GLENUNGA
INTERNATIONAL
HIGH SCHOOL

Government of South Australia
Department for Education

2025 CURRICULUM GUIDE

GLENUNGA INTERNATIONAL HIGH SCHOOL

PRINCIPAL'S INTRODUCTION

To Students and Families

Welcome to our interactive Curriculum Guide. We invite you to browse the offerings available, knowing that at Glenunga we are committed to providing a world-class education, which supports and challenges each student to achieve their personal best. We want our students to have the widest choice of post-school options and the skills to thrive in the uncertain world beyond school. It is important to familiarize yourself with the futures-focused section so that you are preparing for the future, not the past, and you know where the skills shortages and job opportunities are likely to occur.

Mentor teachers, supported by Sub School Leaders and specialist program leaders, work to help each student make the best subject choices for this moment in time. Information sessions help families to understand the opportunities so they can coach and support their young person. The Pathways Planning meeting between mentor teacher, student and family offers the opportunity for personalised responses and further clarification of options. Specialists help with information about SACE or the International Baccalaureate Diploma or Vocational Education and Training (VET) courses. Students need to keep their choices open to all the possibilities for as long as possible and learn as much as possible about the opportunities that are offered.

Students in Year 7 - 9 experience the range of curriculum opportunities through their required and choice subjects. Students in Year 10 have the opportunity to begin specialization in the subjects that generate their interest and passions. Year 10 students begin the South Australian Certificate of Education (SACE) through the Exploring Identities and Futures (EIF) and the entrepreneurial Action Project. Year 11 students are also encouraged to enrol in VET courses and/or apprenticeships to expand their experiences.

All students have the opportunity to accelerate in subjects, which means they might be taking Year 11 or 12 subjects in Year 10 or 11 and university subjects in Year 11 or 12.

If students are on a university pathway then they need a grade point average of 'B+' (12/15) or better to secure a first round offer in most courses. Universities are asking to see student portfolios for evidence of a student's readiness to tackle a university course.

In Year 11 students can choose the International Baccalaureate Diploma (IB) or SACE. A comprehensive vocational education (VET) program is also offered. To achieve their SACE, Year 11 students need Stage 1 English (20 Credits), Maths (10 Credits), and EIF (10 Credits) at 'C' grade or better. In 2024 all Year 11 students undertook the Activating Identities and Futures (AIF, previously known as Research Project) (10 Credits). The AIF requires a 'C' grade or better for students to achieve their SACE Certificate.

To prepare for Year 12 SACE students need to consult with their Year 11 mentor teachers to ensure that their subject selection will get the best outcomes for the pathway(s) they want to pursue. In addition to the Stage 1 compulsory requirements and AIF, students need to pass three Stage 2 subjects at 'C' grade or better. Year 12 SACE subjects that have a direct follow-on from Year 11 e.g. Languages, Physics, Chemistry, Maths Methods and Specialist Maths require a pass at 'B' level or better in Year 11 to obtain automatic enrolment in Year 12.

In order to continue IB into Year 12 students need to score a '4' or better in all their Year 11 subjects with a total of at least 24 points. Year 11 IB subjects continue unchanged in Year 12. IB Students will gain the IB Diploma if they achieve at least 24 points and complete all components. Please see page 17 for details.

Students involved in the IGNITE Program receive guidance from Nicole Lake IGNITE Leader, Sam Fanning Teacher Leader and the IGNITE team of teachers. Students involved in the International Program will receive guidance from Jess Jarvis International Services Manager and the team of international teachers.

Please familiarize yourself with this guide that contains all the information that you need to make the best decisions possible and mark the key subject counselling dates on your calendar (see GIHS Website Calendar for details).

Wendy Johnson AM
Principal

GLENUNGA INTERNATIONAL HIGH SCHOOL

GENERAL INFORMATION

USING THE CURRICULUM GUIDE

The guide is divided into two sections:

The first section outlines the pathway planning process, curriculum structures, special interest programs and the requirements for success.

The second section contains the individual subject information organised by learning area and then year level.

Families are encouraged to explore this guide with their student and to plan possible options and pathways of study.

Further curriculum information is available on our Futures-Focused Pathways Planning Google Site (https://sites.google.com/gihs.sa.edu.au/gihs-course-counselling/home). This site contains a wide variety of videos created by students and staff to share a comprehensive understanding of subject offerings at Glenunga. This site requires a student Google account to access.

PATHWAYS PLANNING

It is important that students and families, supported by teachers, are involved in the selection of courses for each student.

Details of requirements for each year level are outlined in this guide. Families are invited to discuss requirements with staff at any time.

Students should select courses that suit their abilities, their interests and their post-school aspirations. It is crucial that options are kept open for as long as possible during Year 7–9 before students make selections according to their individual and career needs.

The Pathways Planning process includes:

- Specific Leap[PB] lessons for students focusing on Future-Focused Pathway Planning.
- Information Evenings for families.
- Futures-Focused Pathways Planning Conversations Day for students and families in Years 9, 10 and 11.
- Intensive Pathways Planning where required for specific groups or individuals (e.g. the IGNITE Vertically Accelerated class, VET students, International Students).
- Some re-counselling in Term 4 based on a review of student achievement (Requirements for Success).

SUBJECT AVAILABILITY

Availability of subjects offered in this guide is dependent on the number of students selecting the subject and staff availability. If a subject chosen by a student does not proceed the student will be advised and supported to select an alternative subject.

MATERIALS AND SERVICES CHARGES

Each year the school prepares the curriculum budgets using the Department for Education Regulations. Within these regulations some subjects incur a subject charge to cover additional costs beyond the standard curriculum delivery and can range from $10 upwards. Charges are reviewed annually and will be circulated to families in Term 3.

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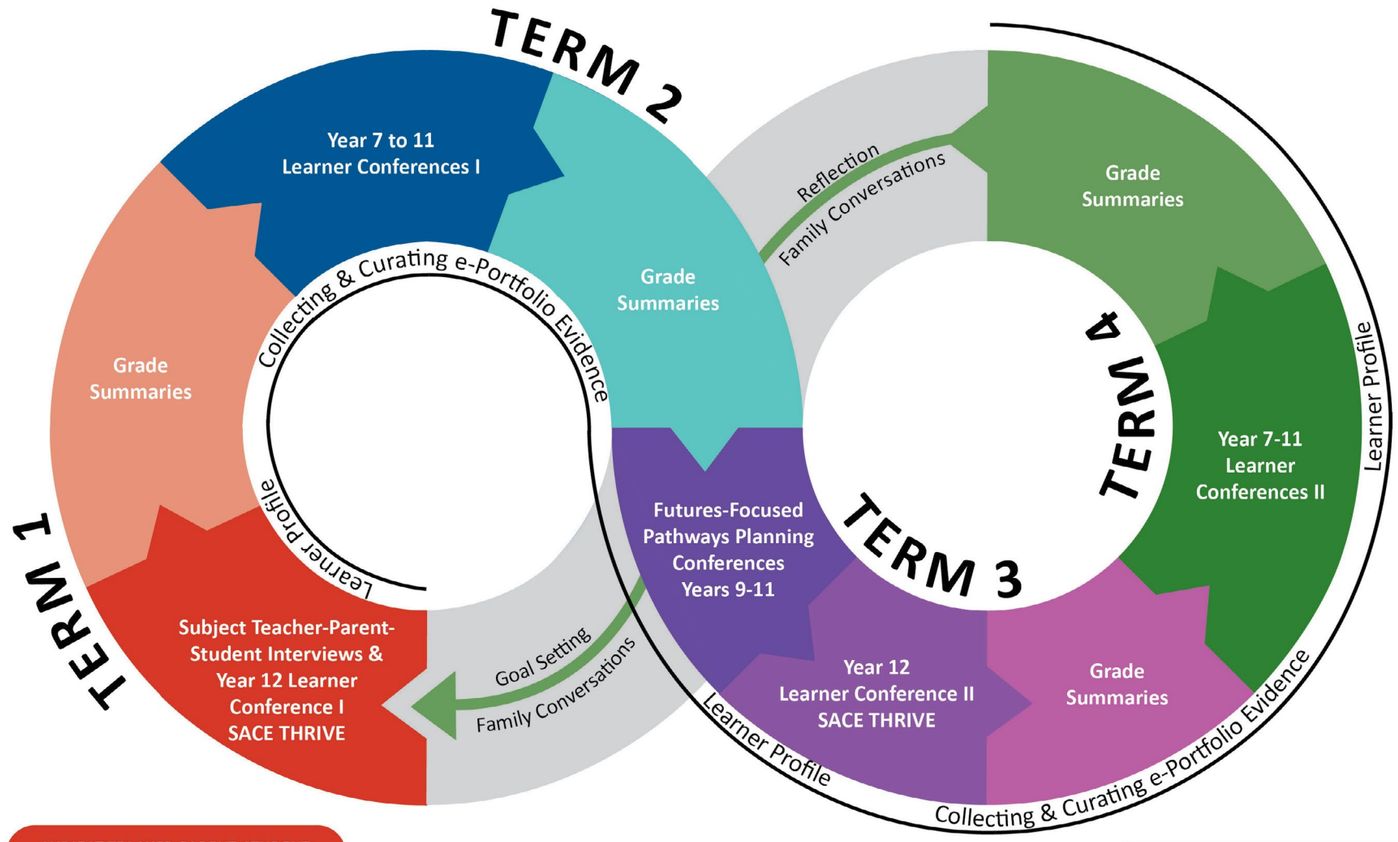
PATHWAY PLANNING

LEARNING PROGRESS
LEARNING PARTNERSHIPS
WITH STUDENTS, FAMILIES
AND TEACHERS



SUBJECT TEACHER-PARENT-STUDENT INTERVIEWS
- What have I done well?
- What do I need to do as the next step in my learning?
- What support do I need from home and school?
- How will I monitor my improvement?

LEARNER CONFERENCES I
- How am I thinking about my learning?
- What are my strengths? Improvement goals? From Learner Profile and 5Cs rubrics.
- How am I contributing to the wider commUnity?

LEARNER CONFERENCES II
- What progress have I made with my 21st Century Skills since last year?
- How am I developing my Citizenship and Character?

LEARNER PROFILE
- Semester 1 & 2 Academic Results
- Growth in 21st Century Skills
- Academic Progress over years at GIHS
- Citizenship Contributions (Student Life & beyond)
- Embedded E-Portfolio to show 21st Century Skills

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PATHWAY PLANNING

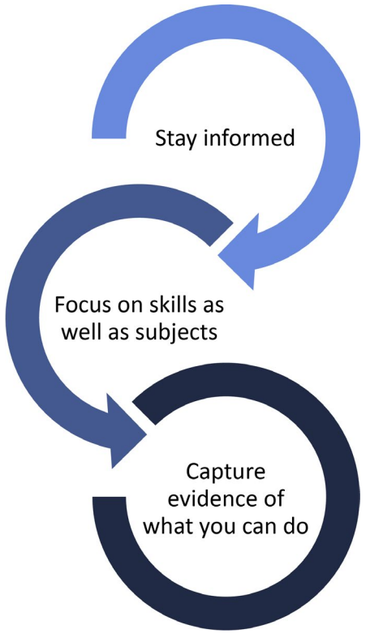
FUTURE-FOCUSED PLANNING

WHAT'S ON THE HORIZON?

Students face a future beyond school that looks very different to what the world looks like today. It is for this reason that we simply can't continue to do what we have always traditional done – that is encourage students to choose the most challenging subjects that will potentially give them the highest ATAR. Instead, we need to prepare today's students for exciting tomorrows and uncertain times ahead. Jobs increasingly need us to use our human skills. Things that can't be automated and performed by machines.

ATTENTION! STUDENTS

Start a conversation with your families, Mentor, subject teachers or other significant adults in your life. As you are planning for your future now think beyond the subjects that you want to study at the next year level, and think how will I develop the skills that will be in demand in the future?



1. Ask questions and stay informed of what's on the horizon in the ever changing world of work.

2. Aim to work in many occupations that require a similar skill set to be successful. Understand the job you may end up working in may not exist now. That's why the 21st Century skills and adaptability are important.

   Ask yourself – What subjects will allow me to obtain deep discipline knowledge but also allow me to use my 21st Century skills at the same time?

3. 'It's not what know, it's what you can do with what you know' that future employers want to see. Your ePortfolio should have evidence to suggest what subject areas you do this best.

ATTENTION! FAMILIES

Students today have so many options and pathways it can be hard to know how to best support them. Parent involvement in the conversation is critical in supporting your student to explore these options. We know that engaging families in their student's learning and career conversations improves motivation, retention, achievement and career outcomes.

What if your student wants to do one thing, but you want them to do something else? We recognise that this is a particularly tricky conversation to have, and it is important to note that, whilst it's normal to have hopes and expectations about your student's future, this is ultimately their choice. Rather than discounting or criticising your student's plans, try the following;

KNOW YOUR STUDENT

Listen to your student and understand their strengths. Your student's ePortfolio and grade summaries are great place to start the conversation

If your student's future plans differ from your expectations learn more about the courses and jobs they are interested in together

Understand that times have changed and your student's pathway to success is completely different to what you would have experienced growing up

In a changing world, your student's future value is more than just their ATAR. It is also how they can use their skills to apply and transfer knowledge

For more information on future focus planning and the changing world of work please click here to view a comprehensive reading list put together by the school.

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PATHWAY PLANNING

PATHWAY PLANNING

Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning in Year 10-12. Decisions about pathways for students start with conversations about the student's interests, passions, strengths and values.

Exploring Identities and Futures (EIF) is a compulsory 10 credit SACE subject. All students complete EIF regardless of their pathway choice for SACE or IB in Year 11. Students must complete this subject with at least a C grade or they will not be awarded their SACE or be eligible for an ATAR.

The purpose of this course is to provide students with the opportunity to explore their past, present and future. Students then put their capabilities into action to develop skills that will help them throughout their future. There is a significant focus on students connecting with people in the community and seeking feedback to support their personal development.

It is important that families and students consider all options available and do not simply opt for a default University Pathway. Students choosing the University Pathway need to understand that they will be required to commit to many hours of independent study, both in Year 11 and 12, then at University and beyond. Students who select a University Pathway should achieve at least a B+ average or a GPA of 12.00 to ensure entrance to and success at University.

If a student is uncertain or cannot decide on a direction or pathway then the school will provide assistance. An interim pathway can be designed that provides flexibility for the student but can be altered over time if required. However every student needs a pathway.

ACCELERATION IN SUBJECTS OF STRENGTH - LEARNER READINESS

Many of our students choose to study one or more subjects in a year level above their chronological age. Acceleration can occur in all subjects. The school's philosophy is based on learner readiness and is part of the Value of Opportunity. If the student can demonstrate that they are capable of studying above their year level, then the school will facilitate this, providing it fits on the subject lines and within our available resources. In most cases we are able to achieve this outcome for students.

Students who want to study a subject above their year level fill in an application form during the pathway planning process. The application must be signed and approved by the Learning Area Leader responsible for the subject area. The completed acceleration form must then be presented at the Future-Focused Pathway Planning conferences with the Mentor Group teacher along with the completed subject selection form and final approval by the Sub School Leader.

CURRICULUM PATHWAYS

Pathway planning supports students to select a coherent group of subjects that build skills, competencies and knowledge in specific areas. Because the pathways are very broad they do not prevent students from changing directions if their career or study interests change over time. Many of the same subject selections can be found in the university, TAFE and employment pathways. From these broad groupings students select a pathway that leads to a career or study area. For example, students taking a university pathway toward Engineering will need to select Maths and Physics courses. There may also be some Technologies courses and VET options that support the practical learning that is an advantage in this area. VET Certificate III can be included in a student's ATAR. Alternatively, a student taking a Hospitality pathway could support this direction by taking Business and Enterprise or a VET Hospitality course or possibly another language.

The Key Options are:

- Preparing for entry to a University degree
- Preparing for entry to TAFE and other training providers
- Preparing for entry to Apprenticeships or Traineeships
- Preparing for entry into the Defence Force or the Police
- Preparing for entry into employment or start-up entrepreneurial opportunities.

UNIVERSITY

This direction enables students to select from a range of subjects that lead to degree courses. There are many possible degree pathways, but largely these can be described in the following way:

Arts, Law or Humanities Pathway
Students selecting this pathway would predominantly choose subjects from English, Humanities, Languages and the Arts.

Science, Engineering, Maths, Medicine, Health Sciences or Technology Pathway
Students selecting this pathway would predominantly study subjects from Maths, Science, Health & Physical Education and Technologies.

Commerce, Business Pathway
Students selecting this pathway typically study subjects from Humanities and Languages such as: Business and Enterprise, Economics, Legal Studies and Languages.

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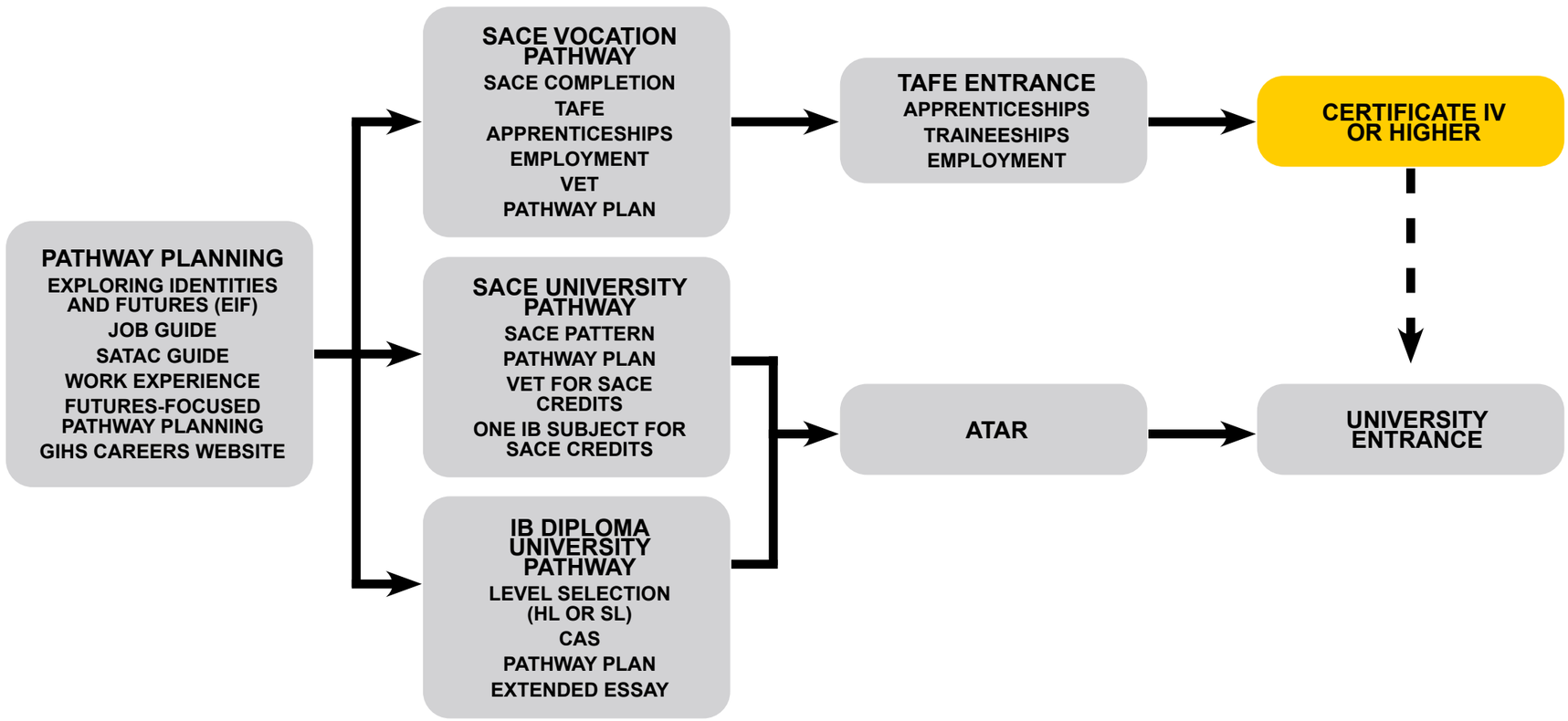
PATHWAY PLANNING

PATHWAY PLANNING FLOWCHART



NOTE: The IB Diploma allows students to fulfil the requirements of all university pathways.

NOTE: As universities, particularly interstate and overseas have their own entrance requirements, students are advised to research the requirements of the universities at which they are applying. Students taking this direction will need to complete the requirements of the SACE or IB Diploma and qualify for an Australian Tertiary Admissions Ranking (ATAR).

GLENUNGA INTERNATIONAL HIGH SCHOOL

YEAR 7–9 CURRICULUM

CURRICULUM PATTERN

In Year 7 to Year 9 teaching programs challenge students to achieve their personal best with international perspectives embedded into learning activities and assessment tasks. Technology is incorporated into all teaching programs and is used to enrich student understanding and learning. All students have their own personal laptop computer. All Year 7 to 9 subjects are taught using the Australian Curriculum and Achievement Standards.

The personal wellbeing of all students is very important and is explicitly developed through the Pastoral Care Program, called LEAP^{PB}. Students have two LEAP^{PB} lessons per week with their Mentor Group. Students are placed into a Mentor Group in Year 7 until the end of Year 9. At this point students will change mentors to complete the high school journey. Mentors are matched with students' pathways, passions and skills. The focus during LEAP^{PB} lessons is to ensure students understand the school Values (Excellence^{PB}, Opportunity^{U}, International Mindedness and Harmony), the essential 21st Century skills (Creative and Critical Thinking, Collaboration, Communication, Citizenship and Character) and the IB Learner Profile Learning Skills. The explicit teaching of Wellbeing and International Mindedness are key concepts developed in LEAP^{PB}.

Students in Year 7–9 complete subjects from the following Learning Areas:

- English
- Mathematics
- Technologies
- Science
- Humanities (History and Geography)
- Languages other than English (French, Japanese, Chinese)
- The Arts
- Health & Physical Education
- English Literacy Plus (Note: students study this extra English course if literacy levels are not at the required level for success with secondary schooling).

YEAR 7

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester; a total of 14 subjects for the year (see below).

Mentor Group Based Subjects (4 in total) - all students must complete:

- A full year of **English** and **General Science** with their Mentor Group class

Non-Mentor Group Based Subjects (10 in total) - all students must complete:

- A full year of **Maths** in the appropriate readiness group (Higher Level, Standard Level or Standard Level with Support)
- A full year of **Language** – French, Chinese, Chinese Heritage or Japanese (same language for semester 1 and 2)
- 1 semester of **History** and 1 semester of **Geography**.
- 2 semesters of **Health and Physical Education (HPE)**
- 1 semester of **Arts** - choice of either Art: Flight of Imagination, Art: the Art Explorer, Drama - Run away to the circus, Drama - Spooky stories to tell in the dark, or Music
- 1 semester of **Technologies - Materials, Digital and Food.**

*English	Maths	*Science	History	Language	HPE	Arts
*English	Maths	*Science	Geography	Language	HPE	Technologies

* Subjects with an asterisk are completed in Mentor Group classes.

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YEAR 7–9 CURRICULUM

YEAR 8

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester; a total of 14 subjects for the year (see below).

Mentor Group Based Subjects (4 in total) - all students must complete:

- A full year of **English** and **General Science** with their Mentor Group class

Non-Mentor Group Based Subjects (10 in total) - all students must complete:

- A full year of **Maths** in the appropriate readiness group (Higher Level, Standard Level or Standard Level with Support)
- A full year of **Language** – French, Chinese, Chinese Heritage or Japanese (same language for semester 1 and 2)
- 1 semester of **History** and 1 semester of **Geography**.
- 1 semester of **Health and Physical Education (HPE)**
- 1 semester of **Arts** - choice of either Art: Surviving the Apocalypse, Art: The Experimental Studio, Drama: Untold Narratives, Drama: In the Room where it happens, Music: Audio Fuse or Music: Composition Mixtape
- 2 semesters of **Technologies - Materials, Digital and Food.**

Semester 1	*English	Maths	*Science	History	Language	Technologies	Arts
Semester 2	*English	Maths	*Science	Geography	Language	Technologies	HPE

* Subjects with an asterisk are completed in Mentor Group classes.

YEAR 9

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester; a total of 14 subjects for the year (see below).

Mentor Group Based Subjects (2 in total) – all students must complete:

- A full year of **Science** with their Mentor Group class.

Non-Mentor Group Based Subjects (12 in total) – all students must complete:

- A full year of **Maths** in the appropriate readiness group (Higher Level, Standard Level or Standard Level with Support)
- A full year of **English**.
- 1 semester of **History** or **Geography.**
- 1 semester of **Health and Physical Education (HPE)**
- 1 semester of **Technologies**
- 2 semesters of **Arts** subjects.

We encourage all students who achieve a 'C' grade or better in Year 8 Language (French, Japanese or Chinese) to continue this language in Year 9, unless required to study English Literacy Plus.

Choice subjects (2) – students choose subjects from any of the subjects listed below.

Please note that all Language subjects are full year subjects and are listed as 1 and 2 (e.g. French 1 and 2).

Please see 'Subjects by Year Level' page for subject options.

Semester 1	English	Maths	*Science	History or Geography	Any Arts Course	Any Technologies Course	Choice
Semester 2	English	Maths	*Science	HPE	Any Arts Course	Choice	Choice

GLENUNGA INTERNATIONAL HIGH SCHOOL

YEAR 10–12 CURRICULUM

YEAR 10 CURRICULUM PATTERN

In Year 10 students are encouraged to think deeply about their pathway to further study or employment. Students are offered a wide degree of choice to give them the flexibility to pursue the pathway that best suits them. Students also develop their skills as independent learners so that they can be well prepared for the challenges of Year 12 study and beyond.

The Year 10 Curriculum Pattern requires:
- 2 Semesters of English or English as an Additional Language
- 2 Semesters of Maths
- 1 Semester Health & Physical Education
- 1 Semester of Action Project or Leadership[U]

The Action Project
This course is designed to build in our students, the skills necessary for success in the 21st Century. The 5C's (Creative & Critical Thinking, Collaboration, Communication, Citizenship and Character), figure prominently in the learning design of the Action Project. Working in teams students use design thinking to identify a problem or niche area, and then collaboratively develop solutions. Students develop entrepreneurial and innovative thinking skills and they develop skills and understandings in:
- Team work
- Independent and group problem solving
- Effective time management
- Research
- Pitching ideas to an audience
- Growth mindset and resilience required to use critical feedback to improve outcome
- Effective use of ICT
- Ethical behaviour.

Students will be awarded 10 credits toward the SACE upon successful completion of this course.

Leadership[U]
Leadership[U] is an exciting opportunity for our Year 10 students who are interested in being future leaders. Student Leaders need to be experts at building and maintaining relationships with various stakeholders. They inspire others to constantly strive for self-improvement, thereby positively impacting culture. The personal growth that students develop will be transferable to support students in their post school pathways. Assessment in this subject will be in the four areas: Team Building, Personal Leadership Development, Making Meaningful Change and a Reflection and Growth piece. The selection process will involve a 150 word statement and the details of one referee.

Exploring Identities and Futures (EIF)
Exploring Identities and Futures is a compulsory component of the SACE (10 credits) in which students must achieve a "C" grade or better to achieve SACE.

The EIF helps students make connections between their interests, subjects at school and post school pathways.

What do I need to study in Year 10 for Year 11?
In Year 10, English, Maths and Science offer several options for students to suit particular pathways. Read the descriptors in this guide carefully and pay close attention to the flow charts at the beginning of each Learning Area section. It is also advisable to read the **Requirements for Success** in each subject at Year 11 and Year 12 that you intend to study.

Should I choose the IB Diploma?
Although the IB Diploma does not start until Year 11, students select subjects in Year 10 that will prepare them for the Diploma course. The SACE is designed as a framework that meets the needs of a broad range of students who complete a Year 12 qualification to ensure that they can enter further study, training or employment. The IB Diploma however, is specifically designed to prepare students for university entrance. Consequently, it does not suit all students. An excellent preparation for university entrance nationally and internationally, it is valued highly by the universities for the challenging and intensive study required to achieve the Diploma. An advantage of the IB Diploma is that it is readily accepted by universities internationally.

Should I choose SACE?
The SACE begins in Year 10, where students undertake Exploring Identities and Futures and Action Project. Achieving a "C" grade or better in both of these subjects results in students attaining their first 20 out of the required 200 SACE Credits (i.e. 10 credits/subject). Students select their other subjects in Year 10 that begin to shape what their SACE pathway will look like in Year 11 and 12 (i.e. Stage 1 and 2). The SACE is designed to allow students to study areas of interest in depth. Students can choose to combine their SACE subjects with a VET course, one IB subject or even one University subject over Stage 1 and 2 in order to attain their SACE Certificate. Please note: VET Certificate II courses contribute to Stage 1 credits and Certificate III courses contribute to Stage 2 credits, with full Certificate III courses counting towards a student's ATAR. If a SACE student wishes to undertake a VET and an IB subject only one of these choices can count towards the student's ATAR.

To achieve SACE, for each Stage 2 subject, students will be asked to complete 70% of their study as school based assessment, which can range from project based tasks to practicals, written and multi-model tasks to tests, which are assessed internally. The remaining 30% of each subject is externally assessed by SACE moderators. This work is typically either an exam or an investigation of 2,000 words or 12-15 minutes multi-modal. SACE can be studied over any 3 years and therefore suits students who accelerate into study above their year level.

How do the SACE and the IB Diploma differ?
The universities value the comprehensive study that is part of the IB Diploma Curriculum Framework. In Year 12 IB students take 6 subjects across a range of required groups compared to the 3.5 required in SACE (or 4.5 for university entrance). In the IB all students study Language A (which for most students is English), a Maths, a Science, a Humanities and a second Language. SACE does not require English or Maths beyond Year 11 and does not require a Language. In addition the Theory of Knowledge in IB prepares students for the analytical thinking processes that university study demands and teaches them how to organize those thoughts.

Former students of the IB frequently comment on the ease with which they are able to transition to tertiary study. Both the SACE and the IB Diploma enable students to enter university.

What does this mean for University applications?
If the student is applying to enter university in South Australia then a conversion rate applies. The average ATAR, in the IB Diploma at Glenunga in the last 5 years has been between 95 and 96 out of 99.98 possible points.

How does scaling affect my SACE?
Year 12 SACE subjects are scaled to equate the degree of difficulty of one subject against another. Generally, the higher the grade the less you are impacted by scaling. Students need to select subjects based on interest and their likely success, not on scaling.

What subjects do I take if I want to study the IB Diploma in Year 11?
The following subjects are recommended for study in Year 10 to prepare for the IB Diploma:
- English Literary Studies 1 and Specialist English (Semester 2)
- Maths Methods 1 and 2.
- Specialist Physics, Specialist Chemistry or Specialist Biology. If students intend to study 2 sciences in the IB Diploma or in the SACE they should select 2 of these
- 2 semesters of a second language (usually this will be a Language Other than English).
- 1 semester of either Economics, Specialist History or Geography.
- Media Studies if you intend to study Film in the IB Diploma.

More detailed information on the SACE and the IB Diploma follow in this guide.

GLENUNGA INTERNATIONAL HIGH SCHOOL

YEAR 10–12 CURRICULUM

THE SACE COMPULSORY REQUIREMENTS

There are a number of Compulsory Requirements in the SACE. Students have to complete these requirements with a C grade or better or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR).

Exploring Identities and Futures (EIF)
Exploring Identities and Futures (EIF) is a compulsory 10 credit SACE subject. All students complete EIF regardless of their pathway choice for SACE or IB in Year 11. Students must complete this subject with at least a C grade or they will not be awarded their SACE or be eligible for an ATAR.

The purpose of this course is to provide students with the opportunity to explore their past, present and future. Students then put their capabilities into action to develop skills that will help them throughout their future. There is a significant focus on students connecting with people in the community and seeking feedback to support their personal development.

Literacy Stage 1
Students must complete 20 credits of literacy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying 2 semesters of an English or English as an Additional Language course. When selecting a literacy course for the SACE at Stage 1 students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the **Requirements for Success** carefully before selecting the most appropriate course for your pathway.

Numeracy Stage 1
Students must complete 10 credits of numeracy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying at least one semester of Maths. When selecting a numeracy course for the SACE at Stage 1, students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Activating Identities and Futures (AIF)
The subject Activating Identities and Futures (AIF) is a Stage 2 compulsory 10 credit subject. Students much complete this subject with at least a C minus grade or they will not be awarded the SACE or be eligible for an ATAR.

The purpose of this course is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output.

The focus and learning output developed should stem from interests, passions, skills and capabilities, aspirations or a combination of several of these. Approaches and focus areas can allow students to deepen an area of current personal interest or examine an area new to their experience and valuable to their ongoing development.

Approaches, contexts and strategies will vary with individual students. Development of a product, planning a service or social enterprise, examining a problem, question or theory using tertiary research methodology, or expanding a personal passion are all possible. Some students will decide to use this course to examine or extend their vocational, entrepreneurial or tertiary study aspirations.

Students who thrive in this course demonstrate agency, self-regulation, and evaluative judgement, reflective thinking, and ability to reveal thinking.

From 2023 Students will study Activating Identities and Futures in Year 11.

Stage 2
To achieve the SACE and be eligible for an ATAR, students must successfully complete 4 full year (20 credit) subjects at Stage 2, plus the Activating Identities and Futures. All SACE Stage 2 subjects offered at Glenunga allow students to achieve an ATAR.

Choosing extra subjects in Year 12 SACE
The school's resource allocation enables us to offer four full year subjects, plus the Activating Identities and Futures in Year 12 (Stage 2 SACE).

Students wishing to select an extra full year Stage 2 subject must apply in writing to the Director of Studies outlining the reasons why the additional subject is required. If students meet the Requirements for Success and the subject placement can be accommodated within our resources then it is likely to be approved.

Additional Requirements to Complete the SACE
Students must complete a total of 200 credits to be awarded the SACE. The compulsory subjects make up 110 credits. The other 90 credits can be selected from any subjects in Stage 1 or 2 depending on the student's pathway. Students taking a university pathway will have to study at least 90 credits at Stage Two (see Stage Two above).

VET subjects can be counted at both Stage One and Stage Two (see VET section). VET students must negotiate their SACE pathways and patterns personally with the VET Leader.

Recognised Learning
Students can count up to 80 credits of Community Learning for the SACE. No grade or score is attached to Community Learning. To obtain recognition of community learning the student must negotiate with either a Wellbeing Leader, the VET Leader or the SACE Leader and provide appropriate evidence of learning. The SACE recognises learning that happens in a range of community settings.

OTHER OPTIONS IN THE SACE

SACE Stage 2 Integrated Learning Pathway: University/TAFE or vocational
Students can count one Integrated Studies subject for an ATAR and two for SACE completion.

Length of course: Full Year

Course Aim:
To provide a flexible alternative to the study of Year 12 subjects that enables students to pursue an area of interest and a different assessment process. Except for Year 12 HPE Integrated Studies, this subject is negotiated with the Sub School Leader.

To develop the student's knowledge and skills in a subject through varying the learning process to personalise real-world tasks and learning opportunities. The product or outcome in the subject is negotiated with teacher/facilitator. The student must demonstrate collaboration, teamwork and self-awareness, and evaluate his/her learning.

Course description:
The flexibility of this subject enables students to undertake learning in a Year 12 subject and to vary the learning and assessment process to better suit the student. The course has four assessable components (Practical tasks, Group Activity, Folio/Discussion and a Project linked to the student's learning). The Integrated Learning and Assessment Plan is structured to best meet the needs and interests of the student and the subject.

Students will have the opportunity to explore the ways in which they demonstrate the capabilities in negotiation with the teacher/facilitator in different contexts, depending on the subject.

Assessment:
A range of tasks that have a reflection on individual growth and learning.

- Practical 30%
- Group Activity 20%
- Folio/Discussion 20%
- Project (External Assessment) 30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

YEAR 10–12 CURRICULUM

UNIVERSITY AND TAFE ENTRANCE IN THE SACE

IB Diploma Program
SACE students are able to count one IB subject in Year 12 towards their SACE and to obtain an ATAR. They must achieve at least a C- in their other three Year 12 SACE subjects to achieve the SACE and an ATAR.

Community Developed Programs
The SACE recognises qualifications such as the Australian Music Board Examinations, the Duke of Edinburgh Award and the Country Fire Service training program.

Self Directed Programs
Individual students can obtain credit from activities like participation in elite sport, directing a community play or organizing a community event or program such as land care or perhaps officiating in a community sports event.

Areas of Community Learning
- Community Development
- Performance
- Recreation Skills and Management
- Self developed
- Sports Skills and Management
- Volunteering
- Work Skills and Career Development.

Once students have met the requirements for the SACE and providing they have selected four 20 Credit Stage 2 subjects approved for tertiary entrance, then students are eligible for an Australian Tertiary Admission Rank (ATAR). The scores that students achieve in their four 20 Credit Stage 2 subjects and the Research Project determine the ATAR and therefore consideration for university courses.

Some universities interstate and overseas may have specific entrance requirements for courses. Students should check the relevant websites or contact the admissions departments directly.

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Therefore, students need to research these requirements before confirming their subject selections.

One of the most significant changes for students at Stage 1 is that once they have satisfied the Literacy and Numeracy requirements they choose their remaining subjects based on the pathway they intend to pursue through Year 10-12 to employment, training or further study. All Year 11 students are required to study five subjects in each semester giving them a possible 100 credits from this year. This increases students' choices and options for Stage 2 and beyond.

FOR MORE INFORMATION ON THE SACE CURRICULUM PLEASE CONTACT THE SACE LEADER

Examples of a typical program in the SACE
A typical Science, Maths and Technology pathway might look like:

Year 10
Stage 1 EIF 10 Credits (Compulsory)

Year 11
Stage 1 English 20 Credits (Compulsory); Stage 1 Pre Maths Methods 1 10 Credits (Compulsory); Stage 1 Pre Maths Methods 2 10 Credits (Choice).

Stage 1 Specialist Maths 10 Credits (Choice); Stage 1 Physics 20 Credits (Choice); Stage 1 Chemistry 20 Credits (Choice); Stage 1 Legal Studies 10 Credits (Choice); AIF 10 Credits (Compulsory).

TOTAL 110 Credits (including the EIF)

Year 12
Stage 2 Maths Methods 20 Credits; Stage 2 Physics 20 Credits.

Stage 2 Chemistry 20 Credits; Stage 2 Product Design 20 Credits.

TOTAL 90 Credits Stage 1 and 2 total: 200 Credits

What if I am an Arts, Humanities student?

Year 10
Stage 1 EIF 10 Credits (Compulsory)

Year 11
Stage 1 English 20 Credits (Compulsory); Stage 1 General Maths 1 10 Credits (Compulsory).

Stage 1 General Maths 2 10 Credits (Optional); Stage 1 Modern History 10 Credits (Optional); Stage 1 Media Studies A and B 20 Credits (Optional); Stage 1 A Visual Art 10 Credits (Optional); Stage 1 Japanese A and B 20 Credits (Optional); AIF 10 Credits (Compulsory).

TOTAL 110 Credits

Year 12
Stage 2 English 20 Credits; Stage 2 Modern History 20 Credits; Stage 2 Visual Art 20 Credits; Stage 2 Media Studies 20 Credits.

TOTAL 90 Credits Stage 1 and 2 total: 200 Credits

Requirements for Success
Requirements are designed to guide students and families in making the best decisions possible when selecting pathways and subjects that support them.

Requirements for Success are the standards that students need to demonstrate in Year 11 to predict success in subjects that follow into Year 12.

Learning Areas have identified the Requirements for Success that Year 11 students need to achieve in order to be successful in that subject in Year 12. The requirements are listed in the Curriculum Guide under the relevant Learning Area subjects offered in Year 11 for progression to Year 12. Students entering Year 12 will have to demonstrate the Requirements for Success to automatically be accepted into the follow on subject in Year 12. Students who do not meet the Requirements for Success for follow on subjects in Year 12, at the time Course Counselling occurs will not be able to select this subject. Student progress will then be monitored, and student enrolment in follow on subjects will be confirmed if and when the student demonstrates the Requirements for Success. Students who do not meet the Requirements for Success will be able to take the subject again at Year 11 level. Please read the information carefully in each of the Year 11 subjects that you intend to select.

