly recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

There are 10 times more bacteria cells than human cells in the human body; what are the differences between these cells? And is this a good or a bad thing?

Key / Guiding Questions:

1. How does the structure of cells enable them to function efficiently?
2. How does the presence of microorganisms in food help and hurt us?
3. What are the different causes of infectious disease and how does our body respond to these invading pathogens?
4. How important is Contact Tracing, Immunisations, and Herd Immunity?

Students will develop an understanding of the structure of human and plant cells and how that impacts on the way they function. They will learn about some key cellular processes which regulate the energy and matter exchange for these cells. Students also learn about the presence of microorganisms in the world around them, looking at both the positive and negative impacts they have on us, with a focus on microorganisms in food and infectious diseases. Students will develop a general understanding of human immune responses, preventative strategies and will analyse the ways we can monitor and control the spread of infectious diseases.

Throughout this course, students will develop practical skills essential to the study of biology and will use science inquiry skills to design, conduct, evaluate and communicate findings from investigations. Students explore the relationship between science and society, and make recommendations about solutions to current and future problems. This course develops students' problem-solving skills and increases their capacity to apply scientific knowledge and understanding to the world around them.

Stage 1 Biology: Ecology and Ecosystems

Recommended understanding/experience: Successful completion of Year 10 ICS is highly recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How does the interconnectedness of life allow nature to function?

Key / Guiding Questions:

1. How are organisms structured to survive?
2. Why is biodiversity important?
3. How connected are all living things?
4. How has life changed over time?

Students investigate and describe a number of diverse ecosystems, exploring the range and interactions of biotic and abiotic components that underpin the dynamics, diversity and underlying unity of these systems. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems and how the cyclical nature of this movement sustains life on Earth. Students also investigate how measurements of abiotic factors, species diversity, population numbers and descriptions of species interactions can form the basis of spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and communicate their findings.

Stage 1 Chemistry

Recommended understanding/experience: Successful completion of Year 10 ICS is essential

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How does a knowledge of atoms help to explain everything around us?

Key / Guiding Questions:

1. What are atoms, and what hidden information is contained within the Periodic Table?
2. What are nanoparticles and how might they benefit society?
3. How can understanding chemicals and the way they react allow us to use nature to benefit humankind?
4. How can chemical reactions in nature threaten humankind?

"Never trust an atom, I hear they make up EVERYTHING!" Students begin their study of Chemistry by understanding atoms: their structure, how they are arranged on the periodic table, the way they form compounds and how this knowledge helps to explain the properties of materials in our world. Through experimentation, classwork and research, this knowledge is then applied to a range of chemical reactions including: acid-base neutralisation, redox, polymerisation, combustion, precipitation and endothermic/exothermic reactions. Students will develop the ability to write chemical equations, make logical predictions and explain phenomena from their world.

Throughout this course, students will develop practical skills essential to the study of Chemistry and will use science inquiry skills to design, conduct, evaluate and communicate findings from investigations. Students explore the relationship between science and society, and make recommendations about solutions to current and future problems. This course develops students' problem solving skills and increases their capacity to apply knowledge and understanding to the world around them.

Students can elect to withdraw at the start of semester 2, however, students who successfully complete a full-year of Stage 1 Chemistry can continue into Stage 2 Chemistry. There are numerous University courses that require Chemistry, so it is advised that students considering one of these courses select Chemistry at Stage 1.

Stage 1 Physics

Recommended understanding/experience: Successful completion of Year 10 ICS is essential

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

Semester 1: Rocket Science: Science from a space perspective

Semester 2: Inventing the future: How can the Physics of today create the world of tomorrow?

Key / Guiding Questions:

1. How is energy transferred and transformed?
2. How are Physics ideas used in everyday life?
3. How will Physics take us to the future?
4. What is Rocket Science?
5. Where does Physics exist around us?

Students examine the Physics ideas behind forces and motion, using electricity to create circuits with varying energies, and looking at how sound and light phenomena are essential for space travel. Through these explorations students gain an understanding and ability to analyse and make predictions about electrical circuits, how and why things move, the ways and quantities in which energy is transferred and the behaviour of waves. This will involve using physical measuring tools, mathematical analytical tools and much thinking and discussion around Physics ideas. Students will demonstrate their learning through practical investigations, in-class assignments and an investigation of rockets.

Students will extend their knowledge of forces and motion to involve objects that accelerate and those moving through space. They will develop methods to analyse electrical circuits and examine the role of nuclear processes today and in the future. The properties of light will be used to create devices and examine the ways we collect data about the universe. Students will gain an appreciation for the range of scales covered by Physics and make predictions about their possible futures based on trends and developments in Physics. Students will carry out mathematical and practical analysis of different Physics situations and use them to make predictions. Students will demonstrate their learning through practical investigations, in-class assignments, a test and a predictive investigation about the future.

Students can elect to withdraw at the start of semester 2, however, students who successfully complete a full-year of Stage 1 Physics can continue into Stage 2 Physics. Some University courses require Physics, so it is advised that students considering one of these courses select Physics at Stage 1.

Stage 1 Psychology in Society

Recommended understanding/experience:

Successful completion of Year 10 ICS is highly recommended

Psychology in Society and Psychology of Self can be studied independently of each other.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can psychology help us understand how people behave in social situations?

Key / Guiding Questions:

1. What are the dangers for people in group situations?
2. What are the implications of isolation?
3. What is the psychology behind criminology?
4. What are the ethics involved in psychology and psychological investigations?

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychology in Society gives students an opportunity to look at the impacts of the behaviour of groups and how this impacts on the individuals in those groups. What does this mean for individuals who become isolated from groups? Students will learn about criminal behaviour and precursors that can lead to crime.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising 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.

Stage 1 Psychology of Self

Recommended understanding/experience:

Successful completion of Year 10 ICS is highly recommended

Psychology in Society and Psychology of Self can be studied independently of each other.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can psychology help us understand how people behave as individuals?

Key / Guiding Questions:

1. How do emotions help to define humanity?
2. Why and how do people lie?
3. What psychological changes occur in different stages of life?
4. What are the ethics involved in psychology and psychological investigations?

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 emphasising 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.

Stage 1 Scientific Studies - Marine Science

Recommended understanding/experience:

Successful completion of Year 10 ICS is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How do the physical properties of the ocean impact on life in the ocean?

Key / Guiding Questions:

1. What are the physical features of the ocean that make it different to the terrestrial environment?
2. How is life specifically adapted to the marine environment?
3. How can we have personal interactions with the marine environment?
4. What protection is needed to allow the marine environment to flourish into the future?

Students will learn how the different aspects of the marine environment impacts on the life that exists there. Students investigate abiotic factors such as the composition of seawater, tides and waves, pressure and light availability. They consider how these variables interact to produce a variety of habitats at shorelines, and how animal and plants groups utilise and thrive in these environments.

Students are expected to participate in activities such as field trips (snorkeling) and the setup and maintenance of a saltwater aquarium.

Stage 1 Scientific Studies: Sport Science

Recommended understanding/experience:

Successful completion of Year 10 ICS is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Are athletes born or synthesised to be great?

Key / Guiding Questions:

1. How has technology and science impacted sport?
2. How does the food we eat affect our physical performance?
3. What happens when we train?
4. What are the ethical dilemmas involved in the quest for glory?

With sport being an integral part of Australian culture, this course looks to unpack whether or not athletes are getting better, or if scientists are getting smarter; can developing an understanding of scientific concepts surrounding sport impact on attitudes, culture, and overall performance?

Students will apply their knowledge to different types of physical activity and human functioning in sport, and from here, be able to explore their own physical capabilities and analyse performance, health and lifestyle behaviors.

Stage 2 Biology

Recommended understanding/experience: Successful completion of 1 semester of any Stage 1 science subject is essential

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea What is life?

Key / Guiding Questions:

1. Topic 1: How do DNA and proteins facilitate life on earth?
2. Topic 2: What makes cells the basis of life?
3. Topic 3: How is biological balance (homeostasis) maintained in organisms?
4. Topic 4: How do biological and non-biological factors drive evolution?

Students investigate the structure of DNA. They develop an understanding of how genetic information is expressed in cells and organisms and how genes can be manipulated. They relate gene expression to protein production and explore some of the many roles that proteins have in a functioning cell and organism. Students examine cells, and the structures and functions of organelles. They investigate the importance of enzymes in cell metabolism and ways in which energy is transformed in photosynthesis and respiration. Students learn how cells divide through binary fission and mitotic cell division and consider the importance of culturing cells.

Students examine the role of some body systems in maintaining homeostasis, including the nervous, endocrine (hormonal), and excretory systems that play interdependent roles in the regulation of body processes such as body temperature, blood glucose levels, carbon dioxide levels in blood and water balance. They relate the structure of the cells, tissues, and organs of these systems to their function. Students examine the biological evidence that forms the basis for understanding the changes in species described in the theory of evolution by natural selection. They explore genetic variation in gene pools, selection pressures, and isolation effects in order to explain speciation and extinction events and make predictions about future changes to populations.

Stage 2 Chemistry

Recommended understanding/experience:

Successful completion of 2 semesters of Stage 1 Chemistry is essential.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How do we use Chemistry to understand and interact with our environment?

Key / Guiding Questions:

1. Topic 1: How can we use Chemistry to monitor the environment?
2. Topic 2: How can we manipulate and manage chemical processes?
3. Topic 3: How does Chemistry assist us in understanding processes in nature?
4. Topic 4: How can we use Chemistry to manage resources?

This course will integrate the three strands of science (science inquiry skills, science as a human endeavour and science understanding) through a Chemistry perspective. Students will analyse the causes of environmental issues and explore possible solutions with a focus on the impact of fossil fuel use and combustion products on global warming, ocean acidity, and photochemical smog. They will be taught practical techniques to monitor and analyse chemical processes (such as volumetric analysis, chromatography and atomic absorption spectroscopy) and how to use the data to draw conclusions. Students explore energy use and the factors that influence the reaction rates of chemical reactions, and how these can be applied to chemical processes and systems. They apply equilibrium law and Le Châtelier's principle to predict and explain the conditions that will optimise chemical processes to increase yield, rate and profit.

Students will learn to identify and name the major groups of organic compounds, with a focus on those of biological significance. They will examine the physical and chemical properties of a range of functional groups: alcohols, aldehydes and ketones, carboxylic acids, amines, esters, and amides, and use specialised glassware to synthesise new compounds. Students consider energy resources such as fossil and renewable fuels, and the use of electrical energy to facilitate greater use of intermittent sources such as sunlight. They examine material sources such as natural materials, water, and soil, as well as synthetic polymers. They also examine benefits and problems associated with recycling of materials.

To select Stage 2 Chemistry students must have completed both Chemistry A and B. There are numerous University courses which require Chemistry, so it is advised that students considering one of these courses select Chemistry at Stage 1.

Stage 2 Physics

Recommended understanding/experience:

Successful completion of 2 semesters of Stage 1 Physics is required. Successful completion of Stage 1 Mathematics Methods is highly recommended.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

Exploring the laws of the macro and microscopic world

Key / Guiding Questions:

1. How do things move?
2. What is the point of electromagnetism?
3. What is wave particle duality?
4. What is Nuclear Physics?

Students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current (DC) and alternating current (AC) motors and generators, transformers, and AC electricity distribution systems. Students also investigate the production of electromagnetic waves.

Students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

To select Stage 2 Physics students must have completed two semesters of Stage 1 Physics. Some University courses require Physics, so it is advised that students considering one of these courses select Physics at Stage 1.

Stage 2 Psychology

Recommended understanding/experience: Successful completion of any Stage 1 science is essential.

Duration of course: 2 Semesters Why do we behave the way we do?

Course Overview:

Essential Question/Big Idea

Key / Guiding Questions:

1. Is your behaviour learnt from others? If so, how can this be flipped to your advantage?
2. How do social interactions affect your attitudes and therefore your behaviour?
3. How has your personality been shaped since your birth?
4. It's not your fault you like to stay up late and get up late, is it?

There are four levels of explanation of human behaviour — the biological, basic processes, person, and sociocultural levels. These four levels can work independently of each other to determine someone's behaviour, however, a mentally healthy person will integrate all four levels in positive ways. This course will examine these four levels through analysing your own behaviour as well as the behaviour of others.

