Year 8, 9 & 10

Curriculum Guide 2016
# OVERVIEW

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* Compulsory full year subjects

# Optional course for selected students only – see subject descriptions for more detail

● Students must have completed semester 1 prior to commencing semester 2, or advanced skills are required to undertake this subject.
“Our aim is to meet the needs of the Port Augusta community by providing a positive educational environment that promotes and celebrates successful achievement for all Port Augusta Secondary School students.”

The school has developed processes and practices that are distinctive and based on the learning practices for young adolescent students in the Middle School.

We recognise that the relationship between the teacher and student is an important part of the learning process in the transition from Primary School to Secondary School. With this in mind, a Middle School Curriculum has been designed to provide all students with a broad experience that will enable them to make informed subject and career choices in Year 8-10 and beyond.

All subject content aligns with the Australian Curriculum which sets out what all young people should be taught through the specification of curriculum content and the learning expected through the achievement standards. There are three dimensions to the Australian Curriculum:

- learning areas
- general capabilities and
- cross-curriculum priorities.

Additional information on the Australian Curriculum can be found at: [http://beta.australiancurriculum.edu.au/](http://beta.australiancurriculum.edu.au/)

**YEAR 8 GENERAL INFORMATION**

**CORE SUBJECTS**

All students in Year 8 undertake four (4) core or compulsory subjects for the full year. Students will remain in their care groups for these subjects.

**ENGLISH**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. Informative texts present technical and content information from various sources about specialised topics.

Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.
HUMANITIES AND SOCIAL SCIENCES

History
The Ancient to the Modern World
The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Students will undertake the following depth studies:
- The Vikings (c.790 – c.1066)
- Japan under the Shoguns’ (c.794 – 1867)
- The Black Death in Asia, Europe and Africa (14th century plague).

Geography
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.
- Landforms and landscapes: This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.
- Changing nations: investigates the changing human geography of countries, as revealed by shifts in population distribution.

Civics & Citizenship
The Year 8 curriculum provides a study of the rights, obligations and freedoms of citizens and how Australians can actively participate in their democracy. Students look at the various sources of law that are used in and influence Australian society. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Economics & Business
The Year 8 curriculum provides students with the opportunity to develop an understanding of the role of government in the market. They explore the rights and responsibilities of consumers and businesses within the market system. They explain the interdependence between sectors of the economy by examining the effect of decisions made by businesses on consumers, the economy as a whole and other economies including the Asia region, and the way this affects society’s wellbeing. Students recognise that some enterprising behaviours and capabilities of individuals and businesses, such as risk taking, can lead to contested outcomes.

MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level, students will cover four proficiency strands including:

Understanding
Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.
Fluency
Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

Problem Solving
Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Reasoning
Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

SCIENCE
Science at Port Augusta Secondary School is taught using the Australian Curriculum. In Year 8 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science.

They are introduced to cells as microscopic structures and explain the properties of living systems. They begin to understand that form and function at a cellular, tissue and organ level are interrelated. The body systems studied in Year 8 include digestive, respiratory and circulatory.

Students model change in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

SPLIT SUBJECTS
Year 8 students have the opportunity to study subjects from the learning areas listed below. Refer to the curriculum descriptions for more information.

- Design and Technologies
  - Digital technologies
  - Electro technology
  - Home Economics
  - Wood construction

- Health & Physical Education
  - Sports Academy
  - Full year of study
  - Optional subject (see description)

- The Arts
  - Visual Arts
  - Dance
  - Drama
  - Music - general
  - Music – specialist

TECHNOLOGIES
This subject encompasses both streams of the Technologies curriculum as outlined in the Australian Curriculum. Students will complete a semester of Technologies, incorporating one unit of Digital Technology.
Design and Technologies Australian Curriculum

Year 8 Design and Technologies is an integration of Electro Technology and Wood Construction. Over a semester, students may experience both aspects of the above mentioned subjects.

Note: the eventual subject content will be influenced by the expertise area of staff involved.

Students work towards developing:

1. Design and Technologies knowledge and understanding
   - the use, development and impact of technologies in people’s lives
   - design concepts across a range of technologies contexts.

2. Design and Technologies processes and production skills
   - critiquing, exploring and investigating needs or opportunities
   - generating, developing and evaluating design ideas for designed solutions
   - planning, producing (making) and evaluating designed solutions.

The following units may be undertaken:

**Electro Technology**

Electro Technology is an introduction to the principles of electricity. Students develop a range of basic electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:

- Workshop Safe Operating Procedures
- Principles of electricity
- Basic electrical safety
- Basic principles of circuits
- Series vs. parallel circuits
- Basic soldering
- Use of Snap Circuit kits.

**Wood Construction**

Wood Construction is an introduction for students to develop the ability to identify, create, initiate, and develop products and processes. Students learn to use hand and power tools, materials and systems safely and competently to complete a product. The following units of work are to be covered at an introductory level:

- Workshop Safety and WHS requirements
- Hand and Power Tools
- Machinery
- Surface Preparation and Finishing
- Joint Construction
- Design Process, Critiquing and Evaluation.
Digital Technologies

Digital Technologies focuses on developing students’ understanding and skills in computational thinking and engaging students with information. Students will undertake both individual and group projects developed around a Problem Based Learning (PBL) approach. They will be investigating problems and solutions based on scenarios relevant to the local context. They will plan and then develop solutions to problems using a variety of tools and technologies.

The theory components of the course will help students to develop a greater understanding of the technologies that provides the foundation for the world as they know it, with a focus on computational thinking, communication, networks and information transmission.

The practical components of the course will involve applying the System Development Life Cycle to solving problems, researching potential solutions and presenting findings, as well as the development of solutions in the form of digital systems such as interactive programs and games.

