2024

Curriculum Handbook
Years 7 - 12

Honesty, Personal Best, Respect, Friendliness & Responsibility

Message from the Principal

Dear Families,

Kingston Community School values your contribution to the course counselling process at our School. This Curriculum Handbook will enhance the opportunity to have authentic discussions between students, families and teachers and assist in making appropriate decisions that will improve the success for your child.

The process of subject selection can be challenging for students and parents alike, especially in our dynamic and rapidly changing world. We are preparing students for areas of employment that are continuously evolving and in some cases do not yet exist. Often students find it challenging to decide on their future pathways. It's important to know that this is both very common and okay, but the subjects they choose need to enable them to have flexibility to change direction if required. Students need to intellectually challenge themselves and develop a broad, transversal skillset that will help them to be a positive contributor to our community.

The curriculum at Kingston Community School is aligned to the Australian Curriculum and South Australian Certificate of Education for Year 11 and 12. This handbook will show the progression of subjects in each learning area. This will assist students to forecast future decisions. It is important to choose a balanced curriculum, allowing flexibility and providing a range of options once students leave Kingston Community School.

At Kingston Community School we also ensure alternative pathways for students to undertake School based Apprenticeships and VET Courses. These alternative offerings are studied in conjunction with core curriculum subjects and provide educational pathways to meet the learning interest and abilities of individual students. Options are outlined within this handbook with further information available from the SACE Coordinator.

Please use this handbook in conjunction with advice and support from teachers and coordinators to select subjects that enable further study and/or the foundations of a sound career pathway. Having a number of career options or pathways is an advantage throughout the course counselling process. Whilst the choices made throughout the process may appear to set students on a particular pathway, this does not have to dictate the rest of a student's life. Learning is a life long process and these are just the first steps to transitioning from school to life beyond.

Please do not hesitate to contact the School and utilise the support available to you and your child. Staff at our school are committed to engaging all students through highly effective teaching and learning processes, and are proud of our student-centered approach to learning that supports students to investigate their capabilities and strive to reach their potential.

S. Murdock

Samantha Murdock

Contents

School Contacts

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The SACE

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

As you study the SACE, you'll gain valuable literacy, numeracy, critical thinking and problem-solving skills, while gaining knowledge about the specific subjects you choose.

The SACE also helps you learn how to work with and alongside others, and to understand how your decisions can affect people, situations and the world.

These capabilities are essential to your future education, training and careers, and your role as an active and informed citizen.

How do you get awarded the SACE?

Each subject or course that you successfully complete earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and from A+ to E– for each Stage 2 subject.

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

As part of these credits you are required 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, including 10 credits for the Research Project.

Keep in mind that 10 credits equate to one semester of study in a subject, and 20 credits equate to a full-year subject.

Industry Pathway (VET) Programs

What is VET?
VET stands for Vocational Education and Training. In other words, VET is education and training, by way of a school based apprenticeship or traineeship, that gives you skills and knowledge for work.

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, which suits many students, but it also leads to excellent jobs in a huge array of fields.

VET will give students a nationally recognised certificate allowing students to work in an industry as soon as they finish school. VET can lead to employment, further qualification and university pathways. All VET certificates come with SACE credits upon completion.

VET operates through a national training system and is certified by Registered Training Organisations, such as TAFESA, MEGT, RST, GTE and MADEC.

VET certificates are obtained by one of two ways:

- **FIP (Flexible Industry Pathway)**

FIP's involve either week-long block training at a host school up to twice per term, or one day per week online.

- **SBA (School Based Apprenticeship)**

SBA's involve having part time casual employment outside of school on a regular basis.

The following list provides information about Flexible Industry Programs, highlighting VET career pathway options.

PROGRAMS	CAREER PATHWAY OPTIONS						
AGRIBUSINESS	Agriculture	Forestry	Animal Care	Aquaculture	Conservation & Land Management	Thoroughbred Racing	Horticulture
CONSTRUCTION, MINING & ENERGY	Plumbing	Automotive Retail, Service and Repair	Building & Construction	Civil Construction, Resources & Infrastructure	Electro-technology	Engineering	
CREATIVE INDUSTRIES, BUSINESS, ICT & CYBERSECURITY	Cyber	Screen & Media Production, Game Development & Visual Effects	Information Technology	Business			
DEFENCE & AEROSPACE	Cyber	Electro-technology	Information Technology	Engineering			
EDUCATION & SERVICES SECTOR	Automotive Retail, Service & Repair	Hair & Beauty	Early Childhood & Education				
FOOD, WINE, TOURISM & HOSPITALITY	Food Processing	Hospitality & Tourism	Sport & Fitness				
HEALTH, DISABILITY, AGED CARE & COMMUNITY SERVICES	Aged Care & Disability	Health Support					
MANUFACTURING	Manufacturing						
TRANSPORT & MANUFACTURING	Maritime	Engineering					

How much of my SACE can be VET?
To complete your SACE, you must achieve 200 SACE credits.

- 150 credits can be gained through the VET. The number of credits will be determined by the Certificate level.

Do I need to pay to participate in a regional VET program?
In most cases the school will support you to access a Regional VET course. Some courses have industry specific equipment or materials that must be purchased which you may be responsible for. If students drop out from the course, there will be a charge to families.

How do I apply for a regional VET program?
Fill in the enclosed **Student Expression of Interest Form 2024** after talking with your parents/caregivers, and pass this on to Mrs Pinkerton in the Front Office. If you need further advice, talk to the VET Coordinator, Mr Kinnane. You will be advised of your application in Term 4.

Where can I find more information on VET?
SACE website: https://www.sace.sa.edu.au/web/vet/home
Student Pathways Website: https://studentpathways.sa.edu.au

How To Select Your Course Of Study

In selecting a course of study, students should consider the following steps:

1. **CONSIDER**
   - ambitions – your future, career plans, your education
   - your interests and aspirations
   - your capabilities
   - your achievements at school so far
   - information available to you about your choices (from teachers, parents, school counsellors and others)
2. **READ AND UNDERSTAND**
   - organisation of the school curriculum – choices, pattern, course descriptors
   - how subject courses connect to future options
   - SACE requirements for senior school
   - pre-requisites or recommended subjects for further study
   - course details
3. **DO**
   - fill in your course selection form
   - attend your course counselling interview with a parent/caregiver
   - finalise your choices

Sources of Information

You can get information to help with your course choices from SACE staff and any the following:

SACE Board of South Australia www.sace.sa.edu.au	South Australian Tertiary Admissions Centre SATAC www.satac.edu.au
Job Guide www.jobguide.the goodguides.gov.au	Employment Providers in Australia www.seeklearning.com.au
Australian Universities www.myuniversity.gov.au	Study Assist www.studyassist.gov.au
My Future website www.myfuture.edu.au	Australian Apprenticeship Information www.australianapprenticesships.gov.au
Jobs, Employment and Careers www.mycareer.com.au	Training Providers and Courses www.training.gov.au

Education – SA Universities and TAFE	
Adelaide www.adelaide.edu.au	Tabor Adelaide www.taboradelaide.edu.au
Charles Darwin www.cdu.edu.au	Uni SA www.unisa.edu.au
Flinders www.flinders.edu.au	South Australian Institute of Business and Technology https://www.saibt.sa.edu.au/
Torrens www.torrens.edu.au	Australian Catholic University (ACU) www.acu.edu.au
Tabor https://tabor.edu.au/	TAFE www.tafe.sa.gov.au/courses

Education – Interstate Tertiary Admission	
Victoria www.vtac.deu.au	Western Australia www.tisc.edu.au
New South Wales and ACT https://www.uac.edu.au/future-applicants/interstate-applicants-for-nsw-and-act-unis	Northern Territory www.cdu.edu.au
Queensland www.qtac.edu.au	Tasmania www.utas.edu.au www.amc.edu.au

Curriculum Overviews

Year 7 Subject Selections

All students will study a full year of:
English
Mathematics
Science
Health & Physical Education
History, Geography, Economics & Business and Civics & Citizenship

All students will study a semester of:
Agricultural Science
Design and Technology Studies
Food & Fibre Production
Languages
Visual Art

Year 8 Subject Selections

All students will study a full year of:
English
Mathematics
Science
Health & Physical Education
History, Geography, Economics & Business and Civics & Citizenship

All students will study a semester of:
Agricultural Science
Design and Technology Studies
Food & Fibre Production
Languages
Visual Art

Year 9 Subject Selections

All students will study a full year of:
English
Mathematics
Science
Health & Physical Education
History, Geography, Economics & Business and Civics & Citizenship

Student select four of the following subjects to study for a semester:
Agricultural Science
Design and Technology Studies
Food & Fibre Production
Languages
Visual Art

Year 10 Subject Selections

All students will study a full year of:
English
Mathematics
Science
Health & Physical Education
History, Geography, Economics & Business and Civics & Citizenship

All students will study a semester of:
Exploring Identities and Futures (SACE - Stage 1)

Student select four of the following subjects to study for a semester:
Agriculture
Design and Technology Studies
Food & Fibre Production
Languages
Visual Art

Stage 1 Subject Selections

All students will study a full year of:
English (2 x 10 Credits = full year)

- English
- Essential English

Mathematics (2 x 10 Credits = full year)

- General Mathematics
- Essential Mathematics
- Mathematics Methods
- Specialist Mathematics

Choice Subjects – students must choose a further three - four semester subjects.
Some subjects are offered for a whole year (A & B)

- Australian and International Politics
- Agriculture A & B
- Biology A & B
- Chemistry A & B
- Child Studies
- Design, Technology & Engineering – Furniture
- Design, Technology & Engineering –Metal
- Digital Technologies
- Food and Hospitality
- Languages
- Modern History
- Music
- Physical Education A & B
- Physics A & B
- Visual Art
- Visual Art - Design
- Workplace Practices

Study Lessons
When not engaged in face-to-face lessons with teachers, Year 11 students are programmed into independent study time. Students are expected to use this time productively.

Stage 2 Subject Selections

All students will study a semester of:
Research Project (10 Credits)

Choice Subjects - Students must choose:

- 4 subjects
- VET or a School Based Traineeship or Apprenticeship takes the place of one subject
- For ATAR eligibility students must obey subject restrictions.