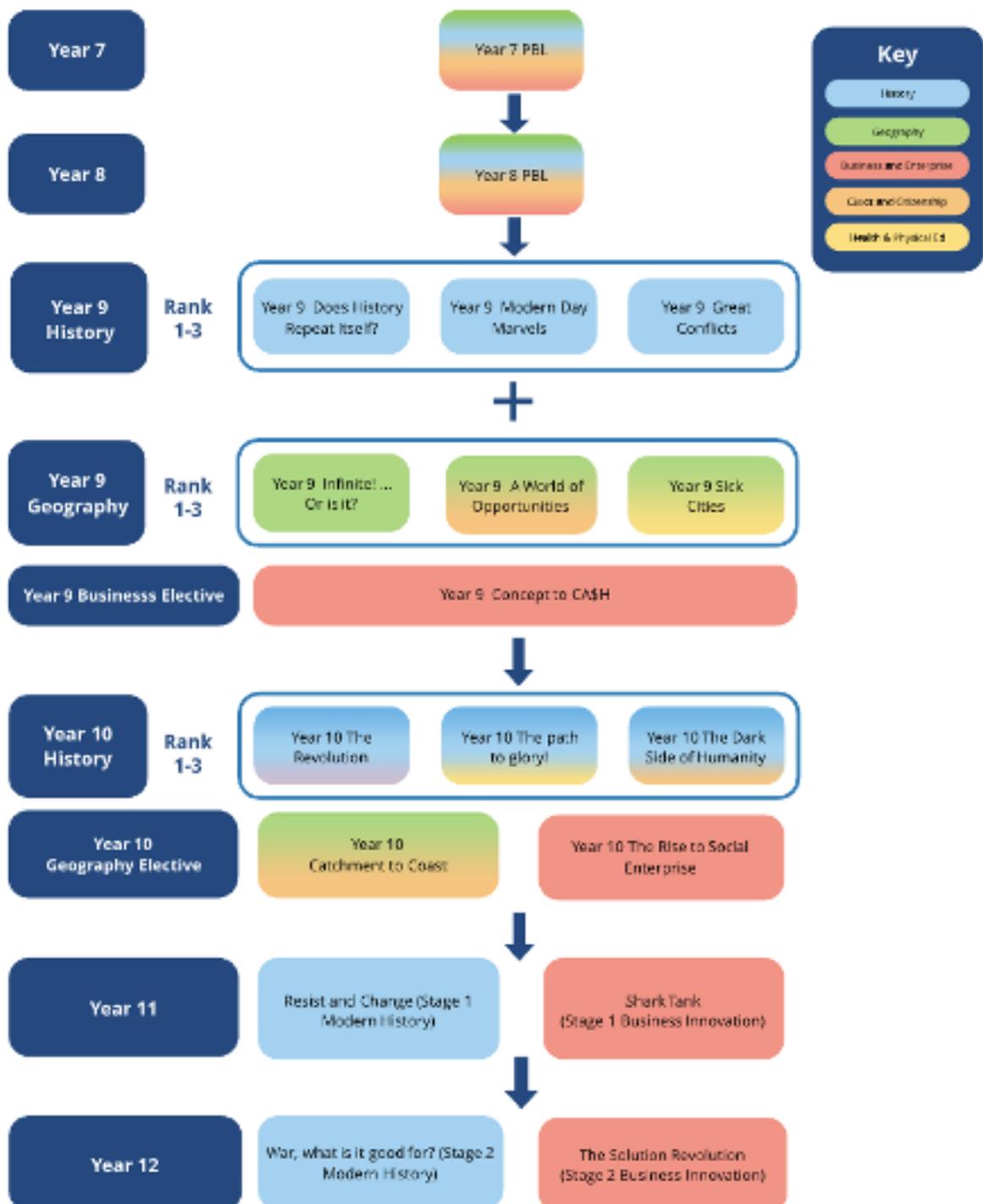
HASS - Humanities and Social Sciences

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Through studying Humanities and Social Sciences (HASS), students develop the skills to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Considering and responding to issues requires an understanding of important historical, geographical, political, economic and social factors, and how they interrelate. For this reason, HASS courses use an interdisciplinary approach to connect concepts and ideas across subject areas.

HASS (Humanities and Social Sciences)



Year 10 The Revolution - Compulsory Option

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How has music influenced societies?

Key / Guiding Questions:

1. How can history be explored through music?
2. How does music influence history (political and social change)?
3. How is music used to improve the lives of people?

What is the purpose of music? Through history, different groups used music in different ways depending on their circumstances, creating a vast tapestry of musical genres and styles that we listen to today. The Revolution will investigate the origins of modern musical styles and the situations that sparked them, such as slavery in the Americas, poverty in the Bronx, and war. We will also explore the ways that music can improve the ways people live by breaking down stereotypes and uplifting their spirits.

Year 10 The Path to Glory - Compulsory Option

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How has sport been used as a vehicle for social cohesion?

Key / Guiding Questions:

1. How have athletes shaped the world we live in?
2. How can we use sport for personal empowerment?
3. What does the future of sport entail?

Sport is unquestionably an integral part of our society- it can bring people together but can it also divide them? Used as a vehicle for social cohesion and personal empowerment, sport has a significant influence on society in both the past and present. Through the lens of sport, this course will investigate historical issues such as racism, the ethics and morality of sports stars and their role in society. The path to glory comes at a cost, but for whom?

Year 10 The Dark Side of Humanity? - Compulsory Option

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How are groups of people currently represented based on their experiences?

Key / Guiding Questions:

1. How have our perceptions of 'race', racial groups and nationality been formed?
2. How does the media portray gender stereotypes and what is the impact?
3. How can we support subcultures that are considered a minority?

Have our perceptions of 'race', minority groups and nationality changed over time? This course will explore stereotypes of race, nationality, gender and sexuality. There will be a strong focus on historical and current issues and how our perceptions of people reflect the way they are treated. The course will also explore popular culture and how the media influences our perceptions of minority races and groups.



Year 10 Catchment to Coast - Elective Option

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How do we maintain and sustain our natural resources?

Key / Guiding Questions:

1. How important is the Murray-Darling Basin to Australia's water security and how has it been managed in the past?
2. How should we manage it in future?
3. How important is the Great Australian Bight to South Australia's coastal eco-systems?
4. How should we manage it in future?

The future is unavoidable and, in Australia, this can sometimes look a little scary. Water is our most precious, and possibly most precarious, resource. This course will investigate water in two Australian contexts: the Murray-Darling River catchment, and the Great Australian Bight along our southern coastline. Both are affected by human activities in important ways and we will learn about how we manage them now, and how we safeguard them against future use, balancing the needs of the environment with our resource requirements.

Year 10 The Rise to Social Enterprise - Elective Option

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How might we harness the power of entrepreneurship to solve big issues?

Key / Guiding Questions:

1. What are the skills of an entrepreneur?
2. How do you create your own business start-up?
3. How can businesses be used for the greater good of society?

Did you know that entrepreneurship can be used as a tool to improve our world?

Surfers, Cooper and Schulze, started the for-profit business *4Ocean* to help clean up the world's oceans. Within a year of their start up launching they had pulled more than 1 million pounds of plastic, glass and other trash from the ocean and had sold more than \$30 million worth of recycled bracelets to fund their ongoing cleanup efforts!

The world of business is rapidly changing and social entrepreneurs unlock the power of the marketplace to create positive changes in society, bringing together their passion and commitment to make a difference, and combine this with financial gain. What could you accomplish for the greater good?

Stage 1 Resist and Change (Modern History)

Recommended understanding/experience: Successful completion of year 10 English would be beneficial

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can understanding the past, shape our view of the present?

Key / Guiding Questions:

1. How and why did people campaign for social change?
2. What role did protest and civil disobedience play in affecting social change?
3. How does social discontent enable a revolution?

This course will focus on the ways in which people and social movements have changed and shaped our world. You will examine protest methods and civil disobedience in relation to a range of social movements, including anti-war demonstrations in response to the Vietnam War. You will explore the 8 stages of Genocide and their lasting consequences and discover how social discontent led to the French Revolution.

Students will view a range of written, spoken and visual texts to support their learning. Each assessment task will require students to either write 800 words or present for 5 minutes.

Stage 1 Shark Tank (Business Innovation)

Recommended understanding/experience: Successful completion of year 10 English would be beneficial. Appropriate for students who have an interest in business and perhaps running their own business in the future.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Are you ready to find your passion and start a brand new business?

Key / Guiding Questions:

1. What skills make an entrepreneur?
2. What do I need to do to begin my own business in the future?
3. How do entrepreneurs use the power of business to solve global and local problems?
4. What is a business plan and why will I need one to begin a business?

The Shark Tank eSchool program has been designed to take you on a journey from understanding the mindset of entrepreneurs, developing your own business ideas to pitching and presenting your business ideas to a panel of judges at the venture showcase.

The program offers a step-by-step process and guide to entrepreneurial start-up and innovation. The themes of each module have been carefully selected to ensure that you are actively learning and engaged in real life new venture start-up activities.

The successful completion of the Shark Tank program results in SACE, VET and University credit.

Stage 2 The Solution Revolution (Business Innovation)

Recommended understanding/experience: Appropriate for those with an interest in business, legal, human resource management or perhaps wanting to run their own business in the future.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How does the business world operate and what do I need to know to run my own business?

Key / Guiding Questions:

1. What is the role of entrepreneurs in Australia and globally?
2. What do I need to do to create a successful start-up and manage a business?
3. How might we use Design Thinking and assumption-based planning processes to find and solve problems?

Through this course you will develop an understanding of how the world of business operates locally, nationally and globally. We will consider the social and ethical responsibility of businesses to consumers, employees and the environment and you will be equipped with the knowledge, skills, and understanding to design and transform businesses in the modern world.

You will 'learn through doing', using Design Thinking and assumption-based planning processes to anticipate, find, and solve problems. Risk is encouraged, ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as your initial assumptions about problems, customers, or solutions are refined. By the end of this course you will understand how to harness the marketplace to solve issues for consumers and make money!

Stage 2 War, what is it good for? (Modern History)

Recommended understanding/experience: Successful completion of Stage 1 Modern History is highly recommended. Students who have not completed this subject at Stage 1 will need to demonstrate strong literacy and critical thinking skills (eg: achievement of a B or higher in English/Essential English).

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can social, political and economic changes shape a society?

Key / Guiding Questions:

1. How have nations dealt with internal divisions and external challenges?
2. What impact has rapid global change had upon modern nations?
3. How have significant crises and challenges shaped modern nations?

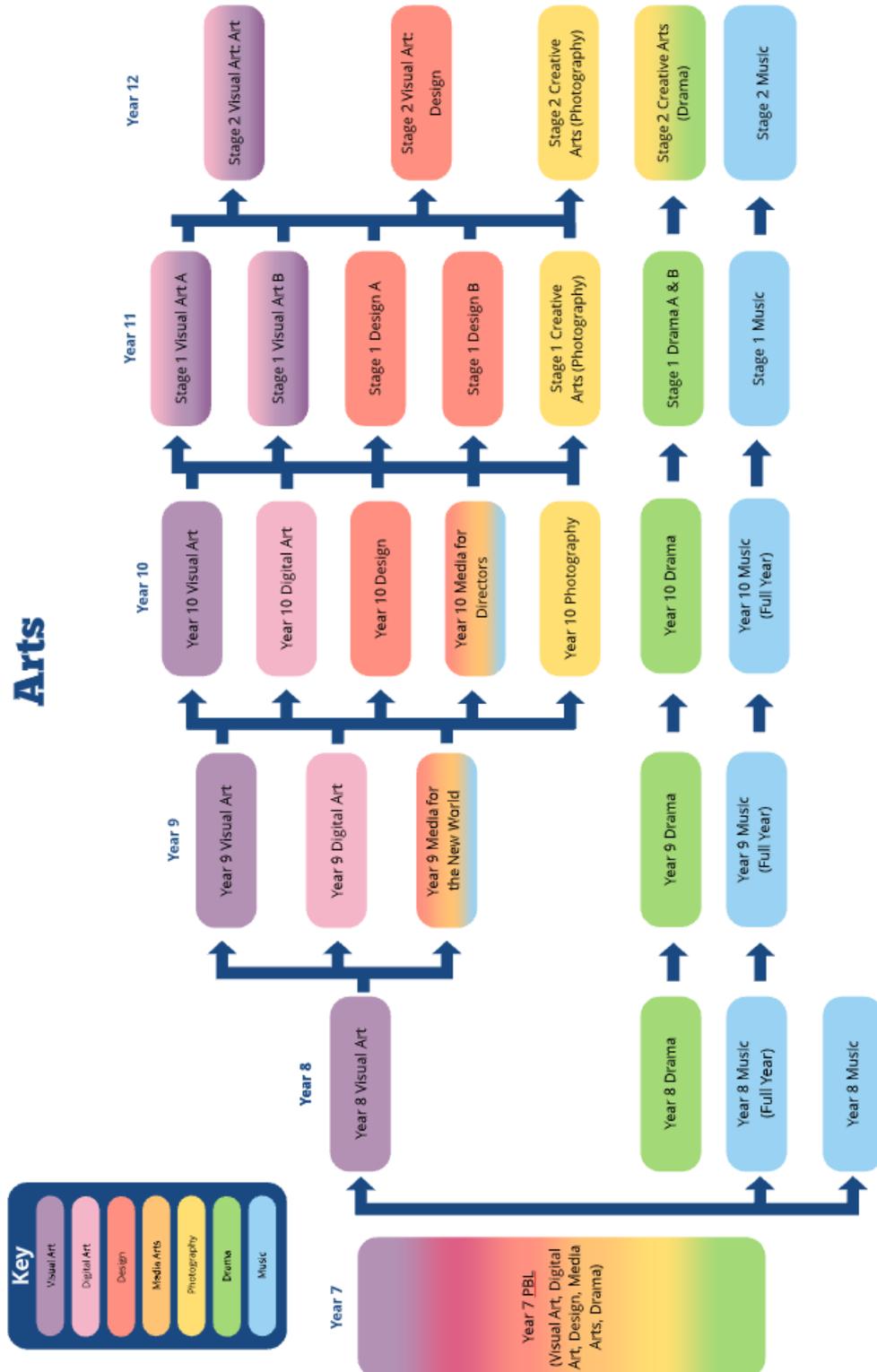
Throughout this course, students will study Germany in the period of 1918 - 1945. Students will study the aftermath of WWI and how Hitler was able to gain complete control of Germany and establish a totalitarian dictatorship. Students will undertake studies on the demise of an empire, the birth of a republic, a policy of military and territorial expansionism, and the institutionalisation of genocide. Additionally, students will examine 'The Changing World Order', particularly in relation to the origins, nature and consequences of The Cold War.

THE ARTS

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The Arts have the ability to inspire and enrich learning, developing imagination and encouraging creativity and expression. The Arts subjects in the Australian Curriculum taught at Wirreanda Secondary School are Dance, Drama, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their ideas, emotions, observations and experiences.