Home Economics

In Year 8 Home Economics students complete one term of cooking and one term of textiles. In cooking students learn the basics of cooking focusing on identifying and using equipment, reading a recipe and measuring ingredients. Students explore nutrition, snacks and the Australian Guide to Healthy Eating and work towards altering a recipe to make it a healthy snack for a teenager.

In textiles students learn how to hand stitch and use the sewing machines as well as investigating natural fibres and fabrics. Students complete two projects; a hand stitched needle case or pin cushion and a pencil case using the sewing machine.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education

Health and Physical Education at Year 8 involves theoretical and practical components. A range of sports and physical activities are offered to develop the physical, social and mental aspects of students’ lives. Theory includes a variety of health topics including Relationships, Bullying, Sexual Health, Nutrition, Outdoor Education, basic Anatomy and Physiology, and Sport-Specific theory. The complexity of tasks increases throughout the year levels as students begin to apply concepts. Practical units cover a range of individual and team-based activities, including, batting and fielding games, court divided games, and invasions games, with a focus on skill development and team play. Students are expected to participate actively in a variety of roles in all practical units and dress according for it. For hygiene reasons, students are required to bring a change of top to all practical lessons.

Sports Academy (cost involved)

Students involved in the Sports Academy at PASS are given the opportunity to develop skills in both literacy and numeracy via the medium of sports.

The program caters for both boys and girls with male and female specific classes being run during years 8 and 9. Students are given the opportunity to develop their skills and knowledge in sports that are prominent in the community, including Netball, Football, Soccer, Cricket, Touch Football and Basketball via practical sessions run within lesson time.

It is encouraged that students are already involved in these sports within the community. The program aims to give students an insight into these sports at the local, state and national level. It also looks into other aspects that go into making up the games. This includes, but is not limited to coaching, nutrition, training, administration, and how a season is structured. Students are given the opportunity to experience the aspects first hand during the annual Adelaide trip which sees them visiting state and national level facilities.

Students are required to apply if they wish to be involved in the program, and upon successful application must adhere to the school’s behaviour policies as these students will be representing both the Sports Academy and Port Augusta Secondary School in both local and regional competitions. Students are able to purchase both a Sports Academy specific polo shirt and jumper that will mean they are identified with, and will be seen to be representing the program and our associated sponsors. Failure to meet the required expectations may mean removal from the program.
Please note: There are some costs involved with the program for the following and prices ranging from up to $175 - $215:

- Sports Academy Shirt
- Sports Academy Hoodie
- Adelaide Trip*

* The price for the Adelaide trip is subject to change annually depending on locations visited and numbers attending.

For further information please contact the Program Coordinator on 86473300.

THE ARTS

Dance

Dance offers students the opportunity to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. Students learn to choreograph, rehearse, perform and respond as they engage with dance practices and techniques including contemporary hip hop, jazz, and Broadway as well as examining the culture and community in which the dance form evolved.

Please note: There is an additional cost of up to $20 depending on the type of excursion undertaken.

Drama

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

This course focuses on introducing students to the basic elements of Secondary Drama through:

- Improvisation, focussing on collaboration, quick thinking, physical vocabulary (tableau, mime, gesture) and character/scene building.
- Story Building, using different narrative styles such as urban or historical myths
- Indigenous Perspectives, focussing on the role of the story-teller, the use of image, traditional and contemporary performance, ritual, political and issue based performance (including contemporary Australian television drama).
- Devised Theatre and the production process using ensemble work, physical devices, images and non-linear narratives.

Assessment:

- Class work – responding to tasks, collaborative skills, participation in discussions.
- Performance work – assessment of the final product is based on the creation and execution of the scene/role, collaboration and time management in rehearsal.
- Folio – the ability to reflect on and analyse personal work and that of others.

Music - General Music

The General Music course is designed for students who have not yet started lessons to learn a selected instrument. Students learn about and develop music knowledge, basic techniques, skills and processes to explore music practices and to make music, which can include singing. Students explore, respond to, analyse and interpret music.

Students take part in a variety of practical musical activities, which involve instruments including percussion, guitar and keyboard. The theory component covers basic music theory concepts.
**Music - specialist music**

The 2016 Specialist Music Program will offer performance opportunities, as well as an intensive study of music. We strive for a tradition of excellence and achievement in Music, and a program that is vibrant and innovative.

**Specialist Music students:**

- are committed to the intensive study of music within the context of a balanced music education.
- are committed to the Specialist Music Program from Years 8 to 12.
- attend all Instrumental Music lessons and retain a high grade
- intend to study Music to SACE Stage 2 (Year 12).
- participate in school ensembles/bands (lunchtime and/or after school), attend rehearsals and performances outside of school hours.

**Specialist Music Entry**

Entry to this course is through application and successful completion of a practical audition and interview.

Although usual entry is for Year 7s enrolling into Year 8, entry to higher year levels is possible but with music prerequisites.

Students accepted into the program are passionate and committed to a music education as part of a high-level, all round education. PASS Candidate selection criteria and application forms and the information brochure outline the process for enrolment and entry into this course.

Topics covered in this Music Program include:

- Music Theory
- Aural Training and Development
- Composition and Arrangement
- Concert Practice
- Solo and Ensemble Performance

**SPECIAL NOTE:**

All Specialist Music students MUST undertake Music Instrumental Lessons either at school through the regional Instrumental Music Service or through a private teacher.

All students must attend Band/Ensemble rehearsal after school on a designated day in 2016.

**Visual Arts**

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making.

They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art-making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

**Students gain an understanding of the following:**

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through display
• Analysing and reflecting upon intentions
• Responding to and interpreting artworks

Students will experience the Visual Arts through making as practitioners and responding as audience. There will be an emphasis on critical and creative thinking.

