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Term Dates 2017
Term 1 30 January to 13 April
Term 2 1 May to 7 July
Term 3 24 July to 29 September
Term 4 16 October to 15 December

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The Whyalla High School Curriculum Handbook provides you with an overview of school programs and subjects we offer in 2017.

The Middle School model at Whyalla High School provides students in years 8-10 with deep and personalised connection with core subjects (English, Mathematics, Science, Humanities and Social Sciences), supplemented by a wide range of experiential and option subjects that ensure complete engagement with the Australian Curriculum. We aim to provide opportunities for every child to achieve success in the core subjects and explore personal strengths through a diverse curriculum.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students. The general capabilities include literacy, numeracy, information technology, critical and creative thinking, personal and social competence, moral and ethical behaviours and intercultural understandings. Cross Curriculum Perspectives focus on Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Topics within each learning area are designed to enhance the curriculum and develop expert learners through authentic personalisation and connection for all learners.

I encourage you to work together in partnership between school and home to make subject selections that build towards a successful transition to further study and working life.

Mrs Tricia Richman
Principal

Vision
We envisage Whyalla High School being a high performing school that improves educational attainment and wellbeing of children and young people in Whyalla.

Purpose
To provide an engaging, stimulating, success oriented learning environment where all students feel safe, are happy and are supported and challenged to achieve.

Our Improvement Priorities;
Quality Teaching and Learning
Improving literacy & numeracy achievement for all students through high quality teaching for effective learning.

Student Wellbeing for Learning
Ensuring positive student wellbeing and connectedness to personalised and rigorous learning.

Conditions for Learning
Developing safe conditions for learning in an environment that inspires engagement, participation and celebration.
Recommendations for Subject Selection

When selecting a subject

- It is important to consider possible future pathways based on your current progress reports as well as your personal aspirations and capabilities.

- Be aware of the subject selection process. Always rank your experiential* subject selections in order of preference as it is not always possible to be placed in your first experiential* subject.

- When thinking about your future pathway, consider the possibilities of university entry, TAFE enrolment and employment.

- Refer to each of the subject specific flow charts. If you need further information about a specific subject, speak to the contact person listed for that subject.

- Ensure that you seek information and advice about your subject choices. The more information that you have, the more informed you will be to make subject selections. This gives you the best chance of achieving your personal goals.

During Care Group sessions, teachers help students to make their subject selections. The Leadership Team are always available to advise students on particular pathways and subject choices.
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Length of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>1 year</td>
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<tr>
<td>Science</td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>History</td>
<td>1 year</td>
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<tr>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
<td>Economics and Business</td>
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<td></td>
<td>Civics and Citizenship</td>
<td></td>
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<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>1 semester</td>
</tr>
<tr>
<td>Languages</td>
<td>Italian</td>
<td>1 semester</td>
</tr>
<tr>
<td>Arts</td>
<td>Visual Arts</td>
<td>1 term</td>
</tr>
<tr>
<td></td>
<td>Drama/Music</td>
<td>1 term (choose one)</td>
</tr>
<tr>
<td>Technologies</td>
<td>Introduction to Design Technologies</td>
<td>1 term</td>
</tr>
<tr>
<td></td>
<td>Technology Processes</td>
<td>1 term</td>
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</tbody>
</table>

Plus 35 min Care Group per day
# Year 9 Subjects

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Length of time</th>
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<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Compulsory</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>1 year</td>
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<tr>
<td></td>
<td>Science</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Humanities and Social Sciences</td>
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<tr>
<td></td>
<td>History</td>
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<tr>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
<td>Economics and Business</td>
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<td></td>
<td>Civics and Citizenship</td>
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<tr>
<td></td>
<td>Health and Physical Education</td>
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<tr>
<td></td>
<td>Health and Physical Education</td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Experiential Subjects</strong></td>
<td></td>
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</tr>
<tr>
<td>Students need to select three subjects from these choices</td>
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<td></td>
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<tr>
<td></td>
<td>Arts</td>
<td></td>
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<tr>
<td></td>
<td>Visual Arts - Elements of Art</td>
<td>1 semester</td>
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<tr>
<td></td>
<td>Visual Arts - Creative Processes</td>
<td></td>
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<tr>
<td></td>
<td>Drama</td>
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<tr>
<td></td>
<td>Music</td>
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<tr>
<td></td>
<td>Technologies</td>
<td></td>
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<tr>
<td></td>
<td>Land Rover 4x4 Technology Challenge</td>
<td>1 semester</td>
</tr>
<tr>
<td></td>
<td>Toys and Models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Experience with Robotics</td>
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<tr>
<td></td>
<td>Integrated Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEM (including Horticulture)</td>
<td>1 semester</td>
</tr>
</tbody>
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Plus 35 min Care Group per day
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Length of time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td></td>
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<tr>
<td>Compulsory</td>
<td></td>
<td></td>
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<tr>
<td><strong>English</strong></td>
<td></td>
<td>1 year</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td><strong>History</strong></td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td><strong>Geography</strong></td>
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<tr>
<td></td>
<td><strong>Economics and Business</strong></td>
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<tr>
<td></td>
<td><strong>Civics and Citizenship</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
<td>1 semester</td>
</tr>
<tr>
<td><em><em>Experiential</em> Subjects</em>*</td>
<td><strong>Arts</strong></td>
<td>1 semester each</td>
</tr>
<tr>
<td>Students need to select three subject choices*</td>
<td><strong>Visual Arts - Creative Processes</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Visual Arts - Arts and Installations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Drama</strong></td>
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<tr>
<td></td>
<td><strong>Music A</strong></td>
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<tr>
<td></td>
<td><strong>Music B</strong></td>
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<tr>
<td></td>
<td><strong>Health &amp; Physical Education</strong></td>
<td>1 semester each</td>
</tr>
<tr>
<td></td>
<td><strong>Human Movement</strong></td>
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<td></td>
<td><strong>Outdoor Education</strong></td>
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<td></td>
<td><strong>Child Development</strong></td>
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<tr>
<td></td>
<td><strong>Technologies</strong></td>
<td>1 semester each</td>
</tr>
<tr>
<td></td>
<td><strong>F1 in Schools</strong></td>
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<tr>
<td></td>
<td><strong>Design and Construction</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Photography - Communication Products</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Vocational Education &amp; Training</strong></td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td><strong>Hospitality – Certificate II</strong></td>
<td></td>
</tr>
</tbody>
</table>

Plus 35 min Care Group per day (IMS lessons optional). PLP will run during Care Group in Term 2.

* Experiential subjects ‘A’ may be run in Semester 2 if in high demand.
Care Group
Whyalla High School operates on a middle schooling model of education where Care Group classes have longer periods of time together particularly in Mathematics, Science, English, Humanities and Social Sciences.

The focus of the middle schooling approach is to foster an environment that allows easy transition for students as they move from primary into high school years. Middle school education builds upon the skills acquired in previous learning experiences and provides an opportunity to explore new areas of interest that will give direction for future choices.

An important part of the middle schooling concept is to develop strong relationships between students and teachers. Care Group provides an important platform for the development of these relationships.

Care Group is a time each morning, when teachers and students explore a range of issues associated with wellbeing and the development of positive attitudes. The Care Group activities are associated with MindMatters, Child Protection Curriculum and team building through physical education.

Learning Centre
The Learning Centre is a modern, engaging, inspiring and safe learning space where students seek assistance, support and extension. The learning space is divided into two separate areas. One is a modern classroom environment, while the other is a relaxed area for private study or one-to-one support. The Learning Centre operates every lesson of our school week, with a range of designated teachers, as well as School Services Officer support.

To access the Learning Centre, students go through a referral process. Teachers can refer students for addition literacy and numeracy support, as well as extension in any subject area. Students are also able to self-refer in subjects they are finding challenging. The Learning Centre can also be accessed for one-to-one support in social skills, life skills and future career pathways.

For further information about referrals to the Learning Centre, please feel free to contact the Learning Support Coordinator or your child’s Care Group teacher.

Alternative Pathways
Contact person: Deputy Principal

Alternative Pathways are programs that are designed specifically for students that are disengaged from work in the classroom, to give them educational opportunities and an opportunity to engage in a variety of different ways. Students get the opportunity to work one-to-one with intensive support or in smaller groups to achieve their individual learning goals.

Alternative Pathways are offered to students in year 8, 9 and 10.

Length: Students are on an Alternative Pathway for a term, with goals and educational outcomes reviewed with a possibility to extend for another term.

Destination: On site at the school. On occasions Alternative Pathways may take students off site.
Bookwork standards are designed to:

- encourage you to take pride in your bookwork
- help develop your organisational skills
- assist you in developing positive work habits
- provide opportunities for you to refine your literacy skills.

At Whyalla High School, it is each student's responsibility to ensure that:

- all subject workbooks are covered and labelled with your name and the subject
- all work is neatly presented
- margins are ruled with a line down the left hand side and across the top of the page
- all work has a title and date
- completed work is ruled off underneath
- consecutive pages are used and there will be no empty spaces/pages
- mistakes are corrected in an appropriate manner – with use of an eraser or neat crossing out
- no graffiti, scribble, messy crossing out or drawings to be on covers or pages of your books
- blue or black pen only is used (red pen or pencil when instructed by your teacher). Coloured pens should only be used for highlighting and/or emphasising.
- worksheets are trimmed to fit in the book, aligned with the margin and glued in.