Subjects

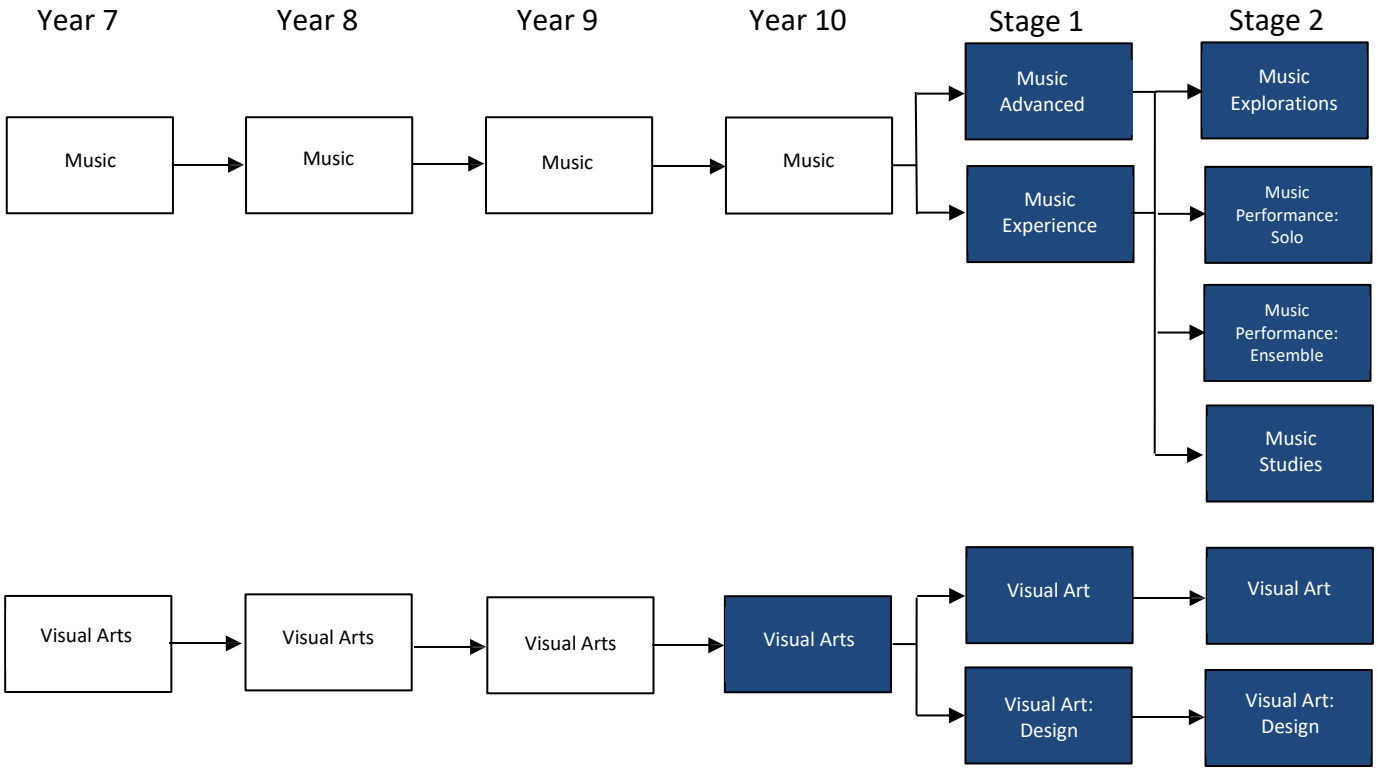
- Australian and International Politics
- Agricultural Production
- Biology
- Chemistry
- Child Studies
- Design, Technology & Engineering – Furniture
- Industry and Entrepreneurial Design Solutions - Metals
- Digital Technologies
- Food and Hospitality
- Languages
- Modern History
- Music
- Physical Education
- Physics
- Visual Art
- Visual Art - Design
- Workplace Practices

University Entrance

- Students must complete the SACE (200 credits)
- Complete 80 Stage 2 credits including: at least 3 x 20 credit Stage 2 subjects approved by universities
- Complete prerequisite requirements for some courses.

Study Lessons
When not engaged in face-to-face lessons Year 12 students are programmed into independent study time. Students are expected to use this time productively.

The Arts



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Music – Year 7 & 8

The skills of understanding and communicating are covered in an integrated way throughout the course.

Year 7 and 8 Music is divided into two strands

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

The skills of understanding and communicating are covered in an integrated way throughout the course.

CONTENT DESCRIPTION

By the end of Year 8, students analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience including popular songs that are 'covered' by other artists and Film Music. They evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to composing, performing and/or responding to music.

Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music, using music software that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others' music. They demonstrate performance skills when performing music for audiences, including bucket drumming.

Music – Year 9 & 10

Year 9 and10 Music is divided into four strands

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Students in Year 10 need to have some theory background in Music, such as Year 9 Music, and it is recommended that students have sound ability of playing an instrument or voice.

The skills of understanding and communicating are covered in an integrated way throughout the course.

CONTENT DESCRIPTION

By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.

Music Advanced & Experience – Stage 1

Stage 1 Experience: (10 or 20 CREDITS)
Stage 1 Advanced: (10 or 20 CREDITS)

CONTACT PERSON - Mrs Natalie Ogilvie

ADVICE TO STUDENTS

Students must have successfully completed Year 10 Music (C Grade or better) and have skills in playing an instrument or engineering music through music software. Students are able to enrol in Stage 1 Music Experience or Stage 1 Music Advanced.

Music Experience programs are designed for students with emerging musical skills and it provides opportunities for students to develop their musical understanding and skills in creating and responding to music. Tasks include solo performances, composing a programmatic soundscape, radio podcast and creative reflections.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. Tasks include solo performance, arranging, score reading and analysis, theory and aural skills.

THIS SUBJECT LEADS TO

Stage 2 Music Performance
Stage 2 Music Explorations
Stage 2 Music Studies - Advanced only (offered externally)

COURSE DETAILS

The subject consists of the following strands:

- Understanding Music
- Creating Music
- Responding to Music

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works. Students can perform using instruments (including technology and found sounds) and/or voice.

ASSESSMENT

10 - Credit course	
Creative Works – 2 tasks	60%
Musical Literacy – 2 tasks	40%
20 - Credit course	
Creative Works – 4 tasks	60%
Musical Literacy – 4 tasks	40%

Music Exploration – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Natalie Ogilvie

COURSE DETAILS

Stage 2 Music Explorations consists of the following strands:

- Understanding music
- Creating music
- Responding to music

The strands in Music Explorations are interconnected and not intended to be taught independently. The strands are connected by the themes of exploration and experimentation. Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations.

Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

ASSESSMENT

School Based

Musical Literacy	30%
Explorations	40%

External

Creative Connections	30%

Music Performance: Solo – Stage 2

STAGE 2 – (10 CREDITS)

CONTACT PERSON - Mrs Natalie Ogilvie

COURSE DETAIL

Stage 2 Music Performance – Solo consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

The strands in Music Performance — Solo are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

ASSESSMENT

School Based

Performance	30%
Performance and Discussion	40%

External

Performance Portfolio	30%

Music Performance: Ensemble – Stage 2

STAGE 2 – (10 CREDITS)

CONTACT PERSON - Mrs Natalie Ogilvie

COURSE DETAIL

Stage 2 Music Performance — Ensemble consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

The strands in Music Performance — Ensemble are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

ASSESSMENT

School Based

Performance	30%
Performance and Discussion	40%

External

Performance Portfolio	30%

Music Studies (External) – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Natalie Ogilvie

COURSE DETAILS

Stage 2 Music Studies consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

The strands in Music Studies are interconnected and not intended to be taught independently. Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

ASSESSMENT

School Based

Creative Works	40%
Musical Literacy	30%

External

Examination	30%

Visual Art – Year 7 & 8

Year 7 Visual Arts is divided into four strands

- Exploring and responding
- Developing practices and skills
- Creating artworks
- Presenting artworks

YEAR 7 CONTENT DESCRIPTION

Students study a selection of artists who share a common theme in their work but are from different cultures, times and places, and whose work represents a diversity of materials, techniques, technologies and processes.

Throughout this study they analyse how these artists use visual conventions and viewpoints in their artworks and they experiment with these conventions to represent the theme in their own artwork using a variety of materials, techniques, technologies and processes.

They undertake a printmaking project where they develop their planning skills by exploring techniques and processes used in their own, and others' artworks.

They exhibit their artwork locally and learn how an artwork is displayed to enhance its meaning.

Year 8 Visual Arts is divided into four strands

- Exploring and responding
- Developing practices and skills
- Creating artworks
- Presenting artworks

YEAR 8 CONTENT DESCRIPTION

Students study a selection of artists who share a common theme in their work but are from different cultures, times and places and whose work represents a diversity of materials and techniques, technologies and processes.

Throughout this study they analyse how these artists use visual conventions and viewpoints in their artworks and they experiment with these conventions to represent the theme in their own artwork using a variety of materials, techniques, technologies and processes

They undertake a design project as well as an artwork, where they develop their planning skills by exploring techniques and processes used in their own and others' artworks.

They exhibit their artwork locally and learn how an artwork is displayed to enhance its meaning.

Visual Art – Year 9 & 10

Year 9 Visual Arts is divided into four strands

- Exploring and responding
- Developing practices and skills
- Creating artworks
- Presenting artworks

YEAR 9 CONTENT DESCRIPTION

Each semester students study a selection of artists who share a common theme in their work but are from different cultures, times and places and whose work represents a diversity of materials and techniques, technologies and processes. They analyse ways these artists use visual conventions and visual arts processes to represent the theme. They also evaluate how artists represent their ideas, perspectives and meaning in their work.

Students use this study to inform their own art making using a diverse range of media, visual conventions and visual arts processes.

They create their own artworks in response to the theme, using materials, techniques and conventions in intentional, interpretive and personal ways. They reflect on their practical work in order to solve creative challenges, and consider how the artwork could be improved.

Students select and present their own artworks for exhibitions, in the school or in the wider community.

Year 10 Visual Arts is divided into four strands

- Exploring and responding
- Developing practices and skills
- Creating artworks
- Presenting artworks

YEAR 10 CONTENT DESCRIPTION

Each semester students undertake a visual study focusing on one subject. Artworks studied are from different cultures, times and places and represent a diversity of materials and techniques, technologies and processes. They analyse artworks and evaluate how artists communicate their artistic intentions. They use this study to inform their own art making.

They produce a folio of work where they develop a concept. In this folio they document their visual thinking in planning and designing an artwork. They manipulate materials, techniques, technologies and processes to represent their concept and to develop and refine their skills.

They use this planning process to produce an artwork in their chosen medium and present it for exhibition with an accompanying practitioner's statement.

Visual Art – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Katherine Lisk

ADVICE TO STUDENTS

This course aims to further develop existing art practical and theoretical skills and prepare students for Year 12 Art or Design.

Achievement of a 'C' grade at Year 9 or 10 Art is recommended. Students can complete either 1 or 2 semesters' of Visual Arts at Stage 1.

THIS SUBJECT LEADS TO

Stage 2 Visual Arts – Art
Stage 2 Visual Arts – Design

COURSE DETAILS

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

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

Each semester students will produce one major work of art in their chosen medium (drawing, painting, sculpture, printmaking, textiles, photography). These practical artworks will be accompanied by a developmental folio of studies and experiments.

Students will also do a visual study of arts in context. This will take the form of guided research and practical exploration of skills, techniques, processes and visual arts conventions.

ASSESSMENT

Practical	30%
Folio	40%
Visual Study	30%

Visual Art: Design – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Katherine Lisk

ADVICE TO STUDENTS

This course aims to further develop existing design practical and theoretical skills and prepare students for Year 12 Art or Design.

Achievement of a 'C' grade at Year 9 or 10 Art is recommended. Students can complete either 1 or 2 semesters' of Visual Arts at Stage 1.

THIS SUBJECT LEADS TO

Stage 2 Visual Arts – Art
Stage 2 Visual Arts – Design

COURSE DETAILS

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

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

Each semester students will produce one major work of design in their chosen field (graphic and communication, product or environmental). These practical designs will be accompanied by a developmental folio of studies and experiments.

Students will also do a visual study of design in context. This will take the form of guided research and practical exploration of skills, techniques, processes and visual arts conventions.

ASSESSMENT

Practical	30%
Folio	40%
Visual Study	30%

Visual Art – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Katherine Lisk

ADVICE TO STUDENTS

It is recommended that students will have completed at least 10 credits of Visual Arts - Art or Design at Stage 1, with at least a 'C' grade.

COURSE DETAILS

At Stage 2, students take greater control over the direction of their artwork.

Students research, analyse, explore and experiment with media and techniques, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual forms.

Students will do a visual study of arts in context. This will take the form of research and practical exploration of skills, techniques, processes and visual arts conventions. They will produce two major works of art in their chosen medium. These practical artworks will be accompanied by a developmental folio of studies and experiments.

ASSESSMENT

School Based

Folio	40%
Practical	30%
Visual Study	30%

Visual Art: Design – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Katherine Lisk

ADVICE TO STUDENTS

It is recommended that students will have completed at least 10 credits of Visual Arts - Art or Design at Stage 1, with at least a 'C' grade.