Year 10 Photography

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$37.00

Course Overview:

Essential Question/Big Idea

Thinking outside the (photo) box!

Key / Guiding Questions:

1. How can I use the creative design process to improve my art?
2. How can I master the technical features of a DSLR camera?
3. How can I use compositional elements to create the perfect shot?
4. How can I use Photography to bring awareness to social issues?

Take your photography to the next level! In this course, you will focus on technical and creative skills needed to be an amazing photographer. You will get the opportunity to experiment with DSLR cameras, light painting, creative editing effects! Use your skills in the real world, through excursions, photography studios and on issues that matter to you.

Year 10 Media for Directors

Recommended understanding/experience: No prior experience is required, however completing Year 9 Media for the New World will be beneficial.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I effectively express myself through film, sound and media?

Key / Guiding Questions:

1. How does a director's stylistic choice and use of film techniques affect the feel of a scene?
2. Which film genre best reflects my own unique style and visual aesthetic?
3. How can I use specific filming and/or editing techniques to create dramatic and engaging films?

Take on the role of a film director to create a range of dynamic blockbusters! In this course, you will learn some advanced filming and editing techniques, investigate some of the best Hollywood directors, and collaborate to create your own film concept!

Year 10 Visual Art

Recommended understanding/experience: Successful completion of Year 9 Art course is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Artists see the world differently.

Key / Guiding Questions:

1. What is Modern Art and how is it different to earlier forms of art?
2. How have historical events and technology influenced the role of art in society?
3. How have different art movements, such as Impressionism, Cubism, Surrealism and Pop Art, changed the way we view and understand art?
4. How can we create original works of art that reflect different artistic styles?

In Year 10, Art students explore the work of modern artists to gain an understanding of how our perception of art has changed over time. Students will understand how artists from art movements such as Impressionism, Cubism, Surrealism and Pop Art manipulated materials, techniques and subject matter to create unique visual aesthetics and meaningful works. Students will develop and apply skills with a range of materials, such as painting, drawing, printmaking and sculpture, to create original works of art which demonstrate an understanding of selected art movements.

Year 10 Design

Recommended understanding/experience: Successful completion of Year 9 Art course is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Form and Function: Designing our world.

Key / Guiding Questions:

1. How has design shaped the world we live in?
2. What is the 'design process' and how can it help us find solutions to real-world problems?
3. How can we create designs that fulfill a need (function) while maintaining aesthetic appeal (form)?

In Year 10, Design students gain an understanding of the design process, and how it is used to plan and create works of design. Students will analyse a range of design works and apply their knowledge and understanding of form and function to develop original ideas in response to real-world scenarios and design briefs. Areas of design covered may include graphic design, product design, fashion design, architecture and concept art.

Year 10 Digital Art

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea Art in a digital world.

Key / Guiding Questions:

1. How has the emergence of digital technologies changed the way that artists and designers create and display their work?
2. How can digital technologies be used to effectively plan, refine, create and present our own works of art?
3. How can traditional techniques and digital technologies be used together?
4. What role do art and design play in enhancing the experience film, television and video games?

In this course, students will explore the role of digital technologies in art and design, including the impact of digital technologies on the way that artists and designers plan, create and display their works. Students will explore the work of selected artists and designers and develop skills using programs such as Adobe Photoshop and Illustrator to plan and create resolved, original works of art and design.

Year 10 Drama

Recommended understanding/experience: Successful completion of Year 9 Drama Course is recommended but not required.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea Journey Through Time and Theatre

Key / Guiding Questions:

1. What impact do the performing arts have on society and the world around us?
2. What different roles exist within theatre and the performing arts?
3. How will my participation in public performances help me to improve my dramatic skills and confidence?
4. What are my potential career paths in theatre?

This course is a semester unit for students who enjoy Drama performance, and who want to advance their acting techniques and skills as well as visit artists in practice to learn about the elements that lead to a theatre production. Students will explore Comedy and what makes us laugh. They undertake practical and performance workshops exploring slapstick, clowning and 'lazzi'. Students also examine Tragedy and build on their skills by exploring Realism and the essential skills required in portraying realistic characters for serious drama as seen in film and television and live, dramatic theatre. Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews.

Year 10 Music (Full Year)

Recommended understanding/experience: Successful completion of Year 9 Music. Students are required to attend scheduled instrumental/vocal lessons.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

The Power of Music

Key / Guiding Questions:

1. What are my personal performance goals and how can I measure the progress I need to make on my chosen instrument/voice?
2. How will my participation in music performances contribute to better musical skills?
3. How will the study of music help me to develop empathy for others and better insights into cultural musical perspectives?
4. How will I develop skills to create, notate and record expressive and original compositions?

Special Consideration:

In order to study Yr 10 Music, students undertake instrumental/vocal tuition. The focus of the course is about gaining proficiency on either the voice or a musical instrument of the student's choice. In order to study music at Yr 12, it is assumed that students have studied their voice/instrument for a minimum of 3 years.

Free tuition (in small groups) is available in Vocal, Drum Kit, Guitar, Bass, Flute, Clarinet and Saxophone.

The Yr 10 course consists of 6 integrated areas: Solo Performance, Ensemble Performance, Theory/Aural, Composing/Arranging, Music Appreciation and Music Technology. Students extend their musical skills, knowledge and understanding. They develop personal and interpersonal skills through the tasks undertaken. Students develop their ability to create and analyse musical works and participate in performances such as Music Nights. Students gain an awareness of the historical and cultural aspects of Music within society. Students learn about live sound production and recording processes, and produce their own CD.

Assessment tasks include:

- Solo and Ensemble Performances
- Presentation at Music Nights
- Theory and aural development
- Creating original compositions and arrangements

Stage 1 Drama A

Recommended understanding/experience: Successful completion of Year 10 Drama is beneficial

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea What's my style?

Key / Guiding Questions:

1. How do innovative drama styles give different perspectives to a story?
2. Can I create an original piece of dramatic work that expresses my individual skills, style and ideas?
3. How can I further develop my skills, knowledge, creativity and resilience in my chosen field?
4. What theatre and performing arts roles am I most interested in pursuing?

Students will be involved in the staging of a production of an existing play-script to be presented after-school-hours to a public audience. Students will contribute on-stage as actors, or offstage in a technical role. They write a post-production essay that critically analyses their role and performance in the group production as well as critically analyse theatre in a play review. Students investigate, in depth, the work of a drama practitioner/innovator (examples: Constantin Stanislavski, Augusto Boal, Antonin Artaud) through theory sessions, texts and practical workshops. They are challenged to notice how Dramatic Theatre styles can challenge perceptions, perspectives and promote change in society. They finally apply their acquired knowledge and skills to improvisations and adapted text-based performance work as practitioners themselves working and teaching younger Drama students over a prescribed number of workshops.

Stage 1 Drama B

Recommended understanding/experience: Successful completion of Year 10 Drama is beneficial.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea Centre Stage!

Key / Guiding Questions:

1. How can I work collaboratively with other students in an ensemble or as an off-stage practitioner to produce an effective theatre production?
2. How do different theatre and performing arts roles contribute to effective productions, and which role(s) best suit my individual skills and talents?
3. How do I improve my life skills through Drama?
4. What role does communication, event management, creativity and independence have in my personal development and my future career prospects?

Students participate in creative problem-solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts, as well as their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. In Drama B students continue to participate in the planning, rehearsal, and performance of dramatic works. Major playwrights will be studied with a focus on Anti-Realist Theatre in this course. Presentational Theatre, Epic and Absurdist styles are the main focus with examples of works by Bertolt Brecht, Samuel Beckett, Eugene Ionescu or Tom Stoppard. Students work collaboratively to stage a Group Production through performance in an acting role or in an off-stage role. Students complete reflective studies and evaluations of theatrical works and in their Individual Presentation students choose their own monologue, prepare and stage it as a performance demonstrating research, synthesis, and dramatic skills.

Stage 1 Visual Art A

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Year 10 level is recommended.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Can art change the world?

Key / Guiding Questions:

1. What role does art play in promoting change in society?
2. How do artists use symbolism to convey meaning in works of art?
3. How can I develop my knowledge and skills to become a better artist?
4. How can I create original works of art that express my individual skills, style and ideas?

In Stage 1 Visual Art A, explore the work of artists from a range of historical and cultural contexts to understand how art can challenge perceptions and promote change in society. Understand how artists manipulate materials, techniques and subject matter to create meaningful art works and experiment extensively with selected materials, techniques and styles to improve practical skills. Create original works of art which reflect your personal visual aesthetic and express aspects of your personal identity.

Stage 1 Visual Art B

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Year 10 level is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Art is a form of expression

Key / Guiding Questions:

1. How can art communicate aspects of personal identity and culture?
2. How do artists use symbolism in works of art to convey meaning?
3. How can I develop my knowledge and skills to become a better artist?
4. How can I create original works of art that express my opinions about issues in society?

In Stage 1, Visual Art B students explore the work of artists from a range of historical and cultural contexts to understand how art can communicate aspects of personal identity and culture. Students will understand how artists manipulate materials, techniques and subject matter to create meaningful art works. Students will experiment extensively with selected materials, techniques and styles to improve practical skills, and create original works of art which communicate opinions about issues in society.

Stage 1 Design A

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Year 10 level is recommended

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I turn my artistic skills and creative ideas into a career?

Key / Guiding Questions:

1. What employment opportunities are there for designers in different industries?
2. How can I develop the skills necessary to be successful in design industries?
3. How can I use the design process to plan and create original designs for real-world applications?

In Stage 1, Design A students explore the wide range of employment opportunities in design. Students utilise the design process to plan and create works of design for real-world applications. Students will analyse a range of design works and apply their knowledge and understanding of form and function to develop original ideas in response to real-world scenarios and design briefs. Students will be able to effectively utilise and manipulate selected materials, techniques, styles and processes to create resolved works of design. Areas of design covered may include graphic design, product design, fashion design, architecture, illustration and concept art.

Stage 1 Design B

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Year 10 level is recommended.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Design and the community

Key / Guiding Questions:

1. What role does design play in shaping the world we live in?
2. How can I develop the skills necessary to create effective designs?
3. How can I use the design process to plan and create original designs which contribute to my local community?

In Stage 1, Design B students explore the impact of design on the world we live in. Students utilise the design process to plan and create works of design to benefit the local community. Students will analyse a range of design works and apply their knowledge and understanding of form and function to develop original ideas in response to real-world scenarios and design briefs. Students will be able to effectively utilise and manipulate selected materials, techniques, styles and processes to create resolved works of design. Areas of design covered may include graphic design, product design, fashion design, architecture, illustration and concept art.

Stage 1/ Stage 2 Music (Industry & Performance)

Recommended understanding/experience: This course is designed for students with an extremely strong interest in the music industry. Students must have demonstrated experience equivalent to 3 years on their instrument or voice as this course is performance based.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can I take my love of music out into the world?

Key / Guiding Questions:

1. What are the various career pathways associated with the music industry?
2. How can I experience a range of skills that contribute to these pathways?
3. What can I contribute to improving my performance and that of others?
4. How can I link with Industry Professionals to further my understanding and career?

Course Overview:

Students will develop an understanding of

- the music sectors and career opportunities within the music industry
- production processes and promotional opportunities
- copyright regulations

Students will demonstrate knowledge of

- how the music industry works in the local community
- appropriate health, safety and security procedures

Students will be able to

- Play in a variety of music genres
- compose songs or musical pieces
- gain skills in performance and technology practice
- work with others effectively to organise a music act or event
- make a music demo and record original music
- Develop performance skills

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Stage 1 Creative Arts (Photography)

Recommended understanding/experience: Successful completion of Year 10 Photography or Year 9/10 Media is recommended, but is not a requirement.

Duration of course: 1 Semester

Subject Fee: \$54.00

Course Overview:

Essential Question/Big Idea

How can I be creative with my Photography?

Key / Guiding Questions:

1. How can I creatively use the technical settings of my camera?
2. What lighting effects can I produce using the studio lights?
3. What kind of photography reflects my own unique style and visual aesthetic?

Don't just think outside the box, think outside the camera! Stage 1 Photography gives you the opportunity to learn all the stages of the photography process, from taking the shot using camera techniques, to getting creative in Photoshop. Stretch your understanding of what photography is through learning some creative photography approaches and professional lighting techniques. Put it all together through the creation of your own photography product or artwork!

Note - Creative Arts is a flexible subject which allows students to choose their mediums. If you have experience in Photography or Media Arts (Film-making), you have the opportunity to choose which you specialise in!

Stage 2 Creative Arts (Photography)

Recommended understanding/experience: Successful completion of Stage 1 Photography is an advantage, but not a requirement.

Duration of course: 1 Semester

Subject Fee: \$66.00

Course Overview:

Essential Question/Big Idea

What kind of photographer do I want to be?

Key / Guiding Questions:

1. How can I use the creative process to effectively develop my ideas?
2. What can I learn from professional photographers in the industry?
3. How can I develop my photography skills and techniques to best execute my creative ideas?

It's time for you to specialise! Stage 2 Photography will give you the opportunity to think, plan and reflect upon what kind of photographer you want to be. Investigate and develop the specialist skills you want to develop. Investigate and learn from photographers who are already in the industry. Be the designer of your own photography products, or execute your own artistic ideas - it's all your choice!

Stage 1/ Stage 2 Music (Industry & Performance)

Recommended understanding/experience: This course is designed for students with an extremely strong interest in the music industry. Students must have demonstrated experience equivalent to 3 years on their instrument or voice as this course is performance based.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

How can I take my love of music out into the world?