To support your learning progress:

- your book will be collected and checked regularly throughout the term
- your book will be assessed using the Bookwork Standards Rubric twice each term by both you and your subject teacher. Your teacher will provide you with feedback relevant to your bookwork, within your book.

Feedback provided by your teacher regarding the content (work completed) of the book will be evident (eg, work marked and commented on, suggestions for improvement and encouragement).
MindMatters

MindMatters is a whole school approach which promotes the mental health and wellbeing of all students. Whyalla High School is committed to the welfare and learning of its students. It is important for our students to feel safe, to feel a sense of belonging and to believe they can acquire the skills needed to participate fully at both a school and community level.

MindMatters is a national initiative managed by beyondblue and co-implemented by the Principals Australia Institute with funding from the Australian Government Department of Health.

The MindMatters framework is made up of four components addressing key areas of student mental health and wellbeing:

- Positive school community
- Student skills for resilience
- Parents and families
- Support for students experiencing mental health difficulties.

Within these components are individual modules for school staff on topics such as relationships and belonging. Each module is online and contains videos, animations and downloadable PDFs.

These focus areas will form part of an integrated curriculum as well as provide areas for discussion and activities in year level Care Groups. Through exposure to MindMatters students will have the opportunity to:

- Build upon knowledge and increase their skill base
- Take more responsibility for their attitudes and behaviours
- Speak up, present and tackle difficult issues
- Work collaboratively with the community
- Grasp opportunities and to take on responsibilities within the school and community

Student empowerment is a key focus of the MindMatters framework; this approach concentrates on building the personal strengths of young people and provides opportunities for our students to be active participants in the school’s decision making structures, including the Student Voice Leadership Team, Peer Support Groups and Reference Groups.

To learn more about MindMatters visit www.mindmatters.edu.au
Year 8
Students in Year 8 who are attending instrumental lessons are expected to select Music as part of their subject selections. It is expected that students practice their instruments for a minimum of 15 minutes a day for 4 days a week to develop on their chosen instrument.

Year 9
Students that have selected music in Year 9 are automatically enrolled in an IMS lesson and are expected to attend their IMS lesson every week for the entire year. The recommended minimum practice requirements for Year 9 students is 15 minutes, 5 days a week.

Year 10
Students that have selected music in Year 10 are automatically enrolled in an IMS lesson and are expected to attend their IMS lesson every week for the entire year. The recommended minimum practice requirements for Year 10 students is 20 minutes, 5 days a week.

The Instrumental Music Service is a free government service for current music students, which further develops students’ understandings and techniques in an instrument from the brass, woodwind or rhythm section. Lessons take place weekly during regular school hours and run for approximately 30 minutes each with an IMS teacher. Students enrolled in IMS lessons receive a separate report from their instrumental teacher as part of the reporting process and may be selected to play in one of the IMS ensembles.
The Personal Learning Plan (PLP) is a compulsory 10-credit South Australian Certificate of Education (SACE) subject undertaken at Stage 1, usually in Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.

**SACE Credits**

- **‘C’ Grade or better**
  - Stage 1 or Stage 2 Numeracy 10 Credits
  - Stage 1 Personal Learning Plan 10 Credits
  - Stage 1 or Stage 2 Literacy 20 Credits
  - Stage 1 or Stage 2 Subjects and/or courses 90 Credits

- **‘C-’ Grade or better**
  - Stage 2 Research Project 10 Credits
  - Stage 2 Subjects and/or Courses 60 Credits

**SACE = 200 Credits**

Requirements Stage 1 = 10 credits
Requirements Stage 1 or Stage 2 = 30 credits
Requirements Stage 2 = 70 credits
Additional courses = 90 credits
Year 10 students are expected to complete a week of workplace learning during their final year at Whyalla High School, where they undertake a learning program at a worksite without the direct supervision of a teacher. Work experience aims to build on school based career and development programs such as the PLP and assist students in their transition from school to work and/or further study. Students gain an understanding of what employers expect, what responsibilities employees have and what personal skills and attributes are desired by employers.

Once students have made initial contact with the desired workplace provider and expressed an interest in undertaking work placement at their site, students need to seek approval for their placement from the Year 10 or VET Coordinator and complete a range of documentation, including the prescribed Workplace Learning Agreement Form. Before students begin their work placement, they must complete an 8 hour work experience induction training through the school. This intensive training equips them with a range of strategies to tackle and report worksite issues and concerns.

Please contact the Year 10 Coordinator for more information on work placement for students at Whyalla High School.
Whyalla High School hosts annual musical performances that see students involved in a range of areas within the arts.

Participation in the performing arts encourages students to express themselves creatively and develop their self-confidence. Students have the opportunity to be involved in many aspects of the musical production including being a member of the cast, backstage crew, sound and lighting team, marketing team or set production team. The production facilitates cross-curricular learning and supports students in developing skills in areas of the arts that interest them. The teams work collaboratively both in and out of school hours in order to produce a production that is a testament to the students’ talent and dedication.

The annual musical production occurs during term four. Auditions for the cast are held early in term one, with rehearsals scheduled from term one to the production dates.
Year 8 Urban Camp Experience

Length: 4 days (takes place in Term 1)
Year Level: 8
Contact Person: Year 8 Coordinator

Description:
These activities may include: Adelaide Oval tour, Maritime Museum, Marion Swimming Centre, Adelaide Zoo, visit to the Port Adelaide Football Club, Ice-skating, Marion Shopping Centre and use of public transport. Students travel to Adelaide via bus and are accommodated at the Warradale Urban Camp School.

The Urban Camp Experience is designed to align with the Year 8 Care Group and MindMatters curriculum, with a strong focus on wellbeing. Active engagement in the Camp program will enable students to form and build upon positive relationships with peers and staff, whilst highlighting the importance of the school values of relationships, inclusion, respect and learning achievement. As new members of the Whyalla High School community, it is therefore strongly encouraged that all Year 8 students attend the camp.

Assessment: Nil
Special Requirements: Nil
Fees: Approximately $250 (including transport, accommodation, activity and food costs)

As part of the Year 8 curriculum at Whyalla High School, students are provided with the opportunity to participate in an Urban Camp Experience. Students are exposed to urban culture through engagement with a number of educational and recreational activities throughout the city of Adelaide.
The Year 9 Adventure camp to a South Australian coastal town provides students with opportunities to engage, have fun and take part in experiences they may have never experienced before.

Year 9 Adventure Camp
Length: 1 week - Monday to Friday
Destination: South Australian Coastal town
Contact Person: Year 9 Coordinator

Description:
Year 9 students have the opportunity to attend a five day camp to a South Australian coastal town that allows students to engage in a range of extra-curricular activities. These activities promote the development of strong positive relationships between students and staff and strengthen student understanding of the school values of respect, relationships, inclusion and learning achievement.

Activities include aquatics, bushwalking, movie night and other extra-curricular activities in relation to the town and area (eg. seafood tours, golf, animal parks, swim with the sea lions).

Special Requirements: Students must show consistent commitment to the school values throughout the year.

Fees: Approximately $280
(including transport, accommodation, activity and food costs)
Year 9 Melbourne Culture Tour

Length: 1 Week
Destination: Melbourne
Contact Person: Year 9 Coordinator

General:
Students are given the opportunity to immerse themselves in the arts, viewing a professional musical production, street art and sculptures. They also have the opportunity to visit sites that are significant to Australian culture, such as the Melbourne Shrine, MCG and Rod Laver Arena. Whilst on the tour, students complete a workbook that reflects on their experiences.

Special Requirements: Students must consistently uphold the school values throughout the year.

Fees: Approximately $1,000 (may be subject to change)
(including transport, accommodation, activity and food costs)
Year 10 Snow Tour

The Snow Tour is a total educational experience during which students are taught safety in the alpine environment and snow skiing or boarding. It is physically demanding and is an adventure sport in an unpredictable, challenging environment. Students will gain a clear understanding of the rules and expectations around skiing and/or boarding, knowledge of alpine safety and an understanding and respect for the environment in which the activity takes place. Students will participate in weekly tutorial sessions with their tutorial leaders to gain this understanding and knowledge.

Year 10 Snow Tour
Length: Tutorial Workshops - Term, Tour - 1 week
Year Level: 10
Destination: Falls Creek or Mount Hotham
SACE: Eligibility for 10 SACE Credits
Contact Person: Deputy Principal

Assessment:
Snow Tour Portfolio - This folder contains newsletters, booklet, pamphlets and other information about skiing and snow boarding associated with the Tour.

Task 1 - Demonstration of Snow Safety - Students to participate in tutorials with students completing their Snow Tour booklet by answering questions around Snow Safety and The Alpine Responsibility Code.

Task 2 - Snow Safety Test - Students to demonstrate their knowledge of what has been covered in the tutorial meetings and sit a Snow Safety test, which they must pass before they can begin skiing or snow boarding.