COURSE DETAILS

At Stage 2, students take greater control over the direction of their artwork.

The broad area of design includes graphic and communication design, environmental design and product design. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual forms.

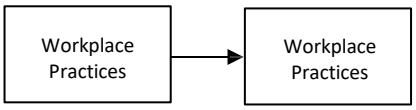
Students will do a visual study of design in context. This will take the form of research and practical exploration of skills, techniques, processes and visual arts conventions. They will produce two major works of design in their field. These practical designs will be accompanied by a developmental folio of studies and experiments.

ASSESSMENT

Folio	40%
Practical	30%
Visual Study	30%

Business and Enterprise

Year 7 Year 8 Year 9 Year 10 Stage 1 Stage 2



Workplace Practices – Stage 1

STAGE 1 – (10 CREDITS)

CONTACT PERSON - Mr Daryll Kinnane

SPECIAL REQUIREMENTS
Students can undertake learning in the workplace.

THIS SUBJECT LEADS TO
Stage 2 Workplace Practices

COURSE DETAILS
In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, work, worker's rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET).

Three focus areas of study
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Topics include
- Future trends in the World of Work
- The value of unpaid work to society
- Worker's rights and responsibilities
- Career planning
- Negotiated topics

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types

Folio Tasks	40%
Performance	30%
Reflection	30%

Advice to Students
A range of VET certificates are available both at Kingston and at other venues in the South East.

Workplace Practices – Stage 2

STAGE 2 – (20 CREDITS)
At Stage 2 students can undertake up to 40 credits.

CONTACT PERSON - Mr Daryll Kinnane

ADVICE TO STUDENTS
There is no prerequisite in this subject. Students can follow an area of interest to complete the VET component of the course. Possibilities include Office Administration, Retail, Automotive, Aged Care and Seafood etc.

SPECIAL REQUIREMENTS
Students may have some costs associated with their Work Placement or Field Work. It is their responsibility to arrange travel arrangements if there is a need.

COURSE DETAILS
This is a subject that is valuable for all students making decisions about their options after secondary schooling.

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students develop and undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET).

TOPICS
- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topic

ASSESSMENT
School Based

Folio	25%
Performance	25%
Reflection	20%
External	
Investigation	30%

Cross Disciplinary

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
			Exploring Identities and Futures		Research Project A
					Research Project B

Exploring Identities and Futures– Stage 1 (new 2024)

STAGE 1 – (10 CREDITS)

Exploring Identities and Futures (EIF) is a flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

The EIF contributes 10 credits towards the SACE. It is a **compulsory subject** and students need to achieve a 'C' grade or better in order to achieve their SACE.

CONTENT DESCRIPTION

Through Exploring Identities and Futures students are supported to:

- Develop agency by exploring their identity, interests, strengths, skills, capabilities and/or values; and making choices about their learning
- Demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress, and developing connections with others.

ASSESSMENT

Assessment is school-based and students demonstrate evidence of their learning through:

Assessment Type 1: Exploring me and who I want to be.
Assessment Type 2 Taking action and showcasing my capabilities

Research Project A & B – Stage 2

STAGE 2 – (10 CREDITS)

CONTACT PERSON - Mrs Kirsten Barich

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students select a topic in consultation with their teachers and are encouraged to research widely, using a variety of different formats to ensure a full understanding of their topic. Students develop their skills in critical analysis, acknowledging different perspectives, organizing information and developing an argument based on primary and secondary evidence. They also develop an understanding of how to research effectively using different methods, including online, print and field research.

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

ASSESSMENT

Research Project A

Folio	30%
Outcome (1500 words written/10 minutes oral)	40%
Review (1500 words)	30%

Research Project B

Folio	30%
Outcome (2000 words written/12 minutes oral)	40%
Evaluation (1500 words)	30%

In this subject, students will have opportunities to develop the seven capabilities of Australian Curriculum:

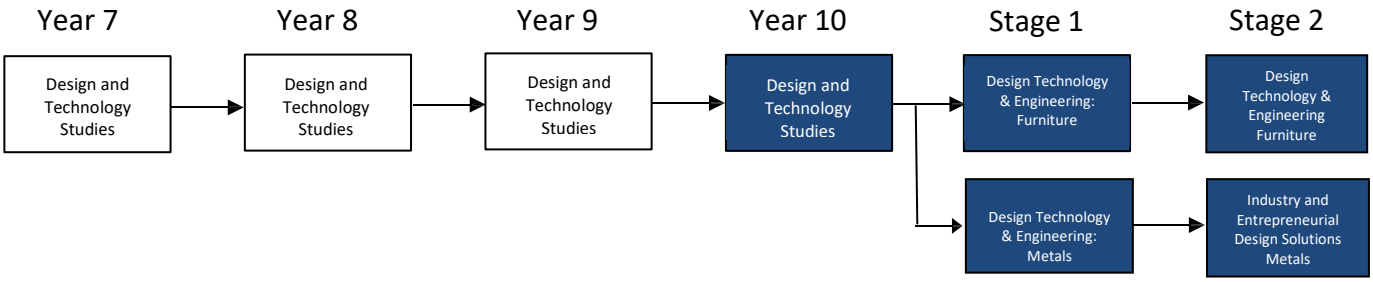
- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

Research Project A has an external assessment that may be undertaken in a range of formats.

Research Project B has an external assessment that must be undertaken in written form only.

Research Project A & B counts towards the calculation of an ATAR score. Research Project B is recommended for students desiring a university pathway.

Design Technology & Engineering



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Design and Technologies Studies – Year 7 & 8

Year 7 & 8 Design and Technologies is divided into 2 strands

- Processes and Production Skills
- Knowledge and Understanding

This is a practical based subject (approximately 80% workshop and 20% theory).

Year 7 Topics covered could include:

- Laser Cutting/ Vector Design
- Timber – Wood Turning, Maltese Puzzle
- 3D Printing
- Graphic Design
- Structures – Bridge Design

Year 8 Topics covered could include:

- Laser Cutting/ Vector Design
- Electronics – Circuits & components
- Timber – Design and C02 Dragsters, Gumball Machine
- CAD/ 3D Printing
- Sheet metal development
- Sustainability – Recycling Metal
- Extensions to students learning can include sheet metal work, wood turning and metal lathe work

Design and Technologies Studies – Year 9 & 10

Year 9 & 10 Design and Technologies is divided into 2 strands

- Processes and Production Skills
- Knowledge and Understanding

This is a practical based subject (approximately 80% workshop and 20% theory).

Year 9 Topics covered could include:

- Woodwork – Widening joints & design
- Metalwork – Candelabra
- Laser cutting – Advanced manufacturing & Vector design
- Electronics – Circuits and components
- Extensions to student learning can include wood turning, sheet metal work and the metal lathe

YEAR 10 CONTENT DESCRIPTION

Students are required to pay for all project materials used.

Students will be taught the safe use of a range of fixed and portable power machines in the construction of an individually designed project. Technical drawing and design techniques will be developed. Students are required to pay for project materials used.

Topics covered could include:

- Woodwork – Post & Rail joints
- Design
- Electric Welding – MIG
- Laser Cutting – Advanced Manufacturing & Vector design
- CAD/ 3D Printing
- Electronics
- Machining

Design Technology & Engineering: Furniture – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mr Craig Watson

ADVICE TO STUDENTS

Students should have completed Year 10 Technologies to give them a good understanding of machine operations and their safe use. The work they do may be physically demanding and sometimes they will need to work cooperatively together.

SPECIAL REQUIREMENTS

- The design of the major project is up to the student and they will be expected to cost and pay for all materials before the project is started.

THIS SUBJECT LEADS TO

Stage 2 Design, Technology and Engineering
Will help with TAFE courses

COURSE DETAILS

- Students will be required to research, investigate and design a product in the context of timber
- Students will be required to develop and evaluate a range of prototypes and/or develop specialised skills tasks
- Students will be required to construct their designed product
- Students are required to demonstrated competency towards a range of tools, machines and processes to safely and independently develop products

ASSESSMENT

The course consists of two assessment types.

Specialised Skill Tasks	30%
Design Process and Product	70%

The course will consist of a minimum of three assessment tasks.

Design Technology & Engineering: Metals – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mr Craig Watson

ADVICE TO STUDENTS

Students need a genuine interest in the field of welding and in practical work based on skill development and project production. Theory work related to practical concepts, skill development and planning are essential parts of this course.

SPECIAL REQUIREMENTS

Students will be required to pay for materials involved in take home projects and for materials used in skill development tasks.

THIS SUBJECT LEADS TO

Stage 2 Welding and Fabrication

COURSE DETAILS

This course concentrates on skill development and techniques for Metal Fabrication and MIG Welding with the possibility of extending into TIG Welding and Plasma Cutting. Students will be required to produce a project made from tubular steel using the skills outlined.

- Students will be required to develop and evaluate a range of prototypes and/or develop specialised skills tasks
- Students will be required to construct their designed product
- Students are required to demonstrated competency towards a range of tools, machines and processes to safely and independently develop products

ASSESSMENT

The course consists of two Assessment Types:

Specialised Skills Task	30%
Design Processes and Product	70%

The course will consist of a minimum of three assessments.

Design Technology & Engineering: Furniture – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mr Craig Watson

ADVICE TO STUDENTS

Recommended that students have completed Stage 1 Furniture Construction.

Students should have a sound understanding of machine operations and their safe use.

SPECIAL REQUIREMENTS

The design of the major project is up to the students and they will be expected to cost and pay for all materials before the project is started. Some aspects of the course are very dusty and therefore asthmatics need to be aware and take precautions for example dust masks.

COURSE DETAILS

In the context of furniture students are required to:

- Complete two practical based specialised skills tasks that are supported with written evaluations
- Research, investigate and design a selected product and present it in a form of a folio. They are also required to construct their major product
- Complete two external assessment tasks focusing on material investigations and issues analysis

ASSESSMENT

The course consists of three Assessment Types:

Specialised Skills Task	20%
Design Process and Product	50%
Resource Study	30%

Industry and Entrepreneurial Design Solutions: Metals – Stage 2

STAGE 2 - (20 CREDITS)

CONTACT PERSON - Mr Craig Watson

ADVICE TO STUDENTS

Recommended that students doing this course have completed Stage 1 Welding so that they have the basic skills needed to complete the subject requirements.

SPECIAL REQUIREMENTS

The students design their own project to suit the requirements of the course but will need to pay for all materials before they start the project.

COURSE DETAILS

In the context of metal fabrication and welding students are required to:

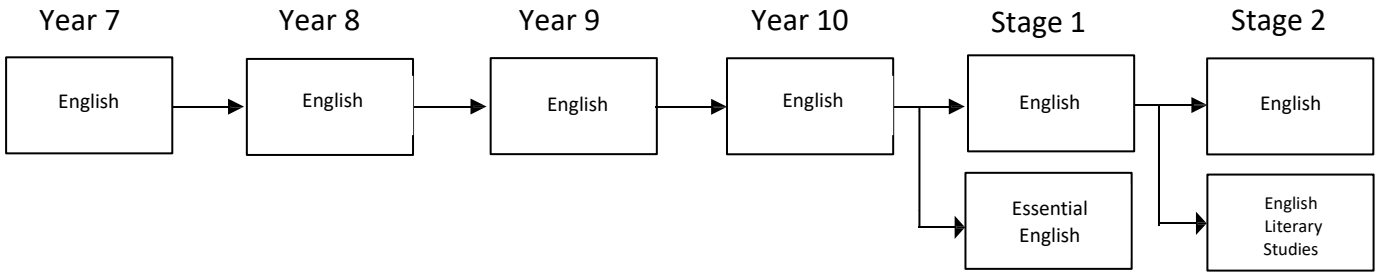
- Complete two practical based specialised skills tasks that are supported with written evaluations
- Research, investigate and design a selected product and present it in a form of a folio. They are also required to construct their major product
- Complete two external assessment tasks focusing on material investigations and issues analysis

ASSESSMENT

The course consists of three Assessment Types:

Specialised Skills Task	20%
Design Process and Product	50%
Resource Study	30%

English



English – Year 7 & 8

The Year 7 English curriculum is built around the three interrelated strands

- Language
- Literature
- Literacy

LEVEL DESCRIPTION

Teaching and learning programs 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.