**Assessment:**

A range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding.
YEAR 9 GENERAL INFORMATION

CORE SUBJECTS

All students in Year 9 undertake four (4) core or compulsory subjects for the full year. Students generally remain in their care groups for these subjects.

ENGLISH

In Years 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts - they interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries.

Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual for Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

HUMANITIES AND SOCIAL SCIENCES

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'. Students will undertake the following depth studies:

- The Industrial Revolution (1750 – 1914)
- Making a nation
- World War I (1914-1918)

Geography

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections.

- Biomes and food security:
  This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

- Geographies of interconnections:
  This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.
MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level students cover four proficiency strands including:

**Understanding**

Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

**Fluency**

Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

**Problem Solving**

Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Reasoning**

Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

SCIENCE

Science at Port Augusta Secondary School is taught using the Australian Curriculum. In Year 9 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science.

They explore ways in which the human body responds to its external environment through the study of our immune and central nervous systems.

They are introduced to theory of an atoms structure and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change.

They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

**SPLIT SUBJECTS**

Year 9 students also have an opportunity to identify a specific pathway which offers some specialisation for the full year. Specific pathways include:

- Sports Academy (students need to submit an application and meet selection criteria)
- Industry Skills Pathway (students need to submit an application and meet selection criteria)
- Health and Physical Education- Sports Academy
- The Arts – Drama, Dance, Music, Art, Design
- Home Economics – Cooking, Textiles
- Design and Technologies- Woodwork, Electo Technology, Digital Technology.

Refer to the curriculum descriptions for more information.

**Note:** Subject viability will be determined by the number of students selecting each subject and the availability of qualified staff to deliver the content.
SPLIT SUBJECT DESCRIPTIONS

**Note:** Some of the Year 9 descriptors are the same as those in Year 8. The curriculum in these subjects is structurally similar, however as students’ progress into Year 9 the complexity of the assessment tasks increases and the achievement standards are more demanding.

### DESIGN AND TECHNOLOGIES

Year 9 Design and Technologies incorporates the option of studying Electro Technology, Wood Construction or Digital Technology.

**Design and Technologies Australian Curriculum**

Students work towards developing:

1. Design and Technologies knowledge and understanding
   - the use, development and impact of technologies in people’s lives
   - design concepts across a range of technologies contexts.

2. Design and Technologies processes and production skills
   - critiquing, exploring and investigating needs or opportunities
   - generating, developing and evaluating design ideas for designed solutions
   - planning, producing (making) and evaluating designed solutions.

The following subjects may be undertaken:

**Electro Technology – additional cost many be required**

Electro technology builds on the introductory foundations gained during Year 8. Students will continue the development of a range of electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:

- Workshop Safe Operating Procedures
- Introduction to Ohm’s Law
- Component identification
- Basic principles of circuits
- Soldering
- Measuring electricity
- Build and program Ai2 (Robot).

**Wood Construction – additional cost may be required**

Wood Construction builds on the introductory foundations gained during Year 8. Students will continue the development of abilities to identify, create, initiate, and develop products and processes. Students learn to use hand and power tools, materials, and systems safely and competently to complete a product. The following units of work are to be covered at an introductory level:

Workshop Safety and WHS. requirements include:

- Hand and Power Tools
- Machinery
- Surface Preparation and Finishing
- Joint Construction
- Design Process, Critiquing and Evaluation.

**Note:** students may be required to pay additional fees related to some project materials.
Digital Technology

Digital Technologies focuses on developing students’ understanding and skills in computational thinking and engaging students with information. Students will undertake both individual and group projects developed around a Problem Based Learning (PBL) approach. They will be investigating problems and solutions based on scenarios relevant to the local context. They will plan and then develop solutions to problems using a variety of tools and technologies.

The theory components of the course will help students to develop a greater understanding of the technologies that provides the foundation for the world as they know it, with a focus on computational thinking, communication, networks and information transmission.

The practical components of the course will involve applying the System Development Life Cycle to solving problems, researching potential solutions and presenting findings, as well as the development of solutions in the form of digital systems such as interactive programs and games.

Cooking

Cooking has practical and theoretical components with a focus on good nutrition. Students are introduced to kitchen settings through a variety of tasks and are provided with multiple opportunities to apply skills and knowledge learned over the semester. Students cook a variety of foods with tasks becoming more complex as their skills improve.

Textiles

Textiles focusses on the production and use of textiles. The course is responsive to the interests of the students and may include spinning, felting, basic knitting and weaving as well as textile use such as sewing. Students will complete independent articles based on their interest.

INDUSTRY PATHWAYS PROGRAM

Industry Pathways Program (IPP) at PASS has been running for the past 7 years. Students are selected for the program via a literacy and numeracy test along with an interview process involving the applicant and Parent/Caregiver/s. All student data related to subject reports, attendance and behaviour records play a major factor in the selection process.

Students may enter the program at Year 9 and exit the program at a number of points; however it is aimed for the best student outcomes for students to remain in the IPP until a suitable exit plan to employment, apprenticeship or tertiary training is established.

In Year 9 students will attend a set group of subjects with the same group of students until moving onto post school pathways. Students will take part in English, Humanities, Science, Wood Technology, Metal Technology and Mathematics. Students in the program will take part in ten (10) Mathematics lessons a week instead of the traditional five (5). The reasoning for this is that from working closely with industry over the years, mathematics plays a vital role in the success of young people in many trade-based careers.