Task 3 - Evaluation of Snow Tour
If students are successful in the active participation of skiing or snow boarding whilst at the tour and complete their portfolios and evaluations they are eligible to receive 10 SACE Credits.

Special Requirements: Students must show consistent commitment to the school values throughout the year, and achieve the suitable level of fitness required for full and active participation.

Fees: Approximately $1,800 - 6 day Snow Tour (including transport, accommodation, activity and food costs)
Year 10 Tertiary Pathways Tour

Length: 4 days
Destination: Adelaide
Contact Person: Year 10 Coordinator

Description:
The Tertiary Pathways Tour provides students with the valuable opportunity to explore and investigate possible future directions and career pathways first hand. Students will meet and interact with a wide variety of tertiary education and training organisation, recruiters and industry experts regarding their ideas or plans for the future. Students will gain knowledge on topics including course entry prerequisites, career progression pathways, flexible learning options, and desired skills and attributes by participating in a range of engaging activities.

Whilst in Adelaide, students visit the Regency TAFE campus, the University of Adelaide and Flinders University (Bedford Park Campus). Students also attend the Adelaide Careers and Employment Expo, held at the Wayville Showgrounds which showcases education institutions from many different professions. The knowledge and understanding gained from the Tertiary Pathways Tour is exceptionally useful for all students completing the Personal Learning Plan (PLP).

Students stay at the Adelaide Shores Caravan Park for the duration of the camp (subject to change).

Special Requirements: Students must show consistent commitment to the school values throughout the year.

Fees: Approximately $230 (may be subject to change) (including transport, accommodation, activity and food costs)
“For an individual to successfully communicate with and build strong relationships with others and the world around them, it is essential they develop skills, knowledge and understandings about language and literacy to become confident communicators, imaginative thinkers and informed citizens”.

The Australian Curriculum: English provides students with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. Through the study of literature, students understand how language works for different purposes and styles and apply that knowledge to create texts with attention to purpose, grammar and language choice.

Students engage with a range of classic and contemporary texts that comprise of Australian literature (including Indigenous perspectives) and world literature, including texts from Asia.

The Australian Curriculum: English is organised in three interrelated strands:

**Language** – focus on knowledge of the English language and how it works

**Literature** – focus on understanding, appreciating, responding to, analysing and creating literature

**Literacy** – focus on interpreting and creating a range of types of texts with accuracy, fluency and purpose

The word text is used in the Australian Curriculum to indicate print, visual, digital and multimodal texts.
Year 8 English

Length: Year
Year Level: 8
Contact Person: Ms Amanda Bennett

Description:
Year 8 English focuses on developing in all students the ability to speak, listen, read, view and write for a range of audiences and circumstances. Students create, evaluate and discuss a range of imaginative, informative and persuasive texts.

Students engage with a range of texts including fiction, non-fiction, poetry, film and multimodal, media and digital texts.

Assessment:
Assessment will be continuous and varied in nature. There will be a range of assessment pieces each term that focus on reading, writing, speaking and listening. These include text responses and production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

Special Requirements: Nil
Subject Fees: Nil

Year 9 English

Length: Year
Year Level: 9
Contact Person: Ms Amanda Bennett

Description:
Year 9 English develops in all students the ability to critically and creatively speak, listen, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate and explicitly discuss a range of imaginative, informative and persuasive texts.

Students engage with a variety of texts including fiction, non-fiction, poetry, film and multimodal, media and digital texts that require a deeper level of comprehension and textual analysis.

Assessment:
Assessment will be continuous and varied in nature. There will be an assortment of assessment pieces each term that focus on reading, writing, speaking and listening. These include text responses and production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

Special Requirements: Nil
Subject Fees: Nil
Year 10 English

Length: Year
Year Level: 10
Contact Person: Ms Amanda Bennett

Description:
Year 10 English aims to develop the student's ability in composing, comprehending, appreciating and evaluating spoken, written, visual and multimedia texts. Students will extend their understanding of language as a means of understanding the world and begin analysing texts critically. Students will explore and compare cultural values and social issues through novels, poetry, media texts and film.

Students will analyse persuasive and informative texts through media propaganda and analysis. They will also have the opportunity to create longer texts and formal written arguments that develop their critical thinking and empathy skills.

Assessment:
Assessment will be continuous and varied in nature. There will be a range of assessment pieces each term that focus on reading, writing, speaking and listening. These include text responses and production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

Special Requirements: Nil

Subject Fees: Nil
Humanities and Social Sciences at Whyalla High School follows the guidelines of the Australian Curriculum and is a full year course at each year level. The Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business and Civics and Citizenship. These subjects may be taught as separate subjects or integrated across the learning area.

The humanities and social sciences are the studies of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Through thinking about and responding to issues, students develop their understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with the high-level skills needed for the 21st century.
The History Curriculum

History is about the forces, peoples, ideas and events that have shaped our contemporary world. The History curriculum is organised into two main strands: Historical Knowledge and Understanding and Historical skills. At each year level, the coursework revolves around three topic study areas (depth studies).

The Historical Knowledge and Understanding strand promotes students' skills used in the process of historical inquiry: chronology, historical questions and research, and the analysis and use of sources, perspectives and interpretations. While building upon their historical skills, students will explore key concepts for developing historical understanding such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.

The Geography Curriculum

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global perspective as well as differing time periods from a few years to thousands of years ago.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. In each year level, there are two units of study and a major student directed investigation based on inquiry and challenge based approaches to learning.

Civics & Citizenship Curriculum

Civics & Citizenship provides opportunities to develop students’ knowledge and understanding of Australia’s representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. Students are encouraged to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on Australia’s federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and law.

Through the study of Civics & Citizenship, students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens in order to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration and negotiation.

Economics & Business Curriculum

Economics & Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.

By developing economics and business knowledge, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing. The Australian Curriculum: Economics & Business is organised in two related strands: Economics and Business Knowledge and Understanding, and Economics and Business Skills.
Any students who excel in Stage 1 History, Geography or Legal Studies will be offered the chance to complete Stage 2 through the Open Access College.

All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.
Year 8 Geography

LANDFORMS, LANDSCAPES AND CHANGING NATIONS

Length: 15 weeks
Year Level: 8
Contact Person: Ms Mellisa John

Description:
The Year 8 Geography curriculum is divided into two units of study: Landforms and Landscapes and Changing Nations. It continues to build students geographical knowledge and understanding and further develop their geographical inquiry skills. The course examines both the processes that shape individual landforms and the values and meanings of place and diverse cultures, as well as landscape hazards and management. Students will further investigate the changing human geography of countries and population distribution.

Assessment:
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on the causes and consequences of change and analysing geographical data. These may include case studies, field reports and geographical inquiries.

Special Requirements: Fieldwork / local excursions

Subject Fees: Nil

Year 9 Geography

BIOMES, FOOD SECURITY AND GEOGRAPHIES OF INTERCONNECTIONS

Length: 15 weeks
Year Level: 9
Contact Person: Ms Mellisa John

Description:
This course focuses on two key topics: Biomes and Food Security and Geographies of Interconnections. Biomes and Food Security investigates the significance of the biomes of the world and the environmental challenges on expanding food production. Geographies of Interconnections analyses how people are connected to places throughout the world and how these connections change their environments. Students will develop their ability to analyse data and draw reasoned conclusions.

Assessment:
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on the causes and consequences of change and analysing geographical data. These may include case studies, field reports and geographical inquiries.

Special Requirements: Fieldwork/local excursions

Subject Fees: Nil
Year 10 Geography

MANAGING HUMAN AND ENVIRONMENTAL CHANGE

Length: 15 weeks  
Year Level: 10  
Contact Person: Ms Mellisa John

Description:
The Year 10 Geography program is divided into Human Wellbeing and Environmental Change and Management. The initial focus of the Geography course will move towards developing a Geographical Inquiry of a local environment system (coastal, rural, wetland etc). Students will identify methods of environmental management and discuss the successes and challenges of management strategies through oral presentations. From a local to a global focus, students will engage with collecting, organising and representing data through written and visual methods. They will make sustainable recommendations to achieve equitable and socially responsible futures.

Assessment:
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on inquiry, analysing data and fieldwork. These may include geographical inquiry, data analyses, presentations, fieldwork report and an exam.

Special Requirements: Fieldwork / local excursions  
Subject Fees: Nil

Year 8 History

ANCIENT TO THE MODERN WORLD

Length: 15 weeks  
Year Level: 8  
Contact Person: Ms Mellisa John

Description:
This course offers a study of the history of the ancient to the modern world from 650CE to 1750CE. There are three depth studies for this historical period including the Western and Islamic World, the Asia-Pacific World and Expanding Contacts. The course will develop student’s knowledge of chronology and change and further their skills in historical inquiry and source analysis.

Assessment:
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on historical inquiry and questioning and the analysis of sources. These may include historical inquiries, written essays or visual displays.

Special Requirements: Fieldwork / local excursions  
Subject Fees: Nil
Year 9 History

**MAKING OF THE MODERN WORLD**

*Length: 15 weeks*
*Year Level: 9*
*Contact Person: Ms Mellisa John*

**Description:**
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750CE to 1918CE. There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. The course will develop students' historical empathy and inquiry skills and strengthen their understanding of historical sources.