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 will study oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. They will develop their understanding of how these texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

The Year 8 English curriculum is built around the three interrelated strands

- Language
- Literature
- Literacy

LEVEL DESCRIPTION

Teaching and learning programs integrate all three strands in a balanced way. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will study oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. They will develop their understanding of how these texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive texts and begin to write literary analyses.

The skills required for accurate expression are an integral part of the course and enable students to improve their level of literacy.

English – Year 9& 10

Year 9 English curriculum is built around three interrelated strands

- Language
- Literature
- Literacy

LEVEL DESCRIPTION

Students interpret, analyse, create, evaluate and discuss a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These texts contain themes and issues involving higher order reasoning and intertextual references.

Students develop a critical understanding of the contemporary media and the differences between various media texts. Shared and independent reading form part of this program. The skills required for accurate expression are an integral part of the course and enable students to improve their level of literacy.

Year 10 English is built around three integrated strands

- Language
- Literature
- Literacy

LEVEL DESCRIPTION

Teaching and learning programs integrate all three strands in a balanced way. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in Year 10 builds on concepts, skills and processes developed in the Junior Secondary years, with texts increasing in complexity. Students create a range of imaginative, informative, persuasive and analytical texts with a focus on purpose and audience engagement.

The furthering of student skills in accuracy and clarity of expression is an integral part of the course.

English – Stage 1

STAGE 1 (20 CREDITS)

CONTACT PERSON – Mr Anthony Mutton

THIS SUBJECT LEADS TO

Stage 2 English
Stage 2 English Literary Studies

COURSE DETAILS

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

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

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

Students must pass with a 'C' grade or better to meet compulsory SACE Board requirements.

ASSESSMENT

Responding to Texts	50%
Creating Texts	25%
Intertextual Study	25%

Essential English – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON – Mr Anthony Mutton

COURSE DETAILS

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

ASSESSMENT CRITERIA

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

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

ASSESSMENT

Responding to Texts	50%
Creating Texts	50%

English – Stage 2

STAGE 2 - (20 CREDITS)

CONTACT PERSON – Mr Anthony Mutton

ADVICE TO STUDENTS

There is an externally assessed comparative analysis task in this course which requires a considerable amount of independent work.

It is necessary for students to achieve a 'C-' grade or better at Stage 2 English.

COURSE DETAILS

English is a 20-credit subject at Stage 2.

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social,

cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

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

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

Students will complete tasks in the following categories:

- Responding to texts – where students study and analyse three different texts (film, performance, film or a book)
- Creating texts – where students produce three pieces of communication for different contexts (film, narrative, review) as well as a writer's statement.
- Comparative analysis – which consists of a 2000 word comparison of two texts.

A considerable amount of formative work is required, including reading, viewing, researching, and drafting assignments.

ASSESSMENT

In this subject, students are expected to:

- analyse the relationship between purpose, context, and audience in a range of texts
- evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- create and evaluate oral, written, and multimodal texts in a range of modes and styles
- analyse the similarities and differences when comparing texts
- apply clear and accurate communication skills.

School Based

Responding to Texts	30%
Creating Texts	40%

External

Comparative Analysis	30%

A representative range of tasks submitted are moderated by the SACE Board.

English Literary Studies – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON – Mr Anthony Mutton

ADVICE TO STUDENTS

The learning program centres on ways in which students use language to establish and maintain effective connections and interactions with people.

COURSE DETAILS

The following study of core texts occurs as a class:

- Responding to Texts
- Creating Texts
- Language Study

The language study focuses on the use of language by people in a context outside the classroom. Students reflect on the strategies and language used for communication in a specific context.

This can be:

- Workplace
- Virtual social networking
- Local community
- Cultural

ASSESSMENT

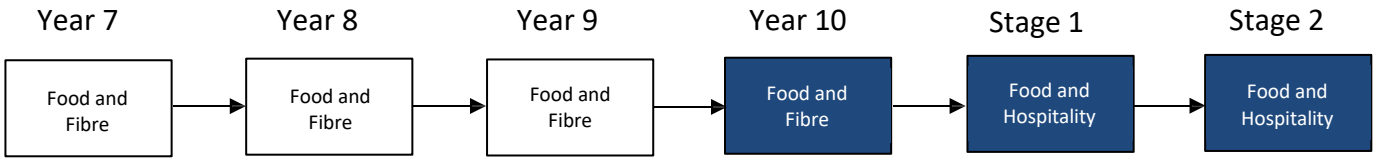
School Based

Responding to Texts	30%
Creating Texts	40%

External

Language Study	30%
Comparative Text Study	15%
Exam	15%

Food & Hospitality



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Food and Fibre – Year 7 & 8

Year 7 & 8 Food and Fibre Technologies is divided into 2 strands

- Processes and Production Skills
- Knowledge and Understanding

This is a practical based subject (approximately 70% practical and 30% theory)

Topics Covered include:

- Reading a Recipe
- Food Groups and choices
- Personal nutrition and the preparation of healthy foods
- Kitchen equipment and safety
- Students will be introduced to basic skills in kitchen operations and build on current knowledge.
- Food safety and collaborative ventures
- Hand Sewing and basic, common, real life clothing and fabric repairs
- Introduction to fibres and sustainability, multicultural texture and fibre production

Practical aspects will include both kitchen operations and design and critical thinking with hand sewing tasks.

YEAR 7 & 8 CONTENT DESCRIPTION

Students will investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical, sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures. Students will critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.

Food and Fibre – Year 9 & 10

Year 9 & 10 Food & Fibre Technologies is divided into 2 strands:

- Processes and Production Skills
- Knowledge and Understanding

This is a practical based subject (approximately 70% practical and 30% theory).

Students could study:

- **Back To Basics** - a course of essential cookery skills.
- **Multicultural Foods -** a preparation of foods from overseas, and a study of cultures.
- **Textile Design and Origins** – Students will go through the design process to create an item from recycled materials. They will investigate fibre production, origins, and the sustainability of fibres. Students will study multicultural and Indigenous technologies and methods of textile production throughout history.
- **Food Safety** – Students will investigate bacteria growth on food and the prevention of food poisoning. Students will focus on kitchen health and eco-food production technologies and sustainability for preferred futures.

YEAR 9 & 10 CONTENT DESCRIPTION

Year 9 & 10 Home Economics is a general course in which students may negotiate the structure of the course and have some input into the topics. They may specialize in Food and Hospitality where they will learn safe food practices, preparing and plating. During years 9 & 10 students will Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre. Students will learn to explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.

Students will cover the following topics:

- The sustainable use of seasonal produce
- The impact of multicultural cuisines
- Flavour trends in Food

- Investigate charities that focus on producing nutritious food for the homeless
- The impact of Sugar
- Understanding nutritional labels on food packaging
- The influence of Food Advertising
- Sustainability and political, legal, moral, social and economic impact of food productions and technologies for preferred futures.

Students also have the opportunity to design their own items and build upon their operational skills. Students may focus on the social, ethical, financial and political issues informing and affecting production of different fibres, and research best practices in fibre production and resourcing for sustainable futures.

Food and Hospitality – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Ms Bec Willis

ADVICE TO STUDENTS
A positive approach to all practical and related written work is required. Students need to have an open and enquiring mind about foods and a preparedness to produce and sample foods.

THIS SUBJECT LEADS TO
Technologies subjects in Stage 2, specifically to Food and Hospitality Studies.

COURSE DETAILS
Food and Hospitality may be undertaken as a 10 or 20 credit subject at Stage 1 level.

The Food and Hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the Food and Hospitality industry in meeting the needs of local people and visitors.

AREA OF STUDY
Students study topics from the following areas:
- Food, the Individual, and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

FOCUS
- Food Preparation
- Catering
- Restrictive Diets
- Technology in the Kitchen
- Food & Hospitality Careers
- Food Wastage
- Food Presentation
- Sustainability and the Environment in food production.

ASSESSMENT
Assessment is school-based and students demonstrate evidence of their learning through:

Practical Activity	40%
Group Activity	30%
Investigation	30%

Food and Hospitality – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Ms Bec Willis

ADVICE TO STUDENTS
There are no prerequisites but previous home economics experience would be an advantage. Any work experience in the food service industry would be beneficial.

SPECIAL REQUIREMENTS
Students need to have an interest in the preparation and service of food. They need to be free of infectious diseases, with the willingness to work with others.

COURSE DETAILS
In Food and Hospitality, students focus on the dynamic nature of the Food and Hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions and working in a high pressure environment such as a commercial kitchen.

AREAS OF STUDY
Students study topics from the following areas:
- Contemporary and Future Issues
- Economic and Environmental Issues
- Political and Legal Issues
- Socio-cultural Issues
- Technological Issues

ASSESSMENT

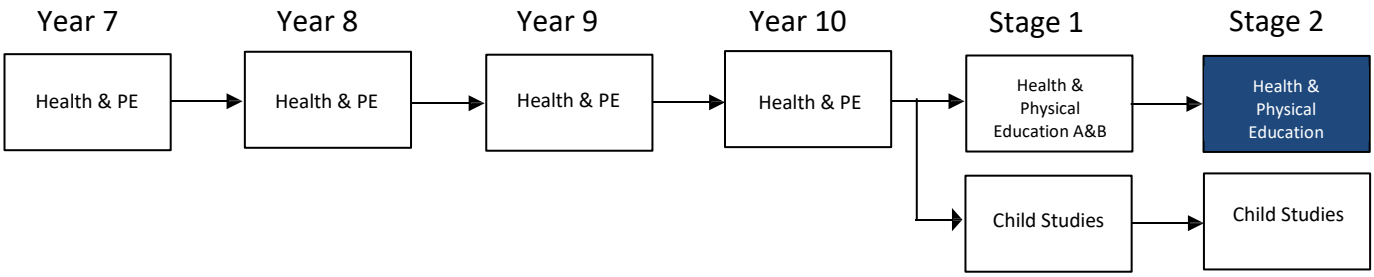
School Based

Practical work	50%
Group activity	20%

External

Investigation	30%

Health & Physical Education



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Health and Physical Education – Year 7 & 8

Year 7 & 8 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings

CONTENT DESCRIPTION

The Years 7 and 8 Health and Physical education curriculum understands a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Students investigate a range of health issues relevant to young people to understand the choices people make about their health. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it. Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of sports, games and movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Health and Physical Education – Year 9 & 10

Year 9 & 10 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated, and their content is taught through both theory and practical settings.

CONTENT DESCRIPTION

In Year 9 and Year 10, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives. Practical learning experiences in these years support students to plan,

implement, monitor and evaluate personal habits to enhance their health and wellbeing. Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies, and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, drug and alcohol use, sexual health, personal and relationship safety and body image. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation. Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they have in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different sports, games and skill development activities. They apply movement concepts and strategies to evaluate and refine their own movement performances. Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

Health and Physical Education A & B – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mr Jarryd Hill

ADVICE TO STUDENTS

Through Physical Education, students explore the participation in and performance of physical activities.

THIS SUBJECT LEADS TO

Stage 2 Physical Education

COURSE DETAIL

Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach of practical and theoretical components, in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g., sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.