For further information please contact the Industry Pathways Program Senior Leader on 8647 3300.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education

Health and Physical Education at Year 9 involves theoretical and practical components. A range of sports and physical activities are offered to develop the physical, social and mental aspects of students’ lives. Theory includes a variety of health topics including Relationships, Bullying, Sexual Health, Nutrition, Outdoor Education, basic Anatomy and Physiology, and Sport-Specific theory. The complexity of tasks increases throughout the year levels as students begin to apply concepts. Practical units cover a range of individual and team-based activities, including, batting and fielding games, court divided games, and invasions games, with a focus on skill development and team play. Students are expected to participate actively in a variety of roles in all practical units and dress according for it. For hygiene reasons, students are required to bring a change of top to all practical lessons.
Sports Academy (cost involved)

Students involved in the Sports Academy at PASS are given the opportunity to develop skills in both literacy and numeracy via the medium of sports.

The program caters for both boys and girls with male and female specific classes being run during years 8 and 9. Students are given the opportunity to develop their skills and knowledge via practical sessions run within lesson time.

There is no requirement for the students to be playing these sports within the community. The program aims to give students an insight into these sports at the local, state and national level. It also looks into other aspects that go into making up the games. This includes but is not limited to coaching, nutrition, training, administration, and how a season is structured. Students are given the opportunity to experience the aspects first hand during the annual Adelaide trip which sees them visiting and experience state and national level facilities.

Students are required to apply if they wish to be involved in the program, and upon successful application must adhere to the school’s behaviour policies as these students will be representing both the Sports Academy and Port Augusta Secondary School in both local and regional competitions. Students are able to purchase both a Sports Academy specific polo shirt and jumper that will mean they are identified with, and will be seen to be representing the program and our associated sponsors. Failure to meet the required expectations may mean removal from the program.

Please note: There are some costs involved with the program for the following and prices ranging from up to $175 - $215:

- Sports Academy Shirt
- Sports Academy Hoodie
- Adelaide Trip*

* The price for the Adelaide trip is subject to change annually depending on locations visited and numbers attending.

THE ARTS

Dance

Dance offers students the opportunity to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. Students learn to choreograph, rehearse, perform and respond as they engage with dance practices and techniques including contemporary hip hop, jazz, and Broadway as well as examining the culture and community in which the dance form evolved.

Please note: There is an additional cost of up to $20 depending on the type of excursion undertaken

Drama

Students are leaning to analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.

They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions.

They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances.

They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

This course focuses on providing students with the opportunity to experience different styles of performance and new ‘making’ techniques through:

- Improvisation and workshop skills focussing on collaboration, quick thinking, physical and vocal work and character/scene building
Theatrical Genres such as Melodrama, Medieval or Greek Theatre, focusing on history, conventions and links to modern day performance

Play Making allows students to explore and adapt common texts (such as fairy tales), focusing on meaning, symbols, interpretation and subversion

Assessment:

1. Class work – responding to tasks, collaborative skills, responding to feedback, participation in class discussions.

2. Performance work – assessment of the final product is based on the creation and execution of the scene/role, collaboration and time management in rehearsal.

3. Folio – the ability to reflect and analyse personal work and that of others work, reviewing theatre, using the correct terminology and demonstrating their learning.

Music - General Music

The General Music course is designed for students who have not yet started lessons to learn a selected instrument as well as those who have already begun learning an instrument (which can include voice). Students learn about and develop music knowledge, basic techniques, skills and processes to explore music practices and to make music, which can include singing. Students explore, respond to, analyse and interpret music.

Students take part in a variety of practical musical activities, which involve instruments including percussion, guitar and keyboard. The theory component covers basic music theory concepts.

Music – Specialist

In 2016, the Specialist Music Program offers successful Year 8 graduates the opportunity for further performance opportunities, as well as an intensive study of music. We strive for a tradition of excellence and achievement in Music, and a program that is vibrant and innovative.

Specialist Music Entry into Year 9

Entry into Year 9 Specialist Music will be dependent on the grade achieved in Year 8 Specialist Music, as well as the level of commitment to the underlying principles of our PASS Specialist Music Program.

Specialist Music students:

- are committed to the intensive study of music within the context of a balanced music education.
- are committed to the Specialist Music Program from Years 8 to 12.
- attend all Instrumental Music lessons and retain a high grade
- intend to study Music to SACE Stage 2 (Year 12).
- participate in school ensembles/bands (lunchtime and/or after school), attend rehearsals and performances outside of school hours.

Topics covered in this Music Program include:

- Extended Music Theory
- Further Aural Training and Development
- Extended Composition and Arrangement
- Concert Practice
- Solo and Ensemble Performances

SPECIAL NOTE:

All Specialist Music students MUST undertake Music Instrumental Lessons either at school through the regional Instrumental Music Service or through a private teacher.

All students must attend Band/ Ensemble rehearsal after school on a designated day in 2016.
**Visual Arts**

Students are working towards learning how to evaluate how representations communicate artistic intentions in artworks they make and view.

They evaluate artworks and displays from different cultures, times and places.

They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas.

They identify influences of other artists’ on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

**Students gain an understanding of the following:**

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through display
- Analysing and reflecting upon intentions
- Responding to and interpreting artworks

With a focus on 2 dimensional practices (such as drawing, painting and printmaking), students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on representations, practices and viewpoints.

**Assessment:**

A range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding.
YEAR 10 GENERAL INFORMATION

CORE SUBJECTS

All students in Year 10 undertake four (4) core or compulsory subjects for the full year. Students generally remain in their care groups for these subjects.

ENGLISH

In Year 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

HUMANITIES AND SOCIAL SCIENCES

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the AsiaPacific region, and its global standing. Topics include:

- World War II (1939–45)
- Rights and freedoms (1945 – the present)
- Popular culture (1945 – present) or Migration experiences (1945 – present) or The environment movement (1960s – present).

There are two units of study in the year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management:

This unit focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to maintain the change.