Key / Guiding Questions:

1. What are the various career pathways associated with the music industry?
2. How can I experience a range of skills that contribute to these pathways?
3. What can I contribute to improving my performance and that of others?
4. How can I link with Industry Professionals to further my understanding and career?

Course Overview:

Students will develop an understanding of

- the music sectors and career opportunities within the music industry
- production processes and promotional opportunities
- copyright regulations

Students will demonstrate knowledge of

- how the music industry works in the local community
- appropriate health, safety and security procedures

Students will be able to

- Play in a variety of music genres
- compose songs or musical pieces
- gain skills in performance and technology practice
- work with others effectively to organise a music act or event
- make a music demo and record original music
- Develop performance skills

Stage 2 Creative Arts (Drama)

Recommended understanding/experience: Previous drama training is an advantage or successful completion of Stage 1 Drama

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

Let's get creative!

Key / Guiding Questions:

1. What employment opportunities and roles exist within different arts disciplines?
2. How can I develop the skills necessary to be successful in my chosen arts field?
3. How can I work collaboratively with others to contribute to performing arts events?

Ever wanted to create that something special? Well, this is your opportunity. Creative Arts provides you with the techniques, materials and tools to create well pretty much anything. In previous years most students have focussed on Drama-based projects but this course is not limited to that, your imagination is the limit. You should focus on investigating what and how you plan to go about your creation, use creative arts techniques and tools to develop it, produce your product in a real life setting and then reflect and critically analyse the whole process and product.

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Stage 2 Visual Arts (Art)

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Stage 1 is highly recommended.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

The Artist in me

Key / Guiding Questions:

1. What sort of artist do I want to be, and how do the artworks that I create reflect my individual style and aesthetic?
2. How can I further develop my knowledge and skills to become a better artist?
3. How can I apply my own unique ideas and skills to create original and meaningful works of art?

In Stage 2 Visual Art (Art) students plan and create works of art which reflect their own individual ideas and unique visual aesthetic. Students drive their own learning, selecting topics and themes that have personal relevance. Students research artists and analyse and interpret artworks related to their practical work to inspire them to become better artists. Students undertake comprehensive experimentation with selected materials and techniques to refine practical skills and document decision-making and problem-solving processes. Students effectively utilise and manipulate selected materials and techniques to create original, resolved works of art.

Stage 2 Visual Arts (Design)

Recommended understanding/experience: Successful completion of at least one semester of Art or Design at Stage 1 is highly recommended.

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

The Designer in me

Key / Guiding Questions:

1. What sort of designer do I want to be?
2. How can I further develop my knowledge and skills to become a better designer?
3. How can I apply my own unique ideas and skills to create original designs for real world applications?

In Stage 2 Visual Art (Design) students plan and create designs which reflect their own individual ideas and unique visual aesthetic. Students drive their own learning, selecting topics and themes that have personal relevance. Areas of design which may be explored include graphic design, product design, fashion design, architecture, concept art and more. Students research designers and analyse and interpret designs related to their practical work to inspire them to become better designers. Students undertake comprehensive experimentation with selected materials and techniques to refine practical skills and document decision-making and problem solving processes. Students effectively utilise and manipulate selected materials and techniques to create original, resolved works of design.



THE ARTS

Student piece by Alicia Blee

@lcia

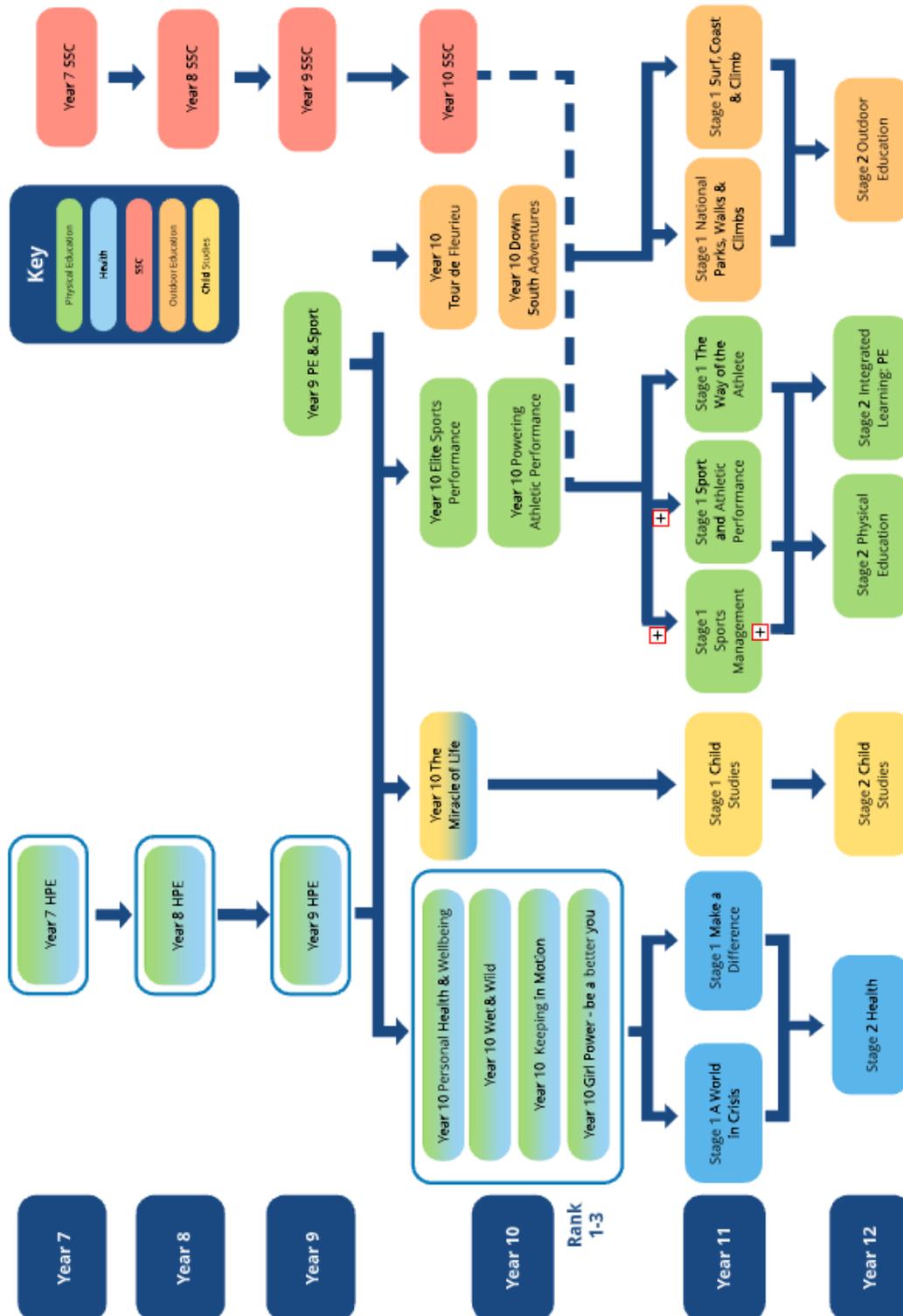
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HEALTH and PHYSICAL EDUCATION

KEY CONTACT: Naomi Gash

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In Health and Physical Education, students develop the knowledge, understanding and skills to build healthy lifestyles and manage positive relationships. Through the Health and Physical Education curriculum at Wirreanda Secondary School, we support students to be resilient, and take actions to promote their health and participate in physical activity.



Year 10 HPE: Wet and Wild

Health and Physical Education (HPE) is a compulsory subject at Year 10. Students are able to choose one of the four Year 10 HPE options.

Duration of course: 1 Semester

Subject Fee: \$50

Course Overview:

Essential Question/Big Idea

Introducing you to water safety and skills through aquatic activities

Key / Guiding Questions:

1. How can I develop my skills and knowledge around aquatic activities?
2. How do I rescue someone who is drowning?
3. What sustainable practices are in place or needed to protect our local coastline?
4. How can I gain national accreditation relating to water safety that prepares me for future employment?

Are you a fish out of water? Do you enjoy water activities? This course will expose you to a variety of interests that are accessible through the Port Noarlunga Aquatic Center and other local community venues. Water safety, Surf Rescue and CPR certificates can be attained by the completion of the course.

Some of the topics covered but not limited to:

- Surfing and bodyboarding
- Snorkelling
- Kayaking
- Sailing
- Stand Up Paddle boarding (SUP)
- SHINE

Year 10 HPE: Keeping in Motion

Health and Physical Education (HPE) is a compulsory subject at Year 10. Students are able to choose one of the four Year 10 HPE options.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I keep moving if I don't like conventional sport?

Key / Guiding Questions:

1. What physical activities are available to me when I leave school?
2. How can I look after myself so that I can maintain my health through physical activity and sport?
3. What are the sporting associations that are available in my community?
4. Where do I look for sporting and recreational centres that are available to me in the community and beyond?

This course is set up to give students a look at sporting and recreational options that are available in the community to prepare them for their active life after they have left school.

There will be an investigation of the type of activities that may suit the personalities of individual students so that they can follow recreational and sporting interests that they may find beneficial to maintaining a healthy lifestyle. The type of activities that may be included but are not limited to are:

- Ten Pin Bowling
- Archery
- Martial Arts
- Lawn Bowls
- Fencing
- Ultimate frisbee
- European handball
- Futsal

Year 10 HPE: Personal Health and Wellbeing

Health and Physical Education (HPE) is a compulsory subject at Year 10. Students are able to choose one of the four Year 10 HPE options.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

Personal health and wellbeing leads to happiness

Key / Guiding Questions:

1. Why is my personal health and fitness key to longevity?
2. What are non-practical approaches to health and wellbeing?
3. How can I develop positive relationships across my lifetime?
4. How can I make positive choices in real-life situations?

A non-sport course. Are you interested in understanding and improving your wellbeing and the wellbeing of others? What are the lifelong positive choices you can make to ensure physical and emotional resilience?

Suggested topics may include, but are not limited to:

- Relationship health
- Harm minimisation within issues facing young people today
- Personal and community health
- Mindfulness/Meditation/Yoga
- Personal fitness
- Exploration and analysis of new trends in health and fitness
- Diet and Nutrition

Year 10 HPE: Girl Power - be a better you

Health and Physical Education (HPE) is a compulsory subject at Year 10. Students are able to choose one of the four Year 10 HPE options.

Duration of course: 1 Semester

Subject Fee: \$20

Course Overview:

Essential Question/Big Idea

How do I become the person I want to be?

Key / Guiding Questions:

1. How do I become motivated and fit for life?
2. How do I eat and sleep well to be more productive and happy?
3. What things can I do to improve my wellbeing?
4. How can I make positive relationship choices?

This is your chance to work collaboratively in an all-girl class, giving you the opportunity to become the best version of yourself. You will be able to improve not only your physical health, but also your social, emotional and mental health. This course will help you to develop life skills that will enable you to enhance your skills for job interviews, building self-confidence, personal hygiene and opportunities for success.

Year 10 Powering Athletic Performance

Recommended understanding/experience: Successful completion of Year 9 Physical Education

Duration of course: 1 Semester

Subject Fee: \$50

Course Overview:

Essential Question/Big Idea

Where does the energy come from for elite sports performance?

Key / Guiding Questions:

1. Can you show proficiency in a range of sports; team and individual?
2. Where does your body get its energy from?
3. Can you problem-solve in game environments?
4. How do elite performers produce winning efforts?

Considering Stage 1 and 2 PE? This course is designed to get you practically and theoretically ready!

During the semester you will complete practical units from the following:

- Badminton
- Touch/Tag
- European Handball
- Hockey
- Basketball
- Golf or Fencing

Theory topics include Energy and Adaptations to training.

Year 10 Elite Sport Performance and Analysis

Recommended understanding/experience: Successful completion of Year 9 Physical Education

Duration of course: 1 Semester

Subject Fee: \$50

Course Overview:

Essential Question/Big Idea

What makes the difference between elite performers?

Key / Guiding Questions:

1. Can you show proficiency in a range of sports; team and individual?
2. How do you learn, analyse and teach skills?
3. Can you problem-solve in game environments?
4. How can we use digital tools to analyse and enhance performance?

This is your chance to develop specialist skills in analysis of techniques within a sport using digital technology. Through use of animation, video and online design you will get the chance to see specific sports skills through the eyes of a coach and a sports marketer.

During the semester you will complete practical units from the following:

- Tennis/Table tennis
- Volleyball
- Basketball
- Soccer/Futsal/Flag football
- Netball
- Lawn bowls or Archery

Theory topics include Skill Learning and Biomechanics.

Year 10 The Miracle of Life (Child Studies)

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$40

Course Overview:

Essential Question/Big Idea

How can humans influence the success of the next generation before they are even born?

Key / Guiding Questions:

1. What can humans and technology do to help babies grow and develop inside and outside of the body?
2. Nature or Nurture?
3. What role does nutrition play from the womb to the world?
4. Bubble wrap or broken bones; does helicopter parenting help or hinder?

The miracle life takes an in-depth look at child development from preconception to pregnancy, birth and beyond. Students will critically think about the impact humans and technology have on children and how far we have come in regards to medicine, parenting and education. They will explore the ever-changing needs of a child and why rules and regulations are supporting or damaging the way a child succeeds in life.

Year 10 Specialist Sports Course

This course is a special entry program and requires applicants to compete in a selection process.

Duration of course: 2 Semesters

Subject Fee: \$230

Course Overview:

Essential Question/Big Idea

Reaching your athletic and human potential.

Key / Guiding Questions:

1. How can I coach/teach the skills I want to see in my team?
2. How can I work towards my sporting or athletic goals?
3. Where are the long-term pathways in sport-related fields?
4. Why do we develop our brain alongside our body?