**Assessment:**
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces which focus on inquiry, questioning and historical argument. These may include historical research, visual displays, historical essays and source analysis.

**Special Requirements:** Nil

**Subject Fees:** Nil

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Year 10 History

**THE MODERN WORLD AND AUSTRALIA**

*Length: 15 weeks*
*Year Level: 10*
*Contact Person: Ms Mellisa John*

**Description:**
The course offers a study of the history of the modern world and Australia from 1918CE to the present, with an emphasis on Australia in its global context. As well as a general overview of period, the course requires that students participate in three depth studies including World War Two, Rights & Freedoms and the Globalising World. A primary aim of the course will be for students to respond to inquiry questions through interpretation of sources, descriptions of past events and explanations of various historical perspectives.

**Assessment:**
Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on inquiry, questioning and historical argument. These may include source analyses, empathy writing and historical essays.

**Special Requirements:** Nil

**Subject Fees:** Nil
Year 8 Economics and Business

NATIONAL & REGIONAL MARKETS
Length: 5 weeks
Year Level: 8
Contact Person: Ms Mellisa John

Description:
This course provides students with 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. They also analyse 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.

Assessment:
Assessment is ongoing and will focus on contemporary issues, events and/or case studies. Assessments may include product design and development or information posters.

Special Requirements: Nil
Subject Fees: Nil

Year 9 Economics and Business

THE GLOBAL ECONOMY
Length: 5 weeks
Year Level: 9
Contact Person: Ms Mellisa John

Description:
This course gives students the opportunity to further develop their understanding of economics and business concepts by exploring 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.

Assessment:
Assessment is ongoing and will focus on contemporary issues, events and/or case studies. Assessments may include financial investigations and reports, product design and development or data analysis.

Special Requirements: Nil
Subject Fees: Nil
Year 10 Economics and Business

AUSTRALIA’S ECONOMY

Length: 5 weeks
Year Level: 10
Contact Person: Ms Mellisa John

Description:
This course gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The ways government manages the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Assessment:
Assessment will focus on contemporary issues, events and/or case studies and may include research projects, data analysis folios or an exam.

Special Requirements: Nil
Subject Fees: Nil

Year 8 Civics and Citizenship

AUSTRALIAN DEMOCRACY, LAW & IDENTITY

Length: 5 weeks
Year Level: 8
Contact Person: Ms Mellisa John

Description:
This course provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. 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.

Assessment:
Assessment is ongoing and will focus on inquiry based learning and the analysis of sources. Assessment may include a written discussion, visual display or source analysis.

Special Requirements: Nil
Subject Fees: Nil
Year 9 Civics and Citizenship

AUSTRALIA’S POLITICAL & COURT SYSTEMS

Length: 5 weeks
Year Level: 9
Contact Person: Ms Mellisa John

Description:
This course builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Assessment:
Assessment is ongoing and will focus on inquiry based learning and the analysis of sources. Assessment may include a written discussion, visual display or source analysis.

Special Requirements: Nil

Subject Fees: Nil

Year 10 Civics and Citizenship

AUSTRALIA AND ASIA

Length: 5 weeks
Year Level: 10
Contact Person: Ms Mellisa John

Description:
This course develops students’ understandings of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Assessment:
Assessment is ongoing and will focus on inquiry based learning and the analysis of sources. Assessment may include a visual and written comparative essay or source analysis.

Special Requirements: Nil

Subject Fees: Nil
Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life.

The Mathematics curriculum in Years 8, 9 and 10 is based on the Australian Curriculum. It is built around the content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands underpin the content that is being taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how the content strands are explored and developed, that is, the thinking and doing of mathematics. These capabilities enable students to respond to familiar and unfamiliar situations by using mathematical strategies to make informed decisions and solve problems efficiently.
Number and Algebra
Students apply number sense and strategies for counting and representing numbers. They recognise patterns and build on their understanding of the number system to describe relationships. They recognise and solve equations. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry
Students develop an increasingly sophisticated understanding of size, shape and two-dimensional and three-dimensional objects in space. They investigate properties and define, compare and construct figures and objects. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate measurements such as area, speed and density.

Statistics and Probability
Students recognise and analyse data and draw conclusions from it. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They form an idea about chance and data concepts and make reasoned judgments and decisions, as well as building skills to interpret statistical information.

* Recommendation for Stage 1 Mathematics Studies A & B.
All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.
Year 8 Mathematics

Length: Year
Year Level: 8
Contact Person: Ms Jenna Hewlett

Description:
Students will cover the Australian Curriculum through the strands of number and algebra, measurement & geometry and statistics & probability. Specific topics covered include index laws, profit and loss, rates, ratios and percentages, converting units of measurement, algebra, volume of prisms, line graphs and collecting data.

Students will begin to develop skills to solve unfamiliar problems and explain the reasoning behind their responses through both verbal and written reports.

Assessment:
There will be a range of major assessment pieces each term. Other classwork will lead into these pieces of work. Students will explore the Australian Curriculum strands through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations as well as a range of formative class activities to monitor students’ understanding. Their performance will be determined according to the subject’s Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

Special Requirements: All students are required to have an approved scientific calculator for all mathematics lessons.

Subject Fees: Nil

Year 9 Mathematics

Length: Year
Year Level: 9
Contact Person: Ms Jenna Hewlett

Description:
Students will cover the Australian Curriculum through the strands of number and algebra, measurement and geometry and statistics and probability. Specific topics include interest rates, ratio and scale, simple trigonometry, interpreting data, scientific notation, algebra, probability and surface area and volume.

Students will continue developing skills to solve unfamiliar problems and give a more detailed explanation of the reasoning behind their responses through both verbal and written reports.

Assessment:
There will be a range of major assessment pieces each term dealing with number and algebra, measurement and geometry and statistics and probability. Other classwork will lead into these pieces of work. Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations. Their performance will be determined according to the subject’s Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

Special Requirements: All students are required to have an approved scientific calculator for all mathematics lessons.

Subject Fees: Nil
Year 10 Mathematics

Length: Semester
Year Level: 10 General (Semester 1)
Contact Person: Ms Jenna Hewlett

Description:
Students will cover the Australian Curriculum through the strands of number and algebra, measurement & geometry and statistics & probability.

Students will study the topics below for the first semester:
• Trigonometry – more complex problems related to this field of geometry
• Personal finance – Mathematics related to everyday transactions
• Graphical Interpretation – applying graphing techniques
• Spreadsheet basics – understanding and applying ICT skills

Students will continue to further develop their skills to solve unfamiliar problems and give detailed explanations around the reasoning behind their responses through both verbal and written reports.

In the second semester, students will choose or be recommended for either one of two options, based on their future pathways in senior school Mathematics. In semester two, students will either study pre-Mathematics Studies A (10 Mathematics A) or pre-Essential/General Mathematics A (10 Mathematics General). Both courses will provide the necessary and relevant background for Year 11 mathematics courses. Please note that students will not be offered Year 11 Mathematics A if they have not completed 10 Mathematics A to a satisfactory standard.

Assessment:
There will be a range of major assessment pieces each term. Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations. Their performance will be determined according to the subject’s Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

Special Requirements: All students are required to have an approved scientific calculator for all mathematics lessons.

Subject Fees: Nil

Year 10 Mathematics

Length: Semester
Year Level: 10 General (Semester 2)
Contact Person: Ms Jenna Hewlett

Description:
Students will cover the Australian Curriculum through the strands of number and algebra, measurement & geometry and statistics & probability.

Students will study the topics below for the second semester:
• Working with Formulae – algebraic applications
• Statistics – working with data
• Probability – study of chance processes
• Coordinate Geometry – more complex graphing techniques and applications

Assessment:
There will be a range of major assessment pieces each term. Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations. Their performance will be determined according to the subject’s Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

Special Requirements: All students are required to have an approved scientific calculator for all mathematics lessons.

Subject Fees: Nil
Year 10A Mathematics

Length: Semester  
Year Level: 10A (Semester 2)  
Contact Person: Ms Jenna Hewlett

Description:
Students will cover the Australian Curriculum through the strands of number and algebra, measurement and geometry and statistics and probability.
Students will study the topics below for the second semester:
• Surds & Quadratics – specialised field of algebra  
• Probability & Statistics – further analysis of data  
• Graphical transformations (Circle Geometry)

Assessment:
There will be a range of major assessment pieces each term. Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning. Assessment will include tests, projects and investigations. Their performance will be determined according to the subject’s Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum.

Special Requirements: All students are required to have an approved scientific calculator for all mathematics lessons.

Subject Fees: Nil
Science learning in the middle school years focuses on developing a student's ability to test ideas in a methodical, scientific fashion. Students learn to identify variables in their experiments, and control factors that could impact their results. Students are encouraged to improve and refine their methods through self reflection. This is supported by learning about the development and influence of science over time, and how effective scientists make their discoveries.