These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions

ASSESSMENT

School Assessment

Performance Improvement	50%
Physical Activity Investigation	50%

Child Studies – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Ms Bec Willis

ADVICE TO STUDENTS

It is assumed that students are interested in young children as a possible career path or personal interest. This subject will involve working with younger children within the school for key assignments, so it is important that students are prepared to do this.

SPECIAL REQUIREMENTS

Literacy and Numeracy Skills

COURSE DETAILS

In Stage 1 Child Studies, students examine the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

AREA OF STUDY

Students study topics from the following areas:

- The Nature of Childhood and the Socialization and Development of Children
- Children in Wider Society
- Children, Rights and Safety

FOCUS

- Pregnancy and Diet
- Child Education

- How Children Learn
- The Impact of Technology on Child Development
- Children's Rights in Australia and Overseas
- Influencing Healthy eating habits in Children
- Children Development Milestones

ASSESSMENT

Assessment is school-based and students demonstrate evidence of their learning through:

Practical Activity	40%
Group Activity	30%
Investigation – Research	30%

Health and Physical Education – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mr Jarryd Hill

ADVICE TO STUDENTS

There are no prerequisites, but completion of Stage 1 Physical Education A or B is an advantage. Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

COURSE DETAILS

Stage 2 Physical Education has three focus areas:

- In movement
- Through movement
- About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach of both practical and theoretical learning, where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g., sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School Assessment

Diagnostics (2 tasks)	30%
Self- Improvement Portfolio (1 task)	40%

External Assessment

Group Dynamics (1 task)	30%

Child Studies – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Ms Bec Willis

ADVICE TO STUDENTS

There are no prerequisites other than basic literacy and numeracy skills. Any work experience with young children would be an advantage. This subject will involve working with younger children within the school for key assignments, so it is important for students to be prepared to participate.

SPECIAL REQUIREMENTS

Students need to be interested in the development and be willing to relate to young children.

COURSE DETAILS

Stage 2 Child Studies focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting / caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

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.

AREAS OF STUDY

There are five areas of study in stage 2 Child Studies:

1. Contemporary and Future Issues
2. Economic and Environmental Issues
3. Political and Legal Influences
4. Sociocultural Influences
5. Technological Influences

ASSESSMENT

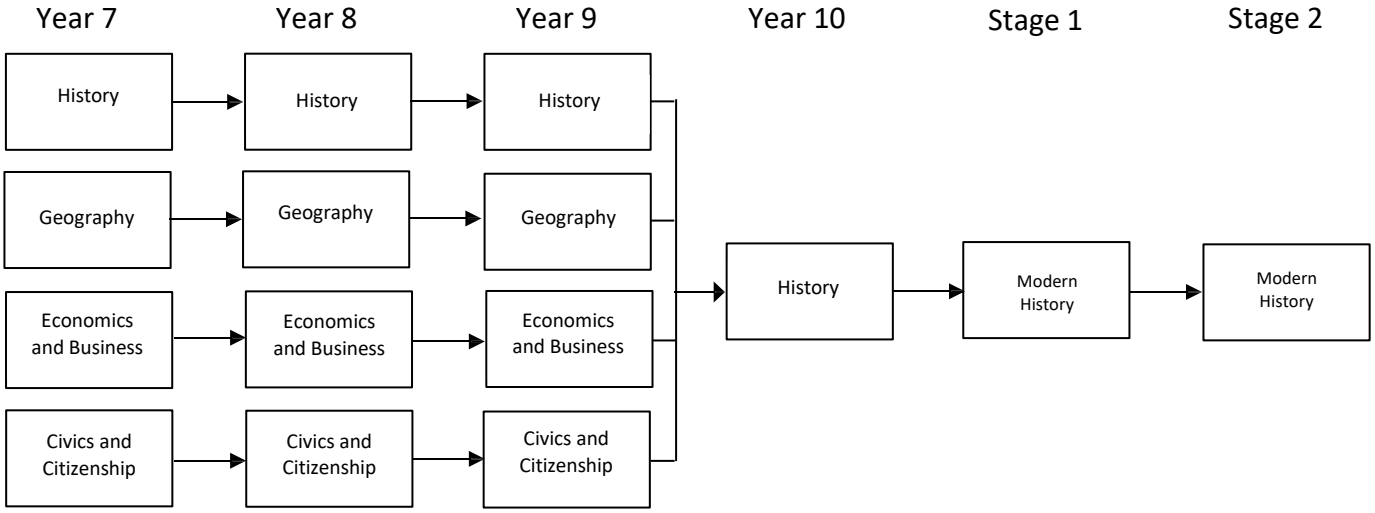
School Based

Practical Work	50%
Group Activity	20%

External

Investigation	30%

Humanities & Social Sciences



History – Year 7, 8 & 9

Year 7 History is divided into two strands

- Historical knowledge and understanding
- Historical skills

CONTENT DESCRIPTION

The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Year 8 History is divided into two strands

- Historical Knowledge and Understanding
- Historical Skills

CONTENT DESCRIPTION

The Ancient to the Modern World

The Year 8 curriculum provides a 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.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged, and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What were the perspectives of people from the time?
- Which significant people, groups and ideas from this period have influenced and shaped the world today?
- How and why have historians interpreted this period differently?

Year 9 History is divided into two strands

- Historical Knowledge and Understanding
- Historical Skills

CONTENT DESCRIPTION

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'.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

- What are the significant events, ideas, individuals, and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of World War I?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Geography – Year 7, 8 & 9

Year 7 Geography is divided into two strands

- Geography knowledge and understanding
- Geography skills

CONTENT DESCRIPTION

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions
A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are:
- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Year 8 Geography is divided into two strands
- Geographical Knowledge and Understanding
- Geographical Inquiry Skills

The two strands of the curriculum are interrelated, and their content is taught in an integrated way.

CONTENT DESCRIPTION
Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. 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. *Landforms and landscapes* develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

Year 9 Geography is divided into two strands
- Geographical Knowledge and Understanding
- Geographical Inquiry Skills

The two strands of curriculum are interrelated, and their content is taught in an integrated way.

CONTENT DESCRIPTION
Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. 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. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. 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. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Economics and Business – Year 7, 8 & 9

Year 7 Economics and Business is divided into two strands
- Economics and Business knowledge and understanding
- Economics and Business skills

CONTENT DESCRIPTION
The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community,

national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover appropriate contexts and meet the needs of their students.

Key inquiry questions
A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Year 8 Economics and Business is divided into two strands

- Economics and Business Skill
- Economics and Business Knowledge and Understanding

The two strands of the curriculum are interrelated, and their content is taught in an integrated way.

CONTENT DESCRIPTION

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The key inquiry questions for this year level are:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Year 9 Economics and Business is divided into two strands

- Economics and Business Skill
- Economics and Business Knowledge and Understanding

The two strands of curriculum are interrelated, and their content is taught in an integrated way.

CONTENT DESCRIPTION

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The key inquiry questions for this year level are:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

Civics and Citizenship – Year 7, 8 & 9

Year 7 Civics and Citizenship is divided into two strands

- Civics and Citizenship knowledge and understanding
- Civics and Citizenship skills

CONTENT DESCRIPTION

In Year 7, students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How do features of Australian democracy and the legal system uphold and enact democratic values?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Year 8 Civics and Citizenship is divided into two strands

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

CONTENT DESCRIPTION

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What is the role and impact of elections and political parties in Australian democracy?
- How can citizens shape and influence Australia's political system?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Year 9 Civics and Citizenship is divided into two strands

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

CONTENT DESCRIPTION

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Year 10 Civics and Citizenship is divided into two strands

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

CONTENT DESCRIPTION

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

History – Year 10

Year 10 History is divided into two strands

- Historical Knowledge and Understandings
- Historical Skills

CONTENT DESCRIPTION

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 20th century became a critical period in Australia's social, political, economic, cultural, environmental 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 Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

Students examine the interwar years and WW2 from a variety of perspectives and explore human rights and freedoms across the world through both political and socio economic lens.

The key inquiry questions at this year level are:

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

Modern History – Stage 1

STAGE 1 – (10 CREDITS)

CONTACT PERSON – Mrs Kirsten Barich

ADVICE TO STUDENTS

A "C" level at Year 10 Humanities and Social Sciences is recommended. Strong written, oral and analysis skills are an advantage. Students will be strongly encouraged to attend the Constitutional Convention for Year 11 students at Parliament House, Adelaide and apply for external programs including the National Schools Constitutional Convention and Country to Canberra. Students will also be encouraged to assist in planning or facilitating our local Remembrance Day service.

THIS SUBJECT LEADS TO

Stage 2 Modern History

COURSE DETAILS

Students explore changes within the world since 1750, examining developments and movements of significance, the ideas which inspired them, and their consequences on society, systems and individuals. Students explore the impacts of key developments and movements upon people's ideas, perspectives and circumstances, and investigate the ways in which people, groups and institutions challenge existing political structures, social organisation and economic models to transform societies. Through their studies, students build their skills in inquiry, examining and evaluation sources, assessing perspectives, developing empathy and developing arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Students select from a variety of topics including:

- Apartheid-era South Africa
- Arab-Israeli Conflict and fundamentalism
- US Bill of Rights and gun violence
- Contemporary social and political movements
- Cold War

ASSESSMENT

Historical Skills Folio tasks (2)	40%
Historical Study (1)	30%
Investigation (1)	30%

Modern History – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Kirsten Barich

ADVICE TO STUDENTS

Students must have well developed reading, writing and oral skills. Strong research and analysis skills are also an advantage.

SPECIAL REQUIREMENTS

Students will need to choose an historical event from 1500 to the present for a major individual study. This can be completed in written, oral or multimodal form.

COURSE DETAILS

Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1901 students gain an insight into human nature and the ways in which individuals and societies function. Course content consists of two depth studies and an individual essay on a topic of the student's own choice from 1750 AD to the present. Students undertake an online examination focusing on the Modern Nations topic and sources analysis.

2024 topics focus on:

1. Modern Nations – Germany 1918 - 1948
    - the liberal experiment, including the creation of the Weimar Republic, evolving artistic and social norms, and political turmoil

- the creation and consolidation of a dictatorship through propaganda, violence, fear, marginalisation and glorification of a leader.
- Germany in war and defeat, including the Holocaust, War Crimes Trials and persecution of groups in occupied territories.

2. The changing world order (1945 - onwards)
   - the origins of superpower rivalry between the US and USSR
   - the nature of the Cold War, including proxy wars in Korea, Vietnam and Afghanistan, the division of Germany, the rise of espionage and propaganda, and 1960s and 70s counterculture.
   - the end of the Cold War and the impact upon national boundaries and political alliances, including the role of key individuals, movements, nations, regional governments, and international powers.
   - the consequences of the Cold War, including nuclear weapons, treaties and continued rivalries leading to 21st century conflict.

ASSESSMENT

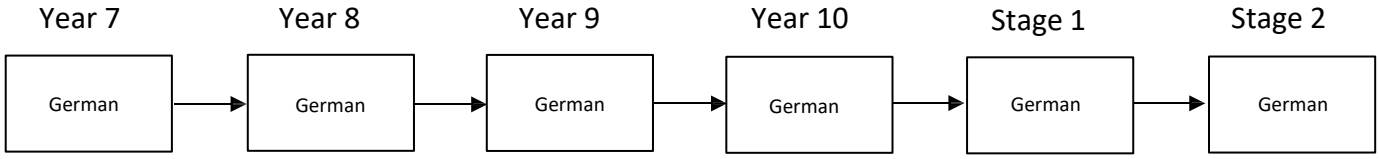
School Based

Folio (5 tasks)	50%
Individual Investigation	20%

External

Examination (online)	30%

Languages



German – Year 7 & 8

Year 7 & 8 German is divided into two strands

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

CONTENT DESCRIPTION

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparisons with English. Specifically, students will develop skills in listening, speaking, reading and writing to communicate in German and German-speaking communities. They will look at familiar topics such as self, home, family, friends, school and aspects of German culture and geography. Learners will develop further understanding of language as a system through the development of grammar and sentence structure. Students will make comparisons between English and German and the meaning made in each language and within both cultures. Learners will develop skills in individual and collaborative work, planning, problem-solving and reflecting. Learners will continue to develop their understanding of different text types and purposes.