Geographies of human wellbeing

This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.
MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level students cover four proficiency strands including:

**Understanding**
Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

**Fluency**
Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts.

**Problem Solving**
Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Reasoning**
Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

SCIENCE

Science at Port Augusta Secondary School is taught using the Australian Curriculum. In Year 10 students gain experience in Physical Science (physics), Earth and Space Science, Biological Science and Chemical Science. They explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the formation of the universe. They investigate the structure of life (DNA) and the ethics of genetic change.

Atomic theory is developed to understand relationships within the periodic table and how different elements bond together during a chemical reaction. They investigate how motion and forces are related through experiments and by applying physical laws.
CHOICE SUBJECTS

Year 10 students have the opportunity to select three (3) choice subjects (from lines 5, 6, & 7) each semester from the following list. Students may choose subjects for either one (1) semester or a full year. Some prerequisites may exist for Semester 2 subjects. Refer to the curriculum descriptions for more information.

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Please note all subjects are dependent upon student numbers.

● Prerequisites apply for these subjects

$ This subject may incur additional charges.

**Note:** Industry Pathways Program, SAASTA and VET are options at Year 10 to selected students only. Refer to the curriculum descriptions below.
**BUSINESS STUDIES**

Business Studies is a diverse subject that allows students to explore their own enterprising skills and the role of business in society.

**Business Studies A - Semester 1**

Students complete initial activities to develop their understanding of the characteristics of an entrepreneur, the concepts of marketing, legal structure, sources of finance demand and supply and the role of business in society.

Students are required to create a business, either real or virtual, and explore the many concepts and decisions required to start a business. This may involve excursions to local business or completing a case study of a business of their choice.

At the conclusion of the semester, students have developed enterprising skills, organisation, time management skills, the ability to research effectively and collate that research into a professional document for the purpose of their business.

**CHILD STUDIES**

**Child Studies A - Semester 1**

This course involves the study of children aged 0-8 years. Students who participate in this course have the opportunity to visit a range of Children’s Services, participate in play activities and babysitting, prepare food for a children’s party and construct a toy. Areas of study include:

- Children’s Services in Port Augusta
- Children’s Toys
- Children’s Nutrition
- Construction of Toys or Clothing
- Child Development.

**Assessment:**

Assessment includes the maintenance of a work folio, journal, food and textile practicals, assignments and participation in class activities.

**Special Conditions:** Some costs (up to $10) are involved in the construction of a toy, and a small contribution towards the Children’s Party.

**Child Studies B - Semester 2**

This course involves the study of children aged 0-8 years. Students who participate in this course have the opportunity to visit a range of Children’s Services, participate in play activities and babysitting, prepare food for a children’s party and construct a toy. Areas of study include:

- Organisation of a Children’s Party
- Safety and Outdoor Play
- Commercial Children’s Parties
- Construction of Toys or Clothing
- Parenting roles of a multicultural society.

**Assessment:**

Assessment includes the maintenance of a work folio, journal, food and textile practicals, assignments and participation in class activities.

**Special Conditions:** Some costs (up to $10) are involved with the construction of a toy, and a small contribution towards the Children’s Party.
COMPUTING

Computing A - Semester 1
This unit is designed to support students in a range of subject areas across the school. The topics covered are chosen to assist students in a range of curriculum areas.

The software packages students use are of industry standard and the course provides a good basis for industry pathways such as the Certificate II in Information Technology. Topics include:

- Internet and Computer Safety
- Internet Research and Referencing.
- Office Applications including Microsoft Word and Publisher
- Touch Typing
- Document Design Principles.

Computing B - Semester 2
This unit is designed for students intending to go into Year 11 Information Technology and beyond, or for students intending to complete Vocational Education and Training (VET) competencies in Multimedia and Programming.

The focus of the SACE courses taught at PASS are Application Programming and website Programming, and the topics presented in this unit provide an introduction to the techniques and software used at Year 11 and 12 (Stage 1 and 2). Topics include:

- Principles of Game Design
- Careers in Information Technology
- Game Programming
- Audio and Video Development.

DANCE

PLEASE NOTE: Students can elect to undertake either Semester 1 or Semester 2 in Drama, OR undertake both if intending to enrol in Stage 1 and/ or Stage 2 Drama.

DRAMA (Semesters 1 and/ or 2)
Year 10 Drama is a pathway to SACE Stage 1 and 2 Drama.

Students collaborate with others to plan, produce, rehearse and refine at least one major performance (to be presented in Term 2). They develop and apply the elements of drama, narrative and structure in their acting in order to engage an audience. They refine performance and expressive skills in voice and movement to convey dramatic action. Students who are interested in lighting, sound and other production elements can negotiate access to the school equipment and facilities.

Upon completion of at least one performance, students will complete an evaluation of their work. Students will maintain a Production and Performance Journal.

They will attend a professional performance during the semester as a means of developing their understanding of drama as a career path; a thriving Australian industry and as a means of understanding the craft of acting.

There will be a minor cost (around $30) for travel to see the performance.

ASSESSMENT:

- Acting/ensemble skills
- Performance
- Folio: Drama review/ Performance Journals

DRAMA

SEMESTER 1
PROGRAM FOCUS: Technique and Choreography
Year 10 Dance is a pathway to SACE Stage 1 and 2 Dance.
PLEASE NOTE: Dance 1 can be selected as a semester course, but Dance 2 cannot be undertaken without a student having completed Dance 1.

Students are introduced to the techniques of contemporary dance, jazz, hip hop and classical ballet, and use these techniques to improvise to find new movement possibilities and explore personal style.

By combining elements of dance, students learn to choreograph, rehearse and perform dance pieces, demonstrating technical and expressive skills appropriate to the genre and style.

During Term 2, students will present at least one performance of Dance to a selected audience.

Upon completion of at least one performance, students will complete an evaluation of their work. Students will maintain a Production and Performance Journal.