The SSC program is continually developed and revised to give students every opportunity to reach their sporting and athletic potential through:

- Further development in athletic/movement capability, strength and conditioning.
- Developing an emphasis on health and longevity in sport - Sleep, nutrition, recovery etc.
- Fostering a growth mindset - Through failure we learn and "I'm not good enough" ... Yet.
- Providing opportunities/challenges in sport: specialist coaching, sports and athletic teams, sporting trips.
- Applying an understanding of the impact of mental toughness/grit (sport psychology).
- Enhancing your skill set through a range of different sports and activities.
- Recording, analysing and reflecting on growth through the use of online software and GPS/HR recording.

The 3 year SSC program is also the best pathway to academic study at Stage 1 and 2 in PE and towards tertiary studies in sport, science and education.

Year 10 Tour *de Fleurieu* (Outdoor Education)

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$200

Course Overview:

Essential Question/Big Idea

Wheel your way through the Southern Ranges

Key / Guiding Questions:

1. How can I develop my bush-camping skills?
2. How do park management strategies allow us to enjoy the outdoors?
3. Does being outdoors make me a better person?

Do you want to experience an active outdoor lifestyle with the enjoyment of fresh air whilst riding amongst local communities? Introduce yourself to the active outdoor lifestyle which this course offers. Begin to learn a variety of new skills in lightweight bush-camping along with the enjoyment of fresh air whilst riding amongst local communities. You will also develop camping skills such as:

- Safety Management and risk analysis
- Tent erecting
- Bush cooking
- Mapping, navigation and route planning

Use natural environments to climb new heights, whilst gaining a better understanding of National Park Management and Resources within our community.

Year 10 Down South Adventures (Outdoor Education)

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$200

Course Overview:

Essential Question/Big Idea

Be a sustainable part of the southern coastal environment

Key / Guiding Questions:

1. What do we need to survive in the outdoors?
2. How do park management strategies allow us to enjoy the outdoors?
3. How can we grow an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities?

Get a taste for a variety of outdoor adventure pursuits along our southern coastline. Students will gain an understanding of the attitudes and beliefs that impact on local natural environments, environmental care and conservation issues, and management processes that lead to effective journeys in our local coastal environment.

Begin to learn a variety of new skills in lightweight bush-camping and enjoy some fresh air whilst surfing, kayaking and walking around the coastal environment. You will also develop skills such as:

- Safety management and risk analysis
- Tent erecting
- Bush cooking
- Mapping, navigation and route planning
- Aquatic pursuits
- Weather

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HEALTH and PHYSICAL EDUCATION



Stage 1 Health & Wellbeing: A World in Crisis

Recommended understanding/experience: Successful completion of Year 10 Health and PE, and Year 10 English.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

What determines the health of populations?

Key / Guiding Questions:

1. What are the consequences of poor health decisions on the individual and the population?
2. Why might educated people make poor health decisions?
3. What personal and community-based actions promote improved health outcomes?

Are you passionate about national and global health priorities? Are you excited to delve into current health issues affecting us and how they are being addressed by individuals and authorities? In this course you will identify and implement personal and social actions that can lead to improved health outcomes and focus on particular health issues that suit your interests.

Success in this course relies on in-depth research, development of specific health literacy, clear presentation skills, dedicated group learning and a passion that lies in health for all.

Focus areas for study:

- Mental Health
- Global health issues
- Health and the environment
- Health careers and pathways

Stage 1 Health & Wellbeing: Make a Difference

Recommended understanding/experience: Successful completion of Year 10 Health and PE, and Year 10 English.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I use Health Promotion to have an impact on the health of my community?

Key / Guiding Questions:

1. How does personal health impact the community?
2. How do I make the "right" decisions in the face of peer, media and other pressures?
3. How do you know whether or not health information is trustworthy?
4. What does it mean to be truly healthy?

Are you passionate about personal, local and community health? Are you excited to delve into current health issues affecting us and how they are being addressed by individuals and authorities? Within Health: Make a Difference, you will identify and implement personal and social actions that can lead to improved health outcomes and focus on particular health issues that suit your interests.

Success in this course relies on in-depth research, development of specific health literacy, clear presentation skills, dedicated group learning and a passion that lies in health for all.

Focus areas for study are:

- Teenage health issues
- Health and participation in an active lifestyle
- Contemporary health priorities in Australia

Stage 1 Sport and Athletic Performance (PE)

Recommended understanding/experience: Successful completion of Year 10 PE

Duration of course: 1 Semester

Course Overview:

Subject Fee: \$50

Essential Question/Big Idea

Explore human performance and participation in sport and physical activity.

Key / Guiding Questions:

1. What is the physiology of an elite performer?
2. Do all training methods work?
3. How do social issues affect sports people and you?
4. How can you enhance your participation and performance outcomes?

Stage 1 PE is developing and applying the physical and mental processes that elite performers use, within you. It includes a detailed introduction to athletic performance analysis, including energy systems and skill learning that are vital for success at Stage 2 PE. Issues affecting sport, health and athletic performance are also researched in detail and can be chosen by the student based on an area of interest.

The practical basis of the course may come from:

- Strength/fitness training
- Modified games
- European Handball
- Volleyball

Stage 1 The Way of the Athlete (PE)

Recommended understanding/experience: Successful completion of Year 10 PE

Duration of course: 1 Semester

Course Overview:

Subject Fee: \$50

Essential Question/Big Idea

What do the best performers do?

Key / Guiding Questions:

1. How does your technique compare to the best performers?
2. Is deliberate practice the key to improved performance?
3. How do social issues affect sports people and you?
4. How can you enhance your participation and performance outcomes?

Stage 1 PE is developing and applying the skills teams need to dissect performance and participation. It includes a detailed introduction to team performance analysis, as well as the examination of the biomechanical principles within elite sports. Issues affecting sport, health, participation and athletic performance are also researched in detail and can be chosen by the student based on an area of interest.

The practical basis of the course will come from:

- Golf
- Basketball
- AFL
- Touch Football (League)
- Modified games
- Ultimate frisbee
- Fitness training

Stage 1 Coast, Surf and Climb (Outdoor Education)

Recommended understanding/experience: Successful completion of a semester of Year 10 Outdoor Education is highly recommended

Duration of course: 1 Semester

Subject Fee: \$200

Course Overview:

Essential Question/Big Idea

Can humans and nature coexist in harmony?

Key / Guiding Questions:

1. Why should we help to protect and manage our local coastline?
2. How can aquatic activities engage you in our coastline?
3. What are the consequences of failing to reduce the human impact on marine life?
4. Why does an understanding of ecology, environmental sustainability, cultural perspectives, and physical, emotional, and spiritual health improve the community for all?

Want to get your education outdoors? How do people connect with the natural environment?

Through outdoor activities students develop their sense of self-reliance and build relationships with people and the natural environment. Stage 1 Coast Surf and Climb focuses on planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts within a surfing/body-boarding journey and rock climbing excursion.

Stage 1 National Parks, Walks and Climbs (OE)

Recommended understanding/experience: Successful completion of a semester of Year 10 Outdoor Education is highly recommended

Duration of course: 1 Semester

Subject Fee: \$200

Course Overview:

Essential Question/Big Idea

Personal development, independence, group dynamics, lifelong skills

Key / Guiding Questions:

1. Why is it important to engage in our local natural environments?
2. How can you push yourself past what you thought you were physically capable of?
3. How do you assess and manage the risks and minimise the environmental impacts when planning a trip?
4. How can you develop an understanding of ecology, environmental sustainability, cultural perspectives, and physical, emotional, and spiritual health?

Climb your way up the wall and in the wild at local Conservation Parks. Within National Parks, Walk and Climbs, students will reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

Through a bushwalking journey and outdoor climbing day trips, students increase their effectiveness as members of a group and 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.

Stage 1 Child Studies

Recommended understanding/experience: Year 10 Child Studies recommended but is not a requirement

Duration of course: 1 Semester

Subject Fee: \$50

Course Overview:

Essential Question/Big Idea

What influences the growth, health and wellbeing of a child from conception to 8 years?

Key / Guiding Questions:

1. How are the changing needs for food met throughout childhood?
2. Are children's toys meeting safety standards?
3. What if babies slept in boxes?
4. How does technology affect childhood?

Childhood is special. We grow, develop and establish a sense of self. In Stage 1 Child Studies you will examine issues related to these early years. Explore the concept of nude free foods, toy standards, and the reason why some children sleep in boxes. Take a step into the world of technology and see the impact it has on the way children develop.

Stage 1 Sports Management (PE)

Recommended understanding/experience: Successful completion of Year 10 HPE

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How do you take your love of sport to another level?

Key / Guiding Questions:

1. How can we manage and coach a team?
2. How can we participate and manage safely in sport?
3. How do community structures and practices influence physical activity?
4. How can you enhance and improve your own health and wellbeing?

Stage 1 PE - Sports Management - do you wish to be involved in sport within your community? Would you like the opportunity to improve and increase your coaching ability. This course will give you the broad skills to coach, manage and run sporting events and competitions. Within this course you will gain insight into the fitness industry, sports, and event management. You also will come out of this stage 1 course with your certificate 2 in First Aid enhancing your employability skills.

The practical basis of the course may include.

- Coaching and modified games
- Sports/event management and officiating
- First Aid
- Participation in Physical Activity

Stage 2 Physical Education

Recommended understanding/experience: Successful completion of a semester of Stage 1 PE.

Duration of course: 2 Semesters

Subject Fee: \$80

Course Overview:

Essential Question/Big Idea

Explore your own physical capacity and analyse human athletic performance.

Key / Guiding Questions:

1. How do athletes function at the top level?
2. How can you analyse and enhance your own or others' performance outcomes?
3. How do community structures and practices influence physical activity?
4. How do global health and sporting issues affect your community?

Stage 2 Physical Education is where sport and science come together and can be a desired course for those interested in tertiary sport science, health sciences, physical training or human movement pathways.

Areas of study include performance and participation improvement, skill analysis and assessment, understanding how and why we move and lifelong physical activity. Students will be expected to apply knowledge of movement concepts in physical activity, and reflect and evaluate on performance improvement.

Stage 2 Integrated Learning: Physical Education

Recommended understanding/experience: Successful completion of a semester of Stage 1 PE or Outdoor Education.

Duration of course: 2 Semesters

Subject Fee: \$150

Course Overview:

Essential Question/Big Idea

How do I prepare myself for life after sport?

Key / Guiding Questions:

1. Why are skills and game knowledge required to work in sport after playing?
2. How can an area of passion develop into an in-depth program aimed at personal health and performance?
3. Why are some professional sports coaches more successful than others?
4. Can you show proficiency and growth within team and individual sports?

Participate in a variety of sports for Practical Application (some examples are European Handball, Archery, Volleyball, Golf) and reflect on how you develop skills along the way. Test, design, implement and reflect on a sports program focussed on developing yourself as an athlete.

Do you want to work in the sporting arena but not sure what qualifications you need? Complete an accredited coaching component for your selected sport and implement your coaching skills within our school community.

Stage 2 Outdoor Education

Recommended understanding/experience: Successful completion of at least 1 semester of Outdoor Education at Year 10 or Stage 1.

Duration of course: 2 Semesters

Subject Fee: \$300

Course Overview:

Essential Question/Big Idea

Ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in adventure outdoor activities.

Key / Guiding Questions:

1. How does your learning accelerate during outdoor adventure activities?
2. How do you plan, manage, research and evaluate through Outdoor Adventure activities?
3. Why is the development of leadership and self-sufficiency important?
4. Why should we develop environmental knowledge and skills, and reflect on personal, group, and social development?

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

Assessment: Students will undertake 8 to 10 assessment pieces. The following assessment types enable students to demonstrate evidence of learning:

- 4-5 folio assessments
- 2 x 4-day outdoor journeys for the group practical
- 1 self-reliant expedition for the individual practical
- 1 investigation



Stage 2 Child Studies

Recommended understanding/experience: Successful completion of Stage 1 Child Studies.

Duration of course: 2 Semesters

Subject Fee: \$50

Course Overview:

Essential Question/Big Idea

How can we support the development of a child?

Key / Guiding Questions:

1. How do environments influence the way we grow?
2. What is the importance of literacy and education?
3. How can we be culturally inclusive?
4. How can we support development across childhood?

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities. Stage 2 Child Studies will investigate these topics, creating toys, learning activities or items to support key areas.

Stage 2 Health & Wellbeing

Recommended understanding/experience: Successful completion of Stage 1 Health or Child Studies

Duration of course: 2 Semesters

Course Overview:

Essential Question/Big Idea

What influences behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment?

Key / Guiding Questions:

1. What are the health consequences (especially unforeseen) of government policies?
2. How does education impact local and global health?
3. How do social structures and values impact current health trends?
4. What can you do to improve health and wellbeing outcomes personally and locally?

Are you interested in local, community and global health issues? Are you willing to research, articulate and implement processes to improve your and your local community? If you can work as an individual and within a group to investigate and present dedicated research and findings, and work to improve your local community then Stage 2 Health is for you.

SPANISH

KEY CONTACT: Briony Steele

Email: Briony.Steele317@schools.sa.edu.au

Learning a language broadens students' horizons in relation to developing their personal, social, cultural and employment opportunities. Our Spanish and Auslan programs extend each student's capability to communicate and develop intercultural understanding including increasing respect for diversity and difference. Through languages, students develop an openness to different experiences and perspectives whilst growing an understanding of how culture shapes world views.

Year 10 Español...en serio (Serious Spanish)

Recommended understanding/experience: No prior knowledge or experience is required, but completion of Year 8 Spanish is beneficial

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I maximise my language learning experience?