The Science Curriculum content covers fundamental concepts from each of the main branches of Science. From Year 8 to Year 10, students will learn about cells and microscopic organisms, body systems and genetics, atoms and molecules, chemical reactions, rocks and minerals and energy flow and forces. In each of these fields, students will learn content and develop practical skills for investigation.

By the end of Year 10, students will have developed a broad knowledge base within the biological sciences, chemical sciences, physical sciences and earth and space sciences. This knowledge will allow them to design reliable experiments to test their own hypothesis.
### Science

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All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.
Year 8 Science

Length: Year
Year Level: 8
Contact Person: Mrs Reshniel Chandra

Description:
Students will be introduced to the laboratory environment and will carry out many experiments with materials readily available at home. They will learn how to safely design and conduct fair tests, then make written reports on their findings. Classroom learning, assignments and projects will include units on living organisms, simple chemistry, the rock cycle and different forms of energy. Students will also investigate how Science affects modern life and learn about how scientists share and develop new ideas.

Assessment:
- Experiments with Basic Scientific Reports
- Research Projects

Special Requirements: Nil
Subject Fees: Nil

Year 9 Science

Length: Year
Year Level: 9
Contact Person: Mrs Reshniel Chandra

Description:
Students will learn how to use more specialised science equipment within the laboratory. They will learn how to make predictions and test them, building on their investigation techniques developed in previous years. They will begin learning how to collect and analyse patterns in data. Classroom learning, assignments and projects will include units on animals and their environments, the structure of the atom, earthquakes and models that explain energy transfer. Students will also investigate factors that have caused scientific advances and reflect on where Science may lead in the future.

Assessment:
- Experiments with Scientific Reports
- Research Projects

Special Requirements: Nil
Subject Fees: Nil

Year 10 Science

Length: Year
Year Level: 10
Contact Person: Mrs Reshniel Chandra

Description:
Students will apply their knowledge of specialised equipment to design laboratory experiments. Students will continue to write formal reports on these experiments, and will be expected to comment on their findings in detail. Students will study physics, biology and chemistry topics that have strong links to stage 1 science subjects. Classroom learning, assignments and projects will include units on the laws of motion, the structure of the periodic table, natural selection and the universe. Students will also investigate how scientific theories have developed and reflect on the discoveries that caused them to change over time.

Assessment:
- Designing Experiments
- Scientific Reports
- Research Projects

Special Requirements: Nil
Subject Fees: Nil
Science, Technology, Mathematics and Engineering (STEM) touches every aspect of our lives, from our smartphones to the technologies. STEM enables us to explore the world around us. Our students need a strong foundation in STEM to help drive the innovation needed in our fast changing global economy, understanding that a lot of job demands arise from these areas.

At Whyalla High School we have made it one of our priorities to implement STEM activities across the middle school curriculum. This means that aspects of STEM are either embedded in core and experiential subjects or are run as separate choice subjects at different year levels.

School Activities (Non-lesson Based)
In addition to activities in lessons, students get a chance to broaden their creativity and innovation skills in other school programs.

These include:
- Science and Engineering Challenge
- UniSA Connect Program
- Questacon Workshops
- UniSA STEM Innovation Challenge
- Science/Numeracy Week activities
- 3D Designing and Printing
- F1 in Schools

Year 9 Horticulture

Length: Semester  
Year Level: 9  
Contact Person: Mrs Reshniel Chandra  
Description:
During Horticulture, students undertake a practical and theory component. The theory component requires students to explore the basics of Horticulture practices including; soil profiles, plant growth, pest control and fertiliser use. Students then implement their horticulture knowledge into a practical component.
During the practical component, students intensively grow, care and handle produce in an outdoor setting and greenhouse. This produce is then used in the home economics area for cooking practices and health awareness.

Assessment:
Assessment tasks will be varied and continuous in nature.

Special Requirements: This course will include practical components.

Subject Fees: Nil

Year 9 STEM

Length: Semester  
Year Level: 9  
Contact Person: Mrs Reshniel Chandra  
Description:
Students will get more exposure to all STEM components and will acquire the skills of collaboration, critical thinking, creativity and problem solving through the course. The main focus will be around a major project that they work in small groups to design. They will be exposed to various designing programs and apply their mathematical and scientific reasoning to create projects that can help develop the local economy. Students will also explore certain current and future innovations to promote their own creativity. Their projects will then be shared with the local community to help motivate productive ideas to boost the economy.

Assessment:
Assessment tasks will be varied and continuous in nature.

Special Requirements: This course will include practical components.

Subject Fees: Nil
The acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities is an important part of Health and Physical Education. As a foundation for lifelong physical activity participation, students develop proficiency in movement skills, physical activities and movement concepts. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

The Health and Physical Education curriculum is divided into two strands, which are then divided into three sub-strands.

**Personal, social and community health**

*Sub strands:*
- Being health, safe and active
- Communicating and interacting for health and wellbeing
- Contribution to healthy and active communities

**Movement and physical activity**

*Sub strands:*
- Moving our body
- Understand movement
- Learning through movement

Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage positive relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.
Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11 are recommended, not compulsory pre-requisites.

All Health and Physical Education courses (including Human Movement and Outdoor Education) from Year 8 – 10 at Whyalla High School are 1 semester.

All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum and are 1 semester.
Year 8 Health and Physical Education

Length: Semester  
Year Level: 8  
Contact Person: Mr Sean Sheedy  
Description:  
Students will develop a range of knowledge, understanding and skills in relation to their health, safety, wellbeing, movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. The theory units covered are healthy lifestyles and smoking awareness.  
Practical Components:  
- Athletics  
- Tee ball  
- Australian Rules (zoned)  
- Cricket  
- Lacrosse  
- Speedball - Invasion Games (Spatial awareness)  
- Archery  
- Group Dynamic (Team building)  
  
Assessment:  
Practical (skill level, game sense, role understanding, team work) 60%  
Theory (4 assessment tasks) 40%  
Special Requirements: Nil  
Subject Fees: Nil

Year 9 Health and Physical Education

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy  
Description:  
Students will learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and movement situations. They will also experience and analyse different roles that contribute to successful participation in physical activity. Students learn to apply more specialised movement skills and complex movement strategies. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. The theory units covered are drug and alcohol education and drugs in sport.  
Practical Components:  
- Athletics  
- Baseball  
- Netball  
- Soccer  
- Touch Football  
- Badminton*  
- Speedball  
- Invasion Games  
  
Assessment:  
Practical (skill level, game sense, role understanding, team work) 60%  
Theory (4 assessment tasks) 40%  
Special Requirements: Nil  
Subject Fees: Nil
Year 9 Advanced Health and Physical Education

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy

Description:
Year 9 Advanced Health and Physical Education is a foundation course for Year 10 Human Movement. Students engaging in the Year 9 Advanced HPE class will be exposed to elements of the course that is taught in Human Movement at an introductory level. They will apply and transfer movement concepts, skills and strategies to new and challenging movement situations through a range of concepts taught.

Practical Components:
- Dance
- Ultimate Frisbee
- Flag Football
- Lab School

Assessment:
Practical (skill level, game sense, role understanding, team work) 60%  
Theory (4 assessment tasks) 40%

Special Requirements:
Students need to have an invested interest in the HPE pathway therefore wanting to complete Human Movement at Year 10 and Health and Physical Education at Eyre High.

Subject Fees: $20

Year 9 Outdoor Education

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy

Description:
Outdoor Education focuses on learning about oneself, others and the environment. It engages students in practical and active learning experiences in natural environments and settings beyond the school boundary. Through active involvement in this subject students develop their knowledge, understanding and skills to move safely whilst valuing a relationship with and promoting sustainability in the environment. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity.

Students will complete the following topics during the theory component:
- Basic compass and navigation skills
- Orienteering and interpreting maps and coordinates
- Minimal impact camping
- Group dynamics
- Hazards in the Outdoors

Assessment:
Practical – Undertaken during camps and excursions 60%  
Theory – 4 assessment tasks 40%

Special Requirements: Students attending this course will be required to attend all overnight camps and excursions.

Fees: Approximately $150 (including transport, accommodation, activity and food costs)
Year 10 Health and Physical Education

Length: Semester  
Year Level: 10  
Contact Person: Mr Sean Sheedy

Description:
Students will develop the skills to plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities. They will analyse behaviours and contextual factors that influence the health and wellbeing of their communities.

Students learn to apply more specialised movement skills and complex movement strategies. They also explore movement concepts and strategies to evaluate and refine their own and others’ performances.

Students analyse how participation in physical activity and sport influence an individual’s identity, and explore the role participation plays in shaping cultures.

The theory units to be covered will be community health, skill acquisition and fitness components.

Practical Components:
- Athletics
- Basketball
- Gaelic Football
- Tag Rugby
- Tennis
- European Handball
- Volleyball
- Invasion Games

Assessment:
Practical: (skill level, game sense, role understanding, team work) 60%
Theory: 4 assessment tasks 40%

Special Requirements: Nil

Subject Fees: Nil

Year 10 Outdoor Education

Length: Semester  
Year Level: 10  
Contact Person: Mr Sean Sheedy

Description:
Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments students develop knowledge, understanding and skills to move safely and competently, while valuing a positive relationship with and promoting the sustainable use of these environments.