Learners will complete an in depth study of German Migration to South Australia and will complete a biography of a migrant at Year 8 level.

German – Year 9 & 10

Year 9 German is divided into two strands

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

ADVICE TO STUDENTS

While German can be completed as a semester subject, a full year of study at Year 9 is a prerequisite for Year 10 German. Students can complete the subject offline in a semester if there are subject clashes and the student is both committed and capable.

CONTENT DESCRIPTION

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparisons with English. Students will further develop their capabilities within the communicative skills of listening, speaking, reading and writing to communicate with increasing accuracy about their personal world and German –speaking communities.

Topics covered relate to real life experiences and give students opportunities for 'hands on' learning to occur, specifically, personal world, cities and transport, organising a cultural trip through Germany, clothes, appearances, fashion and jobs. Through the study of these topics, students become increasingly independent in analysis, reflection and self-monitoring.

Students explore modes of communication and become more confident communicating in a range of contexts. They become more confident at using German to interact and communicate, to exchange and present ideas, express feelings and opinions and participate in imaginative and creative experiences.

Learners in Year 9 and 10 will plan a month long trip to Germany including flights, accommodation, activities, food, transport and budgets.

Year 10 German is divided into two strands

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

Prerequisite

A 'C' level or better in Year 9 German. Students must complete both semesters of study at Year 10 level to study German at Stage 1.

CONTENT DESCRIPTION

Learning in German at this level allows learners to bring their existing knowledge of German language and culture

and to further enhance this through engaging with youth-related and social and environmental issues.

Students will use written and spoken German to interact with others in a range of contexts and for a range of purposes. Students discuss relevant topics, recount experiences, express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions. Year 10s begin to show more control with complex sentences.

Learners participate in classroom discussions, present personal views and account for and sustain a particular point of view. They identify key ideas in text types and follow the development and relationship of ideas identifying sequencing, cause and effect and consequences. They compare and evaluate ideas across languages and cultures.

Learners discuss future plans and aspirations. Students use supporting evidence and argument to develop and defend diverse points of view and elaborate, clarify and quality ideas. Learners also present real or imaginary events and experiences in narratives, descriptions and recounts.

Finally, Year 10 learners compare the German language to their own and reflect on how language changes over time and how it is used to communicate. They look at the cultural assumptions or understandings which shape the use of language and how languages reflect cultures.

Students have the opportunity to apply for a ten week reciprocal exchange experience to Germany.

German – Stage 1

STAGE 1 – (10 or20 CREDITS)

CONTACT PERSON - Mrs Kate Telfer

ADVICE TO STUDENTS
Students must have successfully completed Year 10 German (C Grade or better). Students must complete both semesters to study at Stage 2 level.

THIS SUBJECT LEADS TO
Stage 2 German

COURSE DETAILS
The study of German at this level occurs in the following three strands:

- Communication
- Understanding language
- Understanding culture

Students will engage with a variety of activities including the study of German grammar, text types, text analysis, oral interaction, text production and research reflection.

Students interact with others to share information, ideas, opinions and experiences. They create texts in German to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students may participate in a ten week reciprocal exchange to Germany.

ASSESSMENT

Interaction	20%
Text Production	20%
Text Analysis Task	20%
Investigation Task	40%

German – Stage 2

STAGE 2 - (20 CREDITS)

CONTACT PERSON - Mrs Kate Telfer

ADVICE TO STUDENTS
Students must have successfully completed Stage 1 German (C Grade or better). Due to the academic nature of the subject, it is advised that students have a strong, independent work ethic.

COURSE DETAILS
The study of German at this level occurs in the following three strands:

- Communication
- Understanding Language
- Understanding Culture

Students will complete tasks across the skills of oral interaction, text production, text analysis, research and reflection.

Students interact with others to share information, ideas, opinions and experiences. They create texts in German to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

ASSESSMENT

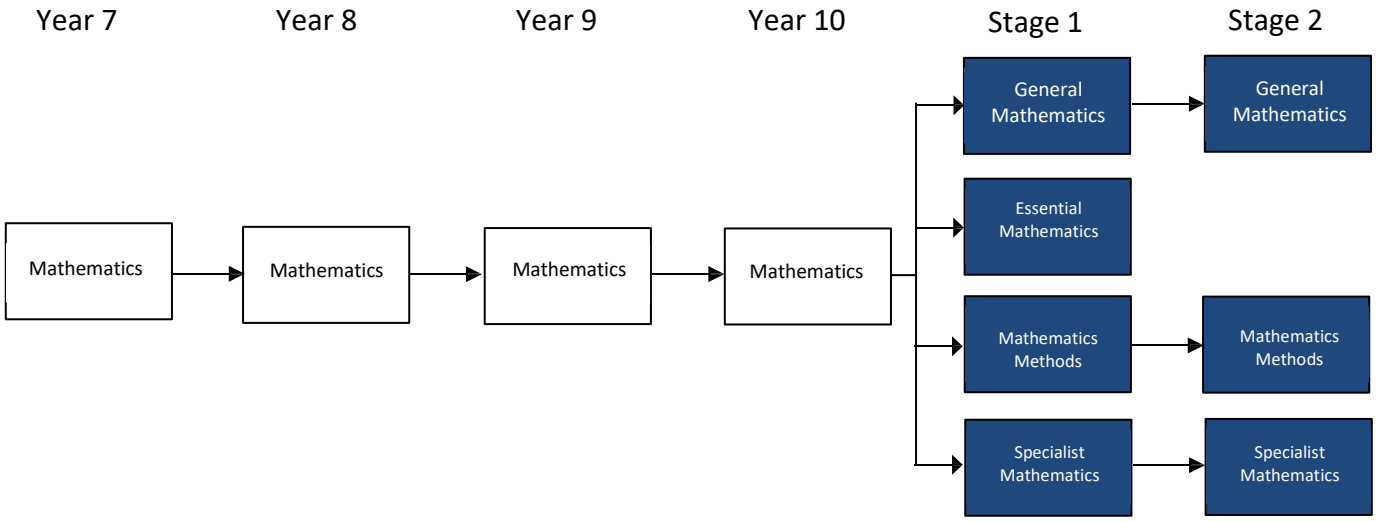
School Based

Folio	50%
In-depth Study	20%

External

Examination - oral & written (E-exam)	30%

Mathematics



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Mathematics – Year 7

All students need a Casio scientific calculator.

Learning in Year 7 Mathematics is a full year of study structured around six strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

CONTENT DESCRIPTION

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools; and routinely consider the reasonableness of results in context
- use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers, and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools
- recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given, and solve simple equations using a variety of methods
- use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context
- use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs
- extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems
- create and use algorithms to classify shapes in the plane and use tools to construct shapes, including two dimensional representations of prisms and other objects
- use coordinates in the Cartesian plane to describe transformations
- apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and

- interpret summary statistics for determining the centre and spread of the data in context
- conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.

Mathematics – Year 8

All students need a Casio scientific calculator.

Learning in Year 8 Mathematics is a full year of study structured around six strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

CONTENT DESCRIPTION

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- extend computation with combinations of the 4 operations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinite recurring decimal expansions; they convert between fraction and decimal forms of rational numbers and locate them on the real number line
- extend the exponent laws to numerical calculations involving positive and zero exponents, and solve a broad range of practical problems, using mental methods, written algorithms and digital tools
- use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning
- manipulate linear and other algebraic expressions, recognise and model situations using linear relations and solve related equations using tables, graphs and algebra
- interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers, their infinite non-recurring decimal expansion and their approximate location on the real number line
- select metric measurement units fit for purpose, convert between units, recognising the effects of different levels of measurement accuracy on the results of computations, and relate these to interval estimates for measurements in various contexts
- apply knowledge of the relationships between π and the features of circles to solve problems involving circumference and area and establish sets of congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions, discuss examples and counterexamples
- construct and locate objects with reference to three dimensional coordinates using digital tools
- consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events; represent these using tables and diagrams, conducting simulations and calculating corresponding probabilities
- examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.

Mathematics – Year 9 & 10

All students need a Casio scientific calculator

Year 9 Mathematics is divided into six strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Content Description

In Year 9, students further develop mathematics and its uses as they:

- recognise and use rational and irrational numbers to solve problems.
- use mathematical modelling to solve problems involving change in financial and other applied contexts.
- apply formulas to solve problems involving the surface area and volume of right prisms and cylinders.
- determine percentage errors in measurements.
- compare and analyse the distributions of multiple numerical data sets.
- design and conduct experiments or simulations for combined events using digital tools.

Year 10 Mathematics is divided into six strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

CONTENT DESCRIPTION

In Year 10, students further develop mathematics and its use as they:

- investigate the accuracy of decimal approximations
- apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations
- generalise and extend their algebraic techniques
- use mathematical modelling to solve problems
- solve measurement problems, use Pythagoras' theorem and trigonometry to solve spatial problems,
- interpret networks and network diagrams,
- interpret the data with respect to the context and discuss possible conclusions.

General Mathematics – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

ADVICE TO STUDENTS

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

THIS SUBJECT LEADS TO

Stage 2 General Mathematics or Stage 2 Essential Mathematics.
Successful completion of Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

COURSE DETAILS

Stage 1 General Mathematics consists of the following six topics.

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Network

The 10-credit subject will be made up of three topics. The 20-credit subject will cover all six topics.

ASSESSMENT

A 10-credit subject has four assessment tasks. Students undertake:
Skills & Applications (at least two tasks)
Maths Investigation (at least one task)

A 20-credit subject has eight assessment tasks.
Students undertake:
Skills & Applications (at least four tasks)
Maths Investigation (at least two tasks)

SACE NUMERACY REQUIREMENT

Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Essential Mathematics – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON – Mrs Rilla Cobiac

ADVICE TO STUDENTS

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

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

THIS SUBJECT LEADS TO

This subject is intended for students planning to pursue a career in a range of trades or vocations.

COURSE DETAILS

Stage 1 Essential Mathematics consists of the following seven topics.

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing
- Open Topic

A 10-credit subject must be made up of a selection of subtopics from at least three topics. A 20-credit subject must be made up of a selection of subtopics from at least six topics from the list.

EVIDENCE OF LEARNING
A 10-credit subject has four assessment tasks. Students undertake:
Skills & Applications (at least two tasks)
Maths Investigation (at least one task)

A 20-credit subject has eight assessment tasks. Students undertake:
Skills & Applications (at least four tasks)
Maths Investigation (at least two tasks)

SACE NUMERACY REQUIREMENT
Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Mathematics Methods – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

ADVICE TO STUDENTS
Students need to achieve an 'A' and/or 'B' in both semesters of Year 10 Mathematics. A full year of Stage 1 Mathematical Methods leads to Stage 2 Mathematical Methods and, together with a full year of Stage 1 Specialist Mathematics, Stage 2 Specialist Mathematics.

THIS SUBJECT LEADS TO
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.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Methods must be studied in conjunction with Mathematical Methods.