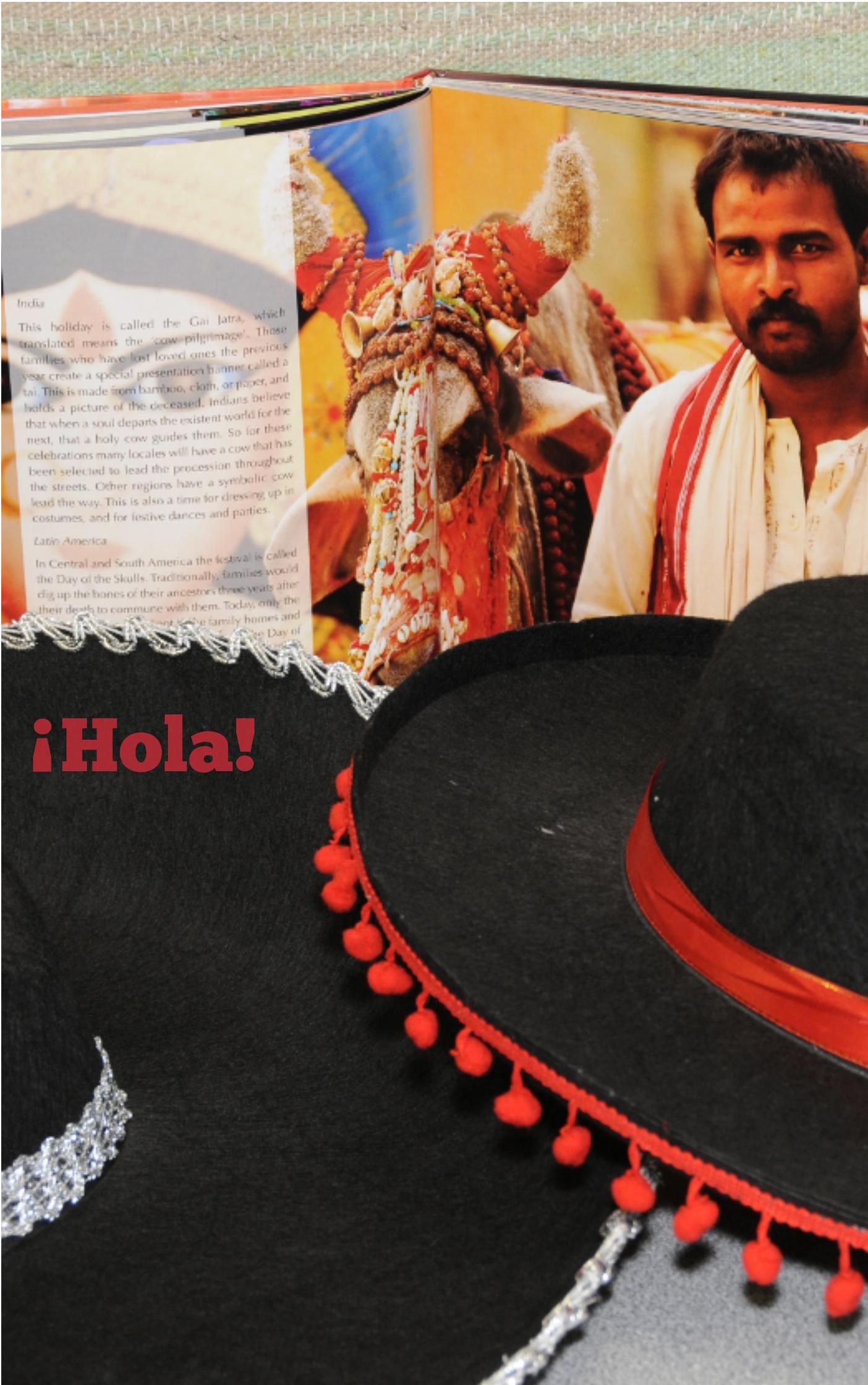
Key / Guiding Questions:

1. What do I want to do with my Spanish?
2. Which resources will best support me to become an independent learner?
3. Which language skills are my strength?

You may have had a little taste of Spanish, or be a complete beginner. Either way, this subject is for those who are serious about learning Spanish.

We will work hard, and have some fun, and hopefully get that amazing feeling that comes from developing skills to a high level. Independent learning ability and willingness to go above and beyond classroom activities are a must.

Te prometo ¡vale la pena! (I promise you, it's worth the effort!)



India

This holiday is called the Gai Jatra, which translated means the 'cow pilgrimage'. Those families who have lost loved ones the previous year create a special presentation banner called a tai. This is made from bamboo, cloth, or paper, and holds a picture of the deceased. Indians believe that when a soul departs the existent world for the next, that a holy cow guides them. So for these celebrations many locales will have a cow that has been selected to lead the procession throughout the streets. Other regions have a symbolic cow lead the way. This is also a time for dressing up in costumes, and for festive dances and parties.

Latin America

In Central and South America the festival is called the Day of the Skulls. Traditionally, families would dig up the bones of their ancestors three years after their death to commune with them. Today, only the bones are kept in the family homes and the Day of

¡Hola!

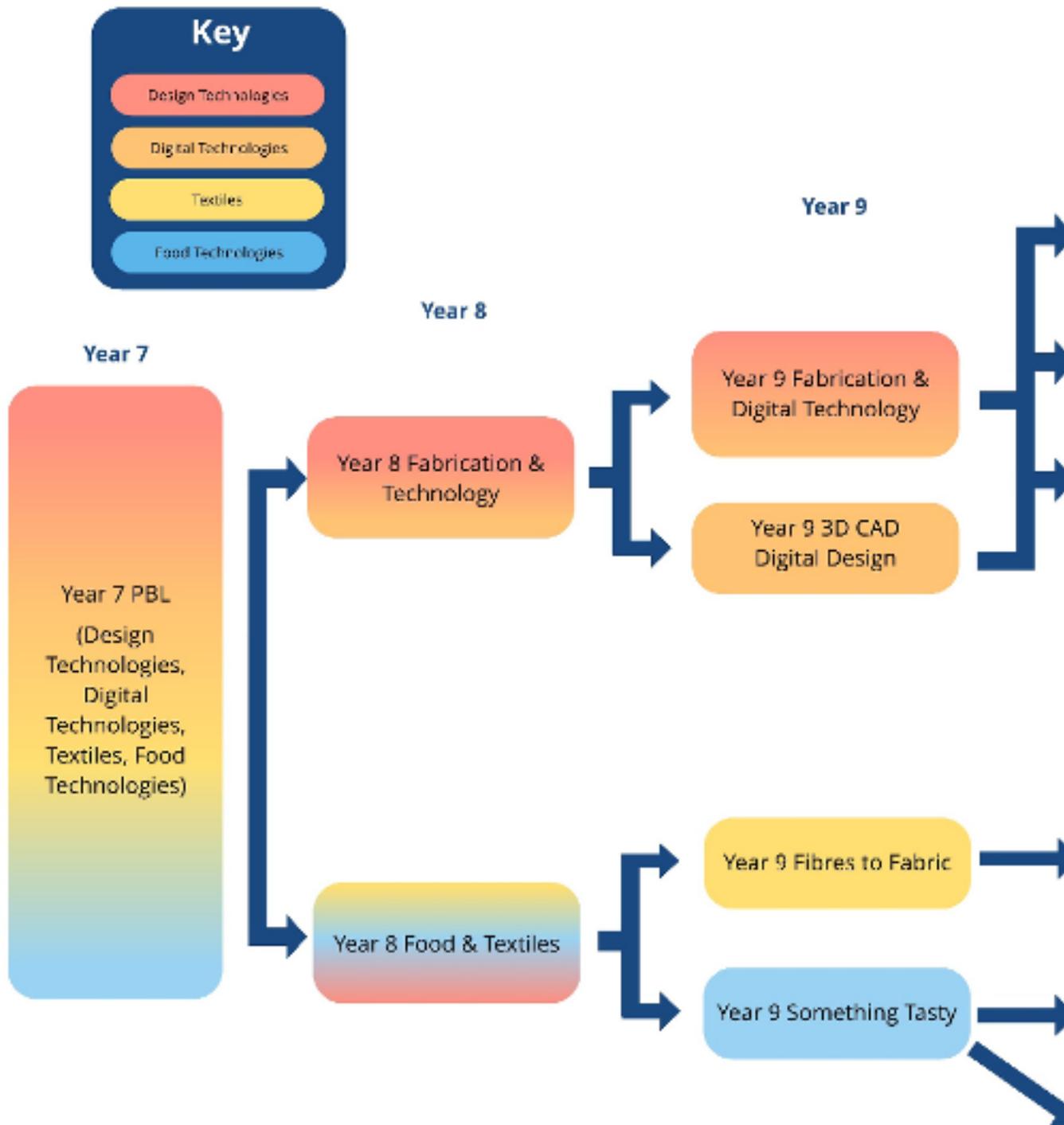
LANGUAGES - SPANISH

DESIGN and TECHNOLOGY

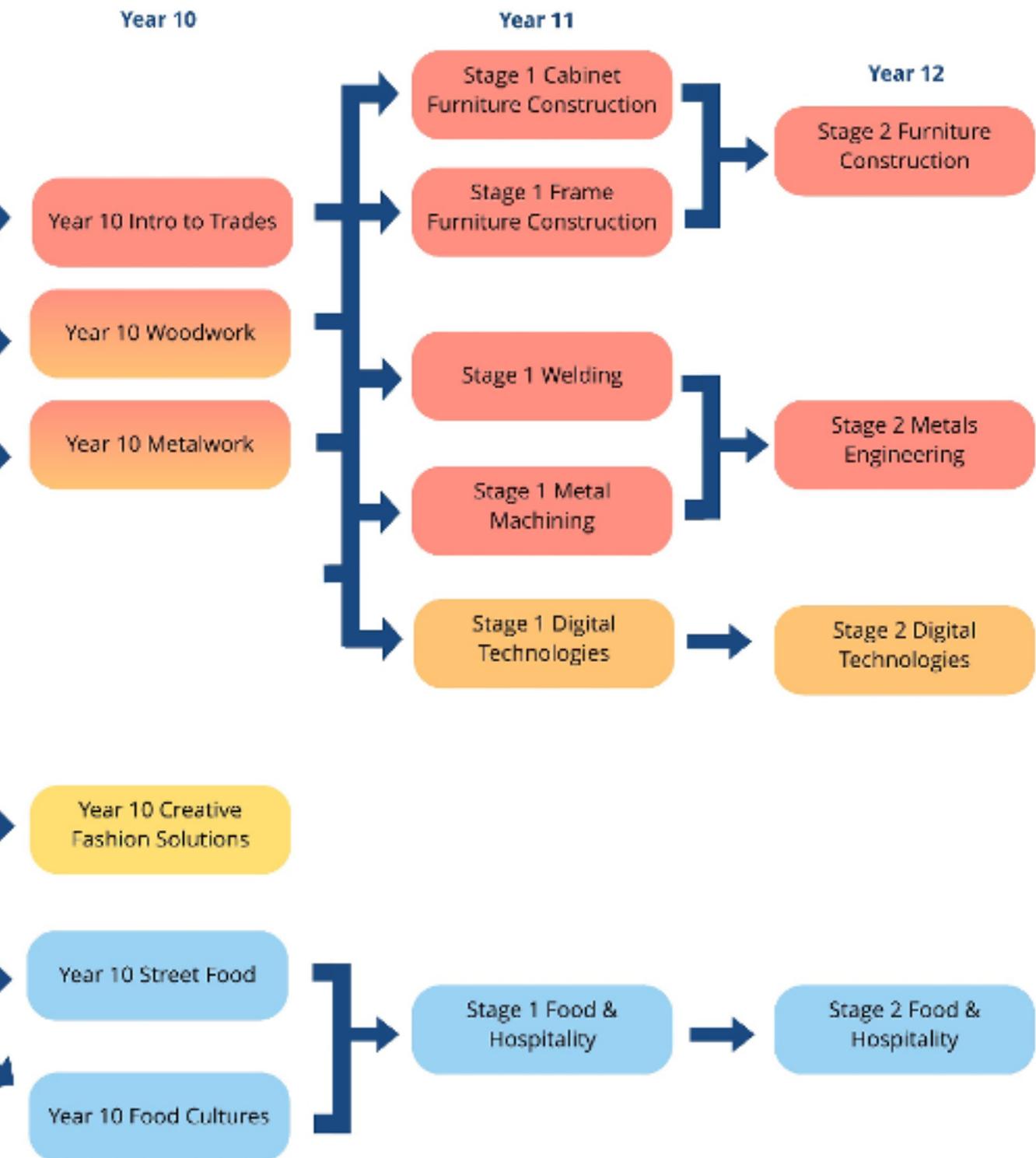
KEY CONTACT: Wayne Olifent

Email: Wayne.Olifent413@schools.sa.edu.au

At Wirreanda Secondary School, we ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies. The Design and Technology learning area encourages students to apply their understanding and practical skills in using technologies and other resources to create innovative solutions, collaboratively and independently. Through a design process, students become problem-solvers and utilise creativity to develop solutions to broad and everyday challenges.



DESIGN and TECHNOLOGIES



Year 10 Metalwork

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$36.00

Course Overview:

Essential Question/Big Idea

How and why is metalwork relevant in post-manufacturing Australia?

Key / Guiding Questions:

1. Why make things when I can buy them?
2. Can I make it better?
3. Is my product more or less sustainable?
4. Are metalwork skills still important in the modern world?