These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.

Students will study the following topics during the theory component:
- Risk management
- Basic camping skills
- Minimal impact camping
- Navigation, mapping and compass work
- Weather
- Basic first aid

Assessment:
Practical: Undertaken during camps and excursions 60%
Theory: 4 assessment tasks 40%

Special Requirements: Students selecting this course will be required to attend all overnight camps and excursions.

Fees: Approximately $250 (including transport, accommodation, activity and food costs)
Year 10 South Australian Aboriginal Sports Training Association (SAASTA)

Length: Year
Year Level: 10
Location: UniSA
Credits: Certificate III in Sports and Recreation
SAASTA Integrated Learning Stage I and II
(Aboriginal Power Cup and SAASTA Shield)
Contact Person: Deputy Principal

Description:
SAASTA is a unique sporting and educational program that provides Aboriginal and Torres Strait Islander students with skills and opportunities in the areas of sport, education, employment and healthy living. The course targets Year 10 students who are studying the SACE and takes place two days a week. Students involved in the program will have opportunities to participate in the Power Cup and SAASTA Shield – two and three day events focusing on cultural activities, sport, health and career & tertiary pathways. The lead up to each event is supervised by industry experts who provide advice and mentoring to develop the students’ skills in a variety of sports, recreational and health activities. SAASTA caters not just for the sporting elite but for any student who is committed and passionate about pursuing success in education.

Assessment:
All subjects will count towards the attainment of SACE. Assessment includes, but is not limited to:
- Practical and Theory components
- Power Cup Carnival
- SAASTA Shield

Special Requirements:
The program is uniquely offered to Aboriginal and Torres Strait Islander students.

Students are provided with a SAASTA uniform to wear to carnivals and other events. However, they are asked to change into Whyalla High School uniform upon their return to school.

Students participating in SAASTA may elect to have a ‘study line’ to ensure they maintain engagement and achievement in their other subjects.

Subject Fees: Nil

Year 10 Human Movement

Length: Semester
Year Level: 10
Contact Person: Mr Sean Sheedy

Description:
The Human Movement course is designed to promote and educate students on the advantages of lifelong physical participation, with an emphasis on adolescent issues and body systems. Students will engage in the theory components of Sports Injuries, Skill Acquisition, Energy Systems, Stages of Learning, Muscular System and Skeletal System. This course has a heavy theoretical component and is designed to provide students with the required skills to successfully transition to specialist physical education at the SACE level.

Practical components:
- Baseball
- Hockey
- American Football
- Squash
- Lawn Bowls
- Invasion Games
as well as a number of other practical units through negotiation with the teacher.

Assessment:
Practical (skill level, game sense, role understanding, team work) 50%
Theory (ankle strapping practical, exam) 50%

Special Requirements:
Students are selecting this course with the intention of studying Physical Education at the SACE level.

Subject Fees: Nil
The Home Economics learning area is composed of three areas:

- Food Technology
- Clothing and Textiles
- Life Skills

The food technology curriculum focuses on developing knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing skills to access and assess nutritional information to support healthy choices.

The technology component will see students develop skills to manage projects to successful completion through planning, organising and monitoring timelines. Design thinking involves the use of strategies for understanding design needs and opportunities, visualising and generating creative and innovative ideas, planning and analysing. Design processes require students to identify and investigate a need or opportunity, generate, plan and realise designed solutions; and evaluate products and processes.

Home Economics supports students to develop the capacity to make decisions, solve problems and respond critically and creatively to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in Home Economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum.
Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11 are recommended, not compulsory pre-requisites.

All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.
Year 8 Home Economics

Length: Semester  
Year Level: 8  
Contact Person: Mr Sean Sheedy  

Description:
This subject is an introduction to the technology, processes and equipment used in the kitchen and textiles laboratory. Students will have the opportunity to prepare a variety of different foods and produce a textiles item.

The course will be an introduction to:
- Safety  
- Teamwork skills  
- Decision making skills  
- Time planning  
- Hygiene  
- Diet Evaluation  
- Budgeting  
- Measuring and weighing

Assessment:
Practical and theory assessment tasks to demonstrate skills and knowledge.
Practical: 60%  
Theory: 40%

Special Requirements: Nil  
Subject Fees: Nil

Year 9 Food Technology

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy  

Description:
This subject will focus on Multicultural Food, Dietary requirements and Food Processing and Packaging. Students will learn about foods from different countries and what influences Australian eating habits. They will also gain an understanding of the diversity of food available in Australia and learn about a wide range of cuisines. Students examine the different processes that are involved in food production and processing. Students will build knowledge and further develop skills on kitchen hygiene and safety. They will develop meal planning and time planning skills and further develop a range of cooking techniques. Students will learn to plan, prepare and present a wide variety of dishes using skills they will develop.

Assessment:
Practical and theory assessment tasks to demonstrate skills and knowledge.
Practical: 60%  
Theory: 40%

Special Requirements: Nil  
Subject Fees: Nil

Year 9 Textile and Design

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy  

Description:
Textile and Design introduces sewing machines and textiles for creative designing. Practical work requires students to sketch ideas, use basic construction techniques and justify key concepts of sustainable clothing. Students will use commercial patterns and develop skills that are appropriate construction techniques. Students are able to discover knowledge of fibre, yarn and fabric properties in order to make appropriate decisions when designing and constructing textile products.

Assessment:
Students will be assessed on theory and practical components. Each component consists of four key areas of learning. They are design briefs, sustainability, project management and futures planning, all of which relate to the Australian Curriculum. The practical components include Sustainable Clothing, Designing a Beanie and Constructing a Onesie. The Theory components include Fabric Classification, writing a design brief and creating a design folio to document design processes.

Practical: 60%  
Theory: 40%

Special Requirements: Students required to purchase sewing toolkit for the semester. Estimated cost of $10.

Subject Fees: Nil
Home Economics

Year 10 Food Technology

Length: Semester
Year Level: 10
Contact: Person: Mr Sean Sheedy

Description:
Students will further develop their skills in food preparation and presentation using a wide variety of skills and techniques.
The key focus will be on refining cooking skills.
Students will complete tasks both individually and collaboratively which are key components to working successfully in the kitchen. They will complete a variety of assessment tasks which look at the different processes when making food.
There will be a strong emphasis on safety and hygiene in the kitchen and time management skills. Students will learn about working with a budget and preparing dishes based on a meal plan.

Assessment:
Practical and theory assessment tasks to demonstrate skills and knowledge.
Practical: 60%
Theory: 40%

Special Requirements: Nil
Subject Fees: Nil

Year 10 Fashion Design

Length: Semester
Year Level: 10
Contact Person: Mr Sean Sheedy

Description:
Fashion design introduces the process of designing and constructing garments. Students are encouraged to research a range of current fashion topics, investigate various hand and machine sewing techniques and process original ideas through independent projects that enhance personal creativity. Students also learn how to create a design folio that includes a design brief and the key elements of design.
Practical work includes constructing two small and one large fashion design product relating to current fashion style and trends.
Students will investigate a theory topic that explores past and present fashion designers, style and trend changes, and the evolution of industrial sewing technique and practices.

Assessment:
Students will be assessed on theory and practical components. Each component consists of four key areas of learning: investigating, design briefs, project management and critiquing, all of which relate to the Australian Curriculum. The practical assessments include making costumes for the school musical and constructing one individual research project. The theory assessments include pattern reading, design brief analysis, period clothing and developing a budget for an individual research project.
Practical: 60%
Theory: 40%

Special Requirements:
Students are required to purchase some materials and fabrics for their individual research project.

Subject Fees: Nil
Year 10 Child Development: Birth to 5 years

Description:
Student in this course are introduced to the concepts of child development from birth to five years. The course is divided into two components; a textile focus and a food technology focus.

Textiles: Students will investigate the importance of promoting physical development and practices to help support a healthy growth in the young infancy stage. Students will create a baby blanket, outlining some basic sewing skills and displaying key competencies of understanding motor skill development.

Food Technology: Students are introduced to contemporary issues that are relevant to young children and healthy eating. Students will produce healthy food, displaying skills for using a range of cooking technologies and knowledge of the Australian Healthy Eating guidelines for young children.

Assessment:
Students will be assessed on theory and practical components. The practical components include making a baby blanket and preparing food for young children. The theory components include producing a brochure, creating a children’s book, writing about one specific developmental stage of life between ages 0-5, designing a meal plan for a pregnant women and developing a healthy lunch for the local kindergarten.

Special Requirements:
Students are required to purchase some materials and fabrics for their Baby Blanket assessment task.

Subject Fees: Nil

Certificate I in Hospitality: Kitchen Operations

Description:
Units of competency are offered towards completion of Certificate I in Hospitality through the Eyre and Western Trade Training Centre consortium commercial kitchen facility at Whyalla High School. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. It provides an employment based pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, hotels, cafes, cafeterias, coffee shops and institutions such as aged care facilities and hospitals. Individuals may work with some autonomy or in a team but usually under close supervision. Possible job titles include breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Units of competency will include the following as a core:
- Work Effectively with Others
- Provide Information and Assistance
- Participate in Safe Work Practices
- Use Hygiene Practices for Food Safety
- Interact with Customers
- Source & Use Information in the Hospitality Industry
- Clean Kitchen Premises & Equipment
- Use Food Preparation Equipment

This qualification can lead to further training based pathways including Certificate III in Commercial Cookery or Hospitality.