CLOTHING FOR DANCE: Females are expected to wear plain black footless tights and a plain black t-shirt or singlet; Male students are expected to wear a black T-Shirt and black shorts or tracksuit pants. Students can negotiate alternative clothing in consultation with the teacher.

ASSESSMENT:
- Technique
- Composition/ choreography
- Performance
- Responding to dance works

SEMESTER 2

PROGRAM FOCUS: Choreographic Competition

The emphasis on Semester 2 is on developing the skills of choreography. Students will analyse a range of choreographers’ styles, devices, forms and production elements and how they communicate choreographic intent in dances that they make. Students will then develop at least one choreographic piece that they will present for the Choreographic Competition held in Term 4.

Upon completion of at least one performance, students will complete an evaluation of their work. Students will maintain a Production and Performance journal.

Students will have the opportunity to consider senior school pathways in Dance.

CLOTHING FOR DANCE: Females are expected to wear plain black footless tights and a plain black t-shirt or singlet; Male students are expected to wear a black T-Shirt and black shorts or tracksuit pants. Students can negotiate alternative clothing in consultation with the teacher.

ASSESSMENT:
- Technique
- Composition/ choreography
- Performance
- Responding to choreographers and their works

ELECTRO TECHNOLOGY

A - Semester 1 (cost involved)

This subject is a consolidation of the 20 weeks of previous learning during Year 8 and 9. Students undertaking this course will be working towards completing competencies linked to the Electro technology Industry Pathways Program. Students enter the subject with a range of basic electronics skills that will be built upon with theoretical and practical skills enhanced and assessed in the following areas:
• Revision of Electrical Theories
• Ohm’s Law
• Soldering
• Component Knowledge

• Circuit Wizard
• Series Circuit design and construction
• Workshop safety and OHSW procedures.

B – Semester 2 (cost involved)

*Prerequisite - Successful Completion of Electro Technology A

This subject is a building block on Semester 1 course with students further enhancing their skills and abilities in a range of competencies related to the Electro technology Industry Pathways Program.

Students will develop theoretical and practical skills and be assessed in the following areas:

• Troubleshooting series circuits
• Continued developmental knowledge of Electrical Theories
• Renewable Energy
• Circuit Wizard

• Soldering
• Design and construction of Printed Circuit Boards
• Workshop safety and OHSW procedures.

FOOD AND CATERING

A - Semester 1

Students who participate in this course will have the opportunity to cater for school and community functions. They will develop their skills in food preparation, presentation and service, measuring, hygiene, safety, food ordering, time management and team work.

Areas of study include:

• Food Hygiene in the Kitchen
• Ethnic Cuisines
• Garnishing and Plate Presentation

• Food Preparation and Service
• Pastries, Cakes and Cake Decorating

Assessment

Assessment will be based on successful participation in class activities, food practicals, assignments and team work.

B - Semester 2

Students who participate in this course will have the opportunity to cater for school and community functions. They will develop their skills in food preparation, presentation and service, measuring, hygiene, safety, food ordering, time management and team work.

Areas of study include:

• Food Hygiene in the Kitchen
• Food Preparation and Service
• Marketing of Food Products

• Eating better for less
• Native foods

Assessment

Assessment will be based on successful participation in class activities, food practicals, assignments and team work.

Note: Food and catering will incur costs of up to $15 per semester. Parents/caregivers need to sign an agreement to this prior to beginning this subject.
HEALTH AND PHYSICAL EDUCATION (HPE)

At year 10, students are required to partake in at least one semester of health and physical education.

**Semester 1 – Compulsory HPE**

**Theory (approximately 40%)**

The theory aspect of this course has two sections which are designed to help students develop lifelong learning around health and physical activity:

- Relationships and sexual health (topics include gender equality, power, diversity of sexual attraction, relationships and contraception)
- Benefits of Physical Activity (topics include factors that influence participation and motivation, health and social benefits)

Theory assignments allow students to demonstrate critical analysis and reflection on topics covered in class.

**Practical (approximately 60%)**

Students will undertake five different practical units in compulsory HPE, which are negotiated with the students. The practical units provide the opportunity to participate in a wide range of activities, with a focus on skill development and team play. Possible units include lacrosse, badminton, lawn bowls, netball and table tennis.

**Semester 2 – Optional HPE**

**Theory (approximately 40%)**

The theory aspect of this semester is designed to prepare students who plan to continue studying physical education in year 11 and 12 (Stage 1 and 2). Topics covered are:

- Musculoskeletal and cardiorespiratory systems and changes with activity
- Fitness Components
- Training Principles and Methods
- Food for Energy
- Energy Systems

Theory assignments are a similar format to those in stage 1 and 2 physical education, and allow students to apply their understanding of the concepts covered to physical activity situations.

**Practical (approximately 60%)**

Students will undertake five different practical units in compulsory HPE, which are negotiated with the students. The practical units provide the opportunity to participate in a wide range of activities, with a focus on skill development and team play. Possible units include basketball, soccer, volleyball, ultimate Frisbee, touch football and tennis.

Students are expected to participate actively in a variety of roles in all practical units and dress accordingly. For hygiene reasons, students are required to bring a change of op to all practical lessons.
INDUSTRY PATHWAYS PROGRAM

Note: positions may not be available as Year 9 students participating in the IPP from the previous year have first option. Please contact Simon Finch for more information.

During Year 10, students work towards the completion of their SACE while taking part in a range of Vocational Competencies at school in the Port Augusta Secondary School Trade Training Centre whilst also attending TAFEsa Port Augusta campus.

Students have the opportunity to complete Certificate II competencies in Metal Engineering, Fitting, Automotive, Electro Technology and Construction and work towards the partial completion of several Certificate III competencies.

Note: competencies delivered may vary from year to year depending on staffing.