COURSE DETAILS
A full year of Stage 1 Mathematical Methods consists of the following topics:
- Function and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

ASSESSMENT

Tests	75%
Assignments	25%

Specialist Mathematics – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

ADVICE TO STUDENTS
Together with a full year of Stage 1 Mathematical Methods, a full year of Stage 1 Specialist Mathematics leads to Stage 2 Specialist Mathematics. It is also beneficial for students intending to study Stage 2 Mathematical Methods.

THIS SUBJECT LEADS TO
Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences.

Students need to achieve an 'A' and/or 'B' in both semesters of Year 10 Mathematics. Students must also have the ability to work independently as it is likely this subject will be offered through Open Access College.

COURSE DETAILS
A full year of Stage 1 Mathematics Specialist consists of the following topics:
- Sequences and Series
- Geometry
- Vectors in the Plane
- Trigonometry
- Matrices
- Real and Complex Numbers

ASSESSMENT

Tests	75%
Assignments	25%

General Mathematics – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

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

THIS SUBJECT LEADS TO
General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

COURSE DETAILS

Stage 2 General Mathematics consists of the following 5 topics. * Examined topics

Topic 1: Modelling with Linear Relationships

- Simultaneous Linear Equations
- Linear Programming

Topic 2: Modelling with Matrices

- Application of Matrices to Network Problems
- Application of Matrices to Transition Problems

Topic 3: Statistical Models *

- Bivariate Statistics
- The Normal Distribution

Topic 4: Financial Models *

- Models for Saving
- Models for Borrowing

Topic 5: Discrete Models *

- Critical Path Analysis
- Assignment Problems

EVIDENCE OF LEARNING

Skills & Applications (five tasks)	40%
Investigations (two tasks)	30%

External

2 hour Examination	30%

SACE NUMERACY REQUIREMENT

Completion of Stage 2 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Mathematics Methods – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

ADVICE TO STUDENTS

This is a full year subject and students must have successfully completed a full year of Stage 1 Mathematical Methods.

COURSE DETAILS

Successful completion of this subject can lead to tertiary courses in the fields of architecture, economics, and biological, environmental, geological, and agricultural science. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences and surveying.

TOPICS STUDIED

- Differential Calculus
- Integral Calculus
- Logarithmic Functions
- Statistics – Discrete Variables
- Statistics – Continuous Variables
- Statistics - Sampling

ASSESSMENT

School Based

Tests and assignments	70%

External

Examination	30%

Specialist Mathematics – Stage 2

This could be a locally delivered subject, at another school or Open Access.

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Rilla Cobiac

ADVICE TO STUDENTS

This is a full year subject and must be studied in conjunction with Mathematical Methods. Students must have successfully completed Stage 1 Mathematical Methods and Specialist Mathematics, and it is strongly advised that students achieved a B or higher in each unit.

SPECIAL REQUIREMENTS

There is a strong likelihood that students will be required to study this subject through the Open Access College and hence students must have the ability to work independently. Students may be able to study this subject through other schools, subject to travel arrangements.

COURSE DETAILS

Students can gain from Specialist Mathematics the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. Successful completion of this subject can provide pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields, including economics and commerce, might also benefit from studying this subject.

TOPICS STUDIED

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Integral Calculus
- Differential Calculus
- Vectors in 3D

ASSESSMENT

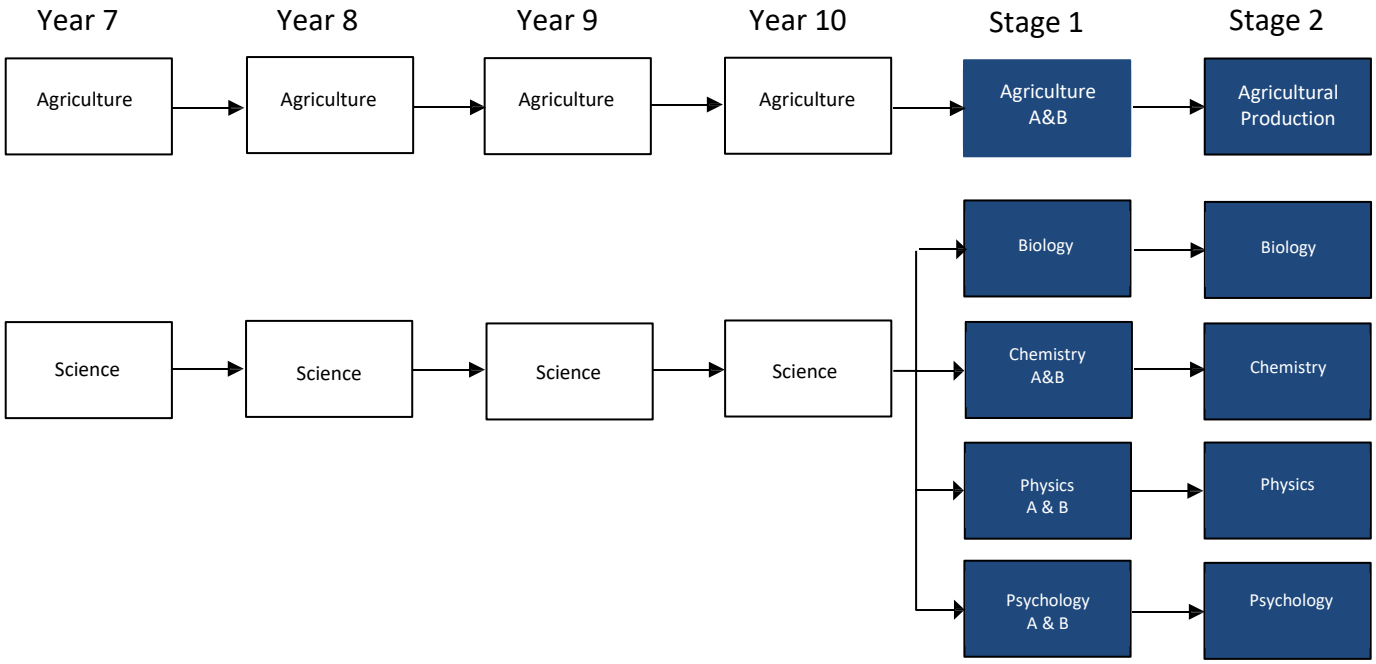
School Based

Tests and assignments	70%

External

Examination	30%

Sciences



A Subject charge may apply to this subject in addition to the Kingston Community School Material and Service Charges.

Agriculture – Year 7 & 8

Year 7 Agriculture is divided into two strands

- Understanding Agriculture and its place in society
- Practical Undertakings

The course acts as an introduction to agriculture at a high school level.

CONTENT DESCRIPTION

This course is designed to expose students in Year 7 to a range of agricultural principles and to engage them in the world around them. In this course students will learn about the industries around them that involve agriculture and how to become involved in agriculture. Students will also learn about basic horticulture including sowing, management, and harvesting.

The students will be involved in a practical undertaking where they will create their own vegetable garden and maintain it until harvest. Students will have the opportunity to learn about the life cycle of a plant and the requirements of life. Students will also be introduced to livestock and learn about basic livestock principles and farm safety. Time spent undertaking practical activities can be dependent on season and in completing these activities students will develop responsible and safe practices.

Year 8 Agriculture is divided into four strands

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding
- Design and Technologies Knowledge and Understanding

CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices, with a focus on vegetable gardening, layer production, broiler production, soil science, farm animals and farm safety.

Students are involved in a mixture of theoretical and practical activities such as raising layer chickens and developing vegetable gardens which will enable them to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies within each topic.

Students will develop safe, independent and responsible work practices.

Agriculture – Year 9 & 10

Year 9 Agriculture is divided into three strands

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on soil science, dairy production and sheep production.

Students are involved in a mixture of theoretical and practical learning activities such as growing crops, preparation and showing of Merino Wethers, crutching, raising calves and the Cows Create Careers program, which will enable them to develop an understanding of the role of agriculture in the production of food and fibre. The time spent on practical work is flexible and varies within each topic.

Students should have a genuine interest in Agriculture and a willingness to participate in both theory and associated practical work. Students will develop safe, independent and responsible work practices.

Year 10 Agriculture is divided into three strands

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on wine production, cattle, sheep, pasture, livestock reproduction, dairy, current issues in agriculture, nutrition, enterprise/business management, internal parasites, wool and meat production.

Students are involved in a mixture of theoretical and practical learning activities such as the preparation and showing of the Led Steers and Merino Wethers (for show competitions), shearing and dissections. These are just a few examples that will enable students to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies within each topic.

Students should have a genuine interest in agriculture and a willingness to participate in both theory and associated practical work. A range of topics will be covered, which allow students to develop their knowledge and skills of safe work practices, management skills and small enterprises. Students may be required to pay for costs associated with being involved in leading an animal in an Agricultural Show. Students will develop safe, independent and responsible work practices.

Agriculture A & B – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mrs Katie Hines

ADVICE TO STUDENTS

Students need a genuine interest in Agriculture and a sound performance at Year 10 level. A positive approach, good communication skills and to be able to work well in teams is required. Complementary subjects include Biology, Physics and Chemistry.

SPECIAL REQUIREMENTS

Students may be required to pay for attendance at Agricultural Shows (if they decide to be a member of the show team).

COURSE DETAILS

Students analyse benefits and risks of different methods of agricultural production, and develop their awareness of how agriculture impacts on their lives, society and the environment. They develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavor, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

TOPICS COVERED

Principles of Agriculture

- Anatomy and Physiology
- Plant and Animal Health
- Agricultural Production Skills
- Innovation and Technology

Enterprise Management

- Plant and Animal Production
- Marketing Methods
- Business Planning
- Environmental Management

ASSESSMENT

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

Agricultural Reports	60%
Applications	40%

Agricultural Production – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mrs Katie Hines

ADVICE TO STUDENTS

There are no prerequisites. However, it is recommended that students undertaking this course have completed Stage 1 Agriculture so that they have the basic skills and knowledge needed to complete the subject requirements.

SPECIAL REQUIREMENTS

There are some costs involved with excursions and possible camps that meet the needs of the curriculum.

COURSE DETAILS

Agricultural Production

Students develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and obtain knowledge and understanding relevant to primary industries. Students investigate issues and/or questions such as those arising from topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology, in a local, national, and/or global context.

TOPICS STUDIED

Stage 2 Agricultural Production are:

- Topic 1: Animal Production
- Topic 2: Plant Production
- Topic 3: Resource Management
- Topic 4: Agribusiness

ASSESSMENT

Agricultural Production

School Based

Agricultural Reports	30%
Applications	40%

External

Production Investigation	30%

Science – Year 7

Year 7 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The science inquiry skills and science as a human endeavour strands are described across a two-year band and continues into Year 8.

CONTENT DESCRIPTION

In Year 7, students will build an understanding of the following topics:

Biological Sciences - Students will learn how to classify and organise diverse groups of organisms including using dichotomous keys. They will model interactions between organisms, including the effects of biotic and abiotic factors, representing these in food chains and food webs.

Chemical Sciences - Students will model how particle theory describes the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. They will use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.

Earth and Space Sciences - Students will represent and model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

Physical Sciences - Students will investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.

Science – Year 8

Year 8 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and continue from Year 7.

CONTENT DESCRIPTION

In Year 8, students will build an understanding of the following topics:

Biological sciences - Students will recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles. They analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual.

Chemical sciences - Students classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas

for molecules and compounds. They compare physical and chemical changes and identify indicators of energy change in chemical reactions.

Earth and space sciences - Students investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics. They describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.

Physical sciences - Students classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems.

Science – Year 9

Year 9 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and will continue into Year 10.

CONTENT DESCRIPTION

In Year 9, students will build an understanding of the following topics:

Biological sciences – Students will be able to compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. Students will describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species.

Chemical sciences – Students will explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms. They will model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass.