Students develop the skills to be able to use metalwork tools and equipment to make several products. Students will develop skills in the metalwork environment with particular focus on detail and the form of metal to create a product including: designing, drawing, following a plan, measuring, marking out, accuracy, cutting, welding, and finishing. Students make sustainable products that will last for many years.

Year 10 Introduction to Trades

Recommended understanding/experience: A strong interest in the building and construction industry is recommended as is enjoyment of practical activities and working outdoors.

Duration of course: 1 Semester

Subject Fee: \$250.00

Course Overview:

Essential Question/Big Idea

I wonder how they built that?

Key / Guiding Questions:

1. What trades work together to build a house?
2. How can I maintain my house?
3. How do I plan a project?
4. What tools do I need to get the job done?

Throw your Hi-VIS on and strap on your tool-belt; let's get handy! In this course students will be taught the basics of various trades (wet and dry) and apply these to real-world building solutions. Everything from wall-framing, gyprocking, flushing and tiling to bricklaying, paving and plumbing; it will be busy. This course is structured to provide students the basic lifelong skills they may need for general house maintenance and provides a taste to potential trade-based careers.

Year 10 Woodwork

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$36

Course Overview:

Essential Question/Big Idea

How can I make a sustainable product that satisfies a design brief?

Key / Guiding Questions:

1. What does sustainable really mean?
2. How do you know if your client is satisfied with their product?
3. What skills do I need to learn?
4. How do I increase accuracy in the production process?

Students will develop and strengthen skills in interpreting construction drawings, physical production of a wooden product, CAD production, project management and evaluation. Students will use a range of tools, machinery, and techniques to develop a product to meet a design brief while also focusing on increasing accuracy within the production process.

Year 10 Creative Fashion Solutions

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$60

Course Overview:

Essential Question/Big Idea

How can I create my own clothes?

Key / Guiding Questions:

1. How are clothes made?
2. What are the impacts of my fashion choices?
3. Where did fashion start?
4. How to I take my idea to photo shoot?

Always thought of yourself as a trendy or stylish person? Ever wanted to be your own stylist, designer, buyer or maker? Become your own. Learn how to make your own clothes, look at the fashion movement trends and take your ideas from paper to photo shoot.

Year 10 Food Cultures

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Subject Fee: \$70

Course Overview:

Essential Question/Big Idea

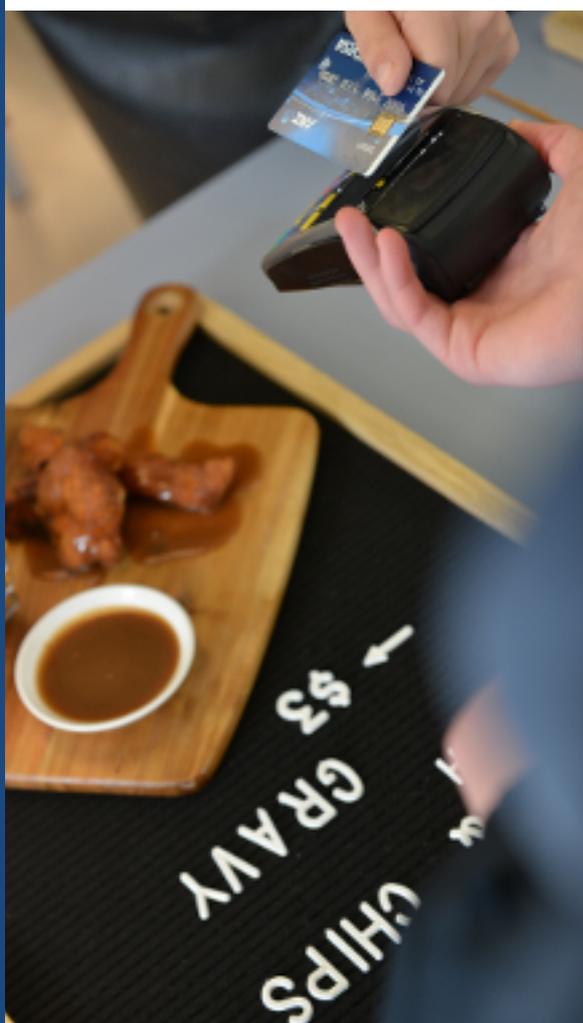
How does culture affect the purpose of food?

Key / Guiding Questions:

1. How can social media affect the way we interact with food?
2. How have different cultures impacted Australia's cuisine?
3. How can you work under pressure to produce dishes for the Masterchef@WSS Competition?

As a multicultural state, Australian food culture is heavily influenced by other cultures and often we see the fusion of cultures in our cuisine.

10 Food cultures is designed to develop student's understanding of how current trends influence Australian food culture. Students will consider the multicultural nature of Australian cuisine and prepare a dish that represents this. Students will also complete a multi-week cooking competition aimed at developing basic cooking knowledge, presentation skills, and hygiene whilst fostering leadership and teamwork skills.



Year 10 Street Food

Recommended understanding/experience: Nil

Duration of course: 1 Semester

Course Overview:

Subject Fee: \$40

Essential Question/Big Idea

From kitchen to cash, how can I build a food business to make a profit?

Key / Guiding Questions:

1. How can we meet the food needs of our community?
2. How is food marketed to an audience?
3. What does it mean to be successful in the food market?
4. How can we ensure products meet ethical, legal, social values, economic, environmental and social sustainability factors?

Knowing your audience and creating a product to cater for community needs are key to building a business. This course is intended for those students who want to explore and understand areas of a food business. Students will establish a product and sell it to a target audience. Students will utilise extended Wednesday Lunch to sell their products.



Stage 1 Digital Technologies

Recommended understanding/experience: It is preferred that students have studied Year 10 Digital Technologies but this is not a requirement

Duration of course: 1 Semester

Subject Fee: \$40

Course Overview:

Essential Question/Big Idea

How can I use the design process combined with software and coding skills produce my own computer games?

Key / Guiding Questions:

1. What are the key principles of coding, and how can I apply them to using Java script to control on-screen objects and actions?
2. What are the range of aspects that need to be considered when designing a computer game?
3. How can I use industry-level software to produce, edit and manipulate images and sounds for use in games?
4. What are the key components of a good computer game, and how do I evaluate the success of my game?

Have you ever had a great idea for a computer game, but had no idea how to make it? Or are you always thinking of ways the games you play could be improved? If your answer is "yes!" Stage 1 Digital Technology is for you. With a strong emphasis on using the design process to Design for Purpose, this course provides you with the opportunity to learn the skills, processes and techniques required to program and produce a working computer game, before designing, making, playing and evaluating your very own computer game. So if you want to learn coding skills that can be applied to any digital format, or learn what's involved in being a big-time game designer, this is the course for you!

Stage 1 Cabinet Furniture Construction

Recommended understanding/experience: It is preferred that students have studied Year 10 Woodwork but this is not a requirement.

Duration of course: 1 Semester

Subject Fee: \$52

Course Overview:

Essential Question/Big Idea

How do I design and construct high quality timber cabinet furniture for myself, my family and my friends?

Key / Guiding Questions:

1. What is the process I need to go through to design a piece of furniture for my own specific purpose?
2. What are the range of materials, fittings and fixings I need to use to produce my piece of furniture and in what situations are each of the options best applied?
3. What skills, tools and machines and construction techniques are used to produce a high quality piece of timber cabinet furniture?
4. How will I measure the success of my piece of furniture, and how will going through this process help me make informed decisions when purchasing furniture in the future?

Have you ever admired the amazing pieces of furniture that are used on TV renovation shows? Or even just wanted storage in your room for your TV, gaming console or your personal belongings? If your answer is "yes!" Stage 1 Cabinet Furniture Construction is for you. With a strong emphasis on using the design process to Design for Purpose, this course provides you with the opportunity to learn the skills, tools, machines and processes required to produce cabinet furniture, before designing and producing your own quality timber cabinet to take home. So don't waste time looking through junk mail from cheap furniture stores for that perfect small cabinet for your room, come and make it yourself!

Stage 1 Frame Furniture Construction

Recommended understanding/experience: It is preferred that students have studied Year 10 Woodwork but this is not a requirement.

Duration of course: 1 Semester

Subject Fee: \$52

Course Overview:

Essential Question/Big Idea

How do I design and construct high quality framed timber furniture for myself, my family and my friends?

Key / Guiding Questions:

1. What is the process I need to go through to design a piece of furniture for my own specific purpose?
2. What are the range of materials, joints and fixings I need to use to produce my piece of furniture and in what situations are each of the options best applied?
3. What skills, tools and machines and construction techniques are used to produce a high quality piece of framed timber furniture?
4. How will I measure the success of my piece of furniture, and how will going through this process help me make informed decisions when purchasing furniture in the future?

Have you ever admired the amazing pieces of furniture that are used on TV renovation shows? Or even just wanted a small coffee table for your lounge or bedroom?? If your answer is "yes!" Stage 1 Frame Furniture Construction is for you. With a strong emphasis on using the design process to Design for Purpose, this course provides you with the opportunity to learn the skills, tools, machines and processes required to produce framed furniture, before designing and producing your own quality small timber table to take home. So don't waste time looking through junk mail from cheap furniture stores for that perfect coffee table to put your drinks on while you watch TV, come and make it yourself!

Stage 1 Metal Machining

Recommended understanding/experience: It is preferred that students have studied a related Year 10 Design and Technology course but this is not a requirement.

Duration of course: 1 Semester

Subject Fee: \$40

Course Overview:

Essential Question/Big Idea

Are lathes still relevant in the digital world?

Key / Guiding Questions:

1. What can a lathe do?
2. How do I use a lathe?
3. How do I problem-solve the order things need to be done?
4. Why is mathematics important in Machining?

Learn how to design and make a sustainable, useful product on a lathe. Students will learn how to use callipers, measure accurately, mark out, and plan work. Students learn to face off, parallel turn, drill, angle turn, cut threads and cut on the lathes. There are choices in some of the products made to complete tasks.

Stage 1 Welding

Recommended understanding/experience: It is preferred that students have studied a related Year 10 Design and Technology course but this is not a requirement.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I gain knowledge in working with various metals, fabrication techniques and technologies that could be beneficial for life in the future?

Key / Guiding Questions:

1. How can I understand and manipulate metals to fabricate various products?
2. What technology can I use to join metals?
3. How can I cut and shape various metals for a specific task?
4. What metals and joining techniques could be used to fabricate metal products?

This subject builds upon knowledge gained in previous technology classes. Students will be introduced to, and continue to use, various tools that can perform tasks in cutting, shaping and joining metal. Students design, investigate and work on specific design project to fabricate, and have choices in their final product in negotiation with the teacher.

Stage 1 Food and Hospitality

Recommended understanding/experience: It is preferred that students have studied a Year 10 Food and Hospitality course but this is not a requirement.

Duration of course: 1 Semester

Subject Fee: \$75

Course Overview:

Essential Question/Big Idea

How do food trends influence what we eat?

Key / Guiding Questions:

1. How do fresh foods get from raw to ready-made?
2. How have food trucks changed the food industry?
3. Why are people crazy about crazy shakes?

Students will look at entrepreneurial skills in the supermarket food industry and how food trucks have revolutionised "dining out". They will investigate the skills behind crazy shakes and cakes, and learn how desserts are made to look and taste delicious. They will experience weekly skill development lessons, excursions to explore the newest food trends and cook for the school crowd.



Stage 2 Furniture Construction

Recommended understanding/experience: It is preferred that students have studied a Stage 1 Design and Technologies course but this is not a requirement.

Duration of course: 2 Semesters

Subject Fee: \$100

Course Overview:

Essential Question/Big Idea

How do I plan and construct a quality piece of furniture for a specific purpose?

Key / Guiding Questions:

1. What process/resources can I use to assist me in planning an effective piece of furniture?
2. What tools and machines can I use to make a piece of furniture?
3. How do I use the tools and machines safely?
4. What materials and fittings are best-suited to constructing a quality piece of furniture?

If you need a piece of furniture for a specific task, or need it to fit into a particular space, or something that will last, then this subject is for you! Building upon knowledge gained in previous technology classes, students will be introduced to, and continue to use, various tools and machines. Students will investigate and be involved in learning specific skills including how to use tools and machinery to fabricate furniture products.

Stage 2 Metals Engineering

Recommended understanding/experience: Successful completion of Stage 1 Welding or Metal Machining

Duration of course: 1 Semester

Subject Fee: \$86

Course Overview:

Essential Question/Big Idea

How can I shape and weld a piece of metal into something useful?

Key / Guiding Questions:

1. How can I demonstrate designing in my project?
2. How can I show welding technique?
3. How can I demonstrate planning skills?
4. How do I test and report on the best settings for my work?

The course is aimed at both the student looking for vocational pathways in this and related industries, but also at students wanting to gain experience designing and making products in metal. Students will apply and build on prior knowledge to design and make a product in response to a particular design brief or problem. A folio of work will be maintained throughout the course. The projects undertaken will be governed by student interest in negotiation with the teacher.