Students may operate on a modified timetable due to the nature of the programs. Students are closely monitored through program mentors and Parent/ Caregivers are involved at the first instance if issues arise related to a child’s progress.

Students at Year 10 are required to wear a supplied work uniform while in the Trade Training Centre, attending TAFE and during Work Experience.

MARINE SCIENCE

The Marine Science course is designed to expose students to marine issues both globally and locally. Some of the topics that students may study include the chemical analysis of local waters, the forces that shape the ocean (tides, currents, salinity), its environment including, rocky shores, mangroves, sandy beaches, cliffs and the life it supports. We also include impact of human activity on these precious ecosystems.

Students will be expected to participate in field trips around the local area which are designed to expose the students to observing the marine environment and conduct research. These trips may incur some cost.

Students have the opportunity to be a part of Dolphin Watch Project which is a program run by Whale and Dolphin Conservation Society. The students collect demographic data by capturing photographic images of the dorsal fins of dolphins which are then sent to the scientists of the conservation society for further studies. Student also closely look at home ranges female reproductive success and natural behaviour of the dolphins in Port Augusta which is important for conservation.

MUSIC

REQUIREMENT:

Experience of at least 1 semester of Music at some point across their schooling (including Primary Years) OR an audition showing a student’s ability on their chosen instrument

COURSE OUTLINE

This course focuses on the development of skills in playing, and knowledge of instruments that are usually connected to creating a ‘Band’ – instruments include, guitar, drums, keyboard, singing. Other instruments can be negotiated with the teacher, but it is the intention of the course for students to form a ‘Band’ and to work collaboratively to develop at least one performance piece which will be presented near the conclusion of Semester 2.

The course encourages students with a background in Music to enrol, but students who are highly motivated and willing to enrol in the Instrumental Music Program to learn an instrument can apply to enrol.

This course enables students to increase their understanding of the nature of band performance and song structure, and it will facilitate the development of skills and procedures in:

- Related theoretical concepts
- Aural training
- Performing Music in a Band
- Music appreciation of other Bands
SPECIAL NOTE:
This course requires a commitment to practice at least 2 hours a week on their chosen instrument and to participate in performances as they are a part of the assessment.

Students will be required to have consistent access to their musical instrument which will mean either the student owns their own instrument or that they will need to hire the instrument or access the school’s instrument such as the drum kit. Students will need to bring their instrument to school for every Music lesson and for every Instrumental Music lesson.

OUTDOOR EDUCATION (COST INVOLVED)

**Aquatics/Bushwalking – Semester 1**
The Term 1 aquatic session revolves around developing students’ skills in a range of activities including sailing, orienteering and rock climbing. During Term 2, students focus on their overnight bushwalking camp and outdoor living skills.

The assessment for both of these units is: 50% practical and 50% theory. Please note theory is based on practical endeavours and therefore attendance is pivotal to student success.

**Aquatics/Rock Climbing/Day Walk – Semester 2**
Term 3 focuses on day walks and an overnight rock climbing. The Term 4 aquatic session develop students’ skills in wind surfing and kayaking.

The assessment for both these units is: 50% practical and 50% theory.

Theory topics include:
- Weather
- Ecology
- Risk management
- Camp craft
- Leadership
- Sustainable futures

**Special Conditions:**
For students to satisfactorily meet the requirements of this course they must attend all practical experiences held for the semester.

Students must also attend 80% of practical classes to gain the necessary skills needed to attend the camps safely.

Students must be prepared to meet the cost of the camp as well as make up the work missed in subject areas affected by the time spent out of school.

Costs: There are additional costs associated with this subject (ranging from $50-$100 per semester depending on the activities chosen).

SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)
The SAASTA Academy at PASS provides predominantly, an opportunity for Aboriginal students to engage in a program which can acquire them a number of points towards their SACE certificates, and also potentially gain Certificate II and III accreditation in Sport and Recreation. Students that wish to engage in the program should have a strong interest towards completing and gaining their SACE certificate, and also an interest in the health, sport and recreation industry.

Students will be required to apply to be part of the academy, and successful applicants will then be able to enrol in up to 2 full time subjects, with some scope for SAASTA related support and assistance in others including English, and the Personal Learning Plan. Planning is being conducted to develop support materials for SAASTA students with Stage 1 Maths compulsory subjects also.

Parents and Students please note: Under some special circumstances non Aboriginal students may also undertake some aspects of the SAASTA curriculum. If so they will be specifically participating in the Certificate II and III studies. Should non-Aboriginal students wish to potentially engage in study to gain these accreditations they need to contact the SAASTA Coordinator at PASS for more information.
Students will be required to achieve and maintain a set of standards which are expected across all SAASTA sites across the state. Successful applicants will be required to sign an agreement that they will meet and maintain these expectations. Failure to consistently do so may result in removal from the academy. The SAASTA student expectations include:

- maintaining (or ability to maintain) a 70% attendance rate per school term
- adhering to the school’s behaviour code at all times
- actively and respectfully participate in all aspects of SAASTA programs
- showing a high standard of respect and courtesy towards all staff, students and visitors
- representing SAASTA at school, in the local community and at events in a positive manner
- conducting themselves with a high manner of sportsmanship in all aspects of practice and competition
- wearing the SAASTA uniform with pride and in a manner of respect for the brand

Should parents or students have any questions or require further clarification on any of the above then please contact the SAASTA coordinator at PASS for more information.

**INTEGRATED LEARNING / POWER CUP (10 SACE CREDITS)**

**Subject Pre-requisite:** This subject is open to all SAASTA students in Semester 1.

**Subject Overview**

This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

The SAASTA Integrated Learning - Power Cup subject culminates in attendance and participation at the annual Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition.