Earth and space sciences – Students will represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere).

Physical sciences – Students use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena. They will apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations.

Science – Year 10

Year 10 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and will continue from Year 9.

CONTENT DESCRIPTION

In Year 10, students will build an understanding of the following topics.

Biological sciences – Students will be able to explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. They will use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory.

Chemical sciences - Students will be able to explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates.

Earth and space sciences – Students will describe the big bang theory model of the origin and evolution of the universe and discuss evidence that supports the theory. They will represent models that can show energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change

Physical sciences – Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects.

Biology A & B – Stage 1

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON – Mr Rhys Jiannis

ADVICE TO STUDENTS

Students should have attained a 'C' grade or better in Year 10 Science. Students should have good reading, writing and research skills and be able to work independently.

THIS SUBJECT LEADS TO

Stage 2 Biology

COURSE DETAILS

Stage 1 Biology is divided into three strands that are intertwined across the course.

- Science as a Human Endeavour
- Science Inquiry Skills
- Science Understanding

Units covered in Biology A include:

- Topic 1: Cells and microorganisms
- Topic 2: Infectious disease

Units covered in Biology B include:

- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics

For a 10-credit subject, students study a selection of concepts from at least two of these topics.

In Stage 1 Biology, students learn that the cell is the basic unit of life and that all cells possess some common features. They will be introduced to the concept that microorganisms cause disease, require specific conditions and can be utilized in innovative ways. Students will use the microscope and digital modelling to study the structure and function of cells and microorganisms. They examine the structure of various ecosystems and investigate the relationships between organisms that are essential for survival. Students will design scientific methods that enable systematic investigations to obtain and interpret measurable evidence. As they explore a range of biology-related issues, students will recognize that the body of biological knowledge is constantly changing and increasing through the application of innovative ideas and technologies from across all areas of STEM.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning against the Australian Curriculum Performance Standards through the following assessment types:

Investigations Folio	50%
Skills & Applications	50%

Chemistry A & B – Stage 1

This could be a locally delivered subject, at another school or Open Access.

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON – Mr Alex Milgate

ADVICE TO STUDENTS

Students should have attained a 'C' grade or better in Year 10 Science. Students should have proficient reading, writing and research skills and be able to work independently.

THIS SUBJECT LEADS TO

Students must satisfactorily complete Chemistry A and Chemistry B to study Stage 2 Chemistry.

COURSE DETAILS

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

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinker; investigate and explain phenomena around them and explore strategies and possible solutions to address major challenges now and in the future.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges and pursue future pathways.

The topics for Stage 1 Chemistry are:

- Materials and Their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

At least three topics will be taught in each 10-credit subject.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through four assessment items per semester composed of the following assessment types:

Investigations Folio - Investigations and Practicals (at least one of each)
Skills & Applications Tasks - Tests (at least one)

Physics A & B – Stage 1

This could be a locally delivered subject, at another school or Open Access.

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON - Mr Darren Simpson

ADVICE TO STUDENTS

Students should have an interest and enjoyment of Science, and although basic mathematical skills are required the main emphasis of the course is on conceptual understanding of Physics principles.

THIS SUBJECT LEADS TO

Physics A is a first semester unit that may be studied alone or may form part of a full year programme that leads to Stage 2 Physics if Physics B is successfully completed in the second semester.

COURSE DETAILS

Physics is the study of the universe in which we live. The aim of Physics is to find out and understand how nature "works" – from the tiniest of sub-atomic particles to the gigantic universe as a whole. It is the most basic of all the disciplines of science as it focuses on the fundamental processes of nature. The application of Physics has given us all of the modern marvels of technology, which continue to play an ever-increasing role in our lives.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities.

TOPICS STUDIED

- Waves
- Electric Circuits
- Nuclear Models and Radioactivity
- Energy and Momentum
- Linear Motion and Forces
- Heat

ASSESSMENT

Investigations Folio - Practical Investigation *(at least one per semester)*
Investigations Folio - Science as a Human Endeavour *(one per semester)*
Skills and Applications Tasks *(at least one per semester)*

Psychology A & B – Stage 1

This could be a locally delivered subject, at another school or Open Access.

STAGE 1 – (10 or 20 CREDITS)

CONTACT PERSON – Mrs Kate Telfer

ADVICE TO STUDENTS

Students should have attained a 'C' grade or better in Year 10 Science. Students should have proficient reading, writing and research skills and be able to work independently.

THIS SUBJECT LEADS TO

Stage 2 Psychology

COURSE DETAILS

Stage 1 Psychology is divided into three strands that are intertwined across the course.

- Science as a Human Endeavour
- Science Inquiry Skills
- Science Understanding

Units covered in Psychology A include:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology

Units covered in Psychology B include:

- Topic 1: Lifespan Psychology
- Topic 2: Emotion

In Stage 1 Psychology, students learn that since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research

and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning against the SACE Performance Standards through the following assessment types:

Investigations Folio	50%
Skills & Applications	50%

Biology – Stage 2

STAGE 2 – (20 CREDITS)

CONTACT PERSON – Mr Rhys Jiannis

ADVICE TO STUDENTS

It is highly recommended that students should have achieved at least a 'C' grade in any Stage 1 Science subject.

SPECIAL REQUIREMENTS

Purchase of a revision book (approx. $30) and a Biology Workbook (approx. $50) is a requirement.

COURSE DETAILS

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The topics for Stage 2 Biology are:

DNA and Proteins – Students investigate the structure of DNA and processes involved in the transmission of genetic material to the next generation of cells and to offspring.

Cells as the Basis of Life – Students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and the processes required for cell survival.

Homeostasis – Students develop an understanding of how homeostasis is the whole set of responses that occur in multicellular organisms, which enable their survival in their environment.

Evolution – Students examine the biological evidence that forms the basis for understanding the changes in species described in the theory of evolution by natural selection.

ASSESSMENT

School Based

Investigations Folio	30%
Skills and Application Task	40%

External

Examination	30%

Chemistry – Stage 2

This could be a locally delivered subject, at another school or Open Access.

STAGE 2 – (20 CREDITS)

CONTACT PERSON – Mr Alex Milgate

ADVICE TO STUDENTS

Students need to have successfully completed Chemistry A and B in Stage 1.

SPECIAL REQUIREMENTS

Purchase of a revision book (approx. $30) and a Chemistry Workbook (approx. $50) is a requirement.

COURSE DETAILS

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of recent technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with the modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future

pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

The three strands of science to be integrated throughout student learning are:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

ASSESSMENT

School Based

Investigations Folio	30%
Skills and Applications Tasks	40%

External

Examination	30%

Physics – Stage 2

This could be a locally delivered subject, at another school or Open Access.

STAGE 2 – (20 CREDITS)

CONTACT PERSON - Mr Darren Simpson

ADVICE TO STUDENTS

This is a full year subject and students must have successfully completed both Physics A and Physics B at Stage 1.

SPECIAL REQUIREMENTS

Purchase of a revision book (approx. $30) and a Chemistry Workbook (approx. $50) is a requirement.

COURSE DETAILS

Physics is the study of the universe in which we live. Essentially, the aim of Physics is to find out and understand how nature "works" – from the tiniest of sub-atomic particles to the gigantic universe as a whole. It is the most basic of all the disciplines of science as it focuses on the fundamental processes of nature.

The study of Physics contributes to students' understanding and appreciation of the natural and material world in which we live and develops their ability to make informed decisions about technological applications.

Physics provides a pathway to further study in tertiary institutions and associated careers in areas such as applied science, architecture, computing, dentistry, engineering, medicine, and physiotherapy.

Topics for Stage 2 Physics are:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT

School Based

Investigations Folio	30%
Skills and Applications Tasks	40%

External

Examination	30%

Psychology – Stage 2

This could be a locally delivered subject, at another school or Open Access.

STAGE 2 – (20 CREDITS)

CONTACT PERSON – Mrs Kate Telfer

ADVICE TO STUDENTS

It is highly recommended that students should have achieved at least a 'C' grade in any Stage 1 Science subject.

SPECIAL REQUIREMENTS

Purchase of a revision book (approx. $30) and a Psychology Workbook (approx. $50) is a requirement.

COURSE DETAILS

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The five topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

ASSESSMENT

School Based

Investigations Folio	30%
Skills and Application Tasks	40%

External

Examination	30%

Kingston Community School

Flexible Industry Pathway Program (FIPS)

Student Expression of Interest Form 2024

Before completing this form, please make sure you have read the information for the program you are interest in (this information is available in the SESSA Industry Pathways Program booklet or may available in your School Course Information Book or links to you school's Website).

Student Name: _____

School: _____

Address: _____ **Contact Number**: _____

Current Year Level: _____ **Home Group:** _____ **Date of Birth:** _____

Unique Student Identified (USI) Number: _____
(*If you do not have a USI number, you will need to create one by following the instructions on the website: http://www.usi.gov.au/)

Flexible Industry Pathway Program Selection:

Name of Program	Host School / RTO
Course Name (e.g. Cert 1 Information Technology, Digital Media & Technology)	

Application:

Please provide an explanation as to why you would like to undertake this program. This may include your career interest and your current experience in this area. (eg what work experience you have completed?, what other courses have you participated in such as "The Look", or "Before Doorways", what school subjects have you completed that supports your application?

My Career goal is:
I came to this decision….
My experience in this area, including previously completed courses, (e.g. The Look, Before Doorways, School subjects, Work experience).

Flexible Industry Pathway Student Agreement

Please read the vocational pathway student agreement below, which outlines your responsibilities in regards to the program if you are successful in gaining entry. By signing this completed expression of interest form you are agreeing to the responsibilities outlined in this agreement.

I understand that:

- Participating in a Vocational Pathway program may involve attending training programs and workplace learning that may impact on my ability to attend regular schedules lessons in subjects at my home school

I agree that I will:

- Attend and participate positively in every scheduled vocational pathways lesson for the duration of the program
- Talk to my home school teachers about the class work that I may miss and take responsibility to keep up with my school work by doing it in allocated study lessons and/or homework
- Adhere with my home school and training providers code of conduct at all times
- Contact my home school and the vocational pathway program training provider to let them know of any absences (eg illness, family emergency, school commitments)

I understand that if I fail to honour this agreement my enrolment in the program may be jeopardised, which may have consequences for the completion of my SACE.

Student Signature: _____ **Date:** _____

Parent/Caregiver Name: _____

Parent/Caregiver Signature: _____ **Date:** _____

PLEASE NOTE:

This form is an Expression of Interest only. Host Schools and RTOs will contact students who have expressed interest in programs to discuss and arrange selection and enrolment procedures.

Please return this completed form to your

Home Group Teacher ❒ to pass on to

Year Level Manager ❒ to pass on to

VET Coordinator ❒

Home School Endorsement:

Home School Flexible Industry Pathway Coordinator Name: _____

Home School Flexible Industry Pathway Coordinator / Career Support Officer Signature: _____

Approved: (please circle) **Yes** **No** **Date:** _____

The SACE planner

Exploring Identities and Futures = 10 credits

Credits

	10
	Subtotal 10

Literacy = 20 credits *Choose from a range of English subjects or courses*

Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*

	Subtotal 30

Stage 2 subjects or courses = 60 credits
Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

	10
	Subtotal 70

Additional choices = 90 credits
Choose from a range of Stage 1 and Stage 2 subjects and courses

	Subtotal 90
To gain the SACE, you must earn 200 credits	Total 200

Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE. Students must achieve a grade or equivalent for subjects and/or courses selected.
Compulsory Stage 1 and Stage 2	
Compulsory Stage 2	
Choice of subjects and/or courses (Stage 1 and/or 2)	

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Government of South Australia
Department for Education