Stage 2 Digital Technologies

Recommended understanding/experience: Successful completion of Stage 1 Digital Technology

Duration of course: 2 Semesters

Subject Fee: \$40

Course Overview:

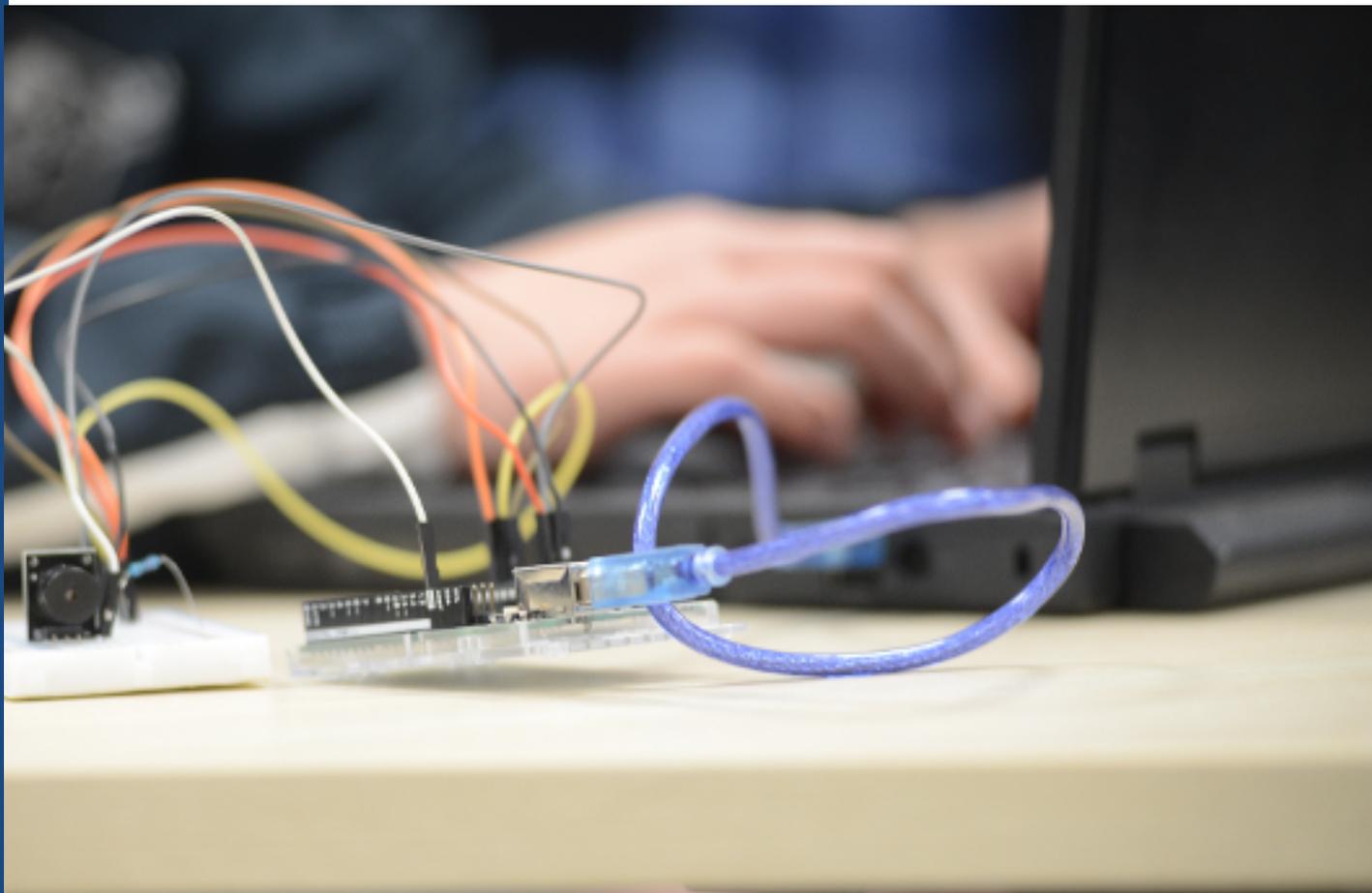
Essential Question/Big Idea

How can I use the design process, combined with software and coding skills, to produce my own computer games?

Key / Guiding Questions:

1. What are the key principles of coding, and how can I apply them to using Java script to control on-screen objects and actions?
2. What are the range of aspects that need to be considered when designing a computer game, including the range of impacts associated with the production and use of games?
3. How can I use industry-level software to produce, edit and manipulate images and sounds for use in games?
4. What are the key components of a good computer game, and how do I evaluate the success of my game?

Have you ever had a great idea for a computer game, but had no idea how to make it? Or are you always thinking of ways the games you play could be improved? If your answer is "yes!" Stage 2 Digital Technology is for you. With a strong emphasis on using the design process to Design for Purpose, this course provides you with the opportunity to learn the skills, processes, techniques and consideration of implications required to program and produce a working computer game, before designing, making, playing and evaluating your very own computer game. So if you want to learn coding skills that can be applied to any digital format, or learn what's involved in being a big-time game designer, this is the course for you!



Stage 2 Food and Hospitality

Recommended understanding/experience: It is preferred that students have studied Stage 1 Food and Hospitality but this is not a requirement

Duration of course: 2 Semesters

Subject Fee: \$70

Course Overview:

Essential Question/Big Idea

How are people shaping their food futures?

Key / Guiding Questions:

1. How is social media influencing the Food and Hospitality industry?
2. Is technology changing food production?
3. How is creativity in the Food and Hospitality industry expressed?
4. How is global food influencing what you cook?

Who decides what we eat ? Is Instagram taking over from celebrity chefs? One tier wedding cakes, striped back and single flavour. Are new food labels going to change the way we think about eggs. Can money buy you better health? Is chicken the new gold? Where are all the cows?

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels.

Here's your opportunity to develop your skills to an industry standard and show your creativity in new food concepts in the kitchen.



explore the
changing nature
of the food and
hospitality industry

CROSS DISCIPLINARY

KEY CONTACT: Natalie Maddern

Email: Natalie.Maddern90@schools.sa.edu.au

Cross Disciplinary studies includes a range of both compulsory requirements and elective choices for students. This area will continue to grow as we continue to blur the lines between traditional disciplines. This supports students to see real-world applications of their skills and understandings.

Stage 1 Integrated Learning - Research Skills

This is a compulsory Stage 1 subject that prepares students for Stage 2 Research project.

Duration of course: 1 Semester

Course Overview:

Essential Question/Big Idea

How can I study more effectively?

Key / Guiding Questions:

1. What makes a 'good' research question?
2. What is the best way to find out the answer to my question?
3. How can I tell if information is trustworthy?
4. How can I benefit from working with others?

The purpose of this course is to set you up for success in your Research Project. As a class, we will explore a shared topic using a "boot camp" structure, which will allow you to develop the foundation skills needed to complete the Research Project. We will focus on developing good research questions, planning for research, and conducting research during a site visit. This will provide you with opportunities to try new ways of doing things, and to learn and to adapt when things don't quite go according to plan.

Stage 2 Research Project

Research Project is a compulsory subject; you must achieve a C- or better to achieve their SACE.

Duration of course: 1 Semester completed at Year 11

Course Overview:

Essential Question/Big Idea

How can I design a personalised, meaningful learning experience?

Key / Guiding Questions:

1. What is a problem I want to solve?
2. How can I trust the information that I've found?
3. How can I share my findings with others?
4. How can I apply my learning beyond the classroom?

Do you feel strongly about a particular social issue or aspect of current affairs? Perhaps you've always wanted to learn about anime drawing, or maybe you're a budding soccer star looking to improve your fitness and footwork skills. You might want to investigate the application of science, nanotechnology or photography in the 'real world' or you could be interested in rebuilding vintage cars. In Research Project, you are given the freedom to study whatever you choose, whether that be nutrition, 3D printing applications, cultural practices or beyond!

You will be supported in developing your own research focus and designing a 'non-googleable question'. You will learn how to locate information from a variety of sources, including those beyond the Internet, and will have the chance to interact with experts in your chosen field. Once your research is complete, you will determine the most appropriate way to present your findings and answer your research question, which doesn't necessarily need to be in an essay or report... you could develop an app, facilitate a workshop, create a video, podcast or website, or run an information campaign. The choice is yours!

VOCATIONAL EDUCATION and TRAINING

KEY CONTACT: Stacey Bartlett

Email: Stacey.Bartlett944@schools.sa.edu.au

Wirreanda Secondary School is a member of the Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA). There are 11 other secondary schools who are members SAFSSA including Reynella East College, Christies Beach High School, Aberfoyle Park High, Hallett Cove School and Willunga High School.

Students are able to apply for VET courses offered in other southern schools in SAFSSA. These courses are normally run each Wednesday and students are expected to make their own way to and from the host school.

If a student wishes to apply for a VET course, they **must** attend the VET information booth and an information evening that will occur later in the year.

Successful completion of VET Competencies will be credited towards their SACE. It should be noted that Structured Workplace Learning (Work Placement) is usually compulsory for a VET subject – with the number of days required being determined by the Certificate being undertaken.

VET Courses:

- are nationally recognised training qualifications that students can complete whilst at school
- provide students with a head start in their chosen career whilst at school and provide them with an advantage in gaining employment over students with no qualifications
- better prepare young people to take on apprenticeships and skilled jobs in areas that have been identified as having skills shortages
- allow students to complete their SACE as each course has SACE credits attached to them. Depending of the Certificate level, students will either gain SACE credits at Stage 1 or Stage 2 level.

Delivery of the courses are conducted by professional trainers from outside organisations eg. ATEC, HS Hospitality, MADEC.

At Wirreanda Secondary School we offer a range of courses detailed on the following pages.

****Course fees are accurate at the time of publication but are subject to change based on changes to training organisation charges or funding arrangements.***

VET is available to students in Year 11 and 12: students must be 16 years of age to undertake a VET course.



acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course

Certificate II Kitchen Operations

Course Description:

This course will give students the confidence, skills and knowledge to work within various departments of the hospitality industry and many different venues ranging from hotels, motels, resorts, cafes, restaurants and tourism operations. There is a strong focus on customer service and many opportunities to participate in real catering and function events. Students are exposed to a variety of career paths that exist within the hospitality industry on completion of this program.

Duration of course: 2 Semesters - 1 day per week - Wednesdays: 9:00am - 3:30pm

Course Overview:

Students will develop an understanding of

- the careers available within the hospitality industry
- skills and knowledge required to work within various departments of the hospitality industry

Students will demonstrate knowledge of

- safe food preparation techniques using a range of equipment
- hygienic practices for food safety
- effective cookery skills including knife skills
- basic methods of cookery and terminology

Students will be able to

- develop customer service skills
- participate in a range of catering and function events, both within the school and out, including out-of-hour events
- work effectively individually and as a team
- produce a range of dishes
- prepare and serve a range of coffees and beverages

Assessment:

Competency based assessment ongoing through the course including practical and written activities, including a range of catering activities.

Structured Work Placement: 1 week advisable

SACE Credits: Up to 55 SACE Stage 1 Credits

Subject cost: \$100*

Certificate II Construction Pathways

Course Description:

Students should have an interest in the building industry and enjoy hands-on activities.

This course helps students learn and develop skills relevant to the building and construction industry and obtain practical on the job experience in real workplace environments.

Duration of course: 2 Semesters - 1 day per week (TBA) - 9:00am - 3:15pm

Course Overview:

Students will develop an understanding of

- appropriate workplace communication in the construction industry
- correct handling procedures of construction materials

Students will demonstrate knowledge of

- safe work procedures in the construction industry
- basic estimation, costing and measurements
- basic levelling procedures

Students will be able to

- develop skills relevant to the building and construction industry
- obtain practical 'on-the-job' experience in real workplace environments
- plan and organise work
- use construction tools and equipment to construct a basic project
- read and interpret plans and specifications
- obtain their White Card

Assessment:

Competency based assessment ongoing through the course including practical and written activities.

Structured Work Placement: TBA

SACE Credits: Up to 50 SACE Stage 1 Credits

Subject cost: \$73*

Certificate II Engineering Pathways

Course Description:

This qualification will give you the confidence to pursue an engineering apprenticeship or undertake further study in design and drafting. This course will give you foundation skills to operate tools and equipment to produce and modify objects. You will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry. This course is centred around a basic engineering project that integrates the skills you learn just like in the workplace

Duration of course: 2 Semesters - 1 day per week (TBA): 8:30am - 3:30pm

Course Overview:

- Students will develop an understanding of:
- Using fabrication equipment
- Working in a team
- Organising and communicating information

Students will develop a knowledge of:

- Safe work practices within the industry and workplace
- Engineering and metal fabrication industry

Students will be able to:

- Undertake a basic engineering project
- Use hand tools
- Use power tools and hand held operations
- Use engineering workshop machines
- Use electric welding machines

Assessment:

Competency based assessment ongoing through the course including practical and written activities.

Structured Work Placement: 2 weeks of structured work placement (10 days)

SACE Credits: Up to 50 SACE Stage 1 Credits

Subject cost: \$220

Early Childhood Education and Care Certificate III

Course Description:

The highest demand for employment over the next five years will be in the Community Services sector, including Early Childhood Education. This rewarding pathway offers security and long term employment prospects for those who have a genuine compassion to work with children.

This program is also ideal as a lead in to further study including Diploma of Early Childhood Education and Care, and Bachelor of Education.

Pre requisites: Successful completion of online literacy and numeracy testing.

Duration of course: 35 weeks across 3 Semesters - 1 day per week (TBA): 9:00am - 3:30pm

Course Overview:

Students will develop an understanding of:

- Working legally and ethically
- Using approved learning framework to guide practice
- Workplace health and safety

Students will develop a knowledge of:

- Identifying and responding to children and young people at risk
- Providing emergency first aid response in an education and care setting
- Promoting Aboriginal and Torres Strait Islander cultural safety
- Ensuring the health and safety of children

Students will be able to:

- Develop cultural competence
- Provide care for children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Support children to connect with their world
- Support the holistic development of children in early childhood.

Assessment:

Competency based assessment ongoing through the course including practical and written activities.

Structured Work Placement: 4 weeks structured work placement (20 days)

SACE Credits: Up to 115 SACE Stage 2 Credits

Subject cost: \$350



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