Additional Program Costs:
There is an additional cost for individual kitchen kit and uniform.

Training Times:
To be determined

Work Placement Requirements & Other Specific Information:
Work experience at local establishments may be organised to allow students a better understanding of workplace pressures and expectations.

Length:
Full Year

Contact:
Deputy Principal
Technologies enrich and impact on the lives of people and societies globally. This learning area develops enterprising individuals who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

Technologies aim to ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems.

The Technologies curriculum is divided into two content areas, which are then divided into strands.

**Design and Technologies**
*Strands:*
- Technologies and society
- Technologies context
- Creating designed solutions

**Digital Technologies**
*Strands:*
- Digital systems
- Representation of data
- Collecting, managing and analysing data
- Creating digital solutions
### Technologies

#### Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11

All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.

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Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11 are recommended, not compulsory pre-requisites.
Year 8 Introduction to Design Technologies

Length: Semester  
Year Level: 8  
Contact Person: Mr Sean Sheedy

Description:
The Introduction to Technology course focuses on developing each student's ability for innovative, critical and creative thought through the planning and practical development of numerous small design projects related to real-life needs and situations. For a semester, year 8 students have the opportunity to work with a range of material products including wood, plastics, and basic digital applications.

Through the planning and development of design projects, students learn how to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and develop projects. The impact and importance of design and technologies on society and the environment are evaluated, with students exploring the relationship between sustainability and the technologies. Students analyse and reflect on their design and development processes, identifying strengths and areas for growth.

Assessment:
Assessment will be ongoing and varied in nature. Students produce a folio of work which includes a variety of written assessments and practical tasks.

Students’ knowledge, understandings and practical use of the design process (investigating, planning, producing, evaluating), will be continuously assessed during the course.

Special Requirements: Nil  
Subject Fees: Nil

Year 8 Technology Processes

Length: Semester  
Year Level: 8  
Contact Person: Mr Sean Sheedy

Description:
The Technology Processes course requires students use creativity, innovation and enterprise skills with increasing independence and collaboration by engaging regularly with the practical components of the design and production process. This course is recommended to students who have prior design and technology experience, and are interested in expanding their current skills and abilities.

Throughout the course, students examine the ways characteristics and properties of technologies can be combined to plan and produce sustainably designed solutions to problems for both individuals and the community. Students consider societal and ethical issues, and economic, environmental and social sustainability factors through the planning and development of various design projects.

The Technology Processes course develops essential practical skills and abilities by providing students with many tactile and hands-on experiences throughout the design and development process. Students produce various products, services and environments such as a solar powered object, a small automobile, and a wood based item.

Assessment:
Assessment will be ongoing and varied in nature. Students produce a folio of work which includes a variety of written assessments and practical tasks.

Students’ knowledge, understandings and practical use of the design process (investigating, planning, producing, evaluating), will be continuously assessed during the course.

Special Requirements: Nil  
Subject Fees: Nil
Year 9 Land Rover 4x4 Technology Challenge

Length: Semester
Year Level: 9
Contact Person: Mr Sean Sheedy

**Description:**
The Land Rover 4x4 Technology Challenge develops student skills in the practical application of various scientific principles through the design and manufacture of a radio controlled 4WD vehicle that needs to successfully navigate and complete obstacles on a realistic off road test track. The challenge allows students to take responsibility for their learning, using a plan and support from others to help meet targets. Students employ problem solving skills to resolve complex problems, review progress and discuss possible solutions.

Students work collaboratively in a team to set short term targets, and develop an action plan which, by explaining a range of suggested strategies, details how these will be met. Through the challenge students gain an understanding of and experience analyzing a design brief, producing and reading industrial drawings, selecting suitable materials, parts and components for a product, creating a production plan and using processes and equipment (including CAM) required to make an engineered product.

Students develop a realistic understanding of what engineering involves and investigate important industry operations such as ICT in engineering, the range of modern materials, control technology, manufacturing techniques, and quality control.

**Assessment:**
Assessment will be ongoing and varied in nature. Students produce a folio of work that includes a variety of written (e.g. responses, plans, briefs), and practical skill assessments.

Students' knowledge, understandings and practical use of the design process (investigating, planning, producing, evaluating), will be continuously assessed during the course.

**Special Requirements:** Nil

**Subject Fees:** Nil

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Year 9 Toys and Models

Length: Semester
Year Level: 9
Contact Person: Mr Sean Sheedy

**Description:**
This course allows students to combine traditional workshop activities using materials such as wood, metal and plastics, with electronics and control technologies to design and construct toys and models that stimulate the interest of children and young people. The design process will be taught in depth and participants will respond individually to a design challenge, making this a course that offers many different individual pathways of skill development.

**Assessment:**
Students will be assessed on practical and theoretical components, under the key criteria of investigating, planning, producing and evaluating. These components will be demonstrated through a number of theory assignments and completion of various practical projects against Australian Curriculum standards.

**Special Requirements:** Nil

**Subject Fees:** Nil
Year 9 Workshop Experience with Robotics

Length: Semester  
Year Level: 9  
Contact Person: Mr Sean Sheedy

Description:
The Workshop Experience with Robotics course develops students’ design and technologies knowledge and understanding, processes and production skills and design thinking skills. Students work both collaboratively and independently to produce designed solutions that address problems in local, national and global contexts. During the production process, students are expected to use a variety of materials such as wood, metal, plastic and electrical technologies. Students are introduced to control technologies and use this knowledge when generating and representing original ideas and production plans in two and three-dimensional contexts.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Assessment:
Assessment will be ongoing and varied in nature. Students produce a folio of work which includes a variety of written assessments and practical tasks.

Special Requirements: Nil  
Subject Fees: Nil

Year 10 F1 in Schools

Length: Semester  
Year Level: 10  
Contact Person: Mr Sean Sheedy

Description:
F1 in Schools provides students with the opportunity to learn about engineering principles such as physics, aerodynamics, design, manufacture, leadership/teamwork, media skills and project management. F1 in Schools is an international STEM (science, technology, engineering, mathematics) competition, in which students work in groups to design a miniature automobile using CAD/CAM design tools. Students collaborate with industry partners to apply the skills and understandings gained in a practical context.

Students will develop their skills in project planning, development and management, resource procurement, graphic design and product manufacture. Students collaborate with industry experts in an innovative environment where they work on real world projects and deepen their understanding of sustainable approaches to future design and technology processes. The F1 in Schools course expects students to work collaboratively towards a common goal and strengthen their time and resource management skills.

Success in this course can lead to State, National and Global F1 in School Competitions.

Assessment:
Assessment will be ongoing and varied in nature. Students produce a folio of work which includes a variety of written assessments and practical tasks.

Students’ knowledge, understandings and practical use of the design process (investigating, planning, producing, evaluating), will be continuously assessed during the course.

Special Requirements: Nil  
Subject Fees: Nil
Year 10 Design and Construction

**Length:** Semester  
**Year Level:** 10  
**Contact Person:** Mr Sean Sheedy

**Description:**  
Year 10 Design and Construction will enable students to develop their design and practical skills, knowledge and understanding of working with a variety of materials. Students will work with traditional and contemporary construction methods involving material selection, machine preparation, leg and rail type construction, machine jointing and some experimental jointing exercises.

**Content:**  
Students will design and construct a major item involving a range of traditional and new materials. They will develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. Students will identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. Students will focus on safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with the design and construction of their major item. Other key aspects will involve maintenance of tools and equipment, preparation of cutting lists and project costing. The course develops students’ design and technologies knowledge and understanding, processes and production skills and design thinking skills. Students work both collaboratively and independently to produce designed solutions that address problems in local, national and global contexts. During the production process, students are expected to use a variety of materials such as wood, metal, plastic and electrical technologies. They will learn to transfer theoretical knowledge to practical activities across a range of projects.

**Assessment:**  
Assessment will be ongoing and varied in nature. Students produce a folio of work which includes a variety of written assessments and practical tasks. Students’ knowledge, understandings and practical use of the design process (investigating, planning, producing, evaluating), will be continuously assessed during the course.

**Pathways:**  
Stage 1 Metal Construction and Stage 1 Wood Construction.  
Building & Construction Industry Traineeships and Apprenticeships

**Special Requirements:** Nil  
**Subject Fees:** Nil

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Year 10 Photography – Communication Products

**Length:** Semester  
**Year Level:** 10  
**Contact Person:** Mr Sean Sheedy

**Content:**  
Students will cover topics and develop skills in the following: 35mm single lens reflex and digital cameras; processing black and white films; darkroom enlarging and other creative techniques; use of Adobe Photoshop digital imaging program; and practical use of a digital camera.

This subject will focus on providing an in depth understanding of the equipment, the processes involved with the capture and manipulation of digital SLR images along with the role of Photography in society.