Each school will be represented at the cup by a boys and girls team which will compete against teams made up from each of the SAASTA academies. In the lead up to the Aboriginal Power Cup students are required to work both individually and as part of their team to complete a series of set curriculum tasks.

Each student gains points for their respective teams by successfully completing their curriculum tasks. The girls and boys teams with the highest number of points earn the right to play (off) in the Grand Final prior to a Port Power AFL game.

Regular school attendance is a key factor in a student's ability to gain points for their team.

**Assessment**

- **Practical - (40%)**
  Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey, performing a war cry, preparing a traditional meal as well as specific tasks related to personal development. Students will also develop their football skills and knowledge through participation in coaching clinics with AFL players and regular team training sessions.

- **Group Activity - (30%)**
  Students are required to actively participate in the annual three-day Aboriginal Power Cup carnival held in Adelaide. At the carnival they will compete against teams from each of the SAASTA academies in 9-a-side football competition as well as participate in a series of cultural and personal development activities, official functions and career workshops.

- **Folio & Discussion - (30%)**
  Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.
**Important note:** only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup event.

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**INTEGRATED LEARNING / SAASTA SHIELD (10 SACE CREDITS)**

**Subject Prerequisite:** This subject is open to all SAASTA students in Semester 2.

**Subject Overview**

This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

Through the SAASTA Integrated Learning – SAASTA Shield subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield.

Regular school attendance is a key factor in a student’s ability to be successful in this subject.

**Assessment**

**Practical** - (60%)

Students undertake a series of tasks, both individually and as a team, to develop their skills in a variety of sports, recreational and health activities. Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates including base level coaching in each of the selected sporting areas.

**Group Activity** - (20%)

Students are required to actively participate in the annual two-day SAASTA Shield carnival. At the carnival they will compete against teams from each of the SAASTA academies in at least two different sporting areas.

**Folio & Discussion** - (20%)

Students create and deliver a Power-point presentation explaining their involvement in the SAASTA Shield program. They then participate in a round table discussion that demonstrates the depth and extent of their learning in the SAASTA Shield subject.

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**SPORTS ACADEMY (COST INVOLVED)**

The Sports Academy at year 10 has a strong focus on popular community sports. It is preferred, but not essential, that students have been involved in Sports Academy in years 8 and 9. Practical units in Sports Academy may consist of netball, AFL or basketball, or a combination of these. Theory topics within this subject focus on ‘behind-the-scenes’ aspects of sport, including coaching, umpiring and sports administration. As part of this course, students will also be required to be involved in coaching and umpiring in events such as SAPSASA and SSSSA Knockout sport.

Students have the opportunity to purchase a Sports Academy jumper and polo shirt to identify them as part of the program. Students will also be invited to attend the annual Sports Academy camp to Adelaide, to visit major sporting venues, meet elite sports people from netball, basketball and AFL, and participate in a game of football against a metropolitan team.

Please note there are some costs involved for the merchandise and camp, ranging from $195-$235. This figure has been subsidized by sponsorship but varies annually based on numbers attending the camp.

Students can choose Sports Academy in semester one in addition to the compulsory HPE unit. It is recommended that students who wish to continue with PE or Sports Studies in senior school also choose mainstream HPE in semester two, as this will help develop knowledge about key physical education concepts required at Stage 1 and 2.
SPECIAL NOTE:
Completion of ONE SEMESTER of Visual Arts 2 must be undertaken in order to enrol in Stage 1 Visual Arts (Art/Design)

It is preferred that students undertake both semesters because experience in both 2-D and 3-D Visual Arts lays a strong foundation for successful senior school visual arts.

Course Outline
By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view.

They evaluate artworks and displays from different cultures, times and places.

They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists’ on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Topics Included:
- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through display
- Analysing and reflecting upon intentions
- Responding to and interpreting artworks

With an emphasis on 2 dimensional practices, students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills focusing on representations, practices and viewpoints.

Assessment:
A range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding

Please note:
There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

Course Outline:
By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view.

They evaluate artworks and displays from different cultures, times and places.

They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists’ on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Topics Included:
- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
• Structuring and organising ideas into form
• Sharing artworks through display
• Analysing and reflecting upon intentions
• Responding to and interpreting artworks

With an emphasis on 3 dimensional practices, students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills focusing on representations, practices and viewpoints.

**Assessment:**
A range of practical and theoretical tasks to demonstrate the development of concepts and ideas, exploration of media and experimentation, practical application, analysis and responding

**Please note:**
There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

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**VOCATIONAL EDUCATION AND TRAINING (VET)**

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations.

VET qualifications are recognised in the SACE, and SACE credits that can be earned. Up to the maximum credit allocation, students can earn:

- 5 SACE credits for the completion of 35 nominal hours of VET towards a VET qualification
- 10 SACE credits for the completion of 70 nominal hours of VET towards a VET qualification.

More information on individual certificate courses can be found at: [www.yes.sa.edu.au](http://www.yes.sa.edu.au) or contact the Youth Engagement Strategy (YES) Centre Senior Leader on 8647 3300.

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**WOOD CONSTRUCTION**

*This subject can be undertaken as 1 or 2 units.*

*Please note that there is a cost involved with this subject.*

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use hand and power tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences.

The following units of work are likely to be covered to assist students with their transition towards Stage 1 Furniture Construction:

- Workshop Safety and O.H.S.& W. requirements
- Hand and Power Tools
- Machinery
- Timber and Manufactured Boards
- Design and Technical Drawing
- Surface Preparation and Finishing
- Joint Construction
- Critiquing and Evaluation

Due to the nature of the subject the units of work are repetitive if selecting to complete **Unit A** and **Unit B**. Students will be directed to select different major practical tasks in electing to undertake Unit A and B.

*Note:* Students have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign an agreement to the expected cost before construction commences.