GLENUNGA INTERNATIONAL HIGH SCHOOL

VET PATHWAYS

TAFE APPRENTICESHIPS AND EMPLOYMENT PATHWAY VOCATIONAL EDUCATION

In Years 10 to 12 Vocational Education and Training (VET) programs build upon Vocational Learning concepts. This pathway is designed to prepare students for the demands of moving into the workforce, or study at TAFE or a Registered Training Organisation (RTO). Some TAFE courses implement selection processes, based on demand for places in that course. In these cases bonus points are awarded for specified senior secondary subjects depending on the course.

Information on specific courses can be found on the TAFE website: www.tafesa.edu.au

What is VET?
Vocational Education and Training (VET) is a way for secondary students to experience the world of work and post-secondary school training whilst still remaining at school.

VET extends across a wide range of occupations and includes being able to develop specific industry related skills through off the job learning (at school or with another training provider) and/or on the job learning (at one or more workplaces). This is known as Structured Workplace Learning (SWL).

- Students will learn and train (both on and off the job) toward completing COMPETENCIES. These are specific parts of any vocational training program that tell other organisations and employers that you are capable (competent) of doing tasks consistently at certain levels e.g. Certificate II Retail.
- Competencies are developed and recognised nationally under the Australian Qualifications Framework.
- They are only 'signed off' through a Registered Training Organisation (RTO) by qualified people.

By providing students with learning in a particular area it will give them an advantage in the labour market and/or TAFE entry.

APPRENTICESHIPS

Students are also able to take a selection of VET courses and school subjects that will prepare them for entry into apprenticeships and traineeships, including **School Based Apprenticeships and Traineeships**. Practical involvement in structured workplace learning supports the student's development in this area.

VET and the SACE
In the SACE, students are able to count up to 150 credits from VET towards achieving their certificate.

At Stage 1, students can use VET up to 90 credits (from Certificate I and II competencies).

At Stage 2, students can use VET up to 60 credits (from Certificate III and IV competencies).

Students can gain an ATAR when using VET in Stage 2, by the completion of a recognised Certificate III level qualification (with other SACE requirements). If considering this option, it is recommended that the student meet with the VET Leader to discuss it.

Students choosing to use VET for the majority of their SACE must undergo specialist counselling from the VET Leader to ensure their VET course is mapped appropriately.

The following are examples of the most commonly chosen VET Pathways. There are a number of others available.

BARISTA

Option: Vocational

Pathway: Certificate II or III Hospitality (Food & Beverage)

Intended Destination
The hospitality industry is one of Australia's largest and fastest growing sectors. A Barista VET course is run once each term by a qualified trainer. The aim is for students to be able to gain knowledge, skills and experience in preparing and serving espresso coffee, providing quality customer service and following workplace hygiene procedures. This will prepare students for part-time or casual work or lead into further food and beverage courses. Personal hygiene practices apply to all personnel operating at all levels within industries, such as Kitchen Hands, Cooks, Chefs, Catering Staff, Cafe and fast food outlets. This is a mandatory requirement in all states for people in these positions.

Program Description
Students will learn how to make a wide range of coffee types using commercial espresso coffee machines, hygienically and in accordance with customer requirements.

This course will also provide students with the skills and knowledge to safely store, handle and prepare food in a manner which will ensure it is safe for consumption to patrons.

Course Information Duration: 3 days

SACE Potential: 5 credits Stage 2

Supporting SACE Subjects
- Food & Hospitality

ELECTROTECHNOLOGY (CAREER START)

Option: Vocational

Pathway: Certificate III (Apprenticeship)

Intended Destination
This certificate will provide an entry point for students wishing to become an Apprentice Domestic or Commercial Electrician, Data Technician, or Refrigeration & Air Conditioning Mechanic.

Program Description
The Certificate II in Electrotechnology (Career Start) qualification covers competencies for work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline. It comprises of classroom-based study and workshop practicals.

It is designed to prepare students for undertaking an apprenticeship in the Electrotechnology industry. The students will use a variety of tools and equipment learning technical skills. The course begins with basic equipment and correct techniques, moving through to more complex and technical tasks such as reading and interpreting wiring diagrams and then constructing the circuit from scratch.

SACE Potential: 50 Stage 1 credits

Supporting SACE Subjects
- Innovation and Design
- Physics
- Essential Mathematics
- Workplace Practices (highly recommended)

GLENUNGA INTERNATIONAL HIGH SCHOOL

VET PATHWAYS

ENGINEERING

Option: Vocational

Pathway: Certificate III (Apprenticeship)

Intended Destination
Employment pathways include school based or full time apprenticeships and work in metals engineering, manufacturing, civil construction, mining and toolmaking. It may also lead to Diploma or Advanced Diploma in Engineering or, Bachelor Degree in Engineering.

Pathway Overview
The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. There are 12 competencies covering a range of engineering subjects including fabrication, machining, welding, using tools and equipment, assembling engineering mechanisms and career development. The course finishes with students undertaking a group engineering project.

SACE Potential: 40 Stage 1 credits

Supporting SACE Subjects
- Engineering and Design
- Product Design
- Physics
- Essential Mathematics
- Workplace Practices (highly recommended)

CONSTRUCTION PATHWAYS

Option: Vocational

Pathway: Building, Furnishing & Plumbing (Cert II Construction)

Intended Destination
This certificate reflects the role of entry level employees within the construction industry. Further study in Certificate III in Construction and/or School Based New Apprenticeships and/or a Full Apprenticeship in the building construction industry may follow this.

Program Description
The Construction Pathways full year program is a highly practical course which is supported by theory and is designed for students wishing to explore a career in the building and construction industry. The focus is on providing hands on practical experience in the trade areas of carpentry, concreting, tiling, painting and decorating, joinery, plastering, plaster board fixing/flushing, bricklaying and demolition.

Students complete competencies from the Construction Training package. Students will complete their National White Card training which is the regulatory authority requirement before entry to a work site. High standards of safe work practices are expected and enforced throughout the course. All students are required to organise and participate in Structured Workplace Learning in industry settings.

SACE Potential: 40 Stage 1 Credits

Supporting SACE Subjects
- Engineering and Design
- Physics
- Essential Mathematics
- Workplace Practices (highly recommended)

HOSPITALITY

Option: Vocational

Pathway: Hospitality, Travel and Tourism

Intended Destination
On completion of this course students will be prepared for entry into the hospitality industry, possibly through part or full-time work or a traineeship. It will also expand knowledge and skills of students already working casually in the industry. Pathways exist for further study post-school through Regency TAFESA, ICHM or university. Students can choose from a range of qualifications including Certificate III, IV, Diploma, Advanced Diploma and Bachelor degree with a range of qualifications recognised internationally.

Program Description
This course offers a practical approach to developing knowledge, skills and appreciation of food preparation processes in the hospitality industry. Delivery of the course is in a commercial kitchen within the hospitality skills centre which also incorporates a training restaurant. Students are provided with the opportunity to practice their skills through participation in a number of different catering experiences, ranging from the preparation of take-away foods to finger food for cocktail parties and sit down luncheons or dinner menus. Industry knowledge is broadened through an industry focus day where students visit at least one commercial enterprise, and through work experience in a commercial kitchen.

S**ACE Potential:** 35 Stage 1 Credits

Supporting SACE subjects
- Art
- Language
- Biology
- Workplace Practices (highly recommended)
- English
- Mathematics

VISUAL EFFECTS COURSE

Option: Vocational

Pathway: Film, Television, Multimedia and Entertainment

Intended Destination
Completion of this course may lead to a Certificate IV in Screen and Media, higher lever courses and degrees in 3D Modelling and Animation, Game Art and Visual Effects. After further study possible entry level job titles relevant to this qualification include Paint & Roto artist, Matchmover/Tracking artist and can lead into roles like Compositor, Production Assistant, VFX Assistant and Digital Artist Assistant.

Program Description
Students undertaking this course will gain basic and fundamental knowledge about Film and VFX (Visual Effects). Adobe Premiere, Adobe After Effects, Adobe Photoshop, Adobe Audition and Autodesk Maya will be used in conjunction with live action and greenscreen filming to develop, edit and create videos with effects and more. Throughout the year industry guest speakers visit to discuss VFX jobs and pathways, and give feedback on students work.

SACE Potential: 85 Stage 2 credits

Suitability: Year 11 and Year 12 students

Supporting SACE subjects
- Digital Technologies
- Media Studies
- Creative Arts
- Workplace Practices (highly recommended)

GLENUNGA INTERNATIONAL HIGH SCHOOL

VET PATHWAYS

INFORMATION TECHNOLOGY CERTIFICATE III

Option: Vocational

Pathway: IT Support for organisations

Intended Destination
Students completing this course may seek employment in a range of information technology support roles, such as information technology technicians, customer service representatives, client support and help desk officers. Students may also seek to undertake further studies in the information and communications technology industry.

Pathway: Higher level Certificate IV, Diploma and degree courses.

Program Description
This course provides skills and knowledge for students to become competent in a wide range of general information and communications technologies (ICT) and technical functions. The experience gained enables students to achieve a degree of self-sufficiency as an advanced ICT user. The competencies include techniques in installing and configuring hardware and operating systems, supporting users by troubleshooting software, hardware and peripheral faults, configuring, troubleshooting and administering networks, application software, introductory programming techniques and basic website development. A person with these competencies would have the skills to work effectively in an ICT environment and knowledge of critical, creative thinking skills, privacy policies and communicating with clients.

SACE Credits: 65 Stage 2 Credits

Supporting SACE Subjects
- Digital Technologies
- Workplace Practices (highly recommended)

GAME DESIGN

Option: Vocational

Pathway: Certificate IV, Diploma or Degrees in virtual reality and game design

Intended Destination
Completion of this full certificate course may lead to further study in Certificate IV in Screen and Media, higher-level courses and degrees in 3D Modelling and Animation, Game Design and Production, Game Art and Visual Effects, Digital and Interactive Media. Depending upon students' individual course specialisations further training may get them employment in: Film and Television sectors, Game Production Studios and the Visual Effects Industry.

Program Description
Students undertaking this face-to-face course will investigate genres and draft a game design through storyboarding. The major final products will be the creation of a game: using tools such as Gamemaker, Unreal Developing Kit (UDK) or Unity, plus a virtual reality (VR) environment walk through using VR headsets and a 3D Animation. Students will also design and develop 3D models & environments, print 3D objects, digitally draw: 2D Characters, Logos & Merchandise, record and create Sound Effects and Radio Advertisements, to ensure that they are able to develop all elements of a game.

SACE Credits: 75 Stage 2 credits

Supporting SACE Subjects
- Digital Technologies
- Workplace Practices (highly recommended)

ANIMAL CARE AND HUSBANDRY

Option: Vocational

Pathway: Certificate IV, Diploma or Degrees in Animal related industries

Intended Destination
This program covers a Certificate III in Rural Operations and will provide very useful underpinning knowledge for the following fields and study for furthering animal care related career options such as Veterinarians, Vet Nursing, Parks and Wildlife/Zoos, Wildlife Rescue, Pet Industry, Animal Welfare – RSPCA, Working Dog Training, Life Stock Agent, Stock Feed Merchant.

Program Description
This course is designed for students who are passionate about animals and interested in the Animal Care Industry. Students will learn about animal nutrition, anatomy and safe handling techniques, animal first aid and the correct administer of medication. Theoretical work will be completed in sessions at Oakbank Area School or Urrbrae Agricultural HS with practical work also occurring at Oakbank Area School or Urrbae Agricultural HS, local Pastoral Properties and Monarto Zoo. Practical workshops involve working with domestic animals, wildlife and livestock. This course is delivered over an intensive 1 year period (this best suits animal growth and animal husbandry cycles. Students are expected to have prior exposure to caring for animals (i.e. pet, farming or work experience).

SACE Credits: Up to 110 Stage 2 credits

Supporting SACE Subjects
- Science
- Biology
- Workplace Practices (highly recommended)

WORKPLACE PRACTICES SACE STAGE 1 OR 2

Credits: 1 Semester, Stage 1 (10) or Full year, Stage 2 (20)

Assumed Knowledge: None

Pathway: TAFE, University (Business, Commerce, Industrial Relations) or Workforce

Requirements for Success: Nil

Course Aim
Students develop knowledge and understanding of the nature, type and structure of the workplace. Specific areas include, for example, the changing nature of work; Industrial Relations and legislation; safe and sustainable workplace practices; technical and industry related skills; and issues in industry and workplace contexts.

Course Description
Students must undertake folio tasks, keep a performance portfolio and complete reflections as well as Vocational Learning and/or VET.

Assessment items can cover: the changing nature of work; Industrial Relations; finding employment; portfolio/journal; workplace reflection and an issues investigation or practical.

Assessment:
School Based Assessment:

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

25-30 hours of work placement is essential for Stage 1 and 50-60 hours for Stage 2. It could be work experience, paid work, simulated training, voluntary work or structured work placement.

For a complete list of courses available visit the Vocational Education and Training page of the GIHS website.

gihs.sa.edu.au/specialist-programs/vocational-education-training/

GLENUNGA INTERNATIONAL HIGH SCHOOL

VET PATHWAYS

ADVANCED GYM BASED PROGRAMS FOR INDIVIDUAL CLIENTS

Semester 1

The 'Advanced Gym Based Programs for Individual Clients' skills cluster is a hands-on taster of the SIS30321 Certificate III in Fitness which provides you with the knowledge and skills to enjoy an active role and career as a Gym Instructor.

The units of assessments will provide you with the skills to tailor client assessments, assist gym members with correct technique and equipment usage, and develop/demonstrate fitness programs.

ADVANCED FITNESS (CLIENT SCREENING)

Semester 2

'Advanced Fitness (Client Screening)' allows students to learn specialised abilities relevant to the fitness industry including in depth client assessment and evaluation. Students will engage with industry to develop expertise in using advanced screening techniques to ensure the safety, suitability, and effectiveness of fitness programs for their clients and communities.

Job Pathways Available:

- • Personal Trainer
- • Fitness Program Coordinator
- • Fitness Assessment Specialist
- • Sports Performance Coach
- • Health and Wellness Consultant
- • Group Exercise Instructor
- • Rehabilitation Fitness Specialist
- • Corporate Wellness Coordinator

ALLIED HEALTH ASSISTANT

Option: Vocational

Pathway: Certificate IV, Diploma or Degrees in health and medical related industries

Intended Destination
This qualification enables you to work in entry-level positions across a wide range of positions in the health sector such as Patient Care Assistance, Occupation Therapy assistance and Physiotherapy Assistance. Allied Health graduates are required in a range of different health industry setting including hospitals, medical practices, schools, and community health centres. Students who successfully complete this course may be eligible to continue further study in any health-related course

Program Description
Are you a caring and nurturing person who likes to interact with others? The Doctors and Nurses in the Health Industry rely on skilled staff to help them with patient care and well-being. This course will introduce students to all aspects of patient care and support. This qualification reflects the role of allied health assistants who aid allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect, or remote supervision of an allied health professional. This course is a good introduction to anyone considering a career in the Health or Care industries. An Aged Carer could work independently, while a Nursing Assistant or Allied Health Assistant would work under the direction of social workers, Physiotherapists, Nutrition & Dietetics, Speech Pathologists, Occupational Therapists, Podiatrists, Doctors and Nursing staff.

SACE Credits: 70 Stage 2 credits

Supporting SACE Subjects

- Science
- Biology
- Chemistry
- Workplace Practices (highly recommended)

OTHER VET PROGRAMS

School Based Apprenticeships
This program enables year 11 or 12 students to complete their SACE, obtain industry recognised units of work while being paid for their on-the-job training. Students attend school for 2-4 days and work 1-3 days a week. They are employed for between 10 and 15 hours per week with 3 hours per week allocated to structured training in the workplace. This option is not recommended for students wanting tertiary entrance.

How do I get more information?

- Learn more about SA Government School based apprenticeships: www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships
- Learn more about Australian Apprenticeship Pathways: www.aapathways.com.au/about/australian-school-based-apprenticeships
- Contact Alex Turnbull on alex.turnbull352@schools.sa.edu.au
- **Visit the SACE Board website:** www.sace.sa.edu.au/web/vet

Watch out for regional information evenings, related industry visits and VET program sessions.

GLENUNGA INTERNATIONAL HIGH SCHOOL

SPECIAL INTEREST PROGRAMS

INTERNATIONAL BACCALAUREATE DIPLOMA (IB)

Glenunga International High School offers senior students the opportunity to study the two year International Baccalaureate Diploma course in Years 11 and 12.

The aims of the IB Diploma are:

- To provide students with a broad, general and balanced education which will enable them to participate effectively in society
- To encourage students to learn how to learn, how to analyse, how to reach considered conclusions about human beings, their languages and literature, their functioning in society and the scientific forces of their environment
- To develop the ability to explore the relationship between the various disciplines
- To ensure that students engage in critical reflection on the knowledge and experience acquired, both within and beyond the classroom
- To encourage students to formulate rational arguments
- To provide students with the opportunity to engage in independent research, developing skills in organisation and in the logical and coherent expression of ideas
- To challenge and extend individual students by developing a spirit of discovery and self-reliance as well as encouraging individual skills and interests
- To facilitate student mobility and provide an educational service to the internationally mobile community
- To improve and extend international education and so promote and further international understanding.

IB Requirements
Candidates are required to take six subjects, one from each group, over a period of two years. The six groups are:

Group 1. English Language and Literature A, Chinese Literature A. Other languages can be studied using a Self Taught model and must be negotiated with the IB Leader.

Group 2. Mandarin B, French B, Japanese B, English B, Indonesian B (ab initio), Spanish B (ab initio).

Group 3. World History, Geography, Economics, Psychology.

Group 4. Chemistry, Physics, Biology, Environmental Systems and Societies*.

Group 5. Mathematics: Analysis and Approaches or Mathematics: Application and Interpretation.

Group 6. Visual Arts, Film, Music or a second subject from groups 2, 3 or 4.

*Environmental Systems and Societies may be studied as either a Group 3 or a Group 4 subject or to fufil both the Group 3 and 4 requirement. It is anticipated subject completed in Year 11.

Other languages may be studied. This must be negotiated with the IB Leader. Three subjects must be taken at Higher Level and three subjects at Standard Level. Students need to achieve a 5 grade in Year 11 in the subjects they wish to study at Higher Level. In addition, students must study the IB Core course, which includes the following requirements:

(a) Extended Essay
The Extended Essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. It is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school).

(b) Theory of Knowledge (TOK)
Theory of knowledge (TOK) is about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. This allows students to develop an enduring fascination with the richness of knowledge.

(c) Creativity, Activity, Service (CAS)
Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning, providing further opportunities for students to develop the IB Learner Profile characteristics.

Assessment
Assessment in the IB Diploma occurs mainly at the end of the two year course in the form of externally marked exams for most subjects. Each subject also includes internal assessment which is marked internally but moderated by IB.

External Assessment
Written Examinations (November of Year 12)
Extended Essay, submitted coursework in some subjects.

Internal Assessment
These are usually independent assignments that are marked internally and moderated by the IB, including field work, laboratory work, oral presentations and investigations.

IB Fees
Assessment, examination and administration fees as charged by the International Baccalaureate Organisation need to be covered by families.

For more detailed information, please download or ask for a copy of the International Baccalaureate booklet produced by the school.

GLENUNGA INTERNATIONAL HIGH SCHOOL

SPECIAL INTEREST PROGRAMS

IGNITE PROGRAM

Our school is a designated special interest school for gifted and talented learners. We deliver robust programs designed to support students with high intellectual potential.

Students are selected through the ACER entrance test. As part of our commitment to developing the potential of all students, we utilise teaching strategies and curriculum to support our high intellectual potential learners.

From 2024 onwards, we are looking to use Year 7 in a more meaningful and intentional way to best support our Ignite learners. We know that a single test is not always the most accurate way of capturing the capabilities and potential of students, and we want students to have multiple opportunities to demonstrate their skills and potential.

Under this new model, Year 7 students will access a challenging and robust curriculum, with more opportunities to take responsibility for their learning, and present their skills in new and exciting ways. This learning will guide us with the placement of students into their Year 8 groups that are best suited to a student's learner readiness.

Extension Studies
A focus on complex and in-depth work within students' current grade or year level. Exciting and challenging curriculum for even the most curious learner. Extension is not designed to be more of the same type of work, but instead work that is designed to stretch the students' understanding without moving them to a higher year level.

Acceleration Studies
Can involve facilitating a student demonstrating giftedness to be placed in a more advanced class that matches and supports their learning needs and capabilities. It can be across multiple subjects or a single subject.

Students in the Year 8.00 Ignite compacted class moving directly to Year 10 will study the following curriculum pattern:

Semester 1	IGNITE ENGLISH	IGNITE MATHS	IGNITE SCIENCE	IGNITE HISTORY	IGNITE HEALTH AND PHYSICAL EDUCATION	CHOICE	CHOICE
Semester 2	IGNITE ENGLISH	IGNITE MATHS	IGNITE SCIENCE	IGNITE CHOICE	ACTION PROJECT	CHOICE	CHOICE

Students in the Year 9 IGNITE classes will study the following curriculum pattern in Year 10:

Semester 1	IGNITE ENGLISH	IGNITE MATHS	CHOICE	CHOICE	HEALTH AND PHYSICAL EDUCATION	CHOICE	CHOICE
Semester 2	IGNITE ENGLISH	IGNITE MATHS	CHOICE	ACTION PROJECT	CHOICE	CHOICE	CHOICE

For all IGNITE students, free choices can include:
- Humanities subjects
- Arts subjects
- Languages or Language Immersion
- Technologies subjects

GLENUNGA INTERNATIONAL HIGH SCHOOL

SPECIAL INTEREST PROGRAMS

EDUCATION PROGRAMS FOR IDENTIFIED LEARNING NEEDS

Our school provides personalised learning for all students including those that require specific learning support. Through planned and structured programs, working in partnership with families, teachers and service providers, the school ensures that all students gain a broad, balanced education that prepares them for effective participation and transition in our society.

These programs may involve:

- Lesson support in the year level classroom and where necessary specific small group literacy and numeracy coaching
- Personalised programs and negotiated expectations between students, teachers and families
- Access to outside programs such as Prospect Centre, Flexible Learning Option, Work Ready Program and Vocational Educational Training (VET)
- Links with support agencies for post-school transition.

POD LEARNING SUPPORT

The POD is a multipurpose learning space staffed with a range of teaching and support personnel. We provide learning, behavioural and emotional support to students. Students who have identified learning difficulties may have a reduced timetable to work in The Pod with support from staff to manage their learning. During this time they receive support in breaking down tasks, navigating virtual learning environments (VLE's), processing information and organisation. Literacy and Numeracy support is provided through tutors and teachers with specialist knowledge.

For further information on the programs contact our POD Team.

INTERNATIONAL STUDENT PROGRAM

The International Student Program consists of temporary residents who elect to study at Glenunga International High School in a range of programs offered by the school. These include Intensive Secondary English Course (ISEC), the High School Graduate Program, (SACE or International Baccalaureate Diploma), Study Abroad Program and Study Tour Program. Students pay full international academic fees and generally participate in the home stay program.

For further information on the programs contact our International Student Program Team.

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 10 TO YEAR 11 SACE

Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 10 to predict success in Year 11 SACE subjects.

ARTS

Year 11 Subject	Required Subject(s)	Grade Required
11 MUSIC ADVANCED	MUSIC MASTERY: UNLOCK YOUR POTENTIAL IN COMPOSITION, PERFORMANCE & ANALYSIS	B OR BETTER (SEE SUBJECT DESCRIPTOR)
11 CREATIVE ARTS A	ANY 10 ARTS SUBJECT	B OR BETTER
11 CREATIVE ARTS B	ANY 10 ARTS SUBJECT	B OR BETTER
11 DRAMA	10 DRAMA A OR B	B OR BETTER
11 VISUAL ARTS - ART/DESIGN	10 ART/DESIGN A OR B	B OR BETTER
11 MEDIA STUDIES	10 MEDIA STUDIES	B OR BETTER

ENGLISH / EAL

Year 11 Subject	Required Subject(s)	Grade Required
ENGLISH LITERARY STUDIES 1 & 2	SPECIALIST ENGLISH OR 10 ENGLISH LITERARY CREATION AND RESPONSE	B OR BETTER
ENGLISH	10 ENGLISH CREATION AND RESPONSE	B OR BETTER
ESSENTIAL ENGLISH	10 FOUNDATIONAL SKILLS FOR SENIOR ENGLISH	NIL
ENGLISH AS AN ADDITIONAL LANGUAGE STUDIES	10 ENGLISH AS AN ADDITIONAL LANGUAGE	C OR BETTER

HEALTH AND PHYSICAL EDUCATION

Year 11 Subject	Required Subject(s)	Grade Required
SPECIALIST PHYSICAL EDUCATION A AND PHYSICAL EDUCATION B	10 SPECIALIST PHYSICAL EDUCATION	B OR BETTER
SPORT STUDIES	ANY YEAR 10 HEALTH AND PHYSICAL EDUCATION SUBJECT	C OR BETTER
ACTIVE LIFESTYLES	ANY YEAR 10 HEALTH AND PHYSICAL EDUCATION SUBJECT	C OR BETTER
HEALTH AND WELLBEING	YEAR 10 HEALTH AND PHYSICAL EDUCATION OR OUTDOOR PURSUITS	C OR BETTER

HUMANITIES

Year 11 Subject	Required Subject(s)	Grade Required
ANY HUMANITIES	ANY 10 HUMANITIES	C OR BETTER

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 10 TO YEAR 11 SACE

Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 10 to predict success in Year 11 SACE subjects.

LANGUAGES

Year 11 Subject	Required Subject(s)	Grade Required
CHINESE BACKGROUND SPEAKERS	10 CHINESE	C OR BETTER
CHINESE CONTINUERS	10 CHINESE	C OR BETTER AND C OR BETTER IN EXAM
FRENCH CONTINUERS	10 FRENCH	C OR BETTER AND C OR BETTER IN EXAM
JAPANESE CONTINUERS	10 JAPANESE	C OR BETTER AND C OR BETTER IN EXAM
SCHOOL OF LANGUAGES SUBJECTS	SEE SCHOOL OF LANGUAGE FOR THEIR CRITERIA	

MATHEMATICS

Year 11 Subject	Required Subject(s)	Grade Required
MATHS METHODS 1, 2	10 PRE-MATHS METHODS 1, 2	PASSING GRADES WITH AT LEAST ONE B
SPECIALIST MATHS 1, 2	10 PRE-MATHS METHODS 1, 2 AND 10 SPECIALIST MATHS	PASSING GRADES IN BOTH SEMESTERS OF YEAR 10 PRE-MATHS METHODS AND 10 SPECIALIST MATHS WITH AT LEAST B GRADES
GENERAL MATHS	10 PRE-GENERAL MATHS	B OR BETTER

SCIENCE

Year 11 Subject	Required Subject(s)	Grade Required
AVIATION - SCIENTIFIC STUDIES	ANY 10 SCIENCE AND/OR MATHEMATICS	C OR BETTER
BIOLOGY A & BIOLOGY B	10 SPECIALIST BIOLOGY OR BIOMEDICAL SCIENCE (ON APPROVAL)	C GRADES OR BETTER
CHEMISTRY 1 & CHEMISTRY 2	10 SPECIALIST CHEMISTRY	C GRADES OR BETTER
NUTRITION A & NUTRITION B	ANY 10 SCIENCE	C OR BETTER IN 10 SCIENCE
PHYSICS 1 & PHYSICS 2	10 SPECIALIST PHYSICS	C GRADES OR BETTER
PSYCHOLOGY A & PSYCHOLOGY B	ANY 10 SCIENCE	C OR BETTER IN 10 SCIENCE

TECHNOLOGIES

Year 11 Subject	Required Subject(s)	Grade Required
FOOD TECHNOLOGIES A	10 FOOD TECHNOLOGIES	C OR BETTER
FOOD TECHNOLOGIES B	10 FOOD TECHNOLOGIES	C OR BETTER
DIGITAL TECHNOLOGIES	10 DIGITAL TECHNOLOGIES	C OR BETTER
PRODUCT DESIGN	10 PRODUCT DESIGN	C OR BETTER
ENGINEERING & DESIGN	10 ENGINEERING & DESIGN OR 10 BUILT ENVIRONMENT	C OR BETTER
ARCHITECTURAL DESIGN	10 ENGINEERING & DESIGN OR 10 BUILT ENVIRONMENT	C OR BETTER

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 10 TO YEAR 11 INTERNATIONAL BACCALAUREATE

Requirements for Success criteria describe the standards that students need to achieve in Year 10 to predict success in the IB in Year 11.

ARTS

Year 11 Subject	Required Subject(s)	Grade Required
FILM	10 MEDIA STUDIES	B OR BETTER
MUSIC	MUSIC MASTERY: UNLOCK YOUR POTENTIAL IN COMPOSITION, PERFORMANCE & ANALYSIS	SATISFACTORY COMPLETION
VISUAL ART	10 ART OR DESIGN	B OR BETTER

ENGLISH

Year 11 Subject	Required Subject(s)	Grade Required
ENGLISH A	10 SPECIALIST ENGLISH (FULL YEAR) - SEE GUIDE FOR MORE INFORMATION	B OR BETTER
ENGLISH B	10 ENGLISH AS AN ADDITIONAL LANGUAGE	SATISFACTORY COMPLETION

LANGUAGES

Year 11 Subject	Required Subject(s)	Grade Required
MANDARIN B	10 CHINESE	B OR BETTER
FRENCH B	10 FRENCH	B OR BETTER
JAPANESE B	10 JAPANESE	B OR BETTER
CHINESE A	SEE SUBJECT DESCRIPTOR	
SCHOOL OF LANGUAGES – CONTINUERS	SEE SCHOOL OF LANGUAGES FOR THEIR CRITERIA	

HUMANITIES

Year 11 Subject	Required Subject(s)	Grade Required
ECONOMICS	10 HISTORY, 10 ECONOMICS OR 10 GEOGRAPHY	B OR BETTER
GEOGRAPHY	10 HISTORY, 10 ECONOMICS OR 10 GEOGRAPHY	B OR BETTER
WORLD HISTORY	10 HISTORY, 10 ECONOMICS OR 10 GEOGRAPHY	B OR BETTER
PSYCHOLOGY	ANY 10 HUMANITIES OR SPECIALIST SCIENCE	B OR BETTER

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 10 TO YEAR 11 INTERNATIONAL BACCALAUREATE

Requirements for Success criteria describe the standards that students need to achieve in Year 10 to predict success in the IB in Year 11.

MATHEMATICS		
Year 11 Subject	**Required Subject(s)**	**Grade Required**
MATHEMATICS: ANALYSIS & APPROACHES (ANA)	10 SPECIALIST MATHS, 10 PRE-MATHS METHODS OR 10 IGNITE MATHS	HIGHER LEVEL: A GRADE IN YEAR 10 SPECIALIST MATHS (OR EQUIVALENT) AND AT LEAST 80% IN THE EXAM. STANDARD LEVEL: B GRADE OR GREATER IN YEAR 10 SPECIALIST MATHS (OR EQUIVALENT) AND AT LEAST 70% IN THE EXAM. MUST RECEIVE A 4 OR BETTER EACH SEMESTER TO CONTINUE AT THE SAME LEVEL.
MATHEMATICS: APPLICATIONS & INTERPRETATION (API)	10 PRE-MATHS METHODS OR 10 IGNITE MATHS	B OR BETTER

SCIENCE		
Year 11 Subject	**Required Subject(s)**	**Grade Required**
BIOLOGY	10 SPECIALIST BIOLOGY	B OR BETTER
CHEMISTRY	10 SPECIALIST CHEMISTRY	B OR BETTER
ENVIRONMENTAL SYSTEMS & SOCIETIES	ANY YEAR 10 SPECIALIST SCIENCE COURSE	B OR BETTER
PHYSICS	10 SPECIALIST PHYSICS	B OR BETTER

Year 11 to Year 12 International Baccalaureate
Requirements for Success criteria describe the standards that students need to achieve in Year 11 to predict success in the IB in Year 12.

Two simple criteria apply (based on results in the Term 4 Report):
1. Students must achieve 4 or more (out of 7) for all six of their subjects
2. The minimum total from all subjects is 24 points.

Note: In mid term 3 of Year 11, students will need to select 3 subjects to be studied at Higher Level.
For a subject intended for Higher Level, they should have achieved a 5 grade in Semester 1.

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 11 INTERNATIONAL BACCALAUREATE TO YEAR 12 SACE

Requirements for Success criteria describe the standards that students need to achieve in Year 11 IB to predict success in Year 12 SACE.

ARTS

Year 12 Subject	Required Subject(s)	Grade Required
CREATIVE ARTS	ANY 11 IB ARTS SUBJECT	4 OR BETTER
DRAMA	11IB THEATRE	5 OR BETTER
MEDIA STUDIES	11 FILM	5 OR BETTER
MUSIC	11 IB MUSIC	5 OR BETTER
VISUAL ARTS - ART	11 VISUAL ART	5 OR BETTER
VISUAL ARTS - DESIGN	11 VISUAL ART	5 OR BETTER

ENGLISH / EAL

Year 12 Subject	Required Subject(s)	Grade Required
ENGLISH LITERARY STUDIES	11 ENGLISH A	5 OR BETTER
ENGLISH	11 ENGLISH A	4 OR BETTER
ENGLISH ESSENTIAL	11 ENGLISH A	3 OR BETTER
ENGLISH AS AN ADDITIONAL LANGUAGE ESSENTIAL	11 ENGLISH B	SEE EAL LEADER
ENGLISH AS AN ADDITIONAL LANGUAGE STUDIES	11 ENGLISH B	SEE EAL LEADER

LANGUAGES

Year 12 Subject	Required Subject(s)	Grade Required
CHINESE CONTINUERS	11 MANDARIN B	4 OR BETTER
CHINESE BACKGROUND	11 CHINESE A	4 OR BETTER
FRENCH	11 FRENCH B	4 OR BETTER
JAPANESE	11 JAPANESE B	4 OR BETTER
ANY SCHOOL OF LANGUAGE COURSE	SEE SCHOOL OF LANGUAGE FOR THEIR CRITERIA	

HUMANITIES

Year 12 Subject	Required Subject(s)	Grade Required
BUSINESS INNOVATION	ANY 11 IB HUMANITIES SUBJECT	4 OR BETTER
LEGAL STUDIES	ANY 11 IB HUMANITIES SUBJECT	4 OR BETTER
MODERN HISTORY	11 WORLD HISTORY	4 OR BETTER

REQUIREMENTS FOR SUCCESS

YEAR 11 INTERNATIONAL BACCALAUREATE TO YEAR 12 SACE

Requirements for Success criteria describe the standards that students need to achieve in Year 11 IB to predict success in Year 12 SACE.

MATHEMATICS		
Year 12 Subject	**Required Subject(s)**	**Grade Required**
SPECIALIST MATHS	11 MATHEMATICS: ANALYSIS & APPROACHES HL	6 OR BETTER
MATHS METHODS	11 MATHEMATICS: ANALYSIS & APPROACHES HL OR	4 OR BETTER
	11 MATHEMATICS: ANALYSIS & APPROACHES SL	5 OR BETTER
GENERAL MATHS	11 MATHEMATICS: ANALYSIS & APPROACHES SL OR 11 MATHEMATICS: APPLICATIONS & INTERPRETATIONS (API)	4 OR BETTER
ESSENTIAL MATHS	11 MATHEMATICS: APPLICATIONS & INTERPRETATIONS (API)	4 OR BETTER

SCIENCE		
Year 12 Subject	**Required Subject(s)**	**Grade Required**
BIOLOGY	ANY 11 IB SCIENCE SUBJECT	4 OR BETTER
CHEMISTRY	11 IB CHEMISTRY	4 OR BETTER
NUTRITION	ANY 11 IB SCIENCE SUBJECT	4 OR BETTER
PHYSICS	11 IB PHYSICS	4 OR BETTER
PSYCHOLOGY	ANY 11 IB SCIENCE SUBJECT	4 OR BETTER

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 11 TO YEAR 12 SACE

Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 11 to predict success in Year 12 SACE subjects.

ARTS

Year 12 Subject	Required Subject(s)	Grade Required
CREATIVE ARTS	COMPLETION OF AT LEAST 1 SEMESTER OF ANY STAGE 2 ARTS SUBJECT OF ART OR DESIGN	B OR BETTER
DRAMA	11 DRAMA A OR DRAMA B	B OR BETTER
MEDIA STUDIES	11 MEDIA STUDIES A OR B	B OR BETTER
MUSIC	11 MUSIC	B OR BETTER
VISUAL ARTS - ART/DESIGN	COMPLETION OF AT LEAST 1 SEMESTER OF ART OR DESIGN	COMPLETION OF AT LEAST ONE 1 SEMESTER OF ART OR DESIGN

ENGLISH / EAL

Year 12 Subject	Required Subject(s)	Grade Required
ENGLISH LITERARY STUDIES	11 ENGLISH LITERARY STUDIES OR 11 IB ENGLISH A	SEE SUBJECT PAGE FOR DETAILS
ENGLISH	11 ENGLISH / ENGLISH LITERARY STUDIES / 11 IB ENGLISH A	B OR BETTER / B OR BETTER / 4 OR BETTER
ENGLISH ESSENTIAL	11 ENGLISH ESSENTIAL / 11 IB ENGLISH	B OR BETTER / 3 OR BETTER
ENGLISH AS AN ADDITIONAL LANGUAGE ESSENTIAL	11 ENGLISH AS AN ADDITIONAL LANGUAGE ESSENTIAL	C OR BETTER
ENGLISH AS AN ADDITIONAL LANGUAGE STUDIES	11 ENGLISH AS AN ADDITIONAL LANGUAGE STUDIES	B OR BETTER

HEALTH AND PHYSICAL EDUCATION

Year 12 Subject	Required Subject(s)	Grade Required
PHYSICAL EDUCATION	ANY STAGE 1 HEALTH AND PHYSICAL EDUCATION SUBJECT	B OR BETTER
HEALTH AND WELLBEING	HEALTH AND WELLBEING OR ENGLISH	B OR BETTER
SPORT STUDIES	ANY STAGE 1 HEALTH AND PHYSICAL EDUCATION SUBJECT	C OR BETTER

HUMANITIES

Year 12 Subject	Required Subject(s)	Grade Required
BUSINESS INNOVATION / LEGAL STUDIES	ANY 11 HUMANITIES	B OR BETTER
MODERN HISTORY / ANCIENT STUDIES	ANY 11 HUMANITIES	C OR BETTER

LANGUAGES

Year 12 Subject	Required Subject(s)	Grade Required
CHINESE BACKGROUND	11 CHINESE BACKGROUND	C OR BETTER
CHINESE CONTINUERS	11 CHINESE CONTINUERS	C OR BETTER AND C OR BETTER IN EXAM
FRENCH CONTINUERS	11 FRENCH CONTINUERS	C OR BETTER AND C OR BETTER IN EXAM
JAPANESE CONTINUERS	11 JAPANESE CONTINUERS	C OR BETTER AND C OR BETTER IN EXAM

Year 12 Research Project (in Semester 2 of Year 11): Students must attain a GPA of 11.0 or better in their Term 2 Year 11 report.

* Success in any Year 11 Humanities course can be used as a lead-in subject into any Year 12 Humanities course, but the school recommends doing the relevant Year 11 lead-in subject wherever possible.

GLENUNGA INTERNATIONAL HIGH SCHOOL

REQUIREMENTS FOR SUCCESS

YEAR 11 TO YEAR 12 SACE

Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 11 to predict success in Year 12 SACE subjects.

MATHEMATICS

Year 12 Subject	Required Subject(s)	Grade Required
SPECIALIST MATHS	11 MATHS METHODS 1, 2 AND SPECIALIST MATHS 1, 2	B AVERAGE OR BETTER
MATHS METHODS	11 MATHS METHODS 1, 2	B AVERAGE OR BETTER
GENERAL MATHS	11 GENERAL MATHS 1 & GENERAL MATHS 2 OR MATHS METHODS 1 AND 2	B AVERAGE OR BETTER
ESSENTIAL MATHS	PASSING GRADES IN BOTH SEMESTERS OF 11 GENERAL MATHS WITH AT LEAST ONE B GRADE.	

SCIENCE

Year 12 Subject	Required Subject(s)	Grade Required
AVIATION - SCIENTIFIC STUDIES 2	ANY YEAR 10 OR 11 SCIENCE AND/OR MATHS	B OR BETTER
BIOLOGY*	AT LEAST 1 SEMESTER COMPLETION OF ANY STAGE 1 SCIENCE	B GRADE OR BETTER + MIN 65% EXAM
CHEMISTRY	11 CHEMISTRY 1 AND OR CHEMISTRY 2	B OR BETTER + MIN 65% EXAM
PHYSICS	11 PHYSICS 1 & PHYSICS 2	B OR BETTER
PSYCHOLOGY*	STAGE 1 PSYCHOLOGY A OR B	B OR BETTER + MIN 65% EXAM
NUTRITION*	AT LEAST 1 SEMESTER COMPLETION OF ANY STAGE 1 SCIENCE	B GRADE OR BETTER

TECHNOLOGIES

Year 12 Subject	Required Subject(s)	Grade Required
FOOD TECHNOLOGIES	11 FOOD TECHNOLOGIES A OR FOOD TECHNOLOGIES B	C OR BETTER
DIGITAL TECHNOLOGIES	11 DIGITAL TECHNOLOGIES	C OR BETTER
ENGINEERING & DESIGN	11 ENGINEERING & DESIGN	C OR BETTER
PRODUCT DESIGN	11 PRODUCT DESIGN	C OR BETTER
ARCHITECTURAL DESIGN	11 ENGINEERING & DESIGN	C OR BETTER

* Success in any Year 11 Science course can be used as a lead-in subject into Year 12 Biology, Nutrition or Psychology, but the school recommends doing the relevant Year 11 lead-in subject wherever possible.

GLENUNGA INTERNATIONAL HIGH SCHOOL

SUBJECTS BY YEAR LEVEL

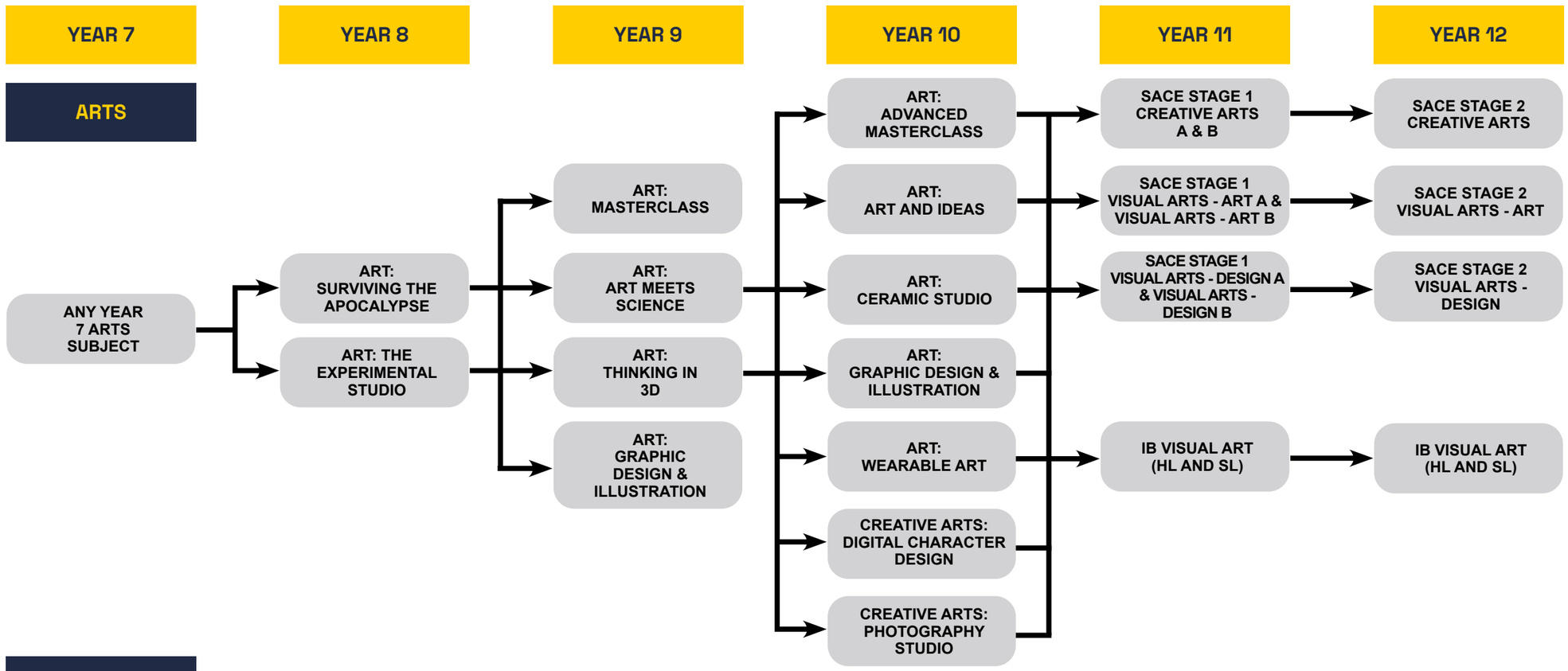
The subjects listed below are offered for study to students at Glenunga International High School.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 SACE STAGE 1	YEAR 12 SACE STAGE 2	INTERNATIONAL BACCALAUREATE YEAR 11 & 12
DRAMA: RUN AWAY TO THE CIRCUS	DRAMA: IN THE ROOM WHERE IT HAPPENS	DRAMA: THE ART OF MOVEMENT	CREATIVE ART: DIGITAL CHARACTER DESIGN	DRAMA A AND B	CREATIVE ARTS	FILM (HL AND SL)
DRAMA: SPOOKY STORIES TO TELL IN THE DARK	DRAMA: UNTOLD NARRATIVES	DRAMA: REIMAGINED REALITIES	CREATIVE ART: PHOTOGRAPHY STUDIO	MEDIA STUDIES A: DOCUMENTARY	DRAMA	MUSIC (HL AND SL)
MUSIC	MUSIC: AUDIO FUSE	DRAMA: GOTHIC DRAMA	DRAMA A AND B	MEDIA STUDIES B: FICTION	MEDIA STUDIES	VISUAL ARTS (HL AND SL)
ART: FLIGHT OF THE IMAGINATION	MUSIC: COMPOSITION MIXTAPE	MEDIA STUDIES	MEDIA STUDIES A: THE ART OF PERSUASION	MUSIC ADVANCED A AND B	MUSIC EXPLORATIONS	ENGLISH LITERATURE
ART: THE ART EXPLORER	ART: THE EXPERIMENTAL STUDIO	THE ART OF SONGWRITING: EXPLORING POPULAR AND PROGRAM MUSIC	MEDIA STUDIES B: THE STORY WITHIN	VISUAL ART: ART A AND B	MUSIC PERFORMANCE - SOLO/ ENSEMBLE	ENGLISH LANGUAGE AND LITERATURE
ENGLISH LITERACY PLUS	ART: SURVIVING THE APOCALYPSE	MUSICAL LANDSCAPES: EXPLORING AUSTRALIAN MUSIC AND WORLD MUSIC TRADITIONS	MIX MASTERS: EXPLORING SOUND PRODUCTION & LIVE MIXING	CREATIVE ARTS A AND B	VISUAL ARTS: ART	ENGLISH B
ENGLISH	ENGLISH LITERACY PLUS	SONIC FUSION: THE ART OF SOUND ENGINEERING, MUSIC TECHNOLOGY, AND DJING	BRIDGING GENERATIONS: EXPLORING CLASSICAL AND ROCK MUSIC	VISUAL ART: DESIGN A AND B	VISUAL ARTS: DESIGN	GEOGRAPHY YEAR 11
IGNITE ENGLISH	ENGLISH	ART: THINKING IN 3D	MUSIC MASTERY: UNLOCK YOUR POTENTIAL IN COMPOSITION, PERFORMANCE, AND ANALYSIS	ESSENTIAL ENGLISH	ENGLISH LITERARY STUDIES	ECONOMICS YEAR 11
HEALTH AND PHYSICAL EDUCATION	IGNITE ENGLISH	ART: ART MEETS SCIENCE	ART: ADVANCED MASTERCLASS	ENGLISH LITERARY STUDIES	ENGLISH	WORLD HISTORY YEAR 11
HUMANITIES	HEALTH AND PHYSICAL EDUCATION	ART: MASTERCLASS	ART: ART AND IDEAS	ENGLISH	ESSENTIAL ENGLISH	PSYCHOLOGY YEAR 11
CHINESE	GEOGRAPHY: CITIES AND COASTS	ART: GRAPHIC DESIGN & ILLUSTRATIONS	ART: CERAMIC STUDIO	ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	THEORY OF KNOWLEDGE
CHINESE HERITAGE	HISTORY: ERAS OF CHANGE	ENGLISH LITERACY PLUS	ART: GRAPHIC DESIGN & ILLUSTRATION	PHYSICAL EDUCATION A AND B	PHYSICAL EDUCATION	ECONOMICS YEAR 12
FRENCH	CHINESE CONTINUERS	ENGLISH: LEARNER READINESS PROGRAM	ART: WEARABLE ART	HEALTH AND WELLBEING	HEALTH AND WELLBEING	GEOGRAPHY YEAR 12
JAPANESE	CHINESE HERITAGE	HEALTH AND PHYSICAL EDUCATION	FOUNDATIONAL ENGLISH FOR SENIOR SCHOOL	BUSINESS INNOVATION A AND B	BUSINESS INNOVATION	WORLD HISTORY YEAR 12
MATHEMATICS (HIGHER LEVEL / STANDARD LEVEL)	FRENCH	GAME ON: PERFORMANCE, STRATEGY & TEAMWORK	ENGLISH LITERARY CREATION	GEOGRAPHY	LEGAL STUDIES	PSYCHOLOGY YEAR 12
MATHEMATICS STANDARD LEVEL (WITH SUPPORT)	JAPANESE	EMPOWER HEALTH	ENGLISH LITERARY RESPONSE	MODERN HISTORY A AND B	MODERN HISTORY	MANDARIN B YEAR 11
SCIENCE: CURIOSITY AND INQUIRY	MATHEMATICS (HIGHER LEVEL / STANDARD LEVEL)	GEOGRAPHY: HUMAN WELLBEING	SPECIALIST ENGLISH	ANCIENT STUDIES A AND B	ANCIENT STUDIES	CHINESE A YEAR 11
TECHNOLOGIES	MATHEMATICS STANDARD LEVEL (WITH SUPPORT)	HISTORY: WAR AND FREEDOM	ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	CHINESE CONTINUERS	CHINESE CONTINUERS	FRENCH B YEAR 11
	SCIENCE: BECOMING A SCIENTIST	HISTORY: SPORT IN SOCIETY	HEALTH AND PHYSICAL EDUCATION	CHINESE BACKGROUND SPEAKERS	CHINESE BACKGROUND	JAPANESE B YEAR 11
	TECHNOLOGIES	CHINESE CONTINUERS	INTRODUCTION TO FITNESS, SPORT & RECREATION	FRENCH CONTINUERS	FRENCH CONTINUERS	MANDARIN B YEAR 12
		CHINESE HERITAGE	EXERCISE PHYSIOLOGY	JAPANESE CONTINUERS	JAPANESE CONTINUERS	CHINESE A YEAR 12
		FRENCH	OUTDOOR PURSUITS	SPECIALIST MATHS 1 AND 2	SPECIALIST MATHS	FRENCH B YEAR 12
		JAPANESE	PERFORMANCE ANALYSIS IN SPORT	MATH METHODS 1 AND 2	MATHS METHODS	JAPANESE B YEAR 12
		MATHEMATICS (HIGHER / STANDARD LEVEL)	ECONOMICS	GENERAL MATHS 1 AND 2	GENERAL MATHS	MATHEMATICS: ANALYSIS AND APPROACHES (ANA)
		MATHEMATICS STANDARD LEVEL (WITH SUPPORT)	GLOBAL FUTURES	ESSENTIAL MATHS A AND B	ESSENTIAL MATHS	MATHEMATICS: APPLICATIONS AND INTERPRETATIONS (API)
		SCIENCE: THINKING LIKE A SCIENTIST	TOURISM	NUMERACY	BIOLOGY	BIOLOGY YEAR 11
		ARCHITECTURAL DESIGN	THE SPACE RACE	BIOLOGY A AND B	CHEMISTRY	CHEMISTRY YEAR 11
		DIGITAL TECHNOLOGIES	MODERN MILESTONES	CHEMISTRY 1 AND 2	PHYSICS	ENVIRONMENTAL SYSTEMS YEAR 11
		FOOD TECHNOLOGIES	PEOPLE, POWER AND POLITICS	PHYSICS 1 AND 2	PSYCHOLOGY	PHYSICS YEAR 11
		PRODUCT DESIGN	CHINESE CONTINUERS: GREAT WALL WARRIORS	PSYCHOLOGY A AND B	NUTRITION	BIOLOGY YEAR 12
		ENGINEERING AND DESK	CHINESE HERITAGE: DISCOVERING CHINA	NUTRITION A AND B	AVIATION SCIENTIFIC STUDIES II	CHEMISTRY YEAR 12
			SPECIALIST FRENCH	AVIATION SCIENTIFIC STUDIES	ARCHITECTURAL DESIGN	ENVIRONMENTAL SYSTEMS AND SOCIETIES YEAR 12
			SPECIALIST JAPANESE	ARCHITECTURAL DESIGN	DIGITAL TECHNOLOGIES	PHYSICS YEAR 12
			EXPLORING ADVANCED MATHS	DIGITAL TECHNOLOGIES	ENGINEERING AND DESIGN	
			MATHS METHODS 1 AND 2	ENGINEERING AND DESIGN	FOOD TECHNOLOGIES	
			GENERAL MATHS 1 AND 2	FOOD TECHNOLOGIES A AND B	PRODUCT DESIGN	
			MATHS SUPPORT	PRODUCT DESIGN		
			MATHS MEETS REALITY			
			SCIENTIFIC SOLUTIONS			
			CLIMATE SCIENCE			
			BIOMEDICAL STUDIES			
			SPECIALIST BIOLOGY			
			SPECIALIST CHEMISTRY			
			SPECIALIST PHYSICS			
			ARCHITECTURAL DESIGN			
			DIGITAL TECHNOLOGIES: GAME DESIGN AND CODING			
			DIGITAL TECHNOLOGIES: ROBOTICS			
			ENGINEERING AND DESIGN			
			FOOD TECHNOLOGIES A AND B			
			PRODUCT DESIGN			

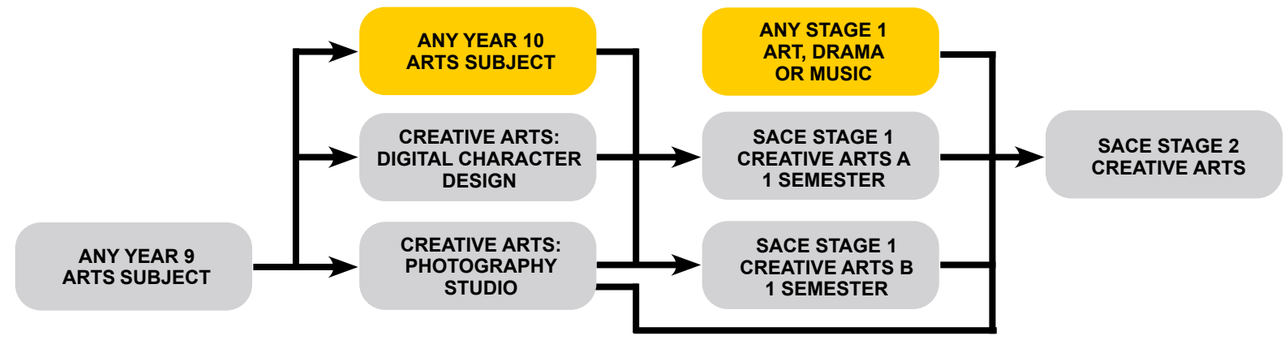
GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

ARTS



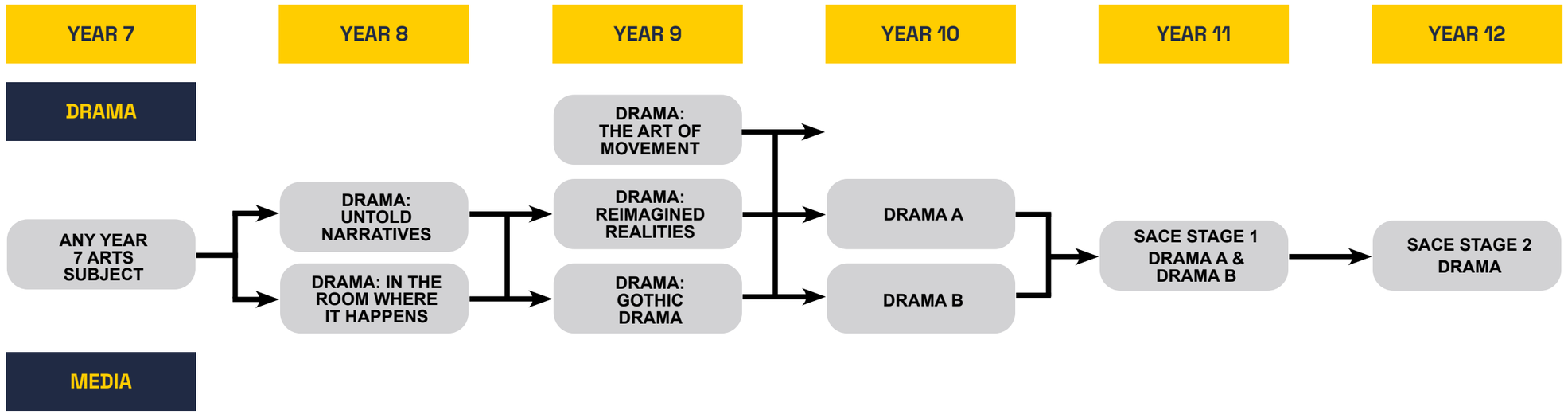
CREATIVE ARTS



GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

DRAMA



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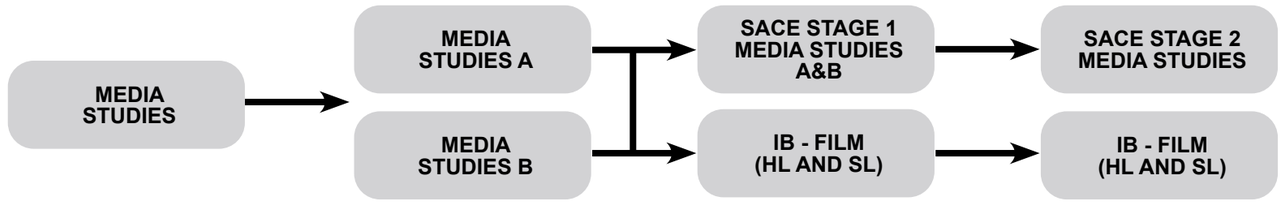
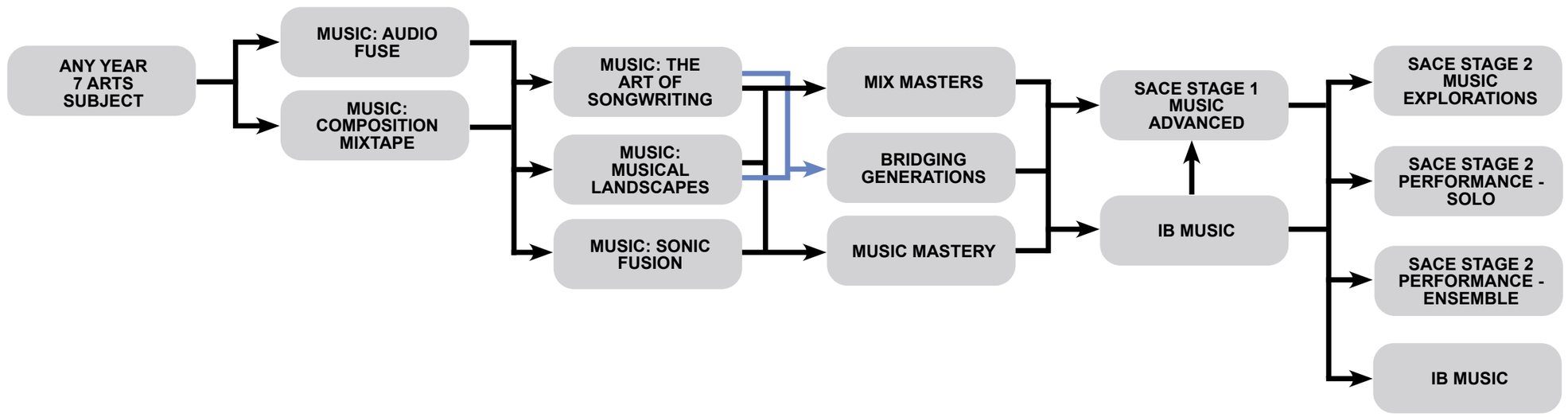


MUSIC



ARTS

YEAR 7

DRAMA: RUN AWAY TO THE CIRCUS

Optional

Length of Course: 1 Semester

Course Aim
Students will develop confidence as performers and in collaborating with their peers to explore new skills, take learning risks and tell fun-filled stories. They will grow in their capacity to communicate effectively, explore roles within theatrical companies, and respond to their own and professional performance and artists.

Course Description
Students will explore the dramatic styles of mime, clowning, and slapstick comedy through viewing of professional performances, interactive workshops with Industry professionals, and practical experimentation in class. Through these experiences students will further their understanding of movement, including facial expressions, gestures, and circus skills.

Students will develop their understanding of dramatic elements and explore these through costume and make-up design, to enhance their self-devised performances, linking to their Clowning and Circus experiences.

Students will apply their learning by creating characters, devising performances, designing costume and make-up for their performances, publicising their theatrical work to audiences, before presenting their work to an audience. Students will learn how to publicise their theatrical work and will develop their media skills including use of programs such as Adobe Rush.

Students will discuss and analyse a wide range of performances, both professional and peers, and they will experience dramatic art in the community through artist talks and workshops.

Students will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region, and how meaning from movement can vary across cultures.

Through adventurous exploration in Drama, students will develop multimodal skills in problem solving, critical thinking, communication and creativity. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to creatively apply dramatic skills and drama technology as well as to collaborate and reflect critically on the dramatic process and performances in multi-modal ways.

DRAMA: SPOOKY STORIES TO TELL IN THE DARK

Optional

Length of Course: 1 Semester

Course Aim
Students will develop confidence as performers and in collaborating with their peers to explore new skills, take learning risks and tell impactful, tension filled stories. They will grow in their capacity to communicate effectively, explore roles within theatrical companies, and respond to their own and professional performance and artists.

Course Description
Students will explore the dramatic genres of horror and the gothic through viewing of professional performances, interactive workshops with Industry professionals, and practical experimentation in class. Through these experiences students will further their understanding of focus, pace, tension, mood, voice, and space to create dramatic tension in their character and theatre performances.

Students will develop their understanding of dramatic elements and explore these through Sound and lighting design, including creation and use of soundscapes, projections, and theatre lighting to create meaning and enhance their self-devised performances.

They explore cultures, times and places through a variety of puppetry forms including Banruku, Shadow and Object Puppets to create the supernatural in the genres studied.

Students will apply their learning by creating characters, devising performances, designing sound and lighting for their performances, publicising their theatrical work to audiences, before presenting their work to an audience. Students will learn how to publicise their theatrical work and will develop their media skills including use of programs such as Adobe Rush.

Students will discuss and analyse a wide range of performances, both professional and peers, and they will experience dramatic art in the community through artist talks and workshops. Students will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region, and how meaning from movement can vary across cultures.

Through adventurous exploration in Drama, students will develop multimodal skills in problem solving, critical thinking, communication and creativity. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to creatively apply dramatic skills and drama technology as well as to collaborate and reflect critically on the dramatic process and performances in multi-modal ways.

ARTS
YEAR 7

MUSIC

Optional

Length of Course: 1 Semester

Requirements for Success
The ability to read music and tuition on an instrument in primary school is beneficial but not required.

Course Aim
Students will further develop skills on their instruments), develop musical literacy and aural skills and learn about music of various styles, periods and cultures, through performance, composition and listening activities.

Course Description
This course will cover a variety of musical styles and forms through topic focuses such as Percussion, World Music, and a creative project. Each topic will include composing, listening, theory and performing activities. Students will develop performance skills through class and group performances of a range of repertoire, providing the opportunity for the development of ensemble awareness and instrumental skills.

Students will learn to use music software to notate their compositions, as well as the digital audio programs.

Music students will be involved in regular excursions, workshops and performances both within and outside school such as seeing the Adelaide Symphony Orchestra, improvisation and percussion workshops with guest artists, and composer in residence programs.

All students enrolled in Music must commit to regular participation in a school ensemble, and should be receiving tuition on an instrument (either provided by a private teacher or through the school's DfE provided instrumental tuition program). Free lessons are available for brass, wind, string, percussion instruments and voice for students enrolled in music as a classroom subject. Families must express interest in instrumental lessons in the year prior to study and are subject to availability.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students will be assessed on their contribution to both group and whole class performances. A series of small composition tasks will be given throughout the year, which will be marked together each semester as part of a portfolio. Listening skills and understanding of musical topics will be assessed through a combination of written tests and assignments.

ART: FLIGHT OF THE IMAGINATION

Optional

Length of Course: 1 Semester

Course Aim
The student will experiment with drawing techniques to develop imaginative drawings and illustrations. They will explore themes of symbolism and fantasy in art, and respond to these ideas by developing sculptural and painting art works.

Course Description
In Art, Flight of Imagination, students will capture and respond to the things they see and feel in the world around them by exploring drawing materials and techniques. They will apply these to imaginative drawings that represent their inner world.

Students will investigate traditional art movements and contemporary art that uses symbolism and fantasy, and they will experiment with a variety of painting materials and techniques to create artworks that capture their imagination. They will learn about clay modelling and decorating using hand-building techniques and apply these skills to create sculptures that are fun and fanciful.

Students will discuss and analyse a wide range of artworks, and experience art in the community through exhibition and gallery visits as well as artist talks and workshops.

They will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.

Through adventurous exploration in Art they will develop multimodal skills in problem solving, critical thinking, communication and creativity. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: THE ART EXPLORER

Optional

Length of Course: 1 Semester

Course Aim
This course focuses on developing studio skills to depict accurate form and features which will be extended into 2D and 3D artworks.

Course Description
In Art: The Art Explorer, students will learn how to work in a specialised art studio through materials based tasks, including drawing, watercolour, collage and sculpture. They will develop drawing skills with a focus on tone, proportion and perspective and explore Colour Theory through acrylic painting. Students will also learn how to use an Art Folio to capture the creative process and reflections.

Students will learn about 3D art through the creation of mythical creature clay sculpture and will develop hand-building and joining techniques. Students will also learn clay decorating techniques, apply underglazes and learn about the glazing process.

Students will work collaboratively to develop a short film where they will explore narrative and positive and negative shape through shadow play.

They will discuss and analyse a wide range of artworks, and will experience art in the community through exhibition and gallery visits as well as artist talks and workshops.

Students will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region. Through adventurous explora-tion in Art they will develop multimodal skills in problem solving, critical thinking, communication and creativity. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ARTS
YEAR 8

DRAMA: IN THE ROOM WHERE IT HAPPENS

Optional

Length of Course: 1 Semester

Course Aim
Students develop their design thinking skills in the entertainment arts industry to sing, dance, act or design in musical theatre and cabaret, developing autonomy in responding to and creating complex theatrical roles on and off stage. They will understand the historical development and purposes of musical theatre and cabaret as well as acting techniques for the screen and working in an ensemble. Exploring arts management and technology they will practice how professionals present themselves for industry roles and auditions professionally.

Course Description
How do performing artists and off stage creatives come together (in the room where it happens) to collaborate to make musical theatre, comment on society or entertain Students will employ creative design thinking to anticipate and solve interpretative problems generate new ideas and innovate in the adaptation and development of theatrical processes and practices to create musical numbers for audiences in on and off stage roles.

Students will connect with a range of professional practitioners and apply skills and knowledge in singing, dancing, acting and designing musical theatre and related indus- tries. They will develop the capacity to care for their body and voice as part of sustainable arts practice.

They will strengthen their practice through exploration of the historical and global lens of musical theatre, exploring works in the canon as well as contemporary and local works. They will connect with local companies, organisations and festivals to explore roles and view works to analyse and design technological performance responses.

Students exercise self-reflection, judgment and responsibility in developing their artistic practice and for managing their personal growth and development to create a performer biography, show reel, headshots and prepare for auditions and technical applications or design.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to creatively apply dramatic skills and drama technology as well as to collaborate and reflect critically on the dramatic process and performances in multi-modal ways.

DRAMA: UNTOLD NARRATIVES

Optional

Length of Course: 1 Semester

Course Aim
This course provides an entry point for students who have not previously studied Drama in Year 7. Students as theatre makers will delve into the world of verbatim theatre and develop their skills in performing authentic, real-life narratives. Drawing from the innovative techniques of the The Paper Birds theatre company, renowned for their distinctive approach to making verbatim theatre, this course provides students with practical tools and insights as actors and off stage theatre makers to bring verbatim texts to life on stage through high level collaboration with creative constraints.

Course Description
Students will be guided by the devising techniques created by 'The Paper Birds', a company who tackles complex multi-faceted issues and makes them accessible to audiences around the world. Students will be the story collectors, spending time within the community hearing and recording personal experiences.

They will gather the words of everyday people as the backbone of this theatre-making approach, which aims to give a voice to the voiceless. In this way students consider theatre as a way to promote social change, shining light on contemporary issues that are facing young people or any group within our community.

Through a combination of theoretical and analytical discussions, viewing performances, intensive exercises and scene work, students will explore the genre and their ability to embody real characters with truth and empathy. Exploring the style of Verbatim theatre, drawing on the lived experiences and first-person accounts of the many diverse people within our community, students will dramatise stories for audiences. Students will explore vocal techniques to bring believability and detail to their verbatim characters and use physical exercises to develop the physicality, character centre and gestures when embodying real people for scene work.

Students will attend professional theatre to inspire their own work as well as workshops with artists to challenge and extend their own acting skills and theatre making.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their skills by creatively applying dramatic skill and Drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi-modal ways.

ARTS
YEAR 8

MUSIC: AUDIO FUSE

Optional

Length of Course: 1 Semester

Requirements for Success
This is a course for students who have not studied Music. Students must be willing and able to commence or receive music tuition on an instrument privately or through the school. All students studying Music as a subject at GIHS are required to actively participate in at least one school based ensemble throughout their year of study which presents exciting opportunities.

Course Aim
Students will develop their skills and technique on a selected rock/pop band instrument (e.g., Guitar, Bass, Drums or Vocals). Students will expand their musical literacy and aural skills as they engage with sound engineering techniques and skills to produce original compositions.

Students will engage in and experience music from a range of genres and styles to unleash their creativity and songwriting skills. They will develop entrepreneurial skills in producing a live performance event at Glenunga.

Course Description
What does it take to become a musical chart topper? How do we write a number 6 hit? How do you stage your own gig? Students in this course will form pop/rock bands with their peers and develop skills and technique on their preferred instrument to write their original song. They will develop their knowledge and understanding of music production and engineering to apply these in a range of practical performance and theoretical settings. They will learn to use music technologies and programs to create, record and mix music.

Students will take part in industry learning to develop and experience music in a wider context. They will engage in music within our community and society through connection with experts in the field of contemporary music and songwriting with a particular focus on sound production and engineering. Students will organise, run and perform in an end-of-semester concert event to friends and family and the wider Glenunga community activating entrepreneurial skills, planning and execution.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students will be assessed on their contribution to group performance, songwriting and music technology knowledge, understanding and application.

Please Note
There are some opportunities available for DfE instrumental music lessons in brass, woodwind, string, percussion, classical guitar and voice for students enrolled in music as a classroom subject. Private tutors are sought when student demand is evident.

To continue or commence enrollment in DfE Instrumental lessons, students and families music nominate their interest in the year prior to studying this subject.

MUSIC: COMPOSITION MIXTAPE

Optional

Length of Course: 1 Semester

Requirements for Success
Students must have completed Year 7 Music course or be a member of a GIHS Music Ensemble in the current school year. They should have the ability to read music notation and be receiving tuition on an instrument privately or through the school. All students studying Music as a subject at GIHS are required to actively participate in at least one school based ensemble throughout their year of study.

Course Aim
Students will develop their knowledge and understanding as they study and explore Jazz and Music for the screen. Students will extend their instrumental skills and techniques as they engage in music making and performing. Students will also compose and analyse music to gather an in-depth understanding of music in a variety of contexts in society.

Course Description
How does music enhance our on-screen experiences? How do forms such as Jazz continue to be relevant today? This course will cover jazz and music for the screen (film and game music). Students will study music concepts, conventions and styles through practical and theoretical activities. They will develop their instrumental skills and technique as they apply their knowledge and understanding to unfamiliar contexts through researching and investigating areas of personal interest. Students will apply their creativity and collaboration skills working in small groups and as a class to compose and arrange film, gaming and jazz music.

Students will have opportunities to develop and experience music in a wider context. They will connect with professionals from local industry who utilise music in digital online forms. Students will perform in an end-of-semester performance to share their learning and progress as musicians. This course allows students to explore and experiment with music and engage within our school, local and global community.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. They will be assessed on their performance, composition and listening skills.

Please Note
There are some opportunities available for DfE instrumental music lessons in brass, woodwind, string, percussion, classical guitar and voice for students enrolled in music as a classroom subject.

To continue or commence enrollment in DfE Instrumental lessons, students and families music nominate their interest in the year prior to studying this subject.

ARTS

YEAR 8

ART: THE EXPERIMENTAL STUDIO

Optional

Length of Course: 1 Semester

Course Aim
This course focuses on developing sustainable and experimental practices in artmaking, with consideration given to material processes and ethics, including responsible production and consumption. Students develop skills in a range of artmaking processes and explore how artists sustain their artistic practice in contemporary society.

Course Description
How can we create something unexpected and new by experimenting with art materials and techniques? What are the roles and responsibilities of artists in our current climate? In this course, students explore experimental and sustainable art practices and develop agency to work as artists, using socially engaged and ethical practices.

Students will explore the way in which material choice impacts, alters and enforces the messages in works of art by a range of artists as well as in their own art. Students will explore the UN's Sustainable Development Goals including responsible production and consumption. As well as exploring drawing and painting practices, students will experiment with recycled, repurposed, renewable and sustainable materials and make connections to learning in science and humanities. They will consider First Nations perspectives and history and their student voice in respect and reconciliation.

They will discuss and analyse a wide range of artworks, and will experience art in the community through gallery visits as well as artist talks and workshops, with opportunities to exhibit and display their work.

They will develop multimodal skills in problem solving, critical thinking, communication and creativity. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: SURVIVING THE APOCALYPSE

Optional

Length of Course: 1 Semester

Course Aim
The student will develop their understanding of art practices with a focus on contemporary applied arts and functional art forms. Students plan and develop artworks, refine their technical skills, and consider ways that artwork can be used and presented to an audience. Students develop a holistic understanding of how art functions in society and develop cultural stewardship.

Course Description
What does art have to do with survival? How can we use it to rebuild society? This course focuses on functional artforms, with connections made to both contemporary and historical practices in art. Students will engage in design thinking and creative process and hone their technical skills in developing a range of artworks with a practical application, including functional ceramics and textiles alongside drawing.

Students will discuss and analyse a wide range of artworks, and experience art in the community through exhibition and gallery visits as well as artist talks and workshops. They will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.

Students will develop their understanding of potential purposes and applications of art and consider how works of art function in the world.

After research into other ways of seeing, students arrive at personal artistic outcomes that reflect to the idea of starting again, reimagining traditional practices for contemporary utopian outcomes, and presenting these through exhibition or commercial outlets. They will explore artistic practice employing studio habits of mind, problem solving, creativity and entrepreneurship. These skills are transferable into other subject areas and benefit the growth of the whole individual.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

DRAMA COURSE OFFERINGS: SPECIALIST STREAM

Optional

Length of Course: 1 Semester

Specialist Drama in 2024 will bring together a range of students who are passionate and demonstrate a high level of skill in acting and off-stage roles. Drama teaching staff and the Arts Leader will invite 2023 Year 8 Drama students, based on learner readiness to receive an offer to pursue a full year specialist immersion in Drama at Year 9. Year 8 Drama teachers will outline the criteria in class and an application process will be available to all students on the Year 9 Course Counselling page on Daily Access. Applications will be directed to the Arts Leader.

Student undertaking this specialist pathway would select

Semester 1: The Art of Movement

Semester 2: Reimaged Realities.

The specialist program provides a pathway towards acceleration into Stage 1 Drama in the following year with a B+ or above. Alternatively, students can choose a continuation to Year 10 Drama.

DRAMA: THE ART OF MOVEMENT

Optional

Length of Course: 1 Semester

Course Aim
This course fosters students who are passionate about theatre and performance making with other like-minded and talented students.

Students are stretched in practical workshops to use physical movement to collaborate at a high level to build ensembles that are dynamic, responsive to each other and consider how to make meaning with audiences in new ways.

Through the interpretation of play texts using physical theatre students will explore companies and practices from throughout the world.

Course Description
Students will learn how to safely build ensembles and stretch each other's capacity to communicate complex meaning to an audience through physical theatre exploring techniques from innovators such as Meyerhold's Biomechanics, Frantic Assembly, Rash Dash and Zen Zen Zo, and Restless Dance Theatre enabling all bodies to create inclusive and diverse performances. Students will explore how these physical theatre techniques can be applied to play texts to create new interpretations as an ensemble that challenges meaning making and audience interpretation.

Collectively they will be experimenting with solo performance within a shared thematic exploration of the techniques of Stanislavski, Laban and Uta Hagen to develop highly detailed and believable characters. They will be guided to create a group performance inspired by an individual monologue.

Students will explore world theatre practitioners, their traditions and conventions, in the creation of new work to be shared publicly as well as through research and interactions with professionals in person and online to create presentations to demonstrate their knowledge and skill.

This cohort of theatre makers will view live theatre throughout the semester to strengthen their understanding of how a company creates and executes vision and intentions through their work. Students will experience a range of on and off stage workshops with artists to deepen their skills as theatre makers through real world experiences. They use technology in Drama to conceive, experiment, build, refine, evaluate and present, experimenting with cameras, phones, projectors and various software. They work in sophisticated ways developing multi modal responses to professional live theatre and workshops with leading industry artists.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their skills by creatively applying dramatic skill and Drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi-modal ways.

DRAMA: GOTHIC DRAMA

Optional

Length of Course: 1 Semester

Course Aim
Students explore the world of theatre-making using the style of gothic drama, strengthening their theatre design and performance skills to enhance on stage action. Through exploration and connection to industry practitioners students will understand and apply the processes, with the aim to integrate an in-depth understanding of building tension, focus, mood, atmosphere, and symbolism within performance using lighting, sound and puppetry.Through project-based learning students will plan, direct, produce, rehearse and refine collaborative works using contemporary and traditional work with the aim to devise their original performance piece. They develop their use of technology equipment and softwares to make theatre, and respond to their own and professional performances.

Course Description
Exploring the processes of set, props, lighting, sound, and multimedia design, students devise performances using suspense and tension with the help of a traditional play text, or stimulus material. They will explore how practitioners document their process, deliver the final product for a company, and ensure that the design can be recreated for a new context or the next production season. Students will gain experience creating concept ideas, using new technologies, and relevant offstage roles to develop their ideas and execute their performance.

Students will apply their design skills for a live audience within our school context and meet the requirements of the group they are working with, creating the skills needed for senior drama requirements and to also collaborate with other art forms and events.

Students will view live theatre performances to analyse the use of design elements as part of their Portfolio and to create particular effects, through research and experimentation, within a school context. Collaboratively they will explore more than one role to understand the process of theatre-making from a range of viewpoints and undertake team challenges that require them to make collaborative decisions to achieve a director's vision.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their skills by creatively applying dramatic skill and Drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi-modal ways.

ARTS

YEAR 9

DRAMA: REIMAGINED REALITIES

Optional

Length of Course: 1 Semester

Course Aim
Students develop their confidence as performers and theatre practitioners, refining their dramatic knowledge and skills in more sophisticated ways. They grow in their capacity to communicate effectively, developing and sustaining different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, shaped by the application of the elements of drama within particular social, cultural and historical contexts. They collaborate with others to plan, direct, produce, rehearse and refine performances to engage audiences. Students explore the use of technology in Drama, roles within theatrical companies and respond to their own and professional performance, workshops and artists.

Course Description
Students refine their collaboration skills through industry structures and learn how to provide constructive feedback to their peers as they create devised and scripted performance. They develop the dramatic elements of focus, space, time, language, and symbol as they explore ritual in traditional and contemporary drama, including indigenous storytelling, Greek theatre and everyday rituals. They incorporate this learning into their cinematic theatre work using multimedia design to enhance performance work and strengthen the dramatic elements in interesting and engaging ways.

Students shape dramatic performance for a particular audience creating scripted Children's Theatre for a public audience. They explore local, national and international theatre companies who make theatrical work for children and young people. They step into on and off-stage roles to communicate effectively to an audience. Students attend professional theatre to inspire their own work as well as workshops with artists to challenge and extend their realistic acting skills.

Students explore the roles of the Set, Multimedia and Costume Designers and use this skill development to enhance their performance work in Ritual and Children's Theatre to communicate effectively with their audiences. They use technology in Drama to conceive, experiment, build, refine, evaluate and present, experimenting with cameras, phones, projectors and various software. They work in sophisticated ways developing multi modal responses to professional live theatre and workshops with leading industry artists.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their skills by creatively applying dramatic skill and Drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi-modal ways.

MEDIA STUDIES

Length of Course: 1 Semester

Course Aim
To give students earlier entry into learning and experimenting with digital production techniques, to allow better proficiency within the field of content creation, and how to apply these skills across all subjects and extra-curricular areas. With the growing importance of e-portfolios, SACE Thrive, and the increasing digital elements within the IB Diploma, this course will enable students to engage with, and utilise existing and emerging technologies (such as; AI, VR and high definition video) to produce high quality content for their intended audience.

Course Description
Year 9 Media Studies will equip students with essential foundation skills in innovative areas of digital production, as well as developing their film and media literacy. This course will provide a comprehensive introduction to various aspects of digital content production, fostering creativity, critical thinking, and technical proficiency amongst students. By integrating theory and contemporary practice, this course will empower students to become active participants, informed consumers, and perceptive creators in today's media-rich society.

Throughout the course, students will explore key areas of content creation and audience engagement, with a strong practical focus on learning through experimentation. The development of technical skills will cover a variety of technologies and fields, whilst also embracing social media platforms in an ethical and well-considered manner. By nurturing media literacy, creativity, and technical skills, the course will empower students to navigate the complexities of media as both consumers and creators.

The course objectives include, developing digital literacy, acquiring film and media production skills, exploring emerging digital media technologies, and fostering media analysis in innovative ways (like critiquing Virtual Reality experiences). Students will gain a critical understanding of media's impact on society through the exploration of contemporary trends in social and mainstream media. Through a broad range of digital technologies they will also enhance their creative and technical abilities, and become informed consumers and discerning creators of digital content. Upon completion of the course, students will possess the skills to engage responsibly with digital content, make informed decisions, and contribute meaningfully to the ever-evolving media landscape in all their learning areas and the world around them.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to produce digital artworks for different community and institutional contexts, analyse how alternative points of view are portrayed in digital artworks/platforms, and collaboratively shape the technical and symbolic elements for specific purposes, meaning, and style throughout their creative process.

MUSIC COURSE OFFERINGS: SPECIALIST STREAM

Suitable students will receive an offer from their classroom Music teacher and Arts Leader or entry by audition and interview. The course provides a pathway towards acceleration into Stage 1 Music and IB Music in the following year with a B+ or above. Alternatively continuation to Year 10 Music courses.

This course is a requirement for students intending to study music at a senior level in years 10 and above. This course will build on the musical literacy and practical skills required for senior music completion. Students must be willing and able to commence or receive tuition on an instrument privately or through the school. All students studying Music as a subject at GIHS are required to actively participate in at least one school based ensemble throughout the year of study which presents exciting opportunities.

Semester 1: The Art of Songwriting: Exploring Popular and Program Music

Semester 2: Musical Landscapes: Exploring Australian Music and World Music Traditions

Criteria
- Students demonstrate a high level of performance skills and technique on an instrument.
- Demonstrates a high level of skills, knowledge and understanding of music literacy through theoretical tasks/work, including compositions and arrangements
- Demonstrates a high level of knowledge and understanding of musical literacy skills demonstrated/evident in:
  - Compositions/Arrangements
  - Practical work
  - Theoretical tasks (read notation, chords, analysis, etc.)
- Accepts and acknowledges the ideas and views of others when working collaboratively
- Use in class and out of class learning effectively to further the quality of their work.
- Seeks and implements peer and teacher feedback readily to improve the quality of their work.
- Demonstrates a willingness to take risks in their learning.

Process
- Student identified based on criteria
- Email of offer to student and family.
- Info shared into Daymap and sent to mentor and sub school leader

Application
- Online google form
- Video - 2 mins
- Include performance
- What would you like to develop in a specialist Music program?
- What musical literacy and performance skills can you bring to the program?
- Two referees - one who can speak to your analysis skills and character reference.

THE ART OF SONGWRITING: EXPLORING POPULAR AND PROGRAM MUSIC

Optional

Length of Course: 1 Semester

Requirements for Success
This course is suited to students that have studied Music in Year 8. Students must be able to read music notation. Students must be willing and able to commence or receive tuition on an instrument privately or through the school. All students studying Music as a subject at GIHS are required to actively participate in at least one school based ensemble throughout the year of study which presents exciting opportunities.

Course Aim
Students will develop their knowledge and skills in creating original music through analysis and understanding of popular and program music. They will continue to develop their skills and techniques on one or more instruments as they listen and perform covers and original works.

Students will expand their musical literacy skills through aural skills and engaging with compositional techniques and strategies. They will draw on music from a range of cultures, times and locations as they experience music from a composer's point of view.

Course Description
Would you like to create your own original music that tells a story? In this course students deep dive into the key features of ARIA award winning songs. Students will learn to play some chart topping hits with their peers to influence and inspire their creative energy.

They will develop a knowledge and understanding of the key components of a song that becomes a well-known radio hit and work in small groups to ideate, create and bring to life a new work of art to share with their peers, family and friends in a performance and audio recording. This course has a practical based approach, with embedded analysis and compositional activities to deepen their musical literacy skills that will develop them into well-rounded musicians.

This course exposes students to the skills and strategies that provide a strong foundation for studies within the senior music courses offered at Glenunga, leading into career pathways beyond school. Students will refine and explore assessment types and formats found in the Year 12 Music Studies and IB Music course.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. They will be assessed on their ability to collaborate with their peers to create a group composition, in addition to demonstrating a range of musical literacy and performance skills.

Please Note
There are some opportunities available for DfE instrumental music lessons in brass, woodwind, string, percussion, classical guitar and voice for students enrolled in music as a classroom subject. Private tutors are sought when demand is evident. To continue or commence enrollment in DfE Instrumental lessons, students and families music nominate their interest in the year prior to studying this subject.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

YEAR 9

MUSICAL LANDSCAPES: EXPLORING AUSTRALIAN MUSIC AND WORLD MUSIC TRADITIONS

Optional

Length of Course: 1 Semester

Requirements for Success
This course is suited to students that have studied Music in Year 8. Students must be able to read music notation. Students must be willing and able to commence or receive tuition on an instrument privately or through the school. All students studying Music as a subject at GIHS are required to actively participate in at least one school based ensemble throughout the year of study which presents exciting opportunities.

Course Aim
Students will develop a deep knowledge and understanding of Australian Music and World Music through the lens of guided inquiry and exploration. They will apply their learnings to create and arrange music, in addition to performing in small group and class contexts. Students will explore music and the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region and the traditions and technologies used. Students will develop a holistic understanding of Australian music and its influences all around the globe that will prepare them for studying music at a senior level.

Course Description
Embark on a captivating sonic journey through the enchanting realms of 'Musical Landscapes'. You will explore and discover the rich tapestry of Australian music and the vibrant world music traditions that span the globe through project-based activities and assessments.

From the haunting didgeridoo to the rhythmic beats of Africa you will immerse yourself in diverse melodies, captivating rhythms, and harmonies that resonate across cultures as we perform in small groups and as a class cohort.

We will unveil the hidden gems of Australia's musical heritage and explore the global connections that unite us through the universal language of music. Join us on this exhilarating exploration and expand your horizons in the realm of sound.

This course exposes students to the skills and strategies that provide a strong foundation for studies within the senior music courses offered at Glenunga, leading into career pathways beyond school. Students will refine and explore assessment types and formats found in the Year 12 Music Explorations and IB Music course.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. They will develop a portfolio of learning and performance and/or composition that demonstrates their knowledge and understanding of music within the topics studied within this course.

Please Note
There are some opportunities available for DfE instrumental music lessons in brass, woodwind, string, percussion, classical guitar and voice for students enrolled in music as a classroom subject. Private tutors are sought when demand is evident. To continue or commence enrollment in DfE Instrumental lessons, students and families music nominate their interest in the year prior to studying this subject.

SONIC FUSION: THE ART OF SOUND ENGINEERING, MUSIC TECHNOLOGY, AND DJING

Optional
This course is best suited for students with an interest in music technology, sound production, Digital Audio Workstations (DAWs) and DJ skills. Students are not required to have studied Music, though experience and the ability to read notation and/or play an instrument is beneficial.

Length of Course: 1 Semester

Course Aim
Students will develop their critical and creative thinking as they explore the intricacies of music production and technology through performance, recording and mixing sound. Students will explore the inner workings of DJing, including the practical and theoretical strategies and approaches as a performer. Students will continue to develop and refine their musical literacy skills as they engage with practical sessions to build their knowledge and understanding using music software and delve deeper into the core principles of DJing. Students expand their experience and exposure to musical forms and styles that shape and develop their own inspirations and influences as a musician.

Course Description
Would you like to know what goes on behind the scenes of the tunes you hear on the radio? Do you have what it takes to be a DJ master? In this course you will focus on recording instruments and live sound to mix and produce professional level tracks. We will explore the world of DJing and the many skills and techniques needed to entertain and capture an audience. You will develop skills and knowledge of music production techniques and learn how to use a DJ deck in performance, with additional instruments as you perform, create, record and mix original tunes with your peers.

Students will perform in small groups to develop their collaborative and communicative skills.

You will work with your peers to assist with the running of music performances throughout the year to gain experience in a real-life context as an audio engineer. You will learn the music terminology and walk away with a sound knowledge and understanding of music that will showcase your skills and abilities as a professional.

Students delve into the depths of sound engineering and explore what it takes to become a professional sound engineer. You will experience activities that are hands-on and project based to prepare you for success in the senior music environment.

This course exposes students to the skills and strategies that provide a strong foundation for studies within the senior music courses offered at Glenunga, leading into career pathways beyond school. Students will refine and explore assessment types and formats found in the Year 12 Music Explorations and IB Music course as they explore and experiment with music of a range of styles and genres.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to explore and experiment with music technology and collaborate with their peers. The tasks will allow for students to demonstrate their development and progress of DJ performance skills, in addition to collaborating with their peers to develop their musical literacy skills. Students will be assessed on their contributions and presentation of work in multi-modal and written forms.

Please Note
There are some opportunities available for DfE instrumental music lessons in brass, woodwind, string, percussion, classical guitar and voice for students enrolled in music as a classroom subject. Private tutors are sought when demand is evident. To continue or commence enrollment in DfE Instrumental lessons, students and families music nominate their interest in the year prior to studying this subject.

ARTS
YEAR 9

ART: THINKING IN 3D

Optional

Length of Course: 1 Semester

This course is suited to students who wish to develop technical and conceptual skills in sculpture.

Course Aim
To develop skills needed for working creatively, independently and collaboratively on sculptural forms and to develop an increased knowledge and appreciation of contemporary sculpture.

Course Description
In this course students will have the opportunity to work in sculptural materials including clay and mixed media. Students will be encouraged to follow the creative process and experiment before applying their skills to their own artworks. They will use their folio to capture and document the process and use the Studio Habits of Mind to recognise and develop transferable thinking strategies.

Students will learn how to work in a specialised sculpture studio and explore a number of fundamental clay construction and decorating techniques, such as hand-building, slab-building, coil construction, using molds and glazing. Students will also learn how to construct mixed media forms and be encouraged to experiment with different materials and techniques. Students will have the opportunity to work collaboratively on an art installation, connecting with a local practising artist or linking in with a community event, that will enhance the physical environment of the school.

Students will develop an understanding of composition and the use of media by studying the works of a wide range of traditional and contemporary art practitioners from different cultures including Aboriginal and Torres Strait Islander Peoples artists and artists from the Asia Pacific region. They will then apply this understanding to their own work.

Students will develop their use of visual arts language to discuss and respond to artworks using a multi-modal approach.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: ART MEETS SCIENCE

Optional

Length of Course: 1 Semester

Course Aim
To explore the intersection of art and science, allowing students with a deep interest in science to engage with the artistic process, develop transferable skills in conceptual, creative and critical thinking and produce artworks that bridge the gap between visual art and scientific concepts.

Course Description
What does art have to teach scientists?
This subject explores the historical connection between art and science and its manifestation in contemporary art. Photography, drawing and making will be used as tools for thinking. Through careful observation, students will study subjects including anatomy and the natural world.

Students will push the boundaries of their craft, exploring a variety of artistic techniques and materials. They will embrace a scientific mindset in their creating, conducting artistic experiments to challenge conventions, and spark new insights. Students will employ systematic methods such as planning, research, and iterative processes, to refine their artwork. They will adopt methodologies such as observation, data collection, and analysis, visualising complex ideas through an artistic lens, and fostering a deeper connection between the creative and scientific processes.

Students will engage with works of art both in the classroom and offsite learning experiences, using visual thinking strategies to develop critical thinking skills, problem solving, empathy and tolerance for ambiguity. Art Meets Science celebrates the synergy between discovery, observation, visualisation, adaptation and experimentation, inspiring new perspectives through the convergence of creativity and knowledge.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

YEAR 9

ART: MASTERCLASS

Optional

Length of Course: 1 Semester

This course is suited to students wishing to develop advanced skills in 2-dimensional art forms. Students who wish to specialise in visual arts should select this class in conjunction with Art: Art Meets Science and/or Art: Thinking in 3D.

Course Aim
To develop advanced skills needed for working creatively, independently and collaboratively with a range of art making forms, and to make connections with arts practitioners in order to broaden engagement with the wider Visual Arts community.

Course Description
In this course students will have the opportunity to develop advanced skills with a range of drawing, painting and printmaking media. They will keep a drawing journal where they will regularly record observations and creative ideas that will inspire their studio work.

Students will learn about art and arts practice by discussing and analysing the work of a wide range of artists from different cultures, including Aboriginal and Torres Strait Islander Peoples artists and artists from the Asia Pacific region. This knowledge and understanding can then be applied to the production of their own art works.

Students will develop their skills by experimenting with a range of drawing and painting media such as charcoal and oil paint. Students will have the opportunity to work collaboratively in a studio setting, and may participate in workshops with practicing local artists. They will also visit exhibitions and galleries to deepen their understanding of visual art and curatorial practice.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: GRAPHIC DESIGN & ILLUSTRATION

Optional

Length of Course: 1 Semester

This course is suited to students wishing to develop skills in illustration and graphic design, using industry standard software.

Course Aim
To develop skills needed for working creatively, independently and collaboratively to solve a range of graphic design problems/ briefs.

Course Description
Students will learn how to use Adobe Illustrator to create vector graphics through a range of tasks including illustrations, typography, posters and packaging.

Students will work through the Design Process and develop an understanding of how to work with the limitations of a design brief to ensure a successful visual solution.

Tasks will develop students' visual literacy and build transferable skills such as problem solving and creative thinking. This course will build skills needed for Year 10 Graphic Design & Illustration.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

YEAR 10

CREATIVE ART: DIGITAL CHARACTER DESIGN

Pathway: SACE Creative Arts

Length of course: 1 Semester

Course Aim
The course focuses on developing students' digital drawing skills using Adobe Photoshop and Adobe Fresco. They will develop their understanding of industry design practices for animation and game design.

Course Description
The Year 10 Creative Arts course is designed to immerse students in the world of digital art, focusing on mastering industry standard software for digital image design and digital painting. This course is structured to develop technical skills and creative expertise, with a special emphasis on character design.

This course will build an understanding of industry and foundational skills in creative arts practice. Students will develop figure drawing skills applied to character design and an understanding of creative process and digital drawing.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

CREATIVE ART: PHOTOGRAPHY STUDIO

Pathway: SACE Creative Arts or IB Art

Length of course: 1 Semester

Course Aim
The course focuses on developing students' photography skills and fostering personal expression through photography. Students will engage in hands-on learning experiences, enhance problem-solving skills and explore technical and creative aspects of photography.

Course Description
Students will learn camera operations, lighting techniques, composition rules and photo editing using software such as Adobe Lightroom and Photoshop. Through a series of focused tasks and practical exercises, students will compile a Skills Folio showcasing their technical proficiency and creative experiments. Students will explore various themes and concepts, developing their unique photographic style. They will brainstorm, research and plan a final project that reflections their personal vision.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

DRAMA A

Pathway: Preparation for SACE Stage 1 and 2 Drama and IB Theatre, University: Arts/ Humanities or TAFE

Length of course: 1 Semester

Course Aim
Students develop their confidence and collaboration as performers and theatre practitioners, refining their dramatic knowledge skills, analysis and evaluation. They grow in their capacity to communicate effectively as this course supports independent learning in a practical environment. Students develop and sustain different roles and characters for given circumstances and intentions, using textual analysis.

They perform devised and scripted drama in different forms, shaped by the application of the elements of drama within particular social, cultural and historical contexts. They collaborate with others to plan, direct, produce, rehearse and refine performances to engage public audiences. Students explore the use of technology in Drama, roles within theatrical companies and respond to their own and professional performance, workshops and artists.

Course Description
Students refine their collaboration skills through industry structures and learn how to provide constructive feedback to their peers as they create devised and scripted performance. They create real and believable characters and ensemble through experimentation with Stanislavski's system, and Laban's eight efforts. Utilising these techniques, students' learning culminates in a whole class production for a public audience, where students step into on and off stage roles, featuring their original work developed from a stimulus. Students attend professional theatre to inspire their own work as well as workshops with artists to challenge and extend their realistic acting skills.

Students explore the roles of the Director and Stage Manager in a theatre company, and create directorial concepts to communicate effectively with their audiences. They use technology in Drama to conceive, experiment, build, refine, evaluate and present in their on and off stage roles for the scripted production, documenting, analysing and evaluating the dramatic process and final product. They work in sophisticated ways developing multi modal responses to professional live theatre and workshops with leading industry artists, connecting these experiences with their own artistic vision.

This course includes out of class rehearsals for the whole class production. Students should also consider Drama B if they intend a pathway for SACE Stage 1 Drama and IB Theatre.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to creatively apply dramatic skills and drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi modal ways.

Assessment tasks prepare students for both IB and SACE pathways.

DRAMA B

Pathway: Preparation for SACE Stage 1 and 2 Drama and IB Theatre, University: Arts/ Humanities or TAFE

Length of course: 1 Semester

Course Aim
Students use this course to tell true stories and activate their ability to bring about social change through theatre.

Students develop their confidence and collaboration as performers and theatre practitioners, refining their dramatic knowledge, skills, analysis and evaluation. They grow in their capacity to communicate effectively as this course supports independent learning in a practical environment. Students develop and sustain different roles and characters for given circumstances and intentions, using textual analysis.

They perform devised and scripted drama in different forms, shaped by the application of the elements of drama within particular social, cultural and historical contexts. They collaborate with others to plan, direct, produce, rehearse and refine performances to engage public audiences. Students explore the use of technology in Drama, roles within theatrical companies and respond to their own and professional performance, workshops and artists.

Course Description
Students consider how to influence audiences to make social change through exploration of Brecht's Epic Theatre as well as Documentary and Verbatim Theatre styles. They refine their collaboration skills through industry structures and learn how to provide constructive feedback to their peers as they create devised and scripted performance. They explore non-realistic staging methods as well as experiment with the influences of Asian theatre acting styles to symbolically convey emotion drawing on traditional and contemporary texts that ask audiences to think deeply about historical and true events.

Utilising these techniques, students' learning culminates in a whole class scripted production for a public audience which encourages social debate and discussion, generated by students careful theatrical decision making in on and off stage roles.

Students attend and explore professional theatre to inspire their own work as well as workshops with artists to challenge and extend their realistic acting skills.

Students use technology in Drama to conceive, experiment, build, refine, evaluate and present in their on and off stage roles for the scripted production, documenting, analysing and evaluating the dramatic process and final product. They work in sophisticated ways developing multi modal responses to professional live theatre and workshops with leading industry artists, connecting these experiences with their own artistic vision.

It is recommended that students undertake Drama A and B if they intend to study SACE Drama or IB Theatre. This course includes out of class rehearsals for the whole class production.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Tasks allow students to demonstrate their ability to creatively apply dramatic skills and drama technology as well as to collaborate and reflect critically on dramatic processes and performances in multi modal ways.

Assessment tasks prepare students for both IB and SACE pathways.

ARTS
YEAR 10

MEDIA STUDIES A: THE ART OF PERSUASION

Pathway: SACE Media Studies, IB Film

Length of course: 1 Semester

Requirements for Success
No requirements, but Year 9 Media is desirable.

Course Aim
To advance student skills and knowledge in influential media/film production and analysis.

Course Description
Students will learn practical skills in media production, as well as analysing technical and persuasive elements within a range of advertising and non-fictional productions. Students will work in small production teams where emphasis is placed on all stages of media production recording, editing, etc.) as well as creating works for a range of audiences. Individuals will develop skills in the creation of multimodal responses, while also benefiting from a strong focus on reflection and evaluation.

Media Studies A is an investigative practical subject, which uses the 5C capabilities through group and individual productions. It supports students to develop and showcase a body of work through a portfolio-based approach.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students will need to work both collaboratively and independently. There will be opportunities for connection with families and industry through invitational events, competitions, and showcases. Recommended for students who are considering SACE Media Studies or IB Film in Years 11 and 12.

MEDIA STUDIES B: THE STORY WITHIN

Pathway: SACE Media Studies, IB Film

Length of course: 1 Semester (Semester 2)

Requirements for Success
No requirements, but Year 9 Media Studies or Year 10 Semester 1 is desirable.

Course Aim
To advance student skills and knowledge in narrative media/film production and analysis.

Course Description
Students will learn creative skills in media production, as well as analysing technical and immersive elements within a range of fictional productions. Students will work in small production teams where emphasis is placed on all stages of media production (planning, storyboarding, cinematography, continuity, editing, etc.) as well as creating works for a range of audiences. Individuals will develop skills in the creation of multimodal responses, while also benefiting from a strong focus on reflection and evaluation.

Media Studies B is a creatively focused practical subject, which extends the 5C capabilities through group and individual productions. It also supports students to develop and showcase a body of work through a creative storytelling approach.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students will need to work both collaboratively and independently. There will be opportunities for connection with families and industry through invitational events, competitions, and showcases. Recommended for students who are considering SACE Media Studies or IB Film in Years 11 and 12.

ARTS
YEAR 10

MIX MASTERS: EXPLORING SOUND PRODUCTION & LIVE MIXING

Pathway: University: Arts / Humanities or TAFE

Length of course: 1 Semester

Requirements for Success
Ability to read notation is beneficial.

Course Description
Welcome to Music Masters, a dynamic and immersive course designed to elevate your musical abilities and prepare you for advanced studies and performances. This course offers a unique blend of practical skills, creative development, and performance opportunities that will connect you with your passion for music and your community. With the opportunity to share your musical journey by recording and releasing your compositions and performances on Glenunga Music's SoundCloud, providing a personal connection with your family and friends. Gain hands-on experience in our recording studio and learn the essentials of sound production to create professional-quality tracks. Your progress as an artist will be evaluated through a variety of assessments, including composition, sound production and the opportunity to manage the live sound and running for music events at Glenunga. This course not only builds your technical skills but also fosters critical and creative thinking, problem-solving, and effective communication through music.
Join us in Music Mastery to unlock your full musical potential and make lasting connections with your audience.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

BRIDGING GENERATIONS: EXPLORING CLASSICAL AND ROCK MUSIC

Pathway: University: Arts / Humanities or TAFE

Length of course: 1 Semester

Requirements for Success
Ability to read notation and/or play an instrument is required. Successful completion of Musical Landscapes or The Art of Songwriting.

Course Description
Embark on a musical odyssey through time as we traverse the rich tapestries of classical elegance and the raw energy of rock. From Beethoven to The Beatles, dive deep into compositions, unravel the secrets of iconic melodies, and forge connections across generations, all while crafting your own musical journey in this dynamic exploration of classical and rock music.In this course, assessments are designed to reflect the diverse skills and knowledge gained across both classical and rock music genres. Your performance abilities will be showcased and refined and you'll delve into technique practice with a personalized handbook of strategies and techniques. Your composition skills, including lyric writing, will be put to the test in addition to your analytical prowess through the exploration of influential artists, linking to your own compositions. These assessments provide a holistic evaluation of your musical development and understanding across both classical and rock music realms.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

MUSIC MASTERY: UNLOCK YOUR POTENTIAL IN COMPOSITION, PERFORMANCE, AND ANALYSIS

Pathway: University: Arts / Humanities or TAFE

Length of course: 1 Semester

Requirements for Success
Ability to read notation and/or play an instrument is required.

Course Description
Immerse yourself in the world of Music with Music Mastery, a comprehensive course designed for students to prepare for senior music studies. This course offers a thorough exploration of music, focusing on developing your skills in composition, arranging, performance, and musical literacy knowledge and skills. You will build a strong foundation in musical literacy to support your creative and analytical skills, learning to create and arrange original pieces. You will document your creative process, from initial concept to final composition, and refine your work through active learning. Develop critical listening and analytical skills to understand and appreciate various musical styles and forms, strengthening your understanding of music theory, notation, and aural skills. Apply these concepts in practical settings to enhance your overall musicianship. Music Mastery is your pathway to advanced musical proficiency, offering a robust curriculum that prepares you for success in Year 11 and 12 IB and SACE music programs. Join us to deepen your knowledge, refine your skills, and express your creativity!

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

YEAR 10

ART: ADVANCED MASTERCLASS

Pathway: University: Arts / Humanities and Creative Industries

Length of course: 1 Semester

Course Aim
To develop the skills and knowledge necessary to create works of art with an emphasis on skill development and mastery.

Course Description
This course will develop the skills and knowledge necessary to create works of art with an emphasis on the sophisticated use of materials and techniques. Students will maintain a sketchbook and produce high quality artworks that connect to a personal aesthetic or theme with a focus on oil painting, drawing and realism. Students will have opportunities to engage with the community through workshops and gallery visits. This course builds on skills developed in Year 9 Art Masterclass.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: ART & IDEAS

Pathway: University: Arts / Humanities and Creative Industries

Length of course: 1 Semester

Course Aim
To develop the skills and knowledge necessary to create works of art with an emphasis on the creative process, experimentation in diverse media and techniques and visual literacy.

Course Description
This course focuses on developing ideas and representing concepts with a range of media/ techniques and through exploring curatorial purposes in art.

This subject includes a focus on art theory and links to art concepts and conventions in contemporary art. Skills are developed in conjunction to the development of ideas and student's practical application using media such as collage, photographic processes and printmaking. This course links particularly well with Ceramic Studio and Photography.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: CERAMIC STUDIO

Pathway: University and Creative Industries

Length of course: 1 Semester

Course Aim
To develop an understanding of contemporary ceramic art.

Course Description
This course will focus on the development of functional and sculptural ceramic skills.

Students will learn pottery, wheel-working skills as well as slip casting and other hand-building skills. Students will also learn decorating techniques and glazing techniques.

The course will have an entrepreneurial focus with students creating products to sell. This course will build on skills developed in Year 9 Thinking in 3D and Year 8 Art Apocalypse, and links particularly well with Graphic Design & Illustration in Year 10 and 11.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: GRAPHIC DESIGN & ILLUSTRATION

Pathway: University and Creative Industries

Length of course: 1 Semester

Course Aim
To develop an understanding of contemporary design with reference to historical and cultural design trends and styles, social impact and sustainability with a focus on graphic design.

Course Description
This course focuses on developing advanced skills in Adobe Illustrator. Students learn tools and techniques for producing resolved designs and vector illustrations in response to a range of design briefs. The course teaches students how to follow the design process to create successful visual outcomes. This subject will focus on skill building in Adobe Illustrator for a Design pathway.

Students will undertake a Visual Study in preparation for Stage 1 and 2 Design and explore key designers and their impacts on society and design trends in the 20th and 21st Centuries. This investigation will have a focus on sustainability and the impact products and materials have on our environment. It will give students the opportunity to step into the shoes of an influential designer and create their own unique design. Students will also learn how to critically analyse designs using design language and evaluate and justify their own creative decisions.

This course leads directly into Year 11 Visual Art: Design, but also links particularly well with Wearable Art, Ceramic Studio and Digital Art.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ART: WEARABLE ART

Pathway: University: Arts / Humanities or TAFE

Length of course: 1 Semester

Course Aim
To develop an understanding of techniques and processes necessary to create ceramic works with an emphasis on the creative process, experimentation in techniques and visual literacy.

Course Description
This course uses a multi-disciplinary and experimental approach to wearable art and design. Students will develop skills in textiles, surface pattern design, printing and construction of wearable objects and accessories by pushing the boundaries of media and materials. Students will work through the creative process to develop skills in collaboration and problem solving.

Links particularly well with Graphic Design & Illustration, Advanced Masterclass and Art and Ideas.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

ARTS

SACE STAGE 1

DRAMA A

Pathway: University: Arts / Humanities or TAFE

Credits: 10 (1 Semester)

Requirements for Success
B grade or better in an Arts Subject at Year 10 level or by negotiation with Arts Leader or audition.

Course Aim
In an introduction to Senior Drama students learn the transferable skills of creative collaboration and critical thinking to visualise develop, and present culturally valuable outcomes. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

Through the dramatic process they develop their understanding of aesthetics, and improve their skills as creative problem- identifiers and problem-solvers, critical thinkers, innovators, productive artists, practical entrepreneurs, and cultural leaders. They grow as cultural leaders by providing original and/or alternative artistic perspectives, viewpoints, and stories.

Course Description
Students are led by the teacher to work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform a dramatic production undertaking roles and collaborating in an ensemble to achieve individual and shared outcomes. This scripted performance work is developed through workshop exploration of Expressionism, Physical Theatre and Viewpoints to create a highly physical and visually aesthetic production influenced by a range of contemporary companies and enhanced with workshops by local artists.

Students attend a range of professional theatrical performances as part of the Adelaide Festival and Adelaide Fringe to challenge and extend the class as theatre makers. They must demonstrate their understanding, analysis, and evaluation of these dramatic works and/or events (such as workshops and masterclasses with theatre makers) in an oral, multimodal, or written response.

In the Creative Synthesis task, students apply the dramatic process to a small scene from a script to create a concept or vision for a hypothetical (or actual) dramatic product utilizing the theatrical styles studied. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks. Workshops, professional work viewed and texts are chosen to expose students to a range of applications of technology that they are encouraged to apply in all aspects of their own dramatic and course work.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students are encouraged and supported to complete their assessments using a range of technologies creating multi modal evidence of their learning and engagement with the performance standards.

Assessment Type 1:
Responding to Drama 30%

Assessment Type 2:
Performance and presentation of evidence 40%

Assessment Type 3:
Creative Synthesis 30%

Additional Information
Out of class rehearsal time is required for the Performance and is negotiated with the teacher. It is recommended that students intending to undertake Stage 2 Drama choose both Drama A and Drama B to ensure that they are well-equipped for the demands of the subject.

DRAMA B

Pathway: Stage 2 Drama, University: Arts/ Humanities or TAFE

Credits: 10 (1 Semester)

Requirements for Success
B grade or better in an Arts Subject at Year 10 level or by negotiation with Arts Leader or audition.

Course Aim
Intended as a final stepping stone to Stage 2 Drama students cement the transferable skills of creative collaboration and critical thinking to visualise, develop, and present culturally valuable outcomes. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products. Through the dramatic process they develop a deeper understanding of aesthetics, and improve their skills as creative problem-identifiers and problem-solvers, critical thinkers, innovators, productive artists, practical entrepreneurs, and cultural leaders. They grow as cultural leaders by providing original and/or alternative artistic perspectives, viewpoints, and stories.

Course Description
Deepening their use of the framework of the Company and Performance area of study, students attend a range of professional theatrical performances and workshops from local theatre companies to challenge and extend the class as theatre makers. Particularly they consider each company's manifesto in the relation to their target audience, style and intended messages zand use this to distil their own company vision for their Performance. They must demonstrate their understanding, analysis, and evaluation of these dramatic works or events, such as workshops and masterclasses with theatre makers, in an oral, multimodal, or written response.

In the Performance and Presentation of Evidence students conceive, explore, develop, produce, refine, and perform a dramatic production undertaking roles and collaborating in an ensemble to achieve individual and shared outcomes. They are challenged to work in collaboration as actors, designers, director, stage manager, production manager, dramaturge, playwright or screenwriter, filmmaker, cinematographer, editor, producer or publicist, using industry mentors to strengthen their practice.

In the Creative Synthesis Task, students focus on preparing for the external component of Stage 2 Drama generating a shared intention to create a dramatic presentation as an ensemble using dramatic knowledge about Contemporary Australian theatre innovators. Students complete the dramatic presentation in groups of two to five and a learning portfolio individually as evidence of their analysis and evaluation of learning.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students are encouraged and supported to complete their assessments using a range of technologies creating multi modal evidence of their learning and engagement with the performance standards.

Assessment Type 1:
Responding to Drama 30%

Assessment Type 2:
Performance and presentation of evidence 40%

Assessment Type 3:
Creative Synthesis 30%

Additional Information
Out of class rehearsal time is required for the Performance and is negotiated with the teacher. It is recommended that students intending to undertake Stage 2 Drama choose both Drama A and Drama B to ensure that they are well-equipped for the demands of the subject.

ARTS

SACE STAGE 1

MEDIA STUDIES A: DOCUMENTARY

Pathway: SACE Stage 2 Media Studies, University Screen Media

Credits: 10 (1 Semester)

Requirements for Success
To automatically progress to Stage 2 Media Studies students need to achieve a B grade or better in either Stage 1 Media Studies A and/or B.

Course Aim
To give students knowledge and skills in the Documentary (non-fiction) genre. Students will view and analyse a variety of documentary productions. They will learn new production techniques and apply them in a range of documentary style productions.

Course Description
Students will undertake a combination of inter-related media analysis (theory) and production (practical) tasks.

Practical
Students will work in small groups to develop production skills such as; cinematography, sound recording, interviewing and editing. These groups will research, script, shoot and edit detailed documentary video productions. Larger production tasks offer students the ability to produce works offsite and gain valuable filming experience within local communities.

Theory
Students will view and analyse a variety of visual texts and conduct primary and secondary research to enable them to produce descriptive and analytical final products. Individual assessment tasks will be both written and multimodal.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. There will be no exams, rather on-going summative assessment tasks related to both analysis and production elements.

Additional Information
Media Studies A (Documentary) and Media Studies B (Fiction) can be taken either separately or together, in any order. Students who are interested in either a career or further study in the field are encouraged to take both courses.

MEDIA STUDIES B: FICTION

Pathway: SACE Stage 2 Media Studies, University Screen Media

Credits: 10 (1 Semester)

Requirements for Success
To automatically progress to Stage 2 Media Studies students need to achieve a B grade or better in either Stage 1 Media Studies A and/or B.

Course Aim
To give students knowledge and skills in the Fiction (narrative) genre. Students will view and analyse a wide variety of narrative films, with a particular focus on Suspense. They will learn new production techniques and apply them in making their own short narrative films.

Course Description
Students will undertake a combination of inter-related media analysis (theory) and production (practical) tasks.

Practical
Students will work in small groups to develop production skills such as; cinematography, script writing, sound recording, storyboarding and editing. These groups will research, script, shoot and edit their own short narrative films. In some cases groups will work outside of school grounds for short periods of time. Groups will be assessed collectively, unless negotiated otherwise. Larger production tasks offer students the ability to produce works offsite and gain valuable filming experience within local communities.

Theory
Students will view and analyse a variety of visual texts and conduct primary and secondary research to enable the production of descriptive and analytical final products. Individual assessment tasks will be both written and multimodal.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. There will be no exams, rather on-going summative assessment tasks related to both analysis and production elements of the course.

Additional Information
Media Studies A (Documentary) and Media Studies B (Fiction) can be taken either separately or together. Students who are interested in either a career or further study (e.g., SACE Stage 2, university or TAFE) in the field of Media are encouraged to take both courses.

ARTS

SACE STAGE 1

MUSIC ADVANCED A

Pathway: University: Arts / Humanities or TAFE

Credits: 10 (1 Semester)

Requirements for Success
Full year of Year 10 Music OR Semester 2 Year 10 Music Course: Music Mastery: Unlock Your Potential in Composition, Performance, and Analysis.

Course Aim
This course aims to prepare students for SACE Stage 2 Music.

Course Description
In this subject, students will:
- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining and presenting creative works
- develop musical literacy skills
- analyse, discuss and interpret musical works and styles
- communicate musical ideas
- reflect on their own learning in music

Music Advanced extends students' existing musical understanding and skills and provides pathways to 2025 Stage 2 Music Performance — Ensemble, Music Performance — Solo and/or Music Explorations (Stage 2 Music courses are altered yearly)

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students will be assessed on creative works (performing, composing and arranging) and musical literacy (understanding and responding to music).

Additional Information
Students who are doing only one semester of music need to do so in the first semester as the semesters are sequential.

MUSIC ADVANCED B

Pathway: University: Arts / Humanities or TAFE

Credits: 10 (1 Semester)

Requirements for Success
Full year of Year 10 Music OR Semester 2 Year 10 Music Course: Music Mastery: Unlock Your Potential in Composition, Performance, and Analysis.

Course Aim
This course aims to prepare students for SACE Stage 2 Music.

Course Description
In this subject, students will:
- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining and presenting creative works
- develop musical literacy skills
- analyse, discuss and interpret musical works and styles
- communicate musical ideas
- reflect on their own learning in music

Music Advanced extends students' existing musical understanding and skills and provides pathways to 2025 Stage 2 Music Performance — Ensemble, Music Performance — Solo and/or Music Explorations (Stage 2 Music courses are altered yearly)

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students will be assessed on creative works (performing, composing and arranging) and musical literacy (understanding and responding to music).

Additional Information
Students who are doing only one semester of music need to do so in the first semester as the semesters are sequential.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

SACE STAGE 1

VISUAL ARTS: ART A

Pathway: University: Arts / Humanities and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject. We encourage a high proficiency in written English.

Course Aim
To develop technical skills that will enable the production of sophisticated works of art with a strong emphasis on individuality and creativity, as well as an understanding of visual art's links with history, culture and society to prepare students for study in Stage 2 Visual Art.

Course Description
Students will develop their knowledge of contemporary practice through a range of practical and theoretical tasks. A variety of different drawing and painting techniques will be learned with a focus on artists' work and historical art movements. Students will be expected to create their own original artworks using a range of traditional and non-traditional painting and drawing materials. There will be a strong emphasis on capturing the creative process through folio work.

The Visual Study will include research, analysis of artworks and synthesis of ideas.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Visual Study	30%
Folio	40%
Practical	30%

VISUAL ARTS: ART B

Pathway: University: Arts / Humanities and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject. We encourage a high proficiency in written English.

Course Aim
To develop technical skills that will enable the production of sophisticated printmaking and sculptural works of art with a strong emphasis on individuality and creativity, as well as an understanding of visual art's links with history, culture and society to prepare students for study in Stage 2 Visual Art.

Course Description
This course provides students with the opportunity to explore a variety of printmaking and 3D sculptural techniques. Drawing will form an integral part of the course. Students may work with relief, stencil or intaglio printmaking techniques. Students may also work with stone, wire, papier-mache or mixed media. They may complete large scale clay works using hand building techniques as well as throwing forms on the pottery wheel. There will be a strong emphasis on developmental back-up work. Students will develop their understanding of contemporary practice through a range of practical and theoretical tasks. The Visual Study will include research and analysis of artworks and synthesis of ideas.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Visual Study	30%
Folio	40%
Practical	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

ARTS

SACE STAGE 1

CREATIVE ARTS A

Pathway: SACE Stage 2 Creative Arts and other Stage 2 Arts offerings, Creative Arts pathways at University and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject.

Course Aim
Creative Arts A challenges students to explore the work of creative arts practitioners, while also allowing students to develop their own skills through a focus on process, production, varied arts disciplines, and practice. Scope for diverse practical forms of production (Dance, Digital Art, Drama, Film/Media, Gaming Design, Music, Photography, Visual Art/Design) exists within this course and is encouraged.

The course aims to develop students as creative artists. Students shape and self-direct their artistic work through collaboration with Arts teachers, industry mentors, and where applicable, their peers with consideration of impact on their audience and wider messages.

Course Description
Stage 1 Creative Arts challenges students to continue their inquiry based exploration of Arts practice and skill development, through independent and collaborative production, application, exploration and reflection. Through a portfolio-based approach that highlights fields of interest, individual technical skills, experimentation with practice, and reflection on process, students will explore the importance of all facets of the artistic process from idea generation, through production, to exhibition. Within this approach, Creative Arts A will feature a stronger focus on Development and Production, and Concepts and Disciplines, to investigate the cultural and social impact of a range of art forms and practitioners.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Production	50%
Inquiry	20%
Skills Folio	30%

CREATIVE ARTS B

Pathway: SACE Stage 2 Creative Arts and other Stage 2 Arts offerings, Creative Arts pathways at University and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject.

Course Aim
Creative Arts B challenges students to explore the work of creative arts practitioners, while also allowing students to develop their own skills through a focus on process, production, varied arts disciplines, and practice. Scope for diverse practical forms of production (Dance, Digital Art, Drama, Film/Media, Gaming Design, Music, Photography, Visual Art/Design) exists within this course and is encouraged. This course aims to capture and explore how artists drive innovation, create value, meaning, engagement and entertainment for consumers and audiences alike. Creative Artists use performance, design, production, direction, and curation, to share the wonder, importance, and the cultural significance of all art forms with an audience and the broader public.

Course Description
Stage 1 Creative Arts challenges students to continue their inquiry based exploration of Arts practice and skill development, through independent and collaborative production, application, exploration and reflection. Through a portfolio-based approach that highlights fields of interest, individual technical skills, experimentation with practice, and reflection on process, students will explore the importance of all facets of the artistic process from idea generation, through production, to exhibition. Within this approach, Creative Arts A will feature a stronger focus on Development and Production, and Concepts and Disciplines, to investigate the cultural and social impact of a range of art forms and practitioners.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Production	50%
Inquiry	20%
Skills Folio	30%

VISUAL ARTS: DESIGN A

Pathway: University: Arts / Humanities and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject. We encourage a high proficiency in written English.

Course Aim
To use the design process and apply creative thinking strategies and a range of learned practical techniques to develop original design works.

To use descriptive and analytical writing processes to respond to a range of design works, as well as gaining knowledge about national and international designers to prepare students for study in Stage 2 Visual Art - Design.

Course Description
Students will use a number of practical techniques to complete a range of design pieces. They may work in the three main areas of design, Graphic, Product and Environmental. Areas such as Fashion and Interior Design may also be looked at depending on student negotiations. Research will be undertaken in a variety of contemporary design areas and specific designers will be investigated in a Visual Study, including short written reflections and analyses.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Visual Study	30%
Folio	40%
Practical	30%

VISUAL ARTS: DESIGN B

Pathway: University: Arts / Humanities and Creative Industries

Credits: 10 (1 Semester)

Requirements for Success
B grade in any Year 10 Arts subject. We encourage a high proficiency in written English.

Course Aim
To use the design process and apply creative thinking strategies and a range of learned practical techniques to develop original design works.

To use descriptive and analytical writing processes to respond to a range of design works, as well as gaining knowledge about national and international designers to prepare students for study in Stage 2 Visual Art - Design.

Course Description
Students will use a number of practical techniques to complete a range of design pieces. They may work in the three main areas of design Graphic, Product and Environmental. Areas such as Fashion and Interior Design may also be looked at depending on student negotiations. Research will be undertaken in a variety of contemporary design areas and specific designers will be investigated in a Visual Study, including short written reflections and analyses.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Visual Study	30%
Folio	40%
Practical	30%

ARTS

SACE STAGE 2

CREATIVE ARTS

Pathway: Creative Arts pathways at Adelaide Uni/Flinders Uni/Uni SA/TAFE and Creative Industries.

Credits: 20 (2 Semesters)

Requirements for Success
B grade or better in any SACE Stage 1 Arts Discipline (Creative Arts, Drama, Media Studies, Music, Visual Art, Visual Art-Design), or via Interview with Arts Leader.

Course Aim
To develop and understand artistic skills and techniques to create artworks and productions as a platform for Expression, Collaboration, Curation and Exhibition. The Stage 2 course is designed to build upon the key elements established in the Year 10 and Stage 1 courses (Development and Production, Concepts and Disciplines, Process, and Arts in Practice). It also supports students to move beyond the early stages of development within the Arts as they refine their process within their artistic areas of interest and increase engagement with industry practitioners.

Course Description
Creative Arts is a subject that captures and explores how artists drive innovation and create value, meaning, engagement and entertainment for consumers and audiences alike. At times of need, we turn to Creative Artists and their works for understanding, learning, comfort, enjoyment, and escape.

Creative Artists use performance, design, production, direction, and curation, to share the wonder, the importance, and the cultural significance of all art forms with the broader public, through the use of invaluable creative skills and constantly evolving approaches to inspiration and exhibition. Through collaboration with Artistic Mentors, including their teachers and industry professionals, students will be guided and supported through these vital stages in their development as young creatives.

Stage 2 Creative Arts is designed to support students to transition into Emerging Arts Practitioners and Curators within the wider arts community.

Through the opportunity to develop and create their own works of art in a range of forms (Dance, Digital Art, Drama, Film/Media, Gaming Design, Music, Photography, Visual Art/ Design), students combine practical skills, study of process, investigation into areas of interest, reflection, and evaluation, to develop as artists and engage with artistic communities, festivals and industries. A portfolio-based approach not only enhances students' skills in showcasing their own work, but also challenges students to develop beyond brief reflection and summary, and move towards critical analysis and evaluation of their own work and the work of other practitioners. Central to this subject is an inquiry based approach to exploring the cultural and social significance of all art forms, and how the links between inspiration, creation and sharing of works is vital as consumers, curators and producers of art works.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School-based Assessment:

Product x 2	50%
Investigation	20%

External Assessment:

Practical Skills	30%

Additional Information
Recommended for students considering post-secondary pathways in any form of Creative Arts.

DRAMA

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
B grade or better in Drama at Stage 1 level or by negotiation with Arts Leader or audition.

Course Aim
In Drama, students learn to think and act as artists, cultural leaders and creative entrepreneurs who develop genuine self-belief and confidence. Students enrich their understanding of human relationships, from the personal to the global. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for real audiences, and analyse and evaluate artistic processes and products. Drama students develop their unique gifts as creative, informed wise, productive and interpersonally skilled artists, leaders and collaborators.

Course Description
In Company and Production students collaborate to create theatre in small groups as well as the whole class. For the Group Production students assume the creative, production and entrepreneurial roles to stage an established dramatic text as a whole class with the ideas, exploration and development culminating in performance to an audience. Students select evidence of their understanding, creativity, analysis, evaluation and application in multi modal form to create a Learning Portfolio detailing their learning in the Group Production. For the Creative Presentation students form small groups of two to five to independently devise dramatic work. Through a shared vision, they rehearse and develop the work leading to a final, polished outcome with the teacher as facilitator. Students use a theatrical innovator to inspire this work and adopt stylistic conventions to influence the final outcome.

Students respond to drama through analysis and evaluation of dramatic source material created by local and global professional drama practitioners with consideration of the influence on their own work. To achieve this students, view live theatre performances, films, and participate in workshops and masterclasses with arts professionals.

They devise a hypothetical creative outcome linked to a shared dramatic text where each student is encouraged to take creative risks, experiment, imagine, conceive and develop individual concepts.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students are encouraged and supported to complete their assessments using a range of technologies creating multi modal evidence of their learning and engagement with the performance standards.

School Assessment:

Assessment Type 1:	
Group Production	40%
Assessment Type 2:	
Evaluation and Creativity	30%

External Assessment:

Assessment Type 3:	
Creative Presentation	30%

Additional Information
Out of class rehearsal time is required for the Group Production and is negotiated with the teacher.

ARTS

SACE STAGE 2

MEDIA STUDIES

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
To automatically progress to this course students need to have achieved a B grade or better in either Stage 1 Media Studies A or B. This assumes proficient communication, practical and analytical skills (4 or better in the IB Diploma).

Course Aim
To expand and further develop film production and analysis skills acquired in SACE Stage 1 Media Studies, while generating a portfolio of practical and theory work as a showcase for future tertiary and professional endeavours. Students will further access, manipulate and analyse a range of Media related topics. They will use a variety of presentation techniques, including film making, multimodal and written responses.

Course Description
Students study 2 major topics using an integrated approach that uses multimodal, written and production modes. Recent topics studied have included:
- Documentaries
- Short Film

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment in Media Studies Stage 2 consists of the following components:

2 Media Productions	40%
1-2 Media Explorations	20%
1 Media Interaction	10%
1 Media Investigation	30%

MUSIC EXPLORATIONS

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
Students entering Music Explorations must have completed one semester of music at Stage 1. Two semesters of Stage 1 Music is recommended.

Course Aim
In this subject, students are expected to:
- develop and apply knowledge and understanding of musical elements in exploring and experimenting with music
- explore and experiment with musical styles, influences, techniques and/or production
- apply musical literacy skills
- analyse and discuss musical works
- synthesise findings from exploration of and experimentation with music and express musical ideas
- reflect on and critique own learning within music.

Course Description
This course is a flexible course that allows students to explore any areas of musical interest, combining or specialising in performance, composition or music technology.

Students explore and experiment with musical styles, influences, techniques and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Portfolio of explorations (8-10 mins performance OR 4-6 mins composition + commentaries)	40%
Creative connections task (6-8 mins performance OR 3-4 mins composition + discussion)	30%
Musical literacy tasks (three tasks including at least one song composition)	30%

MUSIC PERFORMANCE - SOLO/ENSEMBLE

Pathway: University or TAFE

Credits: Full Year (20 Credits); 10 Credits - Ensemble and 10 Credits - Solo Performance

Requirements for Success
Students may enter Music Performance without having studied Stage 1 Music provided an appropriate level of performance skills (equal to at least three years of experience on the instrument/voice) is demonstrated in an audition. Students electing to study Ensemble Performance must be members of a school-run ensemble or part of a regularly rehearsing group.

Course Aim
In this subject, students are expected to:
- apply knowledge and understanding of style, structure and conventions in performing musical works
- apply musical skills and techniques in refining and performing musical works
- interpret creative works and express musical ideas
- develop stage presence and skills in engaging an audience
- discuss key musical elements of their chosen repertoire
- critique and evaluate own learning within music.

Course Description
Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their performances. Students may elect to study either Solo or Ensemble Performance, or both subjects. The subject may be studied off- line by arrangement.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

First performance (6-8 minutes)	30%
Second performance (6-8 minutes) + 800 word discussion	40%
External performance (6-8 minutes) + 500 word evaluation	30%

ARTS

SACE STAGE 2

VISUAL ARTS: ART

Pathway: University: Arts / Humanities or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
- B grade or better at SACE Stage 1 Art (5 or better in IB Year 11 Art)
- B grade or better in Stage 1 English Literary Studies, English or EAL.

Course Aim
- Conceive, develop and make visual artworks that reflect individuality and the development and communication of a personal aesthetic
- Demonstrate visual thinking through the conception, evolution and evaluation of ideas and the development of skills with media, materials, techniques and technologies
- Apply skills in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
- Communicate knowledge and understanding of their own visual artworks and the connections between their own visual artworks and those of other practitioners
- Describe, analyse, and respond to visual artworks in social, cultural and historical contexts.
- Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques and questions.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School-based Assessment:

Folio	30%
Practical	40%

External Assessment:

Visual Study	30%

Folio (30%):
Students produce one or two folios that document their visual learning, in support of their two resolved visual artworks.

Practical (40%)
Practical assessment consists of:
- Two resolved artworks
- Two practitioner's statements

Visual Study (30%)
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, media/ materials, methods, techniques or technologies based on research and analysis of the work of other practitioners. Students develop an idea for a visual study that
- Answer a question about a practical application
- Explore a concept, an idea, media, material, a technique or technology
- Support or refute a visual arts-in-practice statement

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program already covered. Students may wish to take the opportunity to diversify and to learn about an area of art or design that has not yet been covered in their teaching and learning program.

Additional Information
Recommended for students considering post-secondary pathways in Visual Arts or Creative Industries.

Students can enrol in:
- Visual Arts - Art or Visual Arts - Design PLUS
- Creative Arts

VISUAL ARTS: DESIGN

Pathway: University: Arts / Humanities or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
- B grade or better at SACE Stage 1 Design (5 or better in IB Year 11 Art)
- B grade or better in Stage 1 English Literary Studies, English or EAL.

Course Aim
The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/ or concepts and the skills to communicate resolutions. In this subject, students are expected to:
- Conceive, develop, and make designs that reflect individuality and the development and communication of a personal aesthetic
- Demonstrate visual thinking through the conception, evolution and evaluation of ideas and the development of skills with media, materials, techniques and technologies
- Apply skills in using media, materials, techniques and technologies to solve problems and resolve visual artworks
- Communicate knowledge and understanding of their own designs and the connections between this and those of other practitioners.
- Describe, analyse and respond to designs in a range of social, cultural and historical contexts
- Develop inquiry skills to explore design issues, ideas, concepts, processes, techniques and questions

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School-based Assessment:

Folio	30%
Practical	40%

External Assessment:

Visual Study	30%

Folio (30%)
Students produce one or two folios that document their visual learning, in support of their two resolved visual designs.

Practical (40%)
Practical assessment consists of two parts:
- Two resolved design works
- Two practitioner's statements

Visual Study (30%)
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, media/materials, methods, techniques or technologies based on research and analysis of the work of other practitioners. Students develop an idea for a visual study that may:
- Answer a question about practical application.
- Explore a concept, an idea, media, material, a technique or technology
- Support or refute a visual arts-in-practice statement

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program already covered. Students may wish to take the opportunity to diversify and to learn about an area of art or design that has not yet been covered in their teaching and learning program.

Additional Information
Recommended for students considering post-secondary pathways in Visual Arts or Creative Industries.

Students can enrol in:
- Visual Arts - Art or Visual Arts - Design PLUS
- Creative Arts

IB FILM (HL AND SL)

IB Diploma Group 6

Pathway: University, TAFE or innovative private practice

Length of course: 2 years

Requirements for Success
Media Studies at Year 10 with a grade of B or better OR via interview with IB Film Teacher or Arts Leader.

Course Aim
The course aims to develop students in Film as imaginative and skilled creators and collaborators, through Inquiry (exploration of films, filmmakers, context and techniques), Action (individual and collaborative productions) and Reflection (on their own work and that of others).

Course Description
Students will be expected to demonstrate:
- An understanding of the variety of ways film creates meaning
- Originality and creativity in developing an idea through the various stages from conception to finished production
- Technical skills and an appropriate use of available technology
- The ability to draw together their knowledge, skills, research and experience and apply them analytically to evaluate film texts
- The ability to collaborate in a range of group activities and productions throughout the course, and learn how to develop and refine these skills through creative problem solving and peer discussion
- Students will view and analyse a variety of films through history, culture, style and genre and be challenged to expand their existing viewing habits
- Students will be given technical training and facilities that will enable them to produce their own video

Assessment
External ***SL 60% (HL 75%)***
- Textual Analysis: Analysis of a 5 minute continuous sequence from a prescribed film.
- Comparative Study: Students research a chosen area of Film, and through their research compare two films from chosen area in a multimedia study.
- Higher Level: Collaborative film project (max. 7 minutes duration) with written and photographic documentation (HL - 35%)

Internal ***SL 40% (HL 25%)***
- Film Portfolio: Students create a Film Portfolio containing both a film reel of three different productions with experience in different production roles (containing at least one finished film), and written reflections focused on their intention as filmmakers.

IB MUSIC (HL AND SL)

Pathway: University: Music/Music Education/ Music Technology/Arts/ Humanities

Length of course: 2 years

Requirements for Success
Full year of Year 10 Music OR Semester 2 Year 10 Music Course: Music Mastery: Unlock Your Potential in Composition, Performance, and Analysis.

Course Aim
In this subject, students will:
- Explore the diversity of music across time, cultures and contexts
- Develop as informed, perceptive and analytical musical practitioners (performers, composers and researchers)
- Evaluate and develop critical perspectives on their own music and on the work of others
- Develop as imaginative and skilled creators and collaborators

Course Description
This new IB course is much more practical and independent in nature compared with the prior course. The course fosters students' musicianship and shapes their musical identities as researchers, creators and performers, in line with the IB's philosophy of developing the holistic learner.

The course involves three connected aspects:
- Knowledge and understanding of diverse musical material (from personal, local and global contexts). These are explored through four areas of inquiry: Music for sociocultural and political expression (e.g. protest songs, world music); Music for listening and performance music); Music for drama, movement and entertainment (e.g. film music, musical theatre); Music technology (e.g. pop/rock, EDM, sample and loop based music, sound art).
- Engagement with three musical processes of exploring music in context, experimenting with music and presenting music. Through these processes students learn about musical conventions and practices while applying their findings to their own practical work. They will improve their musical skills through the continuous practice of exploring, experimenting with, and presenting, music. HL students have the opportunity to further expand these skills in a real-life musical project: The contemporary music maker.
- Competencies and skill in the musical roles of researchers, creators and performers. (NB these are integrated throughout the course rather than being treated and assessed separately)

Assessment
Exploring music in context
30% SL (20% HL)
- written work 2400 words + 1 creating exercise (32 bars or 1 minute)
- + 1 performance of an adaptation of music from a local or global context (2 minutes)

Experimenting with music
30% SL (20% HL)
- experimentation report 1500 words + three related excerpts of creating and three excerpts of performing (total 5 minutes each)

Presenting music
40% SL (30% HL)
- solo and/ or ensemble performances 12 mins, composition or improvisation 6 mins, programme notes 600 words

The contemporary music maker
(HL only 30%)
- continuous multimedia presentation documenting a collaborative real life project in music performance, composition and/or research

ARTS

IB YEAR 11 / YEAR 12

IB VISUAL ART (HL AND SL)

IB Diploma Group 6

Pathway: University: Arts or Humanities and Creative Industries

Length of course: 2 years

Requirements for Success
Students need to have achieved a B or better in Year 10 Art, Design or Creative Arts.

Course Aim
To enable students to gain an in-depth understanding of art and how it is made through the development of skills, creativity and the appreciation of art history and culture.

Course Description
This course is based around the production of artworks and the integration of research and art appreciation. Practical work will include opportunities for structured learning as well as for wide ranging personal work of a more experimental nature. Students will be required to curate their own exhibition. A high level of technical skill is expected as well as a willingness to explore concepts and media. The Visual Arts Journal will encourage adventurous and critical research in the appreciation and history of art and design.

The core syllabus is composed of:

Visual Arts in Context
Perspectives, theories and culture through visual arts

Visual Art Methods
Acquiring skills to make artworks through experimentation with media and technique.

Communicating Visual Arts
Curatorial studies and selecting works for exhibition.

This course is offered at both Higher and Standard Level.

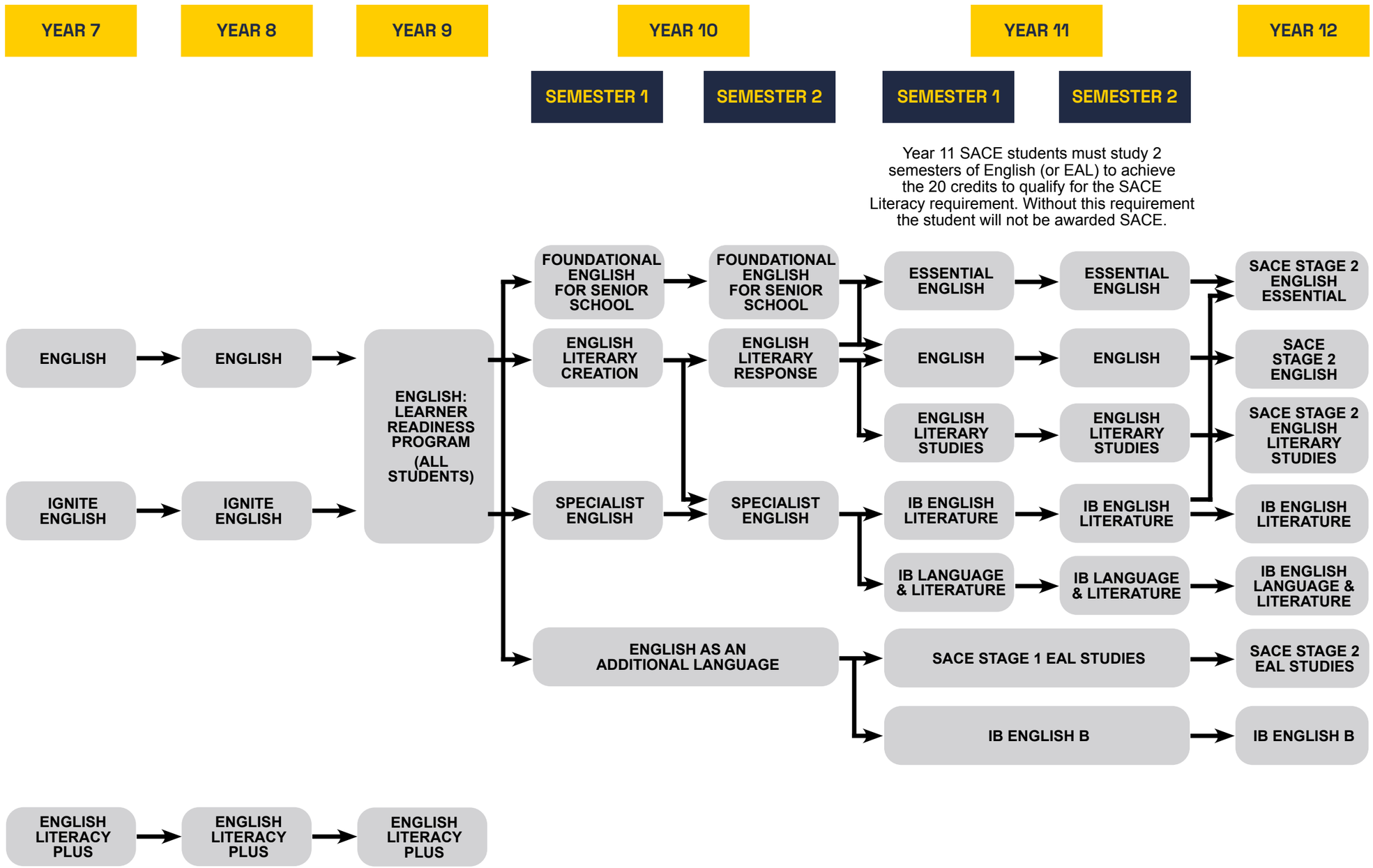
Assessment
Assessment is criteria based and divided into 3 components:

Comparative Study	20%
Process Folio	40%
Exhibition with curatorial rationale	40%

Additional Information
Recommended for students considering post-secondary pathways in Visual arts and other related courses.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ENGLISH



NOTE: It is possible to move between pathways and to have different combinations. If you are considering doing so, speak to your English Teacher or English Leader.

ENGLISH

YEAR 7

ENGLISH LITERACY PLUS

Compulsory
If students' Australian Curriculum Literacy or Language Levels are below an appropriate level for that year group then they are required to study this course. Students study English Literacy Plus in conjunction with their year level English class.

Length of course: 2 Semesters

Course Aim
English Literacy Plus is an English offering in Years 7-10 which provides students with improved access participation and achievement across the curriculum by developing their metacognitive and metalinguistic awareness of the language and literacy choices available to them in the English language.

The course increases students' understanding use and control of key language resources to comprehend and compose formal academic written texts. There is also a focus on spoken fluency and reading comprehension.

Course Description
English Literacy Plus emphasizes the development of literacy s ills with a focus on Functional Grammar and Genre Writing. Students will be introduced to the Register Continuum and how to strategically manipulate its three independent variables for language and literacy improvement:

Field: Expressing and developing ideas to express learning area content and concepts with increasing detail specificity/technicality and abstraction.

Tenor: Language for interaction to take a stance and open up to and engage with other viewpoints

Mode: Text structure and organisation to structure and organise text and create cohesion and coherence logical flow.

Students will also develop their reading skills by examining a wide range of short texts. The short texts will have a literary and language focus.

Further to this there will be an emphasis on developing oral communication skills through formal and informal presentations.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Assessment of student progress is continuous and written tasks are assessed against the Department for Education's LEAP Levels as well as a GIHS designed ELP skills progression. Students will be graded on a 1-12 scale which represents their level of development.

ENGLISH

Compulsory

Length of course: 2 Semesters

Course Description
The Year 7 English course covers a range of literacy skills with a particular focus on developing confident nuanced readers. Close reading skills will be taught using Visible Thinking Routines and collaborative analysis strategies. Students will begin to learn literary text response using the text types of film novel drama and poetry. To stretch and develop students to meet their personalised needs students will engage in a boo club where they collaboratively read and learn using various texts and tasks to direct their learning.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. Assessment will target all areas of literacy- reading writing speaking and listening. Reading inference will be a feature of assessment and students will be explicitly assessed on their close reading strategies.

External Assessment:
NAPLAN will be completed in Term 1. PAT-R will be completed in Term 3.

IGNITE ENGLISH

Compulsory

Length of course: 2 Semesters

Classes: Ignite Mentor Groups

Course Description
Year 7 IGNITE English covers a range of literacy skills with a particular focus on developing confident, nuanced readers who are able to discuss literature at a high level. Close reading skills will be taught using Visible Thinking Routines and collaborative analysis strategies to move students from surface to deep learning.

To stretch and develop students to meet their personalised needs students will engage in a book club where they collaboratively read and learn using various texts and tasks to direct their learning. The book club will give IGNITE students the opportunity to work horizontally with all of the Year 7 IGNITE students in a collaborative style learning environment.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. IGNITE students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately in a range of modes and forms. The assessment will give students the opportunity to make choices which reflect their learning and they will be accelerated through the forms of writing in intensive writing workshops. The IGNITE students will also be stretched by including a comparative text response in their writing.

External Assessment:
NAPLAN will be completed in Term 1. PAT-R will be completed in Term 3.

ENGLISH

YEAR 8

ENGLISH LITERACY PLUS

Compulsory
If students' Australian Curriculum Literacy or Language Levels are below an appropriate level for that year group then they are required to study this course. Students study English Literacy Plus in conjunction with their year level English class.

Length of course: 2 Semesters

Course Aim
English Literacy Plus is an English offering in Years 7-10 which provides students with improved access participation and achievement across the curriculum by developing their metacognitive and metalinguistic awareness of the language and literacy choices available to them in the English language.

The course increases students' understanding use and control of key language resources to comprehend and compose formal academic written texts. here is also a focus on spoken fluency and reading comprehension.

Course Description
English Literacy Plus is an Australian Curriculum English course that emphasizes the development of literacy skills. Students will be introduced to the Register Continuum and how to strategically manipulate its three independent variables for language and literacy improvement:

Field: Expressing and developing ideas to express learning area content and concepts with increasing detail specificity/technicality and abstraction

Tenor: Language for interaction to take a stance and open up to and engage with other viewpoints

Mode: Text structure and organisation to structure and organise text and create cohesion and coherence logical flow

Students will also develop their reading skills by examining a wide range of short texts. The short texts will have a literary and language focus.

Further to this there will be an emphasis on developing oral communication skills through formal and informal presentations.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Assessment of student progress is continuous and written tasks are assessed against the Department for Education's LEAP Levels as well as a GIHS designed ELP skills progression. Students will be graded on a 1-12 scale which represents their level of development.

ENGLISH

Compulsory

Length of course: 2 Semesters

Course Aim
In Year 8 English the course is designed to extend the skills developed in the Year 7 program with a particular focus on inferential reading development.

Students will be introduced to an extended variety of writing forms expanding their skills in Text Production and Text Response.

In this course students will engage in reading writing speaking and listening activities with a particular focus on developing visible thinking skills and comparative writing.

To extend students in Year 8 we will be introducing the critical perspectives study challenging students to use literary lenses to approach their reading and viewing.

Course Description
Each term students will undertake a genre or form study. Students will start with a poetry study and compare a set of poems in a multi-modal response. The poetry will be based on an anthology of collected works which covers a range of topics and cultural perspectives.

Students will then complete a number of whole text studies in the Psychological/ Gothic and Bildungsroman genres. In these studies students will be led through deep textual analysis and this will be supplemented by short texts of the genre. An archetypal critical perspective study on heroes and villains will end the year.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Assessment in these topics will be analytical in nature with close readings essays and critical responses. Finally, students will look at an Archetypal Critical perspective study with the focus on literary heroes and villains. Film and short texts will feature in this study driven by the interests and feedback from the class. Assessment will focus on the discussion of critical perspectives and a creative transformation of the genre.

IGNITE ENGLISH

Compulsory

Length of course: 2 Semesters

Course Aim
In Year 8 Ignite English the course is designed to extend the skills developed in the Year 7 Ignite program with a particular focus on inferential reading development. Students will be introduced to an extended variety of writing forms expanding their skills in Text Production and Text Response.The texts chosen for the learning will reflect the Ignite Design model with real world connections to major issues and a focus on empathetic connections.

Course Description and Assessment
Each term students will undertake a genre or form study. Students will start with a poetry study linked to the theme of 'empathy.' There will be a focus on how empathy is explored through race culture and gender.

Poems will extend students by exposing them to a wide variety of forms as well as poets of a variety of cultural backgrounds. Students will create their own poetry in a curated anthology and discuss style and intent in a 'writer's statement.'

Students will then move onto a social justice study in literature. They will compare a novel and a film with varying social justice issues and learn to critique form and function through an extended essay response.

This study will then springboard the students to a real-world study of how the media represents similar and different issues. Students will be immersed into the world of journalism critically examining various media forms unpacking the nuance of 'fake news' and creating their own journalistic pieces.

The final Ignite study will be an author study. Working in conjunction with their teacher and class students will decide from a range of choices which author or director they dive deeply into examining. Student's may pastiche the style as well as discuss effect and purpose in formal written responses.

ENGLISH

YEAR 9

ENGLISH LITERACY PLUS

Compulsory
If students' Australian Curriculum Literacy or Language Levels are below an appropriate level for that year group then they are requiredto study this course. Students study English Literacy Plus in conjunction with their year level English class.

Length of course: 2 Semesters

Course Aim
English Literacy Plus is an English offering in Years 7-10 which provides students with improved access participation and achievement across the curriculum by developing their metacognitive and metalinguistic awareness of the language and literacy choices available to them in the English language.

The course increases students' understanding use and control of key language resources to comprehend and compose formal academic written texts. here is also a focus on spoken fluency and reading comprehension.

Further to this there will be an emphasis on developing oral communication s ills through formal and informal presentations.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Assessment of student progress is continuous and written tasks are assessed against the Department for Education's LEAP Levels as well as a GIHS designed ELP skills progression. Students will be graded on a 1-12 scale which represents their level of development.

ENGLISH: LEARNER READINESS PROGRAM

Compulsory

Length of course: 2 Semesters

Course Aim
In Year 9 English the course is designed as a Learner Readiness Program (LRP) which allows students to work toward mastery of skills related to Text Production and Text Response as well as pick areas of passion and interest to study that have a literary focus.

The LRP encourages students to challenge themselves to reach their full potential in their literacy as well as follow interests and passions so that they are aware of their strengths as they are preparing for senior studies.

All offerings at Year 9 have a reading writing and speaking component to engage students in the modes of communication. A variety of texts are used to challenge and stretch students. Texts will have real world connections to culture gender identity and politics so that they extend our students through a lens of Harmony and International Mindedness.

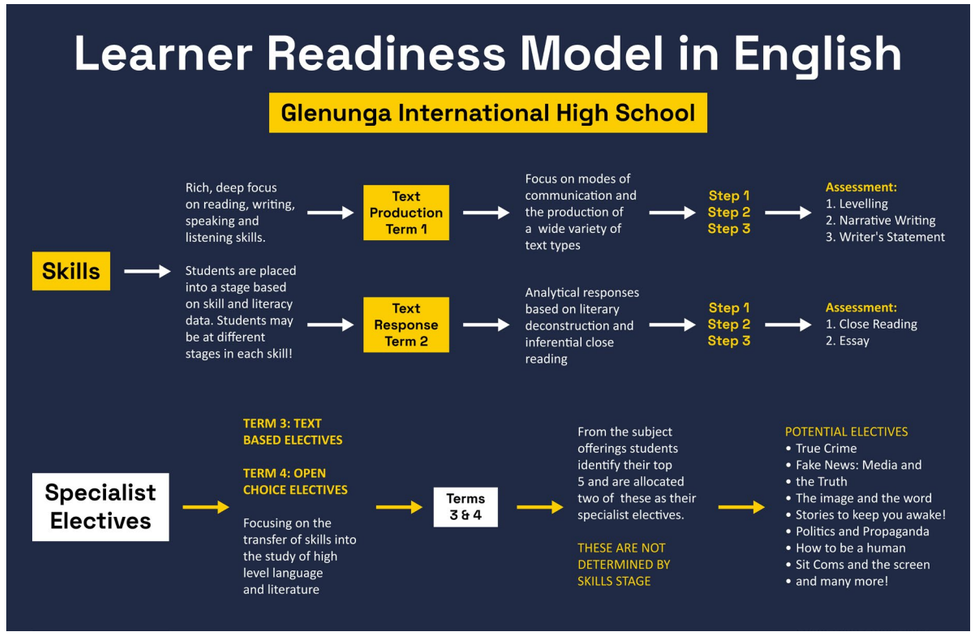
Course Description
In Terms 1 and 2 students will be allocated to a 'skills step' based on their previous 4 terms of achievement data NAPLAN PAT -R and teacher recommendations. In these classes there will be a rigorous focus on progressing students through the skills required for each topic (text response- analytical and text production- creative). Once a student has reached skills mastery in their step they will be moved to the next step to further challenge and extend themselves.

In Terms 3 and 4 students will have the opportunity to apply their literacy skills in 'Specialist Electives' which have been designed to reflect student feedback on the areas of English that they are passionate about.

In the past these topics have included True Crime, Crime Fiction, Fake News Kicking Goals: Sport in Literature, Comedy in Literature, Not Another Teen Movie: Misrepresentations of Teens in Films, Heaven and Hell, Shakespeare, Monsters of L'Estrange, Hollywood, Zombie Zeitgeist, Myths and Madness, Tyrants and Tinfoil, Australian Comedy, Fate Fables & Fantasy.

Each year we update the selections based on a student feedback survey and so there are always new and exciting courses for students to explore!

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are required to present a broad range of tasks which respond to texts using oral multimodal and written modes. They will also have the opportunity to create texts that show a deep understanding of a variety of language and literary forms.



PRE SENIOR ENGLISH

Students are required to complete a full year of English at Year 10.

- IB pathway enrol in Specialist English for a full year
- SACE pathway enrol in either a full year of Foundational English for Senior School or English Literary Creation for Semester 1 and English Literary Response for Semester 2
- Ignite students enrol in Specialist English in Semester 1 and then they pick their pathway in Semester 2.

Year 10
Pre-Senior English

Specialist English

Pathway:
All IGNITE students (Sem 1 only) and students who want to complete IB in Senior Years.
Description:
For students who want to pursue an IB pathway and develop a deep appreciation of literature and their analytical skills.
Assessment:
Semester 1:
Levelling, Text Production, Learner Journal, Single Text Essay and Exam
Semester 2:
Guided Literary Analysis, Single Text Essay, Learner Journal and Exam

Literary Creation (Semester 2)

Pathway:
SACE English Literary Studies and English.
Description:
For students who want to pursue a SACE pathway and develop a range of creative lanuguage skills across a range of text types and modes.
Assessment:
Semester 1:
Narrative, Poetry and Writer's Statement, Public Service Announcement and Free Choice (negotiated with Teacher)

Foundational Skills for Senior English

Pathway:
SACE Essential English and English.
Description:
For students who want or need to build their foundational skills in preparation for Senior Years including writing, speaking, reading and listening.
Assessment:
Each Semester:
Close Reading, Single Text Essay/Multimodal Analytical Response, 2 x Text Production

Literary Response (Semester 1)

Pathway:
SACE English Literary Studies and English.
Description:
For students who want to pursue a SACE pathway and develop their analytical lanuguage skills across a range of text types including film, prose, drama, poetry and text non-fiction.
Assessment:
Semester 2:
Critical Reading, Single Text Response, Comparative Poetry Essay and Exam

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GLENUNGA INTERNATIONAL HIGH SCHOOL

ENGLISH

YEAR 10

FOUNDATIONAL ENGLISH FOR SENIOR SCHOOL

Optional

Pathway: SACE- Essential English, University, TAFE

Length of course: 1 Semester or 2 Semesters

Requirements for Success
Students need at least a C in Foundational English for Year 10-12 to progress to SACE Stage 1 Essential English and an A result to progress to SACE Stage 1 English. This subject is not a pathway to SACE English Literary Studies or IB English.

Course Aim
This course is designed to enable students to develop the range of skills required to be competitive in the literacy requirement for SACE studies. There is a focus on inferential reading skills and communication in written multimodal and oral form.

Course Description
Foundational English for Senior School is a holistic literacy course which allows students to engage in the targeted teaching of language skills to express themselves creatively and analytically. Students will read a wide variety of short texts and extended prose as well as engage in film study. These will lead to text creation and text response assessment which prepares students for the Essential English SACE pathway.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students must present at least four pieces of work for assessment each semester. At least one must be a response to text and one must be a text created by the student. The other pieces can be negotiated based on each student's strengths.

At least one assessment in each type must be an oral or multimodal response. Students are assessed using the Australian Curriculum Achievement Standards.

LITERARY CREATION

Pathway: SACE - English or English Literary Studies, University, TAFE

Length of course: 1 Semester - offered in Semester 1 only

Requirements for Success
Students need at least a B in English Literary Creation to automatically progress to English or English Literary Studies in Stage 1. If students have taken Foundational English for Senior School they need an A to progress to English in Stage 1.

Course Aim
This course is designed to provide an extension on the Year 7-9 text production skills. The emphasis of the course is on providing stretch and challenge for students in their creative endeavours and ensuring that they have exposure to high quality examples of multiple text types.

Course Description
This course will include a study of various text types which expose students to experts in each genre. Students will actively critique creative language and literature examples to help frame their understanding of form and function. Students will produce imaginative texts from this study experimenting with language and style to develop their own creative voice in language and literature genres.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students will be assessed on the creation of multiple text types including: the production of a narrative that requires experimentation' in form or function a persuasive genre poetry and a free choice form. Students will be required to create a Writer's Statement for at least one piece to show an awareness of the literary creation process.

Students are assessed using a derivative of the Australian Curriculum Achievement Standards with a focus on language and expression Knowledge and Understanding and Application of Skills.

LITERARY RESPONSE

Pathway: SACE - English or English Literary Studies, University, TAFE

Length of course: 1 Semester - offered in Semester 2 only

Requirements for Success
Students need at least a B in English Response to automatically progress to English or English Literary Studies in Stage 1. If students have taken Foundational English for Senior School they need an A to progress to English in Stage 1.

Course Aim
This course is designed to develop the skills required to engage in deep analysis of extended literature and to confidently respond to texts with a formal and analytical tone.

Course Description
This is a literature based course which will explore a variety of novels films plays and poetry from an analytical perspective. Students will dive deeply into the concepts that underpin the literature they are studying and will engage in Visible Thinking routines to enhance their ability to critically interpret literary texts.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students will respond to literary sources through single text essays comparative tasks and close readings. There will be an online exam at the end of the semester which is a close reading with a guiding analytical question.

Students are assessed using a derivative of the Australian Curriculum Achievement Standards with a focus on language and expression Knowledge and Understanding Analysis and Interpretation and Application of skills.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ENGLISH

YEAR 10

SPECIALIST ENGLISH

Student Note
Ignite students (excluding 10.00 compacted) are required to take at least Semester 1 of this course as it will target the extension of skills from previous Ignite courses.

Those students who are interested in an IB pathway should enrol in Specialist English for the whole year.

Pathway: IB English A SACE English or English Literary Studies, University or TAFE

Length of course: 2 Semesters (Semester 2 entry allowed through negotiation with the Learning Area Leader).

Requirements for Success
For Semester 2 entry: Students should achieve a B or better in English Literary Creation to be eligible for Specialist English - through negotiation with English Learning Area Leader.

Students should achieve at least a B in this course to automatically progress to IB Diploma Program English in Year 11. If students wish to take a SACE program after this course they need to achieve a B minimum across both semesters.

Course Aim
This course is designed to develop communication s ills in written and spoken language with an emphasis on the formal analysis of literature from various cultures and authorial backgrounds. Students intending to study the IB Diploma should take this course to prepare for the dispositions of an IB learner.

Course Description
This course is literature-based. Students will study prose poetry non-fiction and drama from a wide range of cultural and language backgrounds. The focus of this course is on the deep understanding of how culture context and authorial construction merge to create literature that has global significance. Students will engage with texts through complex independent thinking routines and will be challenged to discover how literature can be a vessel for the exploration of issues past and present.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are required to present a broad range of tasks which reflect their understanding of challenging content. Students will self-select evidence for a portfolio to demonstrate their deeper engagement with the literature and will respond in written oral and multimodal forms to a variety of analytical prompts (this is a model of the IB Learner Portfolio).

There is an examination (Unseen literary analysis) at the end of Semester 1 and 2. Students are assessed using a rubric that reflects the ANC standards as well as reflective and interpretive criterion.

ENGLISH

SACE STAGE 1

YEAR 11 SACE STUDENTS MUST STUDY 2 SEMESTERS OF ENGLISH (OR EAL) TO ACHIEVE THE 20 CREDITS TO QUALIFY FOR THE SACE LITERACY REQUIREMENT. WITHOUT THIS REQUIREMENT THE STUDENT WILL NOT BE AWARDED SACE.

ESSENTIAL ENGLISH

Optional

Pathway: University, TA FE or Employment

Credits: 20 (2 Semesters)
Students may move into this subject in Semester 2 if needed.

Requirements for Success
Students who achieve a C or better in Foundational English for Senior School may pick this course. Students who do not meet the RFS for English will be automatically allocated this course. If a student would like to progress to SACE Stage 1 English in Semester 2 they will need an A. If a student would like to progress to Stage 2 English from Essential English they will need an A.

Course Aim
This course is designed to meet the SACE Literacy requirement and the literacy s ills necessary for effective communication in the community and workforce. This subject will lead to Year 11 Stage 2 English Essential. This subject in Stage 2 is an ATAR accredited subject.

Course Description
Students study and create a variety of practical and imaginative texts appropriate for this course. Students must present written multimodal and oral responses to both language and literature sources.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

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

Assessment type 1: Responding to Texts
Assessment type 2: Creating Texts.

Students must present 4 pieces of work for assessment each semester. At least one must be a response to text and one must be a text created by the student. At least one assessment must be an oral or multimodal response. Students are assessed against the SACE Essential English Performance Standards.

ENGLISH LITERARY STUDIES

Optional

Pathway: University: Arts or Humanities or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
Minimum B grade in Year 10 English Literary Response and English Literary Creation or a minimum B grade in Specialist English 1 and 2.

Course Aim
This course is designed to meet the needs of students who intend to study Stage 2 English Literary Studies but it is also good preparation for English (Stage 2).

Course Description
The emphasis in this course is on critical analysis of complex literature. Students will read widely and respond to texts in a range of forms including film poetry prose and drama. Formal essay writing is a key component of this course as is the introduction to critical perspectives. Students will learn to take a critical lens approach when looking at certain texts and will practice the SACE assessment requirements of creative transformation with a critical analysis of authorial choice.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students are assessed in each semester on 1 creative text production and 3 analytical responses to texts. At least one oral assessment is required each semester. Students are required to demonstrate comparative skills in at least one assessment. There is an online close reading examination at the end of each semester.

The course requires the following:
- Responding to texts
- Creating texts
- Intertextual Study

ENGLISH

Optional

Pathway: University: Arts or Humanities or TAFE.

Credits: 20 (2 Semesters)

Requirements for Success
Minimum B grade in Year 10 English Literary Response and English Literary Creation or a minimum B grade in Specialist English 1 and 2.

Course Aim
This course is designed for students who intend to study English in Year 12. English is approved for university entrance and is ATAR accredited.

Course Description
This course is a popular course which focuses on the widest range of general English skills. There will be an emphasis on analysing a range of texts and students producing their own texts. Students will study a wide range of prose, poetry, film and drama.

Students will have the opportunity to develop a myriad of skills related to creative text production and will have autonomy in some aspects of text and assessment choice.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students are assessed in each semester on 2 texts that they produce and 2 analytical responses to texts. Students will be required to demonstrate comparative s ills in at least one assessment. At least one oral assessment is required each semester.

The course requires the following:
- Responding to texts
- Creating texts
- Intertextual study

ENGLISH

SACE STAGE 2

ENGLISH LITERARY STUDIES

Optional

SACE Board Curriculum Statement
English Literary Studies is approved for university entrance.

Pathway: University, TAFE

Credits: 20 (2 Semesters)

Requirements for Success
To automatically progress to this subject students must achieve at least a B grade in Stage 1 English Literary Studies or a 5 in Year 11 IB English. In Semester 1 and 2 and an exam result of at least 75% is required.

Course Aim
To further develop effective literary analysis skills with an emphasis on the analysis of a range of complex texts including prose, drama, poetry and film and in particular the stylistic techniques that writers use to express their ideas.

Course Description
Students will undertake a Shared Study of a range of texts including the study of:
- one extended prose text
- one film text
- one drama text
- study of poetry
- study of a range of short texts (literature and language texts)

The shared studies must include the work of at least one Australian author (the author may be a poet playwright prose writer or film director). Students also must create texts including a Text Production and a Transformation Text with a writer's statement. One analytical piece must use a critical perspective to unpack and develop a unique argument about a text.

A Comparative Study consisting of a 1500-word critical essay on one text chosen by the teacher and one selected by the student is also included and assessed externally.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School Assessment:

Responding to Texts	50%
Creating Texts	20%

External Assessment:

Part A: Comparative Text Study	15%
Part B: EXAM: Critical Reading (90-minutes)	15%

Students will sit their examination online.

ENGLISH

Optional

SACE Board Curriculum Statement
English is approved for university entrance

Pathway: University, TAFE

Credits: 20 (2 Semesters)

Requirements for Success
To automatically progress to this subject students must achieve at least a B grade in Stage 1 English a B grade in Stage 1 English Literary Studies an A in Stage 1 Essential English or a 4 in Year 11 IB English.

Course Aim
To further develop effective communication skills in written and spoken language including the study of a range of texts with a balance between the analysis of stylistic and textual features of texts and the creation of students' own texts.

Course Description
Students create written oral and/or multimodal texts which showcase a range of creative language and communication skills and draw upon the requirements for various audiences. Students respond to texts in a range of ways to demonstrate skills in analysis and evaluation of ideas and stylistic techniques. In this course there is an emphasis on students picking forms of writing and expression which highlight their skills and showcase their understanding of how purpose audience and form unite to create meaning.

Students have 2 forms of writing - Text Creation and Text Response. Created Texts must demonstrate variety in text type purpose and or audience. Responses to Texts are analytical in nature where two of the responses must be written and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response.

Students complete a written Comparative Analysis (2000 words) of two texts which are self-selected and evaluate how the language and stylistic features and conventions in these texts are used to represent ideas perspectives and/ or aspects of culture and to influence audiences. This is externally assessed by the SACE board examiners.

These texts can be selected from one or more of the following categories:
- Extended texts
- Poetry
- Drama texts
- Film texts
- Media texts

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School Assessment:

Responding to Texts	30%
Creating Texts	40%

External Assessment:

Comparative Analysis	30%

Students provide evidence of their learning through eight assessments including the external assessment component.

Students complete:
- Three responses to texts
- Four created texts (one of which is a writer's statement)
- One comparative analysis.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ENGLISH

SACE STAGE 2

ESSENTIAL ENGLISH

Optional

SACE Board Curriculum Statement
English Essential is approved for university entrance.

Pathway: University, TAFE

Credits: 20 (2 Semesters)

Requirements for Success
To automatically progress to this subject students must achieve at least a C grade in Stage 1 English Essential or a 3 in Year 11 IB English. Students who do not meet the RFS for Stage 2 English but who wish to take English at Stage 2 will only be permitted to take Essential English.

Course Aim
To further develop effective communication skills in written and spoken language including the study and production of a range of texts with an emphasis on functional texts with practical applications.

Course Description
Students respond to a range of texts that instruct engage challenge inform and connect readers to the community in a practical and functional way. They consider information ideas and perspectives represented in the chosen texts.

Students create procedural imaginative analytical interpretive or persuasive texts appropriate to a context. The language study (externally assessed) focuses on the use of language by people in a context outside of the classroom and is driven by student interests and strengths.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School Assessment:

Responding to Texts	30%
Creating Texts	40%

External Assessment:

Language Study	30%

Students provide evidence of their learning through seven assessments including the external assessment component.

Students complete:
- Three assessments for responding to texts
- Three assessments for creating texts
- One language study.

ENGLISH

IB YEAR 11/12

IB English Options

English B - EAL

Focus:
This course is designed for students who speak languages other than English, but who have a 'working' knowledge of the English language. Using language to express an understanding of culture, experience and identity. Students explore how language is used to communicate and show that they are able to interplay with language in the modes of speaking, listening and writing.

Texts:
A variety of short texts are used, based on the five themes of the course - identity, experience, human ingenuity, social organisation and sharing the planet. The texts are a range of literature and langauage sources.

Assessment:
Internal Assessment - Oral, Paper 1 - written text, Paper 2 - reading and listening questions.

Literature

Focus:
The combined study of a variety of literature texts with a focus on how authors contruct conceptual meaning through literary devices. Literature will be studied through a cultural, historical and artistic lens.

Texts:
HL - 10 texts, SL - 7 texts
Choices from: *Equus, Antigone, King Lear, Oryx and Crake, Frakenstein, The Sorrow of War, Poetry of Oodgeroo Noonucal, Poetry of Carol Ann Duffy, The Visit, My Brilliant Friend, Their Eyes Were Watching God, Educated, Half of a Yellow Sun.*

Assessment:
Paper 1 - unseen analysis of literary texts, Paper 2 - comparative essay, HL Essay (1200-1500 words), Individual Oral (15 min)

Language and Literature

Focus:
Learning about the complex and dynamic nature of language and how language and literature sources interplay. Texts will explore the role language plays in communication. There will be a focus on undertanding the critical perspectives in literature and language sources.

Texts:
HL - 6 literature and 6 language texts, SL - 4 literature and 4 language texts
Poetry of Carol Ann Duffy, The Laramie Project, The Handmaid's Tale, Prima Facie, Medea, Lysistrata, Reading Lolita in Tehran, Boy Erased, Greek Lessons.
Language: A selection of film, memoir, essays, art, transcripts, podcasts, campaigns, opinion articles, graphic sources, speeches

Assessment:
Paper 1 - unseen analysis of language texts, Paper 2 - comparative essay, HL Essay (1200-1500 words), Individual Essay (15 min)

IB ENGLISH LITERATURE

Compulsory for IB Diploma Group 1

Pathway: University - all courses or TAFE.

Length of course: Full year

Requirements for Success
B grade or better in Specialist English Semester 1 and 2 or a high grade in Year 10 English Literary Response and English Literary Creation by negotiation with the English Leader.

Course Aim
To develop critical approaches to a variety of literary texts, engaging students in the artistry of literature.

Course Description
In this course, students explore how literature invites multiple perspectives on issues of cultural, social and historical significance. There is an emphasis on the evaluation and critique of complex literature, leading to developing the ability to reflect critically on their reading. Students develop the skills to engage in close, detailed analysis of literary works, presented through both oral and written communication.

Assessment
A COMPULSORY Learner Portfolio underpins the student's development of assessment in this course. There are two tracks for this course. Higher Level and Standard Level. All assessed texts are chosen by the students.

Higher Level:
- Essay- 1500 words
- Oral presentation - global issues (15 minutes)
- Paper 1 exam - 2 sources students respond to both
- Paper 2 exam - a comparative essay (student directed text choices)

Standard level:
- Oral presentation - global issues (15 minutes)
- Paper 1 exam - one source response
- Paper 2 exam - comparative essay (student directed text choices)

Assessment is split over the 2 years of the course with the oral anticipated to be completed mid-way through year 2 and the Higher-Level essay completed at the end of year 1/ start of year 2.

All exams are at the end of year 2.

ENGLISH

IB YEAR 11/12

IB ENGLISH LANGUAGE & LITERATURE

Compulsory for IB Diploma Group 1

Pathway: University - all courses or TAFE.

Length of course: Full year

Requirements for Success
B grade or better in Specialist English Semester 1 and 2 or a high grade in Year 10 English Literary Response and English Literary Creation by negotiation with the English Leader.

Course Aim
To develop communication skills in written and spoken language through the study of a variety of language and literature sources.

Course Description
This course is about the complex and dynamic nature of language! Students will connect language and literature to local and global contexts, to understand the crucial role language plays in communication, reflecting experience and shaping the world. Through close analysis of written, visual, and spoken language sources and literary works, students will consider their own interpretations, alongside how the critical perspectives of others shape meaning in texts.

Assessment
A COMPULSORY Learner Portfolio underpins the student's development of assessment in this course. here are two tracks for this course. Higher Level and Standard Level. All assessed texts are chosen by the students.

Higher Level:
- Essay- 1500 words
- Oral presentation - global issues (15 minutes)
- Paper 1 exam - 2 sources students respond to both
- Paper 2 exam - a comparative essay (student directed text choices)

Standard level:
- Oral presentation - global issues (15 minutes)
- Paper 1 exam - one source response
- Paper 2 exam - comparative essay (student directed text choices)

Assessment is split over the 2 years of the course with the oral anticipated to be completed mid-way through year 2 and the Higher-Level essay completed at the end of year 1/ start of year 2.

All exams are at the end of year 2.

IB ENGLISH B

IB Diploma Group 2: Language B

Pathway: University or TAFE

Length of course: Full year

Requirements for Success
Satisfactory completion of 1 year's study of English or EAL at Year 10 (or equivalent).

Course Aim
Develop international-mindedness through the study of languages cultures and ideas and issues of global significance. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes. Encourage through the study of texts and through social interaction an awareness and appreciation of a variety of perspectives of people from diverse cultures. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

Develop students' awareness of the importance of language in relation to other areas of knowledge.

Provide students through language learning and the process of inquiry with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. Provide students with a basis for further study, work and leisure through the use of an additional language.

Foster curiosity creativity and a lifelong enjoyment of language learning.

Course Description
Topics studied come from the Five Themes: Experiences, Identities, Social Organisation, Human Ingenuity and Sharing the Planet. Students develop conceptual understanding through various text types and literary works. Students are provided opportunities to draw on their experiences in IB core with the Language Acquisition course.

Assessment
Throughout the IB English B course at Year 11 students are assessed internally. There are five assessment objectives for the English B course.

In the IB English B course at Year 12 students are assessed and moderated externally the IB Organisation.

Students will be assessed on their ability to:
- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written audio visual and audio-visual texts.

External Assessment: 5%
- Paper 1 – Productive skills – written
- Paper 2 – Receptive skills – listening and reading

Internal Assessment
- A conversation based on an extract from one Literary works studied in class.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Additional Information
Available only to students sitting for Chinese A or Self-Taught Language A.

Additional costs involved.

GLENUNGA INTERNATIONAL HIGH SCHOOL

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

ABOUT ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

In Years 8-9 non-English speaking background students enter regular English classes where all of our teachers are specialised in second-language acquisition methodologies. English teachers support students from non-English speaking backgrounds and for whom English is an additional language to understand and develop skills in listening to, speaking, reading, viewing, writing and composing Standard Australian English texts in order that they perform better in a range of subjects across the wider curriculum.

Students with an Australian Curriculum Literacy Level lower than appropriate for that year group are further supported with a second English Literacy Plus class.

At Year 10 an EAL pathway opens for those students that require it (see eligibility below). EAL is an explicit language teaching and learning approach used by specialist teachers to deliver the Australian National Curriculum: English. EAL students are simultaneously learning a new language and the knowledge understanding and skills of the Australian Curriculum: English through that new language. They receive additional time and support along with informed teaching that explicitly addresses their language needs and assessments that take into account their developing language proficiency.

Eligibility
Students whose knowledge and use of Standard Australian English is restricted are eligible to take EAL Year 10 if they satisfy any of the following criteria:

- Migrants (both recently arrived and
- long-term residents) whose first language is a language other than English and whose learning needs are better met by studying EAL
- Children who were born in Australia (including children of migrants) and who come from homes where English is not used or is not the only language used or where English is used as a common language between parents who do not have the same first language
- Students who are resident in overseas countries and whose first language is a language other than English
- Indigenous students whose first language is not English.
- ISEC students transferring from the ISEC program

The same eligibility criteria apply to those students wishing to take SACE Stage 1 and Stage 2 English as an Additional Language subjects and International Baccalaureate English B at Years 11-12.

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Pathway: University or TAFE

Length of course: 2 Semesters

Course Aim
Students develop their communication skills to improve their use of English for social interaction participate effectively in the school curriculum and critically evaluate and influence the society in which they live.

Course Description
Students interact with peers, teachers, individual groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts including local community vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts with themes and issues involving levels of abstraction higher order reasoning and intertextual references.

Students develop critical understanding of the contemporary media and the differences between media texts.

Themes include Personal and Cultural Identity Interacting with Others and Film and Literature.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students create a range of imaginative informative and persuasive types of texts including narratives procedures performances reports discussions literary analyses transformations of texts and reviews.

Formative assessment is continuous and focuses on communication skills language and cultural understanding and language learning strategies. Summative assessment is based on oral written and comprehension skills (reading and aural).

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
Automatic entry granted from Year 10 EAL or ISEC or C grade or better in a Year 10 English subject.

Course Aim
This course is designed to meet the needs of non-English speaking background students who need to improve their written and oral English skills for academic purposes. This subject will lead to Year 12 Stage 2 EAL.

This subject in Stage 2 is an ATAR accredited subject.

Course Description
Student's study and create texts appropriate for this course. Students must present written oral and multimodal responses for assessment.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 EAL:
- Assessment type 1: Responding to Texts
- Assessment type 2: Interactive Study
- Assessment type 3: Language Study.

Each Assessment type has both oral and written components to be completed throughout the year. Students must present 4 or 5 pieces of work for assessment each semester. At least one must be a response to text and one must be a text created by the student. Each assessment piece must be at least 20% of the overall assessment. Students are assessed against the SACE Stage 1 EAL Performance Standards.

STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Eligibility
SACE Board eligibility requirements include a maximum EAL Language & Literacy Level of 12 if the student has had more than 5 years of instruction in English. Students who are not currently enrolled in EAL or ISEC must obtain the EAL Leader's signature prior to course counselling.

Requirements for Success
B grade in Stage 1 EAL Studies or equivalent.

To support students to examine and analyse texts that they use to respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively to develop their competence as critical speakers, listeners, readers, writers and users of media and information technologies.

Course Description
Students undertake the Academic Literacy Study which focuses on developing academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies.

Specifically, students produce two texts:
- An academic report that resolves a posed research question
- An interactive tutorial that focuses on briefly presenting the key findings/an aspect of the posed research question resolution as well as leading and engaging the audience in various activities
- Students complete the Responses to texts which focuses on developing comprehension skills and language and text analysis strategies. Specifically, students produce four texts:
- A creative response (a journal entry written by a character in a text accompanied by an analysis of the language features and structures used to convey the characters perspective)
- A persuasive text (an argument exposition)
- A multimodal text (a critical analysis of a print advert)
- A multimodal text (a critical analysis of a slam poem presented by a poet at a live event)

Assessment
Students undertake tasks that focus on the development and use of skills and strategies in communication comprehension language and text analysis and text creation.

For example students:
- Understand and analyse how language and stylistic features are used to achieve different purposes
- Comprehend and evaluate information ideas and opinions presented in texts
- Analyse and evaluate personal social and cultural perspectives in texts
- Respond to information ideas and opinions using sustained persuasive and effective communication
- Create extended oral written and multimodal texts appropriate to different purposes audiences and contexts

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Internal Assessment:

Assessment Type 1: Academic Literacy Study	30%
Assessment Type 2: Responses to Texts	40%

External Assessment:

Examination	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

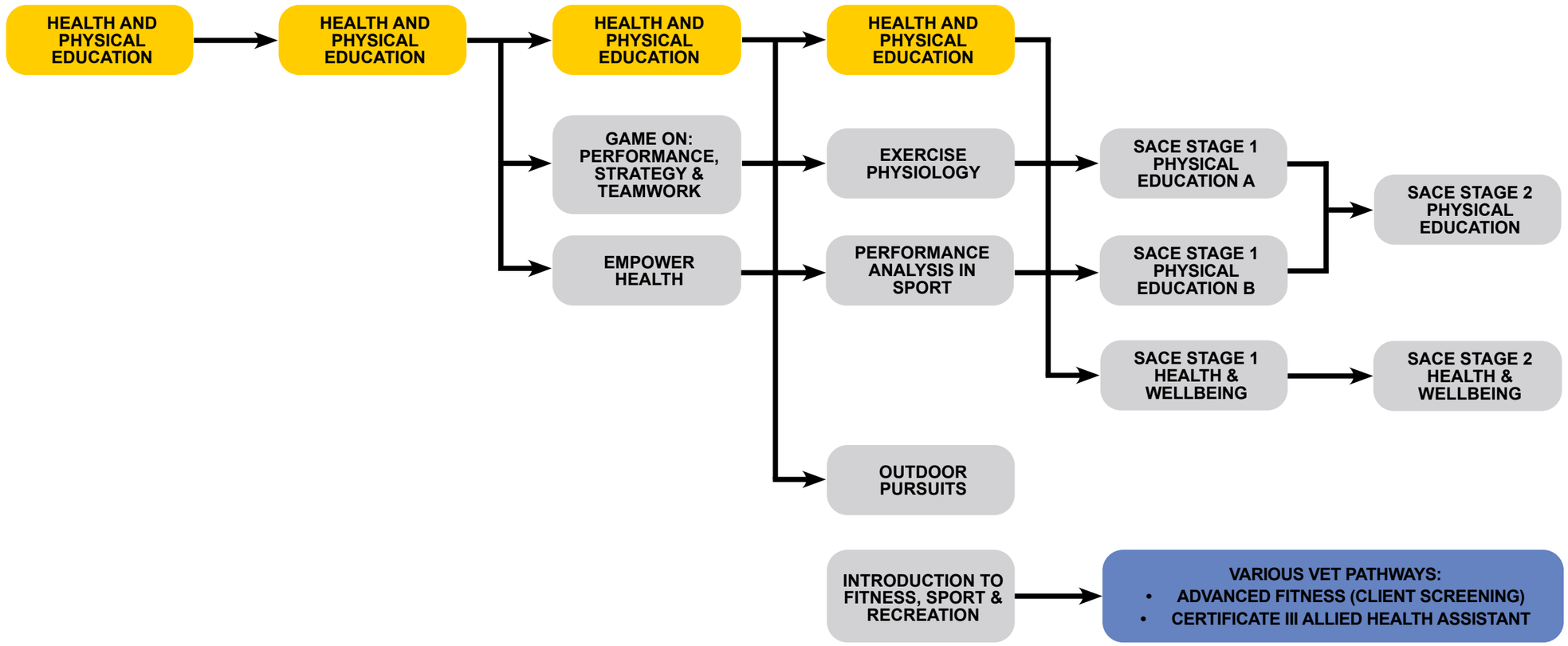
HEALTH AND PHYSICAL EDUCATION

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12

COMPULSORY SUBJECT

ELECTIVE SUBJECT

VET PATHWAY



GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

YEAR 7

HEALTH AND PHYSICAL EDUCATION

Compulsory

Length of course: 2 Semesters

Course Aim
The course aims to equip students with the knowledge and skills to lead healthy, active lives and make informed health decisions.

Course Description
Students engage in a dynamic program that promotes overall well-being, physical fitness, and positive health habits. This course covers personal health, mental and emotional well-being, nutrition, physical fitness, safety and risk management, and personal and social skills. Through various physical activities and sports, students develop fitness, coordination, teamwork, and lifelong health habits.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

YEAR 8

HEALTH AND PHYSICAL EDUCATION

Compulsory

Length of course: 1 Semester

Course Aim
The course aims to deepen students' understanding of personal health, enhance their physical fitness, and strengthen their mental and emotional resilience. Empowering students to make informed health choices, practice effective risk management, and build respectful relationships is a key focus.

Course Description
Students continue to build on their knowledge and skills to enhance their overall well-being and physical fitness. This course delves deeper into personal health management, mental and emotional resilience, advanced nutrition, and the benefits of regular physical activity. Students participate in a diverse range of sports and physical activities, focusing on skill refinement, strategic hinking, and leadership. Additionally, they explore more complex safety and risk management strategies and strengthen their personal and social skills, fostering respectful relationships and effective communication.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

YEAR 9

HEALTH AND PHYSICAL EDUCATION

Compulsory

Length of course: 1 Semester

Course Aim
The course aims to further develop students' health literacy, physical competence, and emotional resilience. This course seeks to deepen students' understanding of advanced personal health topics, mental well-being, and the impact of lifestyle choices on long-term health. It emphasizes leadership, ethical decision-making, and effective communication, equipping students with the knowledge and skills to make informed health decisions and manage risks responsibly.

Course Description
Students engage in a comprehensive program that enhances their fitness levels, strategic thinking, and teamwork skills through a variety of physical activities and sports.
A focus is placed on community health programs, where students learn about the role of these programs in promoting public health and how they can actively participate and contribute to their success. By participating in diverse physical activities and exploring complex health concepts, students are prepared to lead healthy, active lives and cultivate a lifelong commitment to their well-being and community health.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

GAME ON: PERFORMANCE, STRATEGY & TEAMWORK

Optional

Length of course: 1 Semester

Course Aim
This course aims to equip students with movement, analysis, and teamwork skills. Through theoretical and practical experiences, students will develop decision-making abilities, spatial awareness, movement execution, biomechanical principles for performance improvement, and effective team operation in a game environment.

Course Description
This course offers a comprehensive understanding of how individual and team skills can be developed and improved through the application of various sporting concepts. Students will explore specific movement strategies to enhance their quality of movement and tactical knowledge, applying these skills effectively in various sports.
The course covers essential biomechanical principles of force and leverage to refine and optimise skill performance. Additionally, students will examine the characteristics of high-performing teams and how their personal character traits can influence team success in various movement contexts

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

EMPOWER HEALTH

Optional

Length of course: 1 Semester

Course Aim
Empower Health is a comprehensive course that aims to empower individuals to take charge of their health and well-being.

Course Description
This course empowers students with comprehensive knowledge and skills in physical literacy, health literacy, and health promotion. Students will learn to make informed health decisions, understand the benefits of regular physical activity and a healthy lifestyle, and develop strategies for disease prevention and health promotion. Emphasizing health equity and social determinants of health, the course prepares students to advocate for health and well-being within their communities. Through practical experiences, students will also enhance their leadership abilities, equipping them to lead healthy, active lives and positively impact community health.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

YEAR 10

HEALTH AND PHYSICAL EDUCATION

Compulsory

Length of course: 1 Semester

Course Aim
The course aims to develop students' knowledge, skills, and attitudes to lead healthy, active, and fulfilling lives. Through a balanced focus on physical activity, health education, and personal development, including the attainment of health focused certifications (Teen Mental Health First Aid and CPR) the course encourages students to make informed decisions, set personal goals, and engage in lifelong physical activity.

Course Description
Students explore the nature and benefits of respectful relationships and further develop skills to manage their relationships as they change over time. They explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships. Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students complete a Teen Mental Health First Aid Course and CPR (short for cardiopulmonary resuscitation) training within this subject.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

EXERCISE PHYSIOLOGY

Optional

Length of course: 1 Semester

Course Aim
The aim of this course is to provide students with a comprehensive understanding of exercise physiology, focusing on the role of fitness components in sport and the interplay of energy systems. Through both theoretical study and practical application, students will learn how these elements contribute to athletic performance and effective team collaboration, equipping them with the knowledge and skills necessary for a career in sports science.

Course Description
This course offers an in-depth exploration of exercise physiology, emphasising the fitness components in sport and energy system interplay. Students will delve into how different fitness components contribute to athletic performance and understand the intricate balance of energy systems during physical activities. The course includes a practical component focusing on group dynamics and the factors that contribute to successful team collaboration and performance. This comprehensive approach ensures students gain both theoretical knowledge and practical skills relevant to the field of sports science.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

PERFORMANCE ANALYSIS IN SPORT

Optional

Length of course: 1 Semester

Course Aim
The aim of this course is to equip students with a comprehensive understanding of data collection, movement concepts, and practice environments. Students will develop the ability to collect and analyse performance data, enhance their tactical knowledge, and apply movement strategies effectively in various sports. By exploring different practice environments, students will gain insights into optimising skill development and performance outcomes, preparing them for advanced roles in athletic performance optimisation.

Course Description
This course provides a comprehensive understanding of data collection, movement concepts and strategies, and practice environments. Students will learn how to collect and analyse data to assess performance and inform training decisions. The course covers essential movement concepts and strategies, helping students to enhance their tactical knowledge and apply it effectively in various sports. It examines different practice environments, exploring how they influence skill development and performance outcomes. This course equips students with the analytical skills and practical knowledge necessary for optimising athletic performance.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

YEAR 10

OUTDOOR PURSUITS

Optional

Pathway
Stage 1 Outdoor Education

Length of course: 1 Semester

Course Aim
This course aims to provide students with practical skills and knowledge for safe and enjoyable participation in outdoor activities, while fostering a deep appreciation for the natural environment. The course aims to develop students' physical fitness, resilience, teamwork, and leadership abilities. Through experiential learning and personal reflection, the course aims to enhance students' self-awareness, problem-solving skills, and overall well-being.

Course Description
This course offers students an engaging and hands-on learning experience in natural environments. The curriculum focuses on developing outdoor skills, environmental awareness, and personal growth through a variety of outdoor activities such as hiking, camping, canoeing, and orienteering. Students will learn essential skills for outdoor survival, environmental conservation, and teamwork, while fostering a sense of responsibility and respect for nature. Through practical experiences and reflective learning, students will gain confidence, resilience, and a deeper connection to the natural world.

Assessment
Students will be assessed on their level of knowledge, practical skills, reflection skills and research skills.

Students are assessed using the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Practical Assessment Tasks
- Research Tasks
- Reflection Tasks
- Collaborative Tasks
- Multimodal Presentation

INTRODUCTION TO FITNESS, SPORT & RECREATION

Optional

Pathway
Certificate 3 in Allied Health Assistance

Length of course: 1 Semester

Credits: 15 Stage 1 SACE Credits

Course Aim
This course aims to provide students with an opportunity to explore a passion for fitness, sport and allied health through a hands-on experience that can form part of a certified qualification. As an advanced skills cluster offering, it can be taken as a stand-alone subject, or form part of a Certificate 3 in Allied Health. Through this course, industry experts are engaged, with a series of offsite learning experiences where students get to apply their learning in a real-life context.

Course Description
Our Skills Cluster pathway at Glenunga International High School offers specialised training and knowledge, designed to provide hands-on industry experiences, while skill-building your future. You'll explore the importance of client assessment and evaluation techniques, focus your abilities to ensure safety, suitability, and effectiveness in health programming for diverse populations, and learn how to appropriately support the community towards improved health. At Glenunga International High School, we believe in empowering our students to pursue their passions and build fulfilling careers. This course is a hands-on learning experience with endless opportunities to thrive in the fast-growing fields of fitness, sport, and allied health.

Assessment
The units of assessment are from nationally recognised courses and all graduates receive a statement of attainment and SACE credits for their efforts.

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

SACE STAGE 1

STAGE 1 HEALTH AND WELLBEING

Pathway
Stage 2 Health and Wellbeing

Length of course: 1 Semester

Credits: 10 SACE Credits

Requirements for Success
Nil

Course Aim
The aim of this course is to equip students with the knowledge and skills to make informed decisions about their health and well-being. The course emphasises understanding the factors that influence health, developing strategies to enhance personal and community well-being, and promoting positive health practices. It encourages students to critically analyse health information and engage in health-promoting behaviours, contributing to their overall physical, mental, and social well-being.

Course Description
Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment Type 1:
Practical Action - Two tasks

Assessment Type 2:
Issue Inquiry - One task

STAGE 1 PHYSICAL EDUCATION A

Pathway
Stage 2 Physical Education

Length of course: 1 Semester

Credits: 10 SACE Credits

Requirements for Success
Students need a passing grade in this course to follow on to Year 12 in this subject. Students can accelerate into this Stage 1 course by negotiation with the Physical Education Leader.

Course Aim
The aim of this course is for students to apply their knowledge and understanding of movement concepts and strategies in a range of physical activity contexts. Students will explore and analyse video/photo/data evidence related to physical activity to reflect on ways that they can improve their own, and others, participation and performance. They do this through integrating theoretical concepts into practical settings and working within small groups to develop their collaboration skills.

Course Description
Students actively engage in physical activities to explore their capacities and improve performance. This experiential course boosts movement confidence and competence by investigating factors that enhance participation. An integrated approach ensures deep learning 'in, through, and about' physical activity, emphasising the cognitive and psychomotor processes essential for mastering physical skills.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment Type 1:
Performance Improvement

Assessment Type 2:
Physical Activity Investigation.

Additional Information
A fee applies for this subject.

STAGE 1 PHYSICAL EDUCATION B

Pathway
Stage 2 Physical Education

Length of course: 1 Semester

Credits: 10 SACE Credits

Requirements for Success
Students need a passing grade in this course to follow on to Year 12 in this subject. Students can accelerate into this Stage 1 course by negotiation with the Physical Education Leader.

Course Aim
The aim of this course is to prepare students for Stage 2 Physical Education by introducing them to the Performance Improvement Learning Cycle and Group Dynamics concepts. Students work individually and in groups to develop their ability to apply knowledge and understanding of movement concepts and strategies in various physical activity contexts. Students will explore and analyse evidence related to physical activity and reflect on their ability to apply collaboration skills in physical activity contexts in order to improve participation and performance.

Course Description
In this course, students engage in physical activities to discover their capacities and improve performance, enhancing movement confidence and competence. They will prepare for, and participate in, a selected sport or activity, collaborating in groups to enhance he performance of one or more group member(s).

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment Type 1:
Performance Improvement

Assessment Type 2:
Physical Activity Investigation
(Group Dynamics)

Additional Information
A fee applies for this subject.

GLENUNGA INTERNATIONAL HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION

SACE STAGE 2

STAGE 2 HEALTH AND WELLBEING

Pathway
University; Health, Human & Sports Sciences, Technology, Coaching, Event Management. TAFE & VET; Personal Trainer, Fitness & Health.

Length of course: 2 Semesters

Credits: 20 SACE Credits

Requirements for Success
Students need a B or better in Stage 1 Physical Education/Health courses.

Course Aim
This course aims to equip students with the knowledge and skills to analyse health influences, make informed health decisions, and promote positive health outcomes. It focuses on understanding the role of health in various contexts, evaluating current health trends and issues, and reflecting on actions to improve sustainable health outcomes for individuals, communities, and global society.

Course Description
Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment Type 1: Initiative

Assessment Type 2: Folio

Assessment Type 3: Inquiry

STAGE 2 PHYSICAL EDUCATION

Pathway
University; Health, Human & Sports Sciences, Technology, Coaching, Event Management. TAFE & VET; Personal Trainer, Fitness & Health.

Length of course: 2 Semesters

Credits: 20 SACE Credits

Requirements for Success
B or better in Stage 1 Health and Wellbeing or English.

Course Aim
Stage 2 Physical Education is designed for students to explore various theoretical frameworks and practical methodologies to enhance their understanding of human movement and sports performance. Through critical analysis and evaluation of their own and others' sporting performances, students will develop a deeper understanding of biomechanical principles, physiological factors, and psychological strategies that contribute to optimal performance.

Course Description
Students will explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. The use of technology is integral to the collection of data such as video footage, GPS data, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

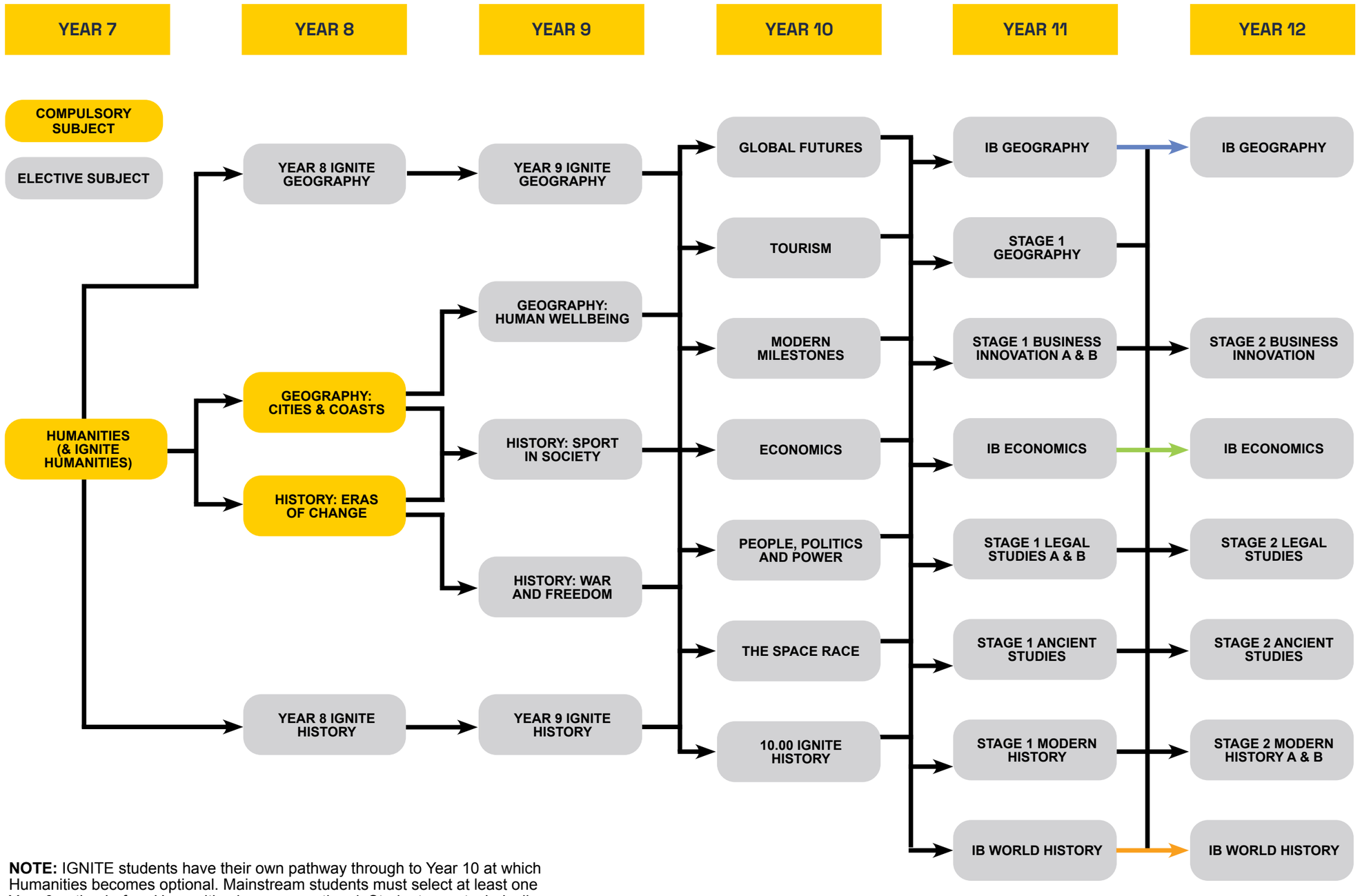
Assessment Type 1: Diagnostics

Assessment Type 2: Self-Improvement Portfolio

Assessment Type 3: Group Dynamics

GLENUNGA INTERNATIONAL HIGH SCHOOL

HUMANITIES



NOTE: IGNITE students have their own pathway through to Year 10 at which Humanities becomes optional. Mainstream students must select at least one Year 9 option before Humanities becomes optional. Students can technically choose any Year 11 option. Students who choose a Year 11 IB subject must continue into Year 12. SACE students can select one IB option.

GLENUNGA INTERNATIONAL HIGH SCHOOL

HUMANITIES

YEAR 7

HUMANITIES

Compulsory

Length of course: 2 Semesters

Course Aim
This Humanities course provides students with a comprehensive understanding of how ancient civilizations have shaped the modern world, the critical role of water in local and global contexts, the complexities of Australia's federal system of government, and the impact of business practices on the Australian sharemarket. By exploring these diverse yet interconnected topics, students will gain insights into the historical, environmental, political, and economic factors that influence contemporary society.

Course Description
Have you ever wondered how ancient civilizations shaped our modern world? Or how water, a vital resource, impacts our daily lives locally and globally? What about the intricate workings of Australia's federal system of government? And how do business practices influence the Australian sharemarket?

This course involves the study of:

Ancient Civilizations: Discover the rich history and enduring legacies of ancient civilizations. Understand how their innovations, cultures, and governance systems laid the foundation for modern society.

Water in Our World: Explore the significance of water in various aspects of life, from sustaining ecosystems to its role in geopolitical conflicts. Learn about water management and conservation practices essential for our future.

Australia's Federal System of Government: Gain insight into how Australia's federal system operates. Examine the roles and responsibilities of different government levels and how they collaborate and sometimes conflict to shape policy and governance.

Business Practices and the Australian Sharemarket: Uncover the fundamentals of business practices within Australia. Understand how the share market operates, the factors influencing it, and its impact on the economy.

This course is designed to provide a holistic understanding of these diverse yet interconnected topics, equipping you with the knowledge to navigate and appreciate the complexities of our world.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks per semester.

HUMANITIES

YEAR 8

GEOGRAPHY: CITIES AND COASTS

Compulsory

Length of course: 1 Semester

Course Aim
This Geography course enhances students' Geographical knowledge and understanding and skill development. The variety of content provides a social and environmental focus on current processes and issues that impact people and places now and into the future. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
What natural forces shape our beautiful coastlines? How do coastal areas impact our economy and society? What are the effects of a growing global population and globalisation on different regions and communities?

This course involves the study of:

Geomorphic Processes and Landform Development: Explore the natural forces responsible for the development of various landscapes and landforms, with a particular focus on coastal environments. Understand the geomorphic processes that shape our world and create stunning coastal landscapes.

Economic and Social Value of Coastal Environments: Learn about the significance of coastal environments for economic and social reasons. Discover how these areas are utilised for tourism, fishing, recreation, and community life, and understand their vital role in local and global economies.

Global Population Growth and Urban Slums: Investigate the impact of the rapidly increasing global population on urban areas in less economically developed countries. Analyse the factors that contribute to the development of slums and the challenges these growing populations face.

Globalisation: Causes and Impacts: Delve into the complex process of globalisation, exploring its causes and wide-ranging impacts. Examine how globalisation affects people and places differently around the world, influencing cultures, economies, and societies.

Fieldwork Experiences: Participate in hands-on learning through fieldwork along Adelaide's metropolitan coastline and within Adelaide's CBD. These practical experiences will deepen your understanding of geomorphic processes, the value of coastal environments, and the impacts of population growth and globalisation.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HISTORY: ERAS OF CHANGE

Compulsory

Length of course: 1 Semester

Course Aim
This History course enhances students' Historical knowledge and understanding and skill development. The variety of content provides a focus on a range of past processes and issues that had impacts on previous people and places. Studying History empowers students to reflect upon the past in order to make links to the present and is relevant in many future university, TAFE and career pathways.

Course Description
Have you ever wondered what life was like in medieval Europe? Or how the Renaissance sparked a cultural rebirth? How did the Industrial Revolution transform societies, and what were its impacts on colonisation and the movement of people to Australia?

This course involves the study of:

Medieval Europe: Step into the world of knights, castles, and feudal systems. Discover the societal structures, daily life, and key events that defined the medieval era.

The Renaissance Period: Witness the revival of art, culture, and intellect that swept across Europe. Learn about the influential figures and groundbreaking ideas that emerged during this vibrant period.

The Industrial Revolution: Examine the profound changes brought about by the Industrial Revolution. Understand how technological advancements revolutionised industries, economies, and societies worldwide.

Colonisation and the Movement of People: Explore the era of colonisation and its effects on indigenous populations. Study the migration patterns and factors that led to the diverse demographic makeup of modern Australia.

This course offers a comprehensive journey through these transformative eras, providing insights into how they have shaped our contemporary world and Australia's unique history.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HUMANITIES

YEAR 9

GEOGRAPHY: HUMAN WELLBEING

Students must select at least one Year 9 Humanities option

Length of course: 1 Semester

Course Aim
This Geography course enhances students' Geographical knowledge and understanding and skill development. The variety of content provides a social and environmental focus on current processes and issues that impact people and places now and into the future. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
How do environmental, political, and economic factors influence a population's ability to feed itself? What are the unique features of different biomes, and how are they affected by climate change? Why do some countries enjoy higher levels of wellbeing than others?

This course involves the study of:

Food Security: Explore the complex interplay of environmental, political, and economic factors that determine a population's capacity to achieve food security. Understand the challenges and strategies involved in ensuring that communities can sustain themselves nutritionally.

Biomes and Environmental Features: Discover the diverse environmental features of various biomes, from rainforests to deserts. Learn how these habitats support different forms of life and how human activities and natural processes influence their sustainability.

Climate Change Implications: Examine the far-reaching implications of climate change on global environments and populations. Analyse how changing climates affect weather patterns, ecosystems, and human societies, and explore strategies for mitigation and adaptation.

Global Wellbeing: Investigate the social, economic, environmental, and political factors that contribute to varying levels of wellbeing across countries. Understand why some nations achieve higher overall wellbeing and what can be done to address disparities and improve quality of life worldwide.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HISTORY: WAR AND FREEDOM

Students must select at least one Year 9 Humanities option

Length of course: 1 Semester

Course Aim
This History course enhances students' Historical knowledge and understanding and skill development. The variety of content provides a focus on a range of past processes and issues that had impacts on previous people and places. Studying History empowers students to reflect upon the past in order to make links to the present and is relevant in many future university, TAFE and career pathways.

Course Description
Have you ever wondered what led to the outbreak of World War One and World War Two? How did these global conflicts shape the modern world, and what have been their lasting impacts on rights and freedoms?

This course involves the study of:

World War One: Explore the causes, major battles, and outcomes of the Great War. Understand its profound impact on nations, societies, and the geopolitical landscape.

World War Two: Examine the key events, strategies, and figures of the Second World War. Learn about the global consequences and how this conflict reshaped international relations and power dynamics.

Rights and Freedoms: Investigate the struggle for rights and freedoms throughout and after these wars. Discuss the evolution of human rights, the fight for civil liberties, and the ongoing quest for equality and justice in the post-war world.

This course provides a comprehensive overview of these transformative periods in history, highlighting their significance in shaping contemporary society and the continuous fight for human rights.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

GLENUNGA INTERNATIONAL HIGH SCHOOL

HUMANITIES

YEAR 9

HISTORY: SPORT IN SOCIETY

Students must select at least one Year 9 Humanities option

Length of course: 1 Semester

Course Aim
This Humanities course enhances students' knowledge and understanding and skill development within the context of sport and its significance in past, present and future societies. Drawing on aspects of the Geography, History and Economics curriculum, this is a relevant course which has many Year 10 - 12 pathways at GIHS as well as future university, TAFE and career options.

Course Description
Have you ever wondered how the ancient Olympics compare to the modern Games? Or what financial and environmental challenges cities face when hosting large-scale events? What ethical controversies arise in sports, and how will the future progression of sports impact populations?

This course involves the study of:

Ancient and Modern Olympics: Trace the evolution of the Olympics from their origins in ancient Greece to the global spectacle they are today. Discover the cultural significance and historical milestones of this iconic sporting event.

Implications of Hosting the Olympics and Commonwealth Games: Delve into the economic and ecological impacts of hosting major sporting events. Learn about the costs, benefits, and sustainability challenges cities encounter.

Ethics and Controversy in Sport: Examine the ethical dilemmas and controversies that permeate the sports world. Discuss issues such as doping, fair play, gender equality, and the role of politics in sports.

Future Progression of Sport and Its Impact on Populations: Explore the future trends in sports, including technological advancements, changing demographics, and the global reach of sports. Understand how these developments will shape societies and influence health, culture, and community engagement.

This course provides a thorough understanding of the multifaceted world of sports, offering insights into their historical roots, contemporary issues, and future trajectories.

Please note that this is a blended Humanities course that contains elements of both Geography and History.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HUMANITIES

YEAR 10

ECONOMICS

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Economics.

Length of course: 1 Semester

Course Aim
This course enhances students' knowledge and understanding and skill development in Economics content and capabilities. The course explores various processes and issues regarding supply and demand, and the inequalities and governmental interventions at play. Economics has clear 11 - 12 pathways at GIHS as well as university, TAFE and career options.

Course Description
How do free markets influence the choices we make as individuals and as a society? What happens when individual interests conflict with societal needs, and how do governments respond? Why is there economic inequality between countries, and what can be done to address it?

This course involves the study of:

Systematic Analysis and Informed Choices: Delve into the systematic analysis of the choices we make as individuals and as a society. Understand the factors that influence our decisions and how these choices shape economic and social outcomes.

Value of Free Markets: Explore the value of free markets in fostering efficiency, producing quality goods, and offering consumer choice. Learn how individuals acting in their own interests can drive economic growth and innovation.

Failures of Free Markets: Investigate the limitations and failures of free markets, particularly where individual desires clash with societal needs. Examine real-world examples of market failures and their impacts on communities and economies. Critically analyse the need for governments to step in.

Government Policies and Market Failures: Critically analyse government policies designed to address market failures. Understand the role of government interventions in correcting inefficiencies and promoting societal welfare.

Economic Inequality Between Countries: Examine the causes of economic inequality between countries, investigating both historical and contemporary factors. Consider potential solutions and policies that can help mitigate inequality and promote global economic justice. As part of exploring their own character, students are provided with the unique opportunity to invest in a microfinance development project with renowned organisation "Kiva'.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

GLOBAL FUTURES

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Global Futures.

Length of course: 1 Semester

Course Aim
This Geography course enhances students' Geographical knowledge and understanding and skill development. The variety of content provides a social and environmental focus on current processes and issues that impact people and places now and into the future. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
Have you ever wondered how we can achieve sustainable development in both environmental and social capacities? What are the global risks threatening people and places today, and how can we address them? How can you explore a topic of personal interest through independent inquiry?

This course involves the study of:

Sustainable Development in Environmental and Social Capacities: Explore the principles of sustainable development, encompassing environmental and social dimensions, and the UN's Sustainable Development Goals (SDGs). Understand how these pillars interact to promote long-term well-being for both current and future generations.

Global Risks (Environmental, Social, Economic, and Political): Investigate the current environmental, social, economic, and political risks that pose threats on a global scale. Analyse how these risks impact communities worldwide and explore strategies to mitigate their effects.

Independent Inquiry: Embark on an independently developed inquiry into a topic studied in the course or an area of interest negotiated with your teacher. Apply your knowledge and research skills to delve deep into a subject that matters to you, contributing to a better understanding of global challenges and sustainable solutions.

This course encourages critical thinking, research skills, and a proactive approach to understanding and addressing global issues affecting our world today.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HUMANITIES

YEAR 10

THE SPACE RACE

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of The Space Race.

Length of course: 1 Semester

Course Aim
This History course enhances students' Historical knowledge and understanding and skill development. The variety of content provides a focus on a range of past processes and issues that had impacts on previous people and places. Studying History empowers students to reflect upon the past in order to make links to the present and future and is relevant in many future university, TAFE and career pathways.

Course Description
Have you ever wondered about NASA's journey from its inception to its current endeavours? What were the driving forces and key milestones of the Space Race? How has the commercialisation of air travel transformed the world? What emerging technologies are shaping our future?

This course involves the study of:

NASA History: Explore the rich history of NASA, from its founding to its groundbreaking missions. Learn about the pivotal moments and visionary leaders that have driven humanity's quest to explore space.

The Space Race: Investigate the intense competition between the United States and the Soviet Union to achieve space supremacy. Understand the technological advancements and political motivations behind this pivotal period in history.

The Commercialisation of Air Travel: Examine the evolution of air travel from a luxury for the few to a global industry accessible to millions. Discuss the impact of commercial aviation on economies, cultures, and global connectivity.

Emerging Technologies: Discover the cutting-edge technologies that are poised to revolutionise our world. Explore advancements in artificial intelligence, renewable energy, biotechnology, and more, and consider their potential impacts on society.

This course offers a comprehensive exploration of humanity's ventures into space and the transformative technologies that are shaping our present and future, providing insights into our relentless pursuit of progress and innovation.

Assessment
Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

TOURISM

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Tourism.

Length of course: 1 Semester

Course Aim
This course enhances students' knowledge and understanding and skill development in understanding the social, economic and environmental demand for and impacts of tourism at local, national and global scales. As one of South Australia's leading industries, tourism is an important and relevant area of study to empower students to be ready for a variety of future university, TAFE and career pathways.

Course Description
What makes the Adelaide Fringe Festival a key event in the city's cultural calendar? How does ecotourism on Kangaroo Island balance conservation and tourism? What are the broader economic, social, and environmental impacts of tourism on different scales?

The tourism industry plays a significant role in South Australia's economy, being valued at $8.4 billion as of 2023 and supporting around 40,000 jobs directly related to tourism activities.

This course involves the study of:

Drivers and Impacts of the Adelaide Fringe Festival: Discover the key factors driving the success of the Adelaide Fringe Festival and its significant impacts on the local community. Explore how this vibrant event contributes to the cultural, economic, and social landscape of Adelaide.

Ecotourism in Kangaroo Island: Investigate the efforts and outcomes of ecotourism initiatives on Kangaroo Island. Learn how these efforts aim to protect natural habitats while providing sustainable tourism experiences that benefit local communities and environments.

Causes and Impacts of Tourism: Examine the economic, social, and environmental causes and impacts of tourism at local, national, and global levels. Understand how tourism shapes economies, affects social structures, and influences environmental sustainability across different regions.

Please be aware that this course includes a multi-day OLE to Kangaroo Island, with an approximate cost of $700

Assessment
Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

HUMANITIES

YEAR 10

MODERN MILESTONES

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Modern Milestones.

Length of course: 1 Semester

Course Aim
This Humanities course enhances students' knowledge and understanding and skill development in a range of contexts. The varied focus incorporating elements of Geography, History and Economics content presents a highly engaging and relevant course which has many Year 11 - 12 pathways at GIHS as well as future university, TAFE and career options.

Course Description
Have you ever wondered how 9/11 changed the world? What were the far-reaching impacts of the War on Terror? How have certain natural disasters shaped the 21st century, and what were the causes and consequences of the Global Financial Crisis?

This course involves the study of:

9/11: Investigate the events of September 11, 2001, and their profound impact on global politics, security policies, and society. Understand how this day reshaped international relations and domestic policies worldwide.

The War on Terror: Examine the origins, strategies, and outcomes of the War on Terror. Learn about its effects on global security, human rights, and geopolitical dynamics.

21st Century Natural Disasters: Explore significant natural disasters of the 21st century, including hurricanes, earthquakes, and tsunamis. Discuss their immediate and long-term impacts on communities, economies, and global preparedness.

The Global Financial Crisis: Analyse the causes, key events, and aftermath of the 2008 Global Financial Crisis. Understand its effects on global economies, financial regulations, and the lives of millions of people.

This course offers an in-depth look at these defining events of the 21st century, providing insights into their interconnectedness and their lasting implications for our world.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

PEOPLE, POLITICS AND POWER

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of People, Politics and Power.

Length of course: 1 Semester

Course Aim
This blended Humanities course enhances students' knowledge and understanding and skill development in a range of contexts. The varied focus incorporating elements of History and Legal Studies content presents a highly engaging and relevant course which has clear Year 11 - 12 pathways at GIHS as well as future university, TAFE and career options.

Course Description
Have you ever wondered how Canberra became Australia's political heart? How do global politics and events shape Australia's future? What makes the Australian political system unique and effective?

This course involves the study of:

The Birth of Canberra as a National Political Home: Discover the history and vision behind the creation of Canberra. Learn about its development as the capital city and its role in shaping Australia's national identity and political landscape.

Impacts of Global Politics and Events on Australia's Future: Examine how international events and geopolitical dynamics influence Australia's policies, economy, and societal trends. Understand Australia's place in the global arena and the challenges and opportunities it faces.

The Australian Political System: Gain a comprehensive understanding of Australia's political system, including its federal structure, key institutions, and electoral processes. Explore the roles and responsibilities of different levels of government and how they interact to govern the country.

This course provides a thorough exploration of Australia's political evolution, its response to global influences, and the inner workings of its political system, equipping you with a nuanced understanding of the nation's governance and its future trajectory.

Please be aware that this course includes a multi-day OLE to Canberra, with an approximate cost of $1,300

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed on their subject specific knowledge, understanding and skills across four assessment tasks throughout the semester.

STAGE 1 ANCIENT STUDIES

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Ancient Studies.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Ancient Studies enables students to develop students' understanding of ancient societies by exploring their cultural heritage, warfare, beliefs, and myths. Students will gain insights into the diversity of ancient civilizations, enhancing their ability to analyse historical events, artefacts, and social systems while appreciating the relevance of ancient history to contemporary issues. This course has many links to a variety of future university, TAFE and career opportunities.

Course Description
How do ancient artefacts and DNA help us uncover the secrets of the past? What lessons can we learn from the epic battles and conquests of ancient civilizations? How did ancient beliefs and rituals shape the cultures and societies of the past?

Explore the concepts of cultural heritage and ownership, delving into the role of The Centre for Ancient DNA in authenticating historical artefacts and remains. Learn about the importance and provenance of artefacts curated in the Museum of Classical Archaeology at the University of Adelaide.

This course involves the study of:

Understanding Ancient History: Explore the concepts of cultural heritage and ownership, delving into the role of The Centre for Ancient DNA in authenticating historical artefacts and remains. Learn about the importance and provenance of artefacts curated in the Museum of Classical Archaeology at the University of Adelaide.

War & Conquest (Carthage & Punic Wars): Investigate the political, economic, and social impacts of warfare, conquest, and militarism. Study the rise and fall of Carthage against Roman expansion, focusing on military composition, weaponry, tactics, soldier life, and the historical significance of the Punic Wars.

Rituals, Beliefs, and Myth (Celts): Examine the influence and significance of beliefs and rituals within ancient societies, including those about death, the afterlife, and funerary practices. Explore ceremonies, religious beliefs, social stratification, and the impact of mythology on contemporary popular culture.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:

- ***Assessment Type 1:***
  Skills and Application (3 x 25% tasks)
- ***Assessment Type 2:***
  Inquiry (25%)

HUMANITIES

SACE STAGE 1

STAGE 1 BUSINESS INNOVATION A

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Business Innovation.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
This Business Innovation course enhances students' knowledge and understanding and skill development in entrepreneurship and event management. The variety of content provides a creative, project-based course which empowers students to be ready for a range of future university, TAFE and career pathways.

Course Description
Have you ever wondered what it takes to turn a great idea into a successful business? How do entrepreneurs think, plan, and pitch their innovative concepts? What strategies can help you design, market, and launch a business idea effectively?

This course involves the study of:

Introduction to Entrepreneurship: Learn the fundamentals of entrepreneurship, including what it means to be an entrepreneur, the qualities of successful entrepreneurs, and the journey from idea to enterprise.

The Design Thinking Process: Discover the design thinking process, a creative problem-solving approach used to develop innovative solutions. Understand the stages of design thinking and how to apply them to real-world challenges.

Developing a New Business Idea: Explore techniques for generating and refining new business ideas. Learn how to identify opportunities, conduct market research, and evaluate the feasibility of your ideas.

Planning an Event: Gain practical skills in planning and executing successful events. From setting objectives and budgeting to managing logistics and evaluating outcomes, learn the essentials of event planning.

Developing a Marketing Plan: Master the art of developing a comprehensive marketing plan. Understand target markets, branding, marketing strategies, and how to effectively promote your business to reach your goals. Delivering a Business Pitch: Hone your pitching skills by learning how to craft and deliver a compelling business pitch. Gain insights into what investors look for and how to communicate your business idea clearly and persuasively.

This course is designed to equip you with the knowledge and skills needed to innovate, plan, and launch successful business ventures. By the end, you'll be ready to take your ideas from concept to reality, confidently presenting and promoting your business in the competitive marketplace.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Business A
Students in Year 11 undertake several assessment tasks and types, including:
- Identifying Customer Problems and Developing Suitable Solutions: (25%)
- Event Management: (25%)
- Designing a Business Model: (25%)
- Pitch and Evaluation: (25%)

STAGE 1 BUSINESS INNOVATION B

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Business Innovation.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
This Business Innovation course enhances students' knowledge and understanding and skill development in business analysis and consultancy to design appropriate plans for improving existing business models. The variety of content provides a creative, project-based course which empowers students to be ready for a range of future university, TAFE and career pathways.

Course Description
Have you ever wondered how businesses stay competitive in the rapidly evolving digital age? What strategies can help transform a business model to maximise growth and sustainability? How can financial considerations shape the development and implementation of innovative business transformations?

Analysing Existing Business Models: Dive into the intricacies of various business models to understand their strengths and weaknesses. Learn how to critically evaluate existing frameworks and identify areas for improvement.

Exploring the Risks and Opportunities in the Digital Age: Examine the challenges and prospects that businesses face in today's digital landscape. Explore the impact of technological advancements, such as AI, and understand how to navigate competitive threats and leverage new opportunities.

Using a Consultancy Approach to Business Transformation: Adopt a consultancy mindset to develop effective transformation strategies for businesses. Learn techniques to increase customers, boost revenue, and enhance overall business performance through tailored consultancy methods.

Considering the Financial Practicalities of Business Iterations: Understand the financial aspects of developing and implementing changes to business models. Learn how to assess financial viability, budget for transformations, and ensure sustainable growth through sound financial planning.

This course is designed to equip you with the skills to analyse, innovate, and transform business models effectively. By the end, you will be proficient in evaluating existing businesses, leveraging digital opportunities, implementing strategic changes, and managing the financial aspects of business transformations.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:
- Business Model Analysis: (25%)
- Developing a Business Transformation: (25%)
- Advertisement: (25%)
- Pitch and Evaluation: (25%)

STAGE 1 GEOGRAPHY

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 SACE Geography.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Geography enhances students' Geographical knowledge and understanding and skill development. The variety of content provides a social and environmental focus on current processes and issues that impact people and places now and into the future. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
Have you ever wondered how human activities shape the environment? What are the critical issues affecting our world today, and how can we address them? How do global phenomena impact local communities?

This course involves the study of:

1. ***Natural and Human Systems Understanding Landscapes:*** Discover how natural processes like erosion, weathering, and tectonic activities shape the Earth's surface. Study various landforms and their formation, and understand the significance of preserving these natural wonders.

   Human Impact on the Environment: Explore how human activities such as urbanisation, agriculture, and deforestation alter natural landscapes. Examine case studies that highlight the environmental challenges and solutions for sustainable development.

2. ***Population and Demographic Changes Global Population Trends:*** Analyse population growth patterns, migration trends, and demographic changes across different regions. Understand the implications of these changes for resource distribution and urban planning.

   Sustainable Development Goals (SDGs): Learn about the United Nations' SDGs and how they aim to address global issues like poverty, inequality, and environmental degradation. Study the role of geography in achieving these goals.

3. ***Climate Change and Environmental Management Climate Change Impacts:*** Examine the scientific evidence of climate change and its effects on weather patterns, ecosystems, and human societies. Understand the challenges and strategies for mitigating climate change impacts.

   Environmental Management Practices: Explore various approaches to managing natural resources sustainably. Study successful case studies where effective environmental management has led to positive outcomes for both people and the planet.

4. ***Geographical Skills and Fieldwork Mapping and Spatial Analysis:*** Develop essential geographical skills, including map reading, GIS (Geographic Information Systems), and spatial analysis. Learn how to interpret and create maps that convey important data about the world.

   Fieldwork Investigations: Engage in hands-on fieldwork to collect and analyse geographical data. Experience the practical application of classroom knowledge in real-world settings, enhancing your understanding of geographic concepts.

5. ***Contemporary Issues in Geography Globalisation and its Effects:*** Study how globalisation influences economies, cultures, and environments worldwide. Discuss the benefits and challenges of an interconnected world and the role of geography in understanding these dynamics.

   Urbanisation and Sustainability: Explore the growth of cities and the challenges of sustainable urban development. Learn about innovative solutions to create resilient and livable urban environments.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:

- ***Assessment Type 1:*** Geographical Skills and Applications (70%)

Students undertake three skills tasks as part of this folio.

- ***Assessment Type 2***: Fieldwork (30%)

Students partake in a fieldwork study and complete a fieldwork report to document findings and conclusions.

STAGE 1 LEGAL STUDIES A

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Legal Studies.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Legal Studies enables students to develop an appreciation and awareness of their role as a citizen in the Australian legal system. Students will gain the skills to communicate their ideas effectively and the confidence to make informed and effective decisions regarding legal issues. This course has many links to a variety of future university, TAFE and career opportunities.

Course Description
Have you ever wondered how the laws that shape our society are created? What drives the evolution of these laws and ensures justice is served?

In this engaging and thought-provoking course, you will explore the intricate world of Australian law through three key focus areas:

1. Law and Communities (Part A: Core)

Exploring Legal Issues and Cases:
Delve into current legal issues and cases to understand the complexities and nuances of the legal landscape.

Historical Development of Laws:
Gain insights into how Australia's laws have evolved over time, influenced by various social, political, and economic factors.

Power and Influence: Study the individuals and groups who have shaped Australian laws, analysing their perspectives and impacts.

2. Law Making

Legislative Process: Develop a critical understanding of how laws are created, from the drafting of bills to their passage through parliament.

Subordinate Legislation: Examine the creation and role of subordinate legislation in the broader legal framework.

Judicial Processes: Learn about the processes judges use to develop case law, including the interpretation of statutes and the precedent-setting nature of judicial decisions.

3. Justice and Society

Adversary System of Trial: Explore the operation of the adversary system in resolving criminal and civil disputes, and assess its effectiveness in delivering justice.

Key Legal Concepts: Investigate the fundamental concepts of rights, power, fairness, justice, and change, and how they underpin the legal system and influence judicial outcomes.

Critical Analysis and Discussion: Engage in rich discussions and analyses of how these concepts are applied in real-world legal contexts.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:
- Analytical Responses (30% total)
- Legal Inquiry (30%)
- Presentation (40%)

STAGE 1 LEGAL STUDIES B

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Legal Studies.

Credits: 10

Length of course: 1 Semester

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Legal Studies enables students to develop an appreciation and awareness of their role as a citizen in the Australian legal system. Students will gain the skills to communicate their ideas effectively and the confidence to make informed and effective decisions regarding legal issues. This course has many links to a variety of future university, TAFE and career opportunities.

Course Description
Have you ever questioned how laws impact young people or why society is fascinated with crime and punishment? What role do you play in shaping these laws?

In this intriguing course, you will delve into the world of Australian law through three key focus areas:

1. Law and Communities (Part B: Core)

Exploring Legal Issues and Cases: Engage deeply with current legal issues and cases to understand the complexities and nuances of the legal landscape.

Historical Development of Laws: Build an understanding of how Australia's laws have evolved over time, shaped by various social, political, and economic influences.

Power and Influence: Study the perspectives and impacts of those who have constructed Australia's laws, and develop informed opinions through analysis and judgement.

2. Young People and the Law

Rights and Interests of Young People: Explore how the rights and interests of young people are protected through state, territory, national, and international laws.

Debate and Analysis: Investigate and debate a range of issues affecting young people, such as drugs, vandalism, child abuse, parental responsibility, shoplifting, health, work, and under-age drinking.

Legal Protections and Challenges: Understand the legal frameworks in place to protect young people and the challenges they face in the legal system.

3. Crime, Law and Punishment

Definition and Elements of Crime: Examine how crime is defined, the elements of a criminal offence, and the various types of crime.

Principles of Criminal Law: Explore the principles of criminal law and their application in the criminal justice system.

Impact on Society: Evaluate the impacts of the criminal law process on victims, the accused, and the broader society.

Media Influence: Discuss how crime and the criminal justice system are portrayed in the media, from news to crime dramas and fiction.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:
- Analytical Responses (30% total)
- Legal Inquiry (30%)
- Presentation (40%)

STAGE 1 MODERN HISTORY A

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Modern History.

Credits: 10

Length of course: 1 Semester - there are two different options for this subject, please refer to Course Description for details.

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Modern History enhances students' understanding of either the Meiji Restoration and the Russian Revolution, or the American West Expansion and the Feminist movements of the 20th Century, exploring their causes, key events, and lasting consequences. It seeks to equip students with the skills of historical inquiry, enabling them to investigate and interpret significant historical events through the analysis of primary sources, critical evaluation of evidence, and the construction of informed historical narratives. By the end of the course, students will have a deeper appreciation of these transformative periods and the methodologies historians use to study and understand the past.

Course Description
Tsars and Samurais
Have you ever wondered how the Meiji Restoration transformed Japan into a modern state? What were the causes and consequences of the Russian Revolution? How do historians investigate and interpret these significant events?

Meiji Restoration: Discover the events and reforms that marked Japan's transition from a feudal society to a modern industrial nation during the Meiji era. Learn about the political, social, and economic changes that propelled Japan onto the global stage.

The Russian Revolution: Examine the causes, key figures, and outcomes of the Russian Revolution. Understand how this monumental event led to the fall of the Romanov dynasty and the rise of the Soviet Union, reshaping the course of 20th-century history.

Historical Inquiry: Gain insight into the methods and approaches historians use to study and interpret the past. Explore the process of historical inquiry, including the analysis of primary sources, the evaluation of historical evidence, and the construction of historical narratives.

This course provides a comprehensive exploration of these transformative historical events and the tools historians use to uncover and understand the past, equipping you with a deeper appreciation for the complexities of history and its enduring impact on our world.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:
- Source Analysis (20%)
- Film Review (25%)
- Media Response (25%)
- Individual Historical Study (30%)

STAGE 1 MODERN HISTORY B

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 1 Modern History.

Credits: 10

Length of course: 1 Semester - there are two different options for this subject, please refer to Course Description for details.

Requirements for Success
NIL at Stage 1.

Course Aim
Stage 1 Modern History enhances students' understanding of either the Meiji Restoration and the Russian Revolution, or the American West Expansion and the Feminist movements of the 20th Century, exploring their causes, key events, and lasting consequences. It seeks to equip students with the skills of historical inquiry, enabling them to investigate and interpret significant historical events through the analysis of primary sources, critical evaluation of evidence, and the construction of informed historical narratives. By the end of the course, students will have a deeper appreciation of these transformative periods and the methodologies historians use to study and understand the past.

Course Description
Liberation and Lawlessness
Have you ever wondered how the expansion of the American West shaped law and order in the United States? What were the key milestones and impacts of the feminist movements of the 20th century? How do historians investigate and interpret these significant events?

American West Expansion and Law and Order: Delve into the era of westward expansion in the United States. Learn about the challenges of establishing law and order in the frontier territories and how this period influenced the nation's development and legal systems.

The Feminist Movements of the 20th Century: Examine the rise and evolution of feminist movements throughout the 20th century. Understand the struggles, achievements, and lasting impacts of activists who fought for women's rights and gender equality.

Historical Inquiry: Gain insight into the methods and approaches historians use to study and interpret the past. Explore the process of historical inquiry, including the analysis of primary sources, the evaluation of historical evidence, and the construction of historical narratives.

This course provides a comprehensive exploration of these transformative historical events and the tools historians use to uncover and understand the past, equipping you with a deeper appreciation for the complexities of history and its enduring impact on our world.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students in Year 11 undertake several assessment tasks and types, including:
- Source Analysis (20%)
- Film Review (25%)
- Media Response (25%)
- Individual Historical Study (30%)

GLENUNGA INTERNATIONAL HIGH SCHOOL

HUMANITIES

SACE STAGE 2

STAGE 2 ANCIENT STUDIES

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 2 Ancient Studies.

Credits: 20

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Stage 1 Ancient Studies and/or another Humanities subject.

Course Aim
Stage 2 Ancient Studies explores the study of ancient societies and development of important historical knowledge and understanding and skill development. Students are empowered to make links between the past and present dating back to 3000 BCE. There are a variety of relevant future university, TAFE and career opportunities.

Course Description
How did the literature and culture of ancient civilizations influence modern society? What can the military conflicts of ancient times teach us about power and strategy today? How did ancient political systems shape the governance we see in the modern world?

Ancient Studies is a thematic investigation of the literature, society, and culture of ancient civilizations, specifically Ancient Egypt. You will explore various aspects of these societies, including their environmental, social, economic, religious, cultural, and aesthetic dimensions. The course also examines the ideas and innovations that have influenced both ancient and modern societies.

This course involves the study of:

Material Culture (Amenhotep III, Ahkenaten and their cities): Comprehend and examine the ascension and decline of Pharaohs such as Amenhotep III and Akhenaten. Explore the importance of their rule by examining their distinct policies, the construction of monuments, funeral and burial practices, and their personal impact on the society of Ancient Egypt during their governance.

Literature: The Egyptian 'Book of The Dead': Explore and research the ancient Egyptian perspectives on the afterlife as depicted in the Egyptian 'Book of the Dead'. Familiarise yourself with the peculiarities of the netherworld, the battles against mythical beings, and observe the portrayal of Ancient Egypt in contemporary media.

Religion: Investigate and gain knowledge on Ancient Egyptian religious beliefs, spanning the Old, Middle, and New Kingdom periods, with a particular emphasis on religious aspects of the New Kingdom. This includes:

- The religious policies of New Kingdom rulers, particularly those of Hatshepsut and Akhenaten.
- The worship of Aten under Akhenaten's reign.
- The beliefs about the afterlife and funerary practices.
- The economic structure and tax system.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

- **Assessment Type 1:** Skills and Application (50%)
  Note: This assessment type involves multiple tasks.
- **Assessment Type 2:** Connections (20%)
- **Assessment Type 3:** Inquiry [EXTERNAL] (30%)

STAGE 2 BUSINESS INNOVATION

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 2 Business Innovation.

Credits: 20

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Stage 1 Ancient Studies and/or another Humanities subject.

Course Aim
Stage 2 Business Innovation enhances students' knowledge and understanding and skill development in two key contexts: designing business and transforming business. Students will focus on both designing new and transforming existing business models over the duration of the course. The variety of content provides a creative, project-based course which empowers students to be ready for a range of future university, TAFE and career pathways.

Course Description
How can innovative thinking transform businesses and create new opportunities? What strategies can you use to design and grow a successful business in today's dynamic environment? How do businesses adapt to change and leverage technology to stay ahead of the competition?

This course involves the study of two key areas of Business Innovation:

Designing Business
Explore how to identify opportunities and design innovative business solutions. Key content includes:

- **Opportunity Identification:** Learn how to spot market gaps and emerging trends.
- **Business Models:** Study different business models and their applications.
- **Value Propositions:** Develop unique value propositions that address customer needs.
- **Design Thinking:** Apply design thinking methodologies to create innovative solutions.
- **Market Research:** Conduct market research to validate business ideas and strategies.

Transforming Business
Examine how businesses adapt and transform in response to internal and external changes. Key content includes:

- **Change Management:** Understand the principles of managing change within an organisation.
- **Digital Transformation:** Explore how technology can be leveraged to enhance business processes and customer experiences.
- **Strategic Planning:** Learn how to develop and implement effective strategic plans.
- **Innovation Strategies:** Study various innovation strategies and their impact on business growth.
- **Sustainability:** Analyse the role of sustainability in business transformation and long-term success.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

- **Assessment Type 1:** Business Skills Folio (40%)
  Note: This assessment type involves multiple tasks.
- **Assessment Type 2:** Business Model Evaluation (30%)
- **Assessment Type 3:** Business Plan and Pitch [EXTERNAL] (30%)

STAGE 2 LEGAL STUDIES

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 2 Legal Studies.

Credits: 20

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Stage 1 Legal Studies and/or another Humanities subject.

Course Aim
Stage 2 Legal Studies enhances students' understanding of rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. Students examine how people, governments and institutions shape the law and how law shapes interactions between people, institutions and government. Students develop an understanding of the ways in which they can influence democratic processes and the significance of checks and balances in providing lawful mechanisms to control the exercise of power. There are a range of relevant future university, TAFE and career opportunities.

Course Description
How does the law shape our daily lives and interactions? What are the key differences between civil and criminal law, and how do they impact justice?

This course involves the study of:

Sources of Law: Explore the origins and evolution of legal principles in Australia. Investigate how laws are created, interpreted, and applied in diverse contexts, from historical precedents to modern statutes.

Dispute Resolution: Examine the mechanisms for resolving disputes in civil and criminal law. Analyse case studies to understand the practical application of legal principles, including the differences between the adversarial and inquisitorial systems.

The Constitution: Investigate the Australian Constitution, the cornerstone of our legal and political framework since 1901. Assess its impact on governance, rights, and the structure of our legal system, and explore its ongoing relevance and influence.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

- **Assessment Type 1:** Folio (40%)
  Note: This assessment type involves multiple tasks.
- **Assessment Type 2:** Inquiry (30%)
- **Assessment Type 3:** Exam [EXTERNAL]

STAGE 2 MODERN HISTORY

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of Stage 2 Modern History.

Credits: 20

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Stage 1 Modern History and/or another Humanities subject.

Course Aim
Stage 2 Modern History explores relationships among nations and groups, examines significant and distinctive features of the world since 1945, and considers their impact on the contemporary world. The course stimulates students' interest in the past by revealing the drama and spectacle of History. Modern History has a range of future university, TAFE and career opportunities.

Course Description
How did the collapse of the German Empire lead to the rise of one of history's most notorious regimes? What were the global ramifications of the Cold War, and how did it shape the modern world? How did the unexpected collapse of the Soviet Union change the geopolitical landscape?

This course involves the study of:

Germany (1918-1948)

The Demise of the German Empire: Understand the factors leading to the fall of the German Empire and the end of World War I.

The Birth of the Weimar Republic: Study the challenges and achievements of Germany's first democracy.

The Creation of the Nazi State: Investigate how the Nazis rose to power, established a totalitarian regime, and the societal impact of their policies.

Impact of World War II on German Society: Examine the profound effects of World War II on German society, including destruction, division, and the post-war consequences.

The Changing World Order (1945 - Present)

The Beginning of the Cold War: Analyse t he origins and early tensions of the Cold War, including ideological conflicts and key events.

The Nuclear Standoff: Explore the nuclear arms race, the doctrine of mutually assured destruction (MAD), and significant crises like the Cuban Missile Crisis.

Collapse of Communism: Investigate the unexpected fall of the Soviet Bloc and the USSR, focusing on political, economic, and social factors that led to this monumental change.

Post-Cold War Geopolitics: Understand the implications of the Cold War's end on international relations and the emergence of new world powers.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

- **Assessment Type 1:** Folio (50%)
  Note: This assessment type involves multiple tasks.
- **Assessment Type 2:** Historical Study (20%)
- **Assessment Type 3:** Exam [EXTERNAL]

HUMANITIES

IB YEAR 11

IB ECONOMICS

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB Economics.

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Year 10 Economics and/or another Year 10 Humanities subject.

Course Aim
IB Economics involves the use of fundamental economic models and language that enhance students' knowledge and understanding and skill development in economics. Students explore the impact of economic interactions as well as awareness of development issues facing nations. This course can be studied at either Standard Level (SL) or Higher Level (HL). The Year 11 focus is SL, with HL being addressed in Year 12 for students who choose the HL pathway. There are a range of future university, TAFE and career opportunities.

Course Description
Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

This course involves the study of:

1. Microeconomics

Demand and Supply: Study the fundamental principles of demand and supply, market equilibrium, and the price mechanism.

Elasticity: Understand price elasticity of demand and supply and its implications for business and government policies.

Market Failure: Explore the causes of market failure, public goods, externalities, and government intervention.

2. Macroeconomics

Economic Indicators: Learn about key economic indicators such as GDP, inflation, and unemployment.

Fiscal and Monetary Policy: Understand how governments and central banks use fiscal and monetary policies to influence the economy.

Economic Growth and Development: Study the factors that contribute to economic growth and the challenges of economic development.

3. The Global Economy

International Trade: Understand the benefits and drawbacks of international trade, trade barriers, and trade agreements.

Exchange Rates: Study how exchange rates are determined and their impact on the economy.

Balance of Payments: Learn about the components of the balance of payments and their significance.

Assessment
All assessment at Year 11 is internally based and students will be assessed through:
- Tests and Essays (60%)
- Practice Exams end of Term 3 (20%)
- IA Microeconomic Commentary (20%) [This is the external component that is submitted to the IB]

IB GEOGRAPHY

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB Geography.

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in a Year 10 Humanities subject.

Course Aim
IB Geography enhances students' Geographical knowledge and understanding and skill development. It examines key global issues such as poverty, sustainability, and climate change through examples and detailed case studies at local, regional, national, and international levels. This course seeks to develop international understanding and foster a concern for global issues while raising students' awareness of their responsibility at a local level and our shared responsibility as citizens of an increasingly interconnected world.. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
Students can study this subject at either **Standard Level (SL) or Higher Level (HL)**.

This course involves the study of:

Core Theme: Patterns & Change

Changing Population: Delve into the dynamics of population growth, migration, and urbanisation. Understand the factors driving demographic changes and their profound impacts on societies, economies, and environments. Explore how countries manage population challenges through policies and innovative solutions.

Global Climate: Investigate the science of climate change, its causes, and its far-reaching effects. Examine how climate change influences weather patterns, ecosystems, and human activities. Learn about international efforts to mitigate and adapt to climate change and the role of sustainability in securing our future.

Global Resource Consumption and Security: Analyse global patterns of resource use, from energy and water to food and minerals. Understand the complexities of resource distribution and the challenges of ensuring sustainable consumption. Explore the concept of resource security and the strategies employed by nations to manage and protect their resources.

Option Themes:

SL Students: Study 2 additional Option Themes.

HL Students: Study 3 additional Option Themes and the Extension Theme, Global Interactions.

The IB Geography **extension theme "Global Interactions**" covers a range of topics designed to explore the complexities and nuances of globalisation - delving into how different processes of global interaction impact places, people, and the environment.

The **option themes** for IB Geography include:
- Freshwater: Issues and Conflicts
- Oceans and Coastal Margins
- Extreme Environments
- Geophysical Hazards
- Leisure, Tourism and Sport
- Food and Health
- Urban Environments

Assessment
All assessment at Year 11 is internally based and students will be assessed through:
- A range of Group and Individual Projects
- Fieldwork Essays
- Practice Exam end of Term 3

GLENUNGA INTERNATIONAL HIGH SCHOOL

HUMANITIES

IB YEAR 11

IB PSYCHOLOGY

IB Diploma Group 3

Pathway: University: Arts, Humanities, Science, Psychology, Psychology Studies or TAFE

Length of course: 2 Semesters

Requirements for Success
B or above for any Specialist Science and Humanities subjects at Year 10.

Course Aim
The IB Psychology course aims to develop an awareness of how psychological research can be applied for the benefit of human beings and how diverse methods of psychological inquiry can offer alternative explanations of human behaviour. Hence students are guided to develop an understanding of the biological, cognitive and sociocultural approaches to understanding human behaviour and to ensure that ethical practices are upheld in psychological research.

Course Description
Students can study this subject at either Standard Level (SL) or Higher Level (HL). Over two years all students will study four core (common in SL/HL) and option topics.

In Year 11 students will study only the 4 Core Topics. The Option Topics are part of the Year 12 curriculum.

Core Topics (common in SL/HL):
- The Biological Approach to Understanding Behaviour
- The Cognitive Approach to Understanding Behaviour
- The Socio-cultural Approach to Understanding Behaviour
- Research Methods in Psychology

Assessment
All assessment at Year 11 is internally based and students will be assessed through:
- Tests, Essays (ERQ's), Short Answer Questions 50%
- Simple Experiment Study (IA for SL/HL) 20%
- Practice exams held at the end of Term 3. 30%

IB THEORY OF KNOWLEDGE

Compulsory

Length of course: 2 Semesters

Course Aim
IB Core provides a foundation for all IB Diploma students incorporating 3 key areas; Creativity Action and Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE). All 3 areas of the Core are compulsory components that must be completed by all IB Students. During Core lessons experienced IB Diploma teachers will act as IB Mentors, guiding students throughout the 2 year diploma, developing essential skills in areas such as; academic honesty, formal writing, research and critical thinking.

Course Description
This course asks the basic question of "how do we know?" and examines this question by looking at the ways of knowing and the areas of knowledge.

Assessment
Assessment is based on an externally assessed essay and internally assessed oral presentation.

IB WORLD HISTORY

Optional

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB World History.

Length of course: 2 Semesters

Requirements for Success
Students are required to have achieved a 'B' grade or higher in Year 10 History and/or another Year 10 Humanities subject.

Course Aim
IB World History enhances students' understanding of 20th Century world history. Students develop their skills in researching, analysing, synthesising and hypothesising - particularly communication skills within the context of argumentative essays. This course can be studied at Standard Level (SL) or Higher Level (HL). The Year 11 focus is SL, with HL being addressed in Year 12 for students who choose the HL pathway. IB World History has a range of relevant future university, TAFE and career opportunities.

Course Description
How did the struggles for civil rights and freedoms shape the 20th century? What can the rise and fall of authoritarian states teach us about power and governance? How did major wars in the 20th century impact societies and change the course of history?

This course involves the study of:

1. Rights and Protests

US Civil Rights Movement: Examine the struggle for racial equality in the United States, key figures like Martin Luther King Jr., and landmark events such as the Montgomery Bus Boycott and the March on Washington.

Apartheid in South Africa: Investigate the system of racial segregation and discrimination in South Africa, the resistance led by Nelson Mandela and other activists, and the eventual dismantling of apartheid.

2. Authoritarian States

Nazi Germany: Explore the rise of Adolf Hitler and the Nazi Party, the establishment of the totalitarian state, propaganda, and the impact of Nazi policies on German society and the world.

Mao's China: Delve into the rise of Mao Zedong and the Communist Party of China, examining the establishment of a totalitarian regime, ideological campaigns, and their profound impact on Chinese society and global geopolitics.

3. 20th Century Wars

Spanish Civil War: Study the causes, major events, and consequences of the Spanish Civil War, and its significance in the context of European politics.

Second World War (2x case studies: Europe and Pacific): Analyse the causes, major battles, and aftermath of World War II, including the impact on civilian populations and the global balance of power.

Chinese Civil War: Explore the tumultuous phases of the Chinese Civil War, examining the struggle between the Chinese Nationalist Party (Kuomintang, or KMT) and the Communist Party of China (CPC), and their profound impact on Chinese society and global geopolitics.

Second Sino-Japanese War: Explore the pivotal conflict between China and Japan, spanning from 1937 to 1945, and its profound impact on Chinese society and global geopolitics.

Assessment
All assessment at Year 11 is internally based and students will be assessed through:
- Essays, Research Assignment (40%)
- Source Analysis (40%)
- Practice Exams end of Term 3 (20%)

HUMANITIES

IB YEAR 12

IB ECONOMICS

Compulsory if studied in Year 11

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB Economics

Length of course: 2 Semesters

Course Aim
IB Economics involves the use of fundamental economic models and language that enhance students' knowledge and understanding and skill development in economics. Students explore the impact of economic interctions as well as awareness of development issues facing nations. This course can be studied at either Standard Level (SL) or Higher Level (HL). The Year 11 focus is SL, with HL being addressed in Year 12 for students who choose the HL pathway. There are a range of future university, TAFE and career opportunities.

Course Description
Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

This course involves the study of:

1. Microeconomics

Demand and Supply: Study the fundamental principles of demand and supply, market equilibrium, and the price mechanism.

Elasticity: Understand price elasticity of demand and supply and its implications for business and government policies.

Market Failure: Explore the causes of market failure, public goods, externalities, and government intervention.

2. Macroeconomics

***Economic Indicators*:** Learn about key economic indicators such as GDP, inflation, and unemployment.

Fiscal and Monetary Policy: Understand how governments and central banks use fiscal and monetary policies to influence the economy.

Economic Growth and Development: Study the factors that contribute to economic growth and the challenges of economic development.

3. The Global Economy

International Trade: Understand the benefits and drawbacks of international trade, trade barriers, and trade agreements.

Exchange Rates: Study how exchange rates are determined and their impact on the economy.

Balance of Payments: Learn about the components of the balance of payments and their significance.

Assessment
At Year 12, students are assessed externally by examination and internally on a portfolio of 3 economic commentaries.

SL Students:
- Sit two examination papers (3 hours in total): 70%
- IA Portfolio: 30%

HL Students:
- Sit three examination papers (4 hours 45 minutes in total): 80%
- IA Portfolio: 20%

IB GEOGRAPHY

Compulsory if studied in Year 11

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB Geography.

Length of course: 2 Semesters

Course Aim
IB Geography enhances students' Geographical knowledge and understanding and skill development. It examines key global issues such as poverty, sustainability, and climate change through examples and detailed case studies at local, regional, national, and international levels. This course seeks to develop international understanding and foster a concern for global issues while raising students' awareness of their responsibility at a local level and our shared responsibility as citizens of an increasingly interconnected world. Studying Geography empowers students to improve conditions for humans and the environment moving forward and is relevant in many future university, TAFE and career pathways.

Course Description
Students can study this subject at either **Standard Level (SL) or Higher Level (HL)**.

This course involves the study of:

Core Theme: Patterns & Change

Changing Population: Delve into the dynamics of population growth, migration, and urbanisation. Understand the factors driving demographic changes and their profound impacts on societies, economies, and environments. Explore how countries manage population challenges through policies and innovative solutions.

Global Climate: Investigate the science of climate change, its causes, and its far-reaching effects. Examine how climate change influences weather patterns, ecosystems, and human activities. Learn about international efforts to mitigate and adapt to climate change and the role of sustainability in securing our future.

Global Resource Consumption and Security: Analyse global patterns of resource use, from energy and water to food and minerals. Understand the complexities of resource distribution and the challenges of ensuring sustainable consumption. Explore the concept of resource security and the strategies employed by nations to manage and protect their resources.

Option Themes:

SL Students: Study 2 additional Option Themes.

HL Students: Study 3 additional Option Themes and the Extension Theme, Global Interactions.

The IB Geography **extension theme "Global Interactions"** covers a range of topics designed to explore the complexities and nuances of globalisation - delving into how different processes of global interaction impact places, people, and the environment.

The **option theme**s for IB Geography include:
- Freshwater: Issues and Conflicts
- Oceans and Coastal Margins
- Extreme Environments
- Geophysical Hazards
- Leisure, Tourism and Sport
- Food and Health
- Urban Environments

Assessment
At Year 12, students are assessed externally by examination and internally on a fieldwork report.

SL Students:
- Sit two examination papers (2 hours in total): 75%
- IA Fieldwork Report 25%

HL Students:
- Sit three examination papers 80%
- IA Portfolio 20%

HUMANITIES

IB YEAR 12

IB PSYCHOLOGY

IB Diploma Group 3

SACE Students can include ONE IB subject in their SACE and for ATAR purposes. Students will have to pay the cost of the IB exam.

Pathway: University: Arts, Humanities Science, Psychology, Psychology Studies

Length of course: 2 Semesters

Requirements for Success
Students need a 4 or better in Year 11 IB Psychology to automatically proceed to Year 12 IB Psychology.

Course Aim
The IB Psychology course aims to develop an awareness of how psychological research can be applied for the benefit of human beings and how diverse methods of psychological inquiry can offer alternative explanations of human behaviour. Hence students are guided to develop an understanding of the biological, cognitive and sociocultural influences on human behaviour and to ensure that ethical practices are upheld in psychological research.

Course Description
- IB Psychology is offered at Standard and High Level in Year 12. Students are asked to choose the level at the beginning of Year 12 as this affects their course. Extending on the Year 11 course where students studied the Core Topics, during Year 12 Students will
  - Finalise their Simple Experiment Study (IA for SL/HL
  - Work on the Option Topics and
  - Study the HL extensions for the core topics

Option Topics:
- Abnormal Psychology
- Developmental Psychology
  - SL students will study one option topic
  - HL students will study 2 option topics

Assessment
At Year 12, students are assessed externally by examination and internally on a simple experiment study.

SL students:
- Sit two examination papers (3 hours in total) 75%
- IA – Simple Experiment Study 25%

HL students:
- Sit three examination papers (5 hours in total) 80%
- IA – Simple Experiment Study 20%

IB WORLD HISTORY

Compulsory if studied in Year 11

Pathway: There are a variety of future university, TAFE and career opportunities linked to the study of IB World History

Length of course: 2 Semesters

Course Aim
IB World History enhances students' understanding of 20th Century world history. Students develop their skills in researching, analysing, synthesising and hypothesising - particularly communication skills within the context of argumentative essays. This course can be studied at Standard Level (SL) or HIgher Level (HL). The Year 11 focus is SL, with HL being addressed in Year 12 for students who choose the HL pathway. IB World History has a range of relevant future university, TAFE and career opportunities.

Course Description
How did the struggles for civil rights and freedoms shape the 20th century? What can the rise and fall of authoritarian states teach us about power and governance? How did major wars in the 20th century impact societies and change the course of history?

This course involves the study of:

1. Rights and Protests

US Civil Rights Movement: Examine the struggle for racial equality in the United States, key figures like Martin Luther King Jr., and landmark events such as the Montgomery Bus Boycott and the March on Washington.

Apartheid in South Africa: Investigate the system of racial segregation and discrimination in South Africa, the resistance led by Nelson Mandela and other activists, and the eventual dismantling of apartheid.

2. Authoritarian States

Nazi Germany: Explore the rise of Adolf Hitler and the Nazi Party, the establishment of the totalitarian state, propaganda, and the impact of Nazi policies on German society and the world.

Mao's China: Delve into the rise of Mao Zedong and the Communist Party of China, examining the establishment of a totalitarian regime, ideological campaigns, and their profound impact on Chinese society and global geopolitics.

3. 20th Century Wars

Spanish Civil War: Study the causes, major events, and consequences of the Spanish Civil War, and its significance in the context of European politics.

Second World War (2x case studies: Europe and Pacific): Analyse the causes, major battles, and aftermath of World War II, including the impact on civilian populations and the global balance of power.

Chinese Civil War: Explore the tumultuous phases of the Chinese Civil War, examining the struggle between the Chinese Nationalist Party (Kuomintang, or KMT) and the Communist Party of China (CPC), and their profound impact on Chinese society and global geopolitics.

Second Sino-Japanese War: Explore the pivotal conflict between China and Japan, spanning from 1937 to 1945, and its profound impact on Chinese society and global geopolitics.

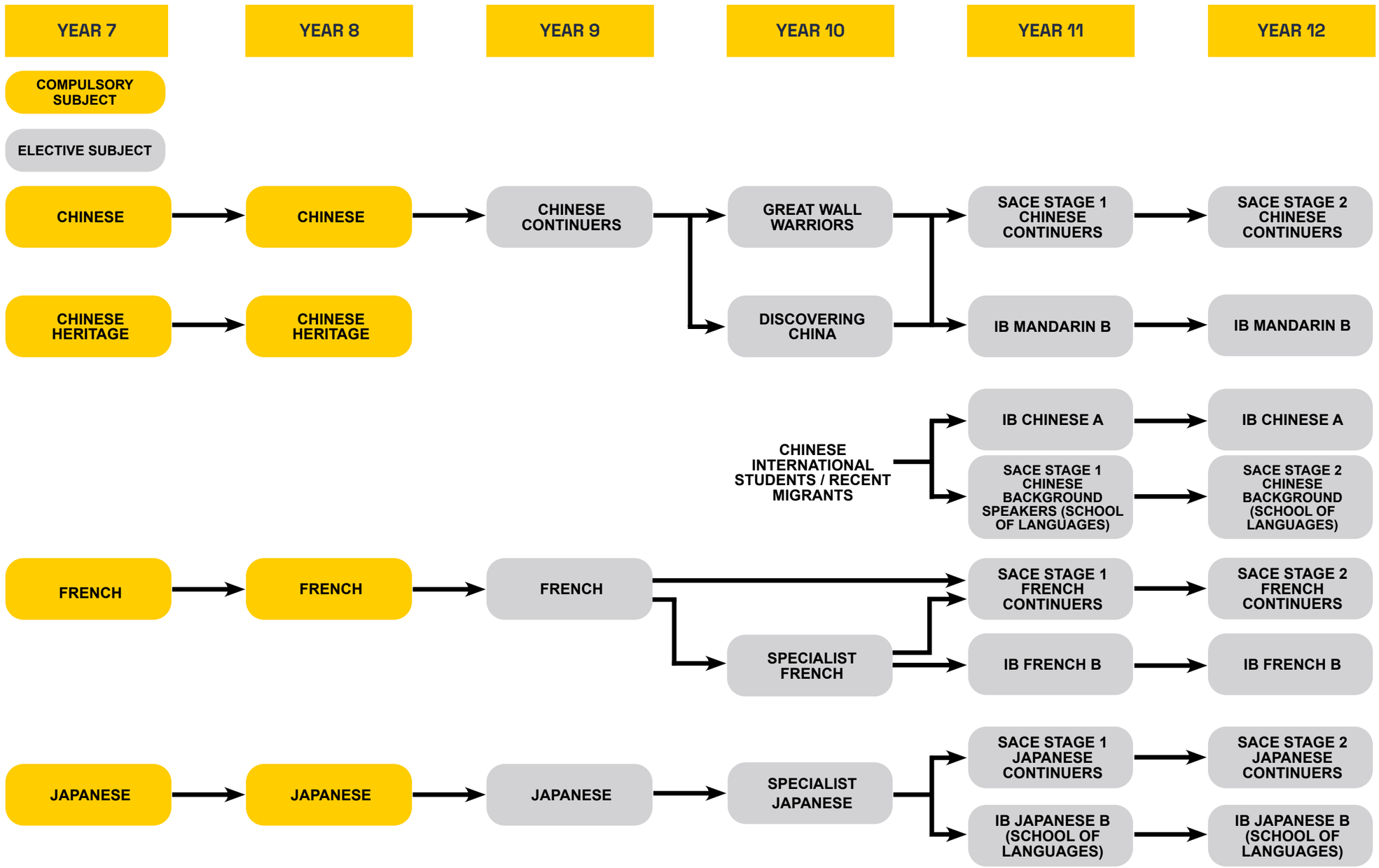
Assessment
At Year 12, students are assessed externally by examination and internally on an historical investigation.

SL Students:
- Sit two examination papers (3 hours in total): 75%
- IA Historical Investigation: 25%

HL Students:
- Sit three examination papers (4 hours in total): 80%
- IA Historical Investigation: 20%

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES



NOTE: It is compulsory to undertake a single language subject in Year 7 and 8.

NOTE: It is our expectation that all students who achieve a 'C' grade or better in Year 8 Language (French, Japanese or Chinese) will continue this language in Year 9, unless required to study English Literacy Plus.

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

YEAR 7

CHINESE

Length of course: 2 Semesters

Requirements for Success
This subject is suitable for students who have limited or no pre-knowledge of Chinese.

Course Aim
Students are introduced to the study of Chinese through the development of:
- Their ability to communicate in Chinese using pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society and the capability to move between Chinese and English and to make comparisons.
- Language learning skills.

Course Description
Topics studied include: self, family and pets, in the classroom, weather, daily routine, likes and dislikes. Learning activities, supported by technology, include letter writing, guided composition, conversations, role plays, dialogues, listening tasks, projects and language games. The course includes exercises on tones, pronunciation and writing the script.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).

CHINESE HERITAGE

Length of course: 2 Semesters

Requirements for Success
This subject is suitable for students who have a good knowledge of Chinese, based on a written assessment.

Course Aim
Students study Chinese through the development of:
- Their ability to communicate in Chinese using pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society and the capability to move between Chinese and English and to make comparisons.
- Language learning skills.

Course Description
Topics studied include: self, family and pets, in the classroom, weather, daily routine, likes and dislikes. Learning activities, supported by technology, include letter writing, guided composition, conversations, role plays, dialogues, listening tasks, projects and language games. The course will also include exercises on tones, pronunciation and writing the script.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).

FRENCH

Length of course: 2 Semesters

Requirements for Success
This subject is suitable for students who have limited or no pre-knowledge of French.

Course Aim
The aim of the course is to introduce students to the study of French by promoting the development of:
- Their ability to communicate and express themselves with others in French.
- Knowledge and understanding of French culture and society and the capability to move between French and English and to make comparisons.
- Language learning skills.

Course Description
Topics studied include self, family and pets, school and the classroom, time, likes and dislikes. Learning activities, supported by technology, include letter writing, guided compositions, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum, namely, assessing oral, written and comprehension skills (reading and aural).

JAPANESE

Length of course: 2 Semesters

Requirements for Success
This subject is suitable for students who have limited or no pre-knowledge of Japanese.

Course Aim
Students will be introduced to the study of Japanese through the development of:
- Their ability to communicate in Japanese using Romaji, Hiragana and Kanji.
- Knowledge and understanding of Japanese culture and society and the ability to move between Japanese and English and to make comparisons.
- Language learning skills.

Course Description
Topics studied include: greetings, self-introductions, counting, family, pets, food and drink, sports and hobbies, and weekend and after-school activities. Learning activities, supported by technology, include exercises on pronunciation and writing the script, role plays, paired activities, aural exercises, guided compositions, matching exercises, crosswords and language games translating and multi-modal presentations.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students intending to continue Japanese in the Year 10-12 must undertake 2 semesters of Japanese in Year 8.

The school aims to provide those studying Japanese an opportunity to participate in a school trip to Japan within the course of their studies from Year 9 to Year 11. Priority would be given to those who have completed at least three years' study of Japanese, but eligibility to participate would also be open to others. Conditions may vary for each trip.

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

YEAR 8

CHINESE CONTINUERS

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include holidays, shopping, health and entertainment and Chinese cuisine. Learning activities include writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment of oral, written and comprehension skills (reading and aural).

CHINESE HERITAGE

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is suitable for students who have completed the Year 9 Heritage course. Any student who did not do this subject in Year 8 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course builds on the knowledge established in Year 8 and aims to extend and further develop students' spoken and written competence in the language and their intercultural understandings.

Course Description
Topics include holidays, shopping, health, entertainment, food, nutrition, and festivals. Learning activities include letter writing, guided compositions, conversations, role plays, dialogues, listening tasks, cultural projects and language games.

Assessment
A Learning Portfolio comprising formative assessment is ongoing. Summative assessment is based on a variety of quality tasks, guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).

Additional Information
Students intending to continue Chinese in Year 9 (either SACE Continuous or IB Mandarin B) are advised to undertake two semesters of Chinese Heritage in Year 8.

FRENCH

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject may not be suitable for students who are fluent native speakers. Any student who did not enroll in this subject in Year 8 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include health and wellbeing and entertainment – cinema and TV. Learning activities include letter writing, guided compositions, diary entries, reviews, conversations, role plays, dialogues, listening tasks, multimodal projects and language games.

Assessment
Assessment is based on a variety of task types, namely, oral interaction, comprehension (reading and aural), written work, essays and creative writing and is guided by the requirements of the Australian Curriculum.

Additional Information
Students intending to continue French in Year 9 must undertake 2 semesters of French in Year 8.

JAPANESE

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers. Any student who did not do this subject in Year 8 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include restaurants and Japanese customer service, school life, street directions, conducting interviews and applying for jobs.

Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, multimodal projects and language games. The course also includes grammar and translating exercises.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment of both oral and written text production as well as aural and reading comprehension skills.

Additional Information
Students intending to continue Japanese in the Year 10-12 must undertake 2 semesters of Japanese in Year 8.

The school aims to provide those studying Japanese an opportunity to participate in a school trip to Japan within the course of their studies from Year 9 to Year 11. Priority would be given to those who have completed at least three years' study of Japanese, but eligibility to participate would also be open to others. Conditions may vary for each trip.

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

YEAR 9

CHINESE CONTINUERS

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include holidays, shopping, health and entertainment and Chinese cuisine. Learning activities include writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment of oral, written and comprehension skills (reading and aural).

FRENCH

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject may not be suitable for students who are fluent native speakers. Any student who did not enrol in this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include health and wellbeing and entertainment – cinema and TV. Learning activities include letter writing, guided compositions, diary entries, reviews, conversations, role plays, dialogues, listening tasks, multimodal projects and language games.

Assessment
Assessment is based on a variety of task types, namely, oral interaction, comprehension (reading and aural), written work, essays and creative writing and is guided by the requirements of the Australian Curriculum.

Additional Information
Students intending to continue French in Year 10 must undertake 2 semesters of French in Year 9.

JAPANESE

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers. Any student who did not do this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Topics and themes include restaurants and Japanese customer service, school life, street directions, conducting interviews and applying for jobs. Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, multimodal projects and language games. The course also includes grammar and translating exercises.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment of both oral and written text production as well as aural and reading comprehension skills.

Additional Information
Students intending to continue Japanese in the Year 10-12 must undertake 2 semesters of Japanese in Year 9.

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

YEAR 10

GREAT WALL WARRIORS

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Have you ever dreamed of visiting China and ordering food in Mandarin? Would you like to know more about places in China? This course will make that dream a reality! We will explore Chinese culture in depth and practice Mandarin in real-life scenarios. This program prepares students for senior Chinese, both SACE and IB.

Topics and themes include immersion in Chinese culture, exploring festivals and food, tourism and travel experiences, health and wellbeing and technology.

Learning activities include letter and email writings, diary entries, conversations, role plays, interviews, dialogues, listening tasks, multimodal projects and language games.

Assessment
Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the Australian Curriculum, namely, assessment of oral, written and comprehension skills (reading and aural).

DISCOVERING CHINA

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is suitable for students who have completed the Year 8 Heritage course or Year 9 Continuers. Any student who did not do this subject in Year 8/9 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course builds on the knowledge established in Year 9 and aims to extend and further develop students' spoken and written competence in the language and their intercultural understandings.

Course Description
Curious about Chinese New Year celebrations? Would you like to explore more about places in China? Through this course, we will explore Chinese culture in depth and practice Mandarin in real-life scenarios. This program prepares students for senior Chinese, both SACE and IB. Topics and themes include traditional and modern festivals, celebrities, health and wellbeing, travel, geography and 21st century new technology. Learning activities include oral interaction, role play, blog, email writing and is guided by the requirements of the Australian curriculum. Students link with daily life through authentic materials. .

Assessment
A Learning Portfolio comprising formative assessment is ongoing. Summative assessment is based on a variety of quality tasks, guided by the requirements of the Australian Curriculum, namely, assessment on oral, written and comprehension skills (reading and aural).

Additional Information
Students intending to continue Chinese in Year 11 (either SACE Continuous or IB Mandarin B) are advised to undertake two semesters of Chinese Heritage in Year 10.

SPECIALIST FRENCH

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject may not be suitable for students who are fluent native speakers. Any student who did not enrol in this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
Do you dream of debating contemporary issues in Paris with perfect pronunciation? Or perhaps chatting with pen pals from New Caledonia in informal French? The aim of this course is to make those dreams a reality! Through immersive and interactive learning experiences, you'll find yourself speaking French with confidence and flair. By the end of the year, you'll communicate more fluently in French but also understand a variety of written and spoken texts from themes such as technology, history, environment and pop culture. Thinking about continuing with French? Bonne idée!

Assessment
Assessment is based on a variety of task types, namely, oral interaction, comprehension (reading and aural), written work, essays and creative writing and is guided by the requirements of the Australian Curriculum.

Additional Information
Students intending to continue French in Year 11 must undertake 2 semesters of French in Year 10.

SPECIALIST JAPANESE

Length of course: 1 Semester or 2 Semesters

Requirements for Success
This subject is not suitable for students who are fluent native speakers. Any student who did not do this subject in Year 9 must obtain permission from the Languages Leader before choosing this subject.

Course Aim
The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description
The course springboards students into real-world Japanese with the introduction of informal Japanese, which is widely used in anime/manga, as well as amongst friends and family members, the respect form, which is needed in the business world, useful and interesting Kanji characters, and Japanese cultural practices essential for living with a Japanese family and working for a Japanese employer. Topics covered include shopping, eating out, school, home and daily life, Japanese cities, neighbourhoods and street directions, the world of work in Japan and Japanese sports and leisure activities.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Learning activities and assessment include creative, real-world tasks such as planning a Japanese town, giving street directions, roleplaying customers and a waiter in a restaurant and preparing a job application and attending a job interview. In addition, there are Kanji quizzes, listening and reading comprehension tasks, and grammar and translation exercises.

Additional Information
The school aims to provide those studying Japanese an opportunity to participate in a school trip to Japan within the course of their studies from Year 9 to Year 11. Priority would be given to those who have completed at least three years' study of Japanese.

LANGUAGES

SACE STAGE 1

CHINESE CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
To automatically follow on to Year 12 students need 2 semesters of Year 11 Chinese and a C or better in Semester 2 and at the end of year exam.

Eligibility
Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

Course Aim
To develop communication skills in Chinese; develop an understanding of the language as a system; develop knowledge of the Chinese culture and society; and develop an ability to reflect on their own culture through the study of other cultures.

Course Description
Topics studied:
- The individual
- The Chinese-speaking communities
- The changing world.

Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigation.

Additional Information
Students intending to continue Chinese in Year 12 SACE Continuers are required to undertake 2 semesters of Chinese in Year 11.

CHINESE BACKGROUND SPEAKERS

School of Languages

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
Year 11 Chinese Background Native speakers with competent oral and written skills.

Course Aim
Students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact and negotiate meanings across languages.

Course Description
Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- Understanding language – respond to spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

Topics studied come from 4 prescribed themes:
- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in contemporary China

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction
- Text Production
- Text Analysis

FRENCH CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Law, Teaching or Business

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
To automatically follow on to Year 12 students need 2 semesters of Stage 1 French and a C or better in Semester 2 and the end of year exam.

Eligibility
Students who have completed more than one year of education in a French speaking country are not eligible for SACE Continuers.

Course Aim
To develop communication skills, understanding of the French language, knowledge of the French culture and society and the ability to express themselves creatively in French.

Course Description
Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in French using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in French
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Oral Interaction
- Text Production
- Text Analysis
- Investigation and Reflection

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

SACE STAGE 1

JAPANESE CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
To automatically follow on to Year 12 students need 2 semesters of Stage 1 Japanese and a C or better in Semester 2 and the end of year exam.

Eligibility
Students who have completed more than one year of education in Japan are not eligible for Japanese Continuers.

Course Aim
Topics studied include: the family, daily routine, neighbourhood, school life and shopping and eating out. To develop communication skills, understanding of the Japanese language, knowledge of the Japanese culture and society and the ability to research and write/ speak on cultural topics.

Course Description
Learning activities follow the strands or organising structures of the course:

- Communication – develops students' ability to communicate effectively in Japanese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Japanese
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

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

- Interaction
- Text Production
- Text Analysis
- Investigation

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

SACE STAGE 2

CHINESE CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Credits: 20 (2 Semesters)

Requirements for Success
To automatically follow on to this subject, students need a full year of Stage 1 Chinese and a C or better in Semester 2 of Stage 1 and the end of year exam (4 or better in IB Year 11).

Eligibility Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

Course Aim
To develop communication skills in Chinese, understanding of the language as a system, knowledge of the Chinese culture and society and the ability to reflect on their own culture through the study of other cultures.

Course Description
Topics studied come from 3 prescribed themes:
- The individual
- The Chinese-speaking communities
- The changing world

Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and influence communication.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Internal assessment	
Folio	50%
In-depth study	20%
External assessment	
Examination	30%

CHINESE BACKGROUND

School of Languages

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Credits: 20 (2 Semesters)

Requirements for Success
Chinese Background Native Speakers need to complete a full year of SACE Stage 1 or equivalent at a C level.

Course Aim
Students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. Develop capability to communicate, interact and negotiate meanings within and across languages and cultures.

Course Description
Topics studied come from 4 prescribed themes:
- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China

Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Internal assessment	
Folio	50%
In-depth study	20%
External assessment	
Examination	30%

FRENCH CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Law, Teaching or Business

Credits: 20 (2 Semesters)

Requirements for Success
To automatically follow on to Year 12 students need 2 semesters of Year 11 French and a C or better in Semester 2 and the end of year exam (4 or better in IB Year 11).

Eligibility Students who have completed more than one year of education in France are not eligible for French Continuers.

Assumed Knowledge: Full Year of French SACE Stage 1 (or equivalent)

Course Aim
To develop communication skills, understanding of the French language, knowledge of French culture and society and the ability to express themselves creatively in French.

Course Description
Topics studied come from the following 3 prescribed themes:
- The individual
- French speaking communities
- The changing world

Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in French using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in French
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Internal assessment	
Folio	50%
In-depth study	20%
External assessment	
Examination	30%

JAPANESE CONTINUERS

Pathway: University: Arts, Humanities, Commerce, Law, Teaching or Business

Credits: 20 (2 Semesters)

Requirements for Success
To automatically follow on to Year 12 students need 2 semesters of Stage 1 Japanese and a C or better in semester 2 and end of year exam (4 or better in IB Year 11).

Eligibility Students who have completed more than one year of education in Japan are not eligible for Japanese Continuers.

Assumed Knowledge: A full year of Japanese SACE Stage 1 or equivalent at C level

Course Aim
To develop communication skills, understanding of the Japanese language, knowledge of the Japanese culture and society and the ability to research and write/speak on cultural topics.

Course Description
Topics studied include: leisure, traditions and culture, planning a trip, travelling in Japan, social issues and future plans and work.
Learning activities follow the strands or organising structures of the course:
- Communication – develops students' ability to communicate effectively in Japanese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Japanese
- Understanding language – responding to a variety of spoken and written texts
- Understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language; and how they influence communication

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Internal assessment	
Folio	50%
In-depth study	20%
External assessment	
Examination	30%

LANGUAGES

IB YEAR 11

IB MANDARIN B

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 Chinese with at least a B grade.

Course Aim
The focus is on the conceptual understanding of Mandarin, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class based activities and out of class activities.

Assessment
Internal assessment

Oral	25%
Text handling exercises and written work	75%

IB CHINESE A

IB Diploma Group 1

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
Completed Year 10 or equivalent in an overseas Chinese school where Chinese is the community language. Students considering this subject must sit a test to check their Chinese language skills. Please see Languages Leader or Chinese teacher if unsure of requirements.

Course Aim
To develop students' communication skills, in written and spoken language, with an emphasis on the formal analysis of literature.

Course Description
In-depth study of world literature. An emphasis on critical analysis of texts used in a range of literature works of different periods, covering aspects such as culture, genres, styles and contexts.

Assessment
This course is internally assessed, based on oral and written commentary of texts and essay writing on selected topics/ themes. An end-of-year examination contributes to the final grade.

IB FRENCH B

IB Diploma Group 2

Pathway: University: Arts, Humanities, Commerce, Law, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 French with at least a B grade.

Course Aim
The focus is on the conceptual understanding of French, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class based activities and out of class activities.

Assessment
Internal assessment

Oral	25%
Text handling exercises and written work	75%

IB JAPANESE B

School of Languages

IB Diploma Group 2

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 Japanese with at least a B grade.

Course Aim
The focus is on the conceptual understanding of Japanese, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class-based activities and out of class activities.

Assessment
Internal assessment

Oral	25%
Text handling exercises and written work	75%

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

IB YEAR 12

IB MANDARIN B

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 Chinese with at least a B grade.

Course Aim
The focus is on the conceptual understanding of Mandarin, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class based activities and out of class activities.

Assessment
Internal assessment

Oral productive skills	25%

External Assessment

Paper 1	25%
Written productive skills Paper 2	50%

Receptive skills
Oral and written text comprehension
Additional Information Higher level studies include literature.

IB CHINESE A

IB Diploma Group 1

Pathway: University: Arts or Humanities or TAFE

Length of course: 20 (2 Semesters)

Requirements for Success
To automatically progress to Year 12 IB Chinese A students need to achieve at least a 4 in Year 11 IB Chinese and an overall score in Year 11 of 24 points. To take High Level students need at least a 5 in Year 11 IB Chinese.

Course Aim
To develop communication skills, in written and spoken language, with an emphasis on the formal analysis of literature.

Course Description
This course is a continuation of the Year 11 IB Chinese program. The predominant focus in this second year is on preparation for the exam and the development of intertextual links between texts. Students will study short extracts of prose and poetry to prepare for Paper 1 and will learn a variety of methods to independently analyse literature. Students will continue their independent and creative approach to the course through the Learner Portfolio.

Assessment
A Learner Portfolio underpins the student's development of assessment in this course. There are two tracks for this course. Higher Level and Standard Level. All assessed texts are student chosen.

Higher Level:
- The Higher Level essay
- The oral presentation - global issues
- Paper 1 exam - 2 sources, students respond to both
- Paper 2 exam - a comparative essay

Standard Level:
- The oral presentation - global issues
- Paper 1 exam - one source response
- Paper 2 exam - comparative essay

Assessment is split over the 2 years of the course with the oral anticipated to be completed at the start of year 2 and the Higher-Level essay completed at the end of year 1.

GLENUNGA INTERNATIONAL HIGH SCHOOL

LANGUAGES

IB YEAR 12

IB FRENCH B

IB Diploma Group 2

Pathway: University: Arts, Humanities, Commerce, Law, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 French with at least a B grade.

Course Aim
The focus is on the conceptual understanding of French, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class-based activities and out of class activities.

Assessment
Internal Assessment:
Oral productive skills 25%

External Assessment:
Paper 1 25%

Written productive skills
Paper 2 50%

Receptive skills:
Oral