**Skills Tasks:**  
- Digital SLR camera operation  
- Controlling exposure  
- Emphasis on Shutter Speed  
- Creative camera techniques ie. Macro, Landscape

**Assessment:**  
Folio: Documenting stages in investigation, planning and evaluation of images and product that demonstrates and showcases techniques in manipulating and effectively using natural light in response to a Design Brief.  
Major Product: Documenting stages of production for presenting images suitable for use in gallery presentation.

**Special Requirements:** Nil  
**Subject Fees:** Nil
The Arts curriculum is aligned to the Australian Curriculum, and is divided into the 2 interrelated strands of Making and Responding.

**Making**
*Making* in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways. Students will develop their knowledge, understanding and skills to design, produce, present and perform artworks.

**Responding**
*Responding* in each Arts subject involves students, as both artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Students begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions and rituals. Students will further think about how audiences consume, debate and interpret the meanings of artworks.

The Arts forms offered are:

**Drama**
Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience.

**Music**
Students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

**Visual Arts**
Students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.
### Visual Arts

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Year 8 Visual Arts
The Fundamentals of Art

Length: Term
Year Level: 8
Contact Person: Deputy Principal

Description:
Students will be introduced to the basic skills and processes of art making and creating. These will include being taught skills in observational drawing, line design, painting techniques and creative projects, which will include developing thinking strategies to create individualised art pieces.

Two or three media options will be offered (for example water colour, pastel, ink, pencil). Students will be encouraged to express their individual style in their art works. Students will be involved in projects designed to appreciate works of visual art, artists and their cultures. This will include considering ideas in artworks by Aboriginal and Torres Strait Islander artists. Students will then represent a theme, concept or idea in their artwork.

This course gives students the fundamental skills to continue on a creative learning path.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.
Practical: 70%
Theory: 30%

Special Requirements: Nil
Subject Fees: Nil

Year 9 Visual Arts
Elements of Art

Length: Semester
Year Level: 9
Contact Person: Deputy Principal

Description:
Students will extend and refine their skills in drawing, painting, cartoon & animation and creative design elements.

Students study and develop key skills and concepts with a particular emphasis on colour, form, space, tone and texture. Art processes including drawing, collage, painting and graphic processes are linked to art and design movements and culture. These may include Studies of Asia, Aboriginal indigenous art, Torres Strait Islander art and Western art.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.
Practical: 70%
Theory: 30%

Special Requirements: Nil
Subject Fees: Nil

Year 9 Visual Arts
Creative Processes

Length: Semester
Year Level: 9
Contact Person: Deputy Principal

Description:
Students will extend and refine their skills in sculpture and assemblage.

Students will undertake a series of projects developing sculptural, collage and assemblage skills and exploring structure, movement, texture, shape and form. A range of materials will be used including paper/cards, clay, wood, wire and lino carving & printing. Units of work will be linked to key art movements and include studies of Asia, Aboriginal indigenous art, Torres Strait Islander art and Western art.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.
Practical: 70%
Theory: 30%

Special Requirements: Nil
Subject Fees: Nil
Year 10 Visual Arts
Creative Projects

Length: Semester
Year Level: 10
Contact Person: Deputy Principal

Description:
Students will expand their knowledge and skills through participation in drawing, painting, print, design and related sculptural elements.
This programme encourages the development of artworks using two dimensional processes with a focus on creative projects. The students study the works of key visual artists and their works through critical analysis. These studies are related to sustainability, key art movements, societies and cultures of Western, Eastern and Indigenous art.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.
Practical: 60%
Theory: 40%

Special Requirements: Nil

Subject Fees: Nil

Year 10 Visual Arts
Arts and Installations

Length: Semester
Year Level: 10
Contact Person: Deputy Principal

Description:
Students will expand their knowledge and skills in sculpture and assemblage.
Students explore a range of concepts through problem solving and higher order thinking strategies. The students will undertake a series of projects engaging with sculpture and assemblage and include a design process incorporating drawing, design, and at least one 3D sculptural study unit. The students study the works of key artists and their works through critical analysis. These studies are related to sustainability, key art movements (such as Pop Art), societies and cultures of Western, Eastern and Indigenous art.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.
Practical: 60%
Theory: 40%

Special Requirements: Nil

Subject Fees: Nil
**Year 8 Drama**

**Length:** Term  
**Year Level:** 8  
**Contact Person:** Deputy Principal  
**Description:**  
This course involves students making and responding to drama independently, and with their classmates and teacher. Through the topic of Physical Theatre, students will learn and develop skills in performance, improvisation, role development, character relationships, focus, tension, space movement and time, body awareness and exaggeration. In addition to these skills, students will explore and establish an understanding of characterisation through the construction of their own character, demonstrating through monologues and group performances attributes that combine to create a character including body language, emotion, facial expressions, voice and costume.  

**Assessment:**  
Students will be assessed on group work, improvisation skills, script devising and writing as well as a performance task.  
**Practical:** 70%  
**Theory:** 30%  
**Special Requirements:** Nil  
**Subject Fees:** Nil

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**Year 9 Drama**

**Length:** Semester  
**Year Level:** 9  
**Contact Person:** Deputy Principal  
**Description:**  
Students will analyse a range of drama texts through the study of Commedia dell’Arte – the nature of Comedy and Tragedy. They will use this historical understanding to inform and transform their practice of performance. Students will be exposed to and participate in improvisation tasks and activities. They will develop performance pieces individually and through group tasks, and improve on these through reflective practice. Students will analyse the different audiences of specific drama pieces.  

**Assessment:**  
Students will be assessed on practical tasks as well as theory and coursework components.  
**Practical:** 70%  
**Theory:** 30%  
**Special Requirements:** Students may need to participate in rehearsals outside of normal lesson time. All students enrolled in Year 9 Drama are expected to participate in all performance practical tasks.  
**Subject Fees:** Students may attend a local theatre production as part of their Arts Analysis folio. Pricing should be $10 - $20.

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**Year 10 Drama**

**Length:** Semester  
**Year Level:** 10  
**Contact Person:** Deputy Principal  
**Description:**  
Students will culminate their skills acquired in previous drama studies. They will apply their knowledge of modern theatre to varying styles of Asian theatre, such as Japanese theatre. The course provides opportunities for students to research careers in the Arts through performance and supporting productions. Finally, the class will undertake a small-scale production of a one-act performance.  

**Assessment:**  
Students may be assessed on the following assessment pieces:  
- Major production  
- Asian Theatre Study  
- ‘Careers in the Arts’ Research Project  
- Individual coursework and projects  
**Practical:** 70%  
**Theory:** 30%  
**Special Requirements:** Students may need to participate in rehearsals outside of normal lesson time. All students enrolled in Year 10 Drama are expected to participate in all performance practical tasks.  
**Subject Fees:** Students may attend a local theatre production as part of their Arts Analysis folio. Pricing should be $10 - $20.
Year 8 Music

Length: Semester  
Year Level: 8  
Contact Person: Deputy Principal

Description:
The course involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing, as they draw on music from a range of cultures, times and locations. Through their listening, composing and performing, students will build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture.

Assessment:
Students will be assessed on their theory concepts and their aural and practical skills through a range of tasks including solo and ensemble performances, compositions and their bookwork.

Practical: 70%  
Theory: 30%

Special Requirements: Nil  
Subject Fees: Nil

Year 9 Music A & B

Length: Semester  
Year Level: 9  
Contact Person: Deputy Principal

Description:
The course involves students making and responding to music independently, in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing. Students will continue to develop their aural skills as they build on their understanding and use of the elements of music.

Assessment:
Students will be assessed on their theory concepts and their aural and practical skills through a range of tasks including solo and ensemble performances, compositions and their bookwork.

Practical: 60%  
Theory: 40%

Special Requirements: Enrolment and active participation in the Instrumental Music Service (IMS). For more information on the IMS program please refer to page 11.

Subject Fees: Nil

Year 10 Music A & B

Length: Semester  
Year Level: 10  
Contact Person: Deputy Principal

Description:
The course involves students making and responding to music independently, in small groups, and with their teachers and communities. Students will explore music as an art form by listening, composing and performing. They will extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They will have further opportunity to build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance, the course aims to extend students technical and expressive skills.

Assessment:
Students will be assessed on their theory concepts and their aural and practical skills through a range of tasks including solo and ensemble performances, compositions and their bookwork.

Practical: 60%  
Theory: 40%

Special Requirements: Enrolment and active participation in the Instrumental Music Service (IMS). For more information on the IMS program please refer to page 11.

Subject Fees: Nil
Year 8 Italian

Length: Semester
Year Level: 8
Contact Person: Year 8 Coordinator

Description:
During this course students will learn about both the language and culture of Italy. They will learn to greet each other in the language and be able to respond to simple routines and questions. By the end of the course students will be able write about themselves and their interests using short sentences including verbs and adjectives. Students will learn to write as well as to speak the language and practice their sounds and pronunciation of Italian words. There will also be a focus on how the English and Italian languages are similar and how language and communication has changed with technology.

Assessment:
Students will be assessed on their ability to understand Italian words and concepts both verbally and in writing.

Special Requirements: Nil
Subject Fees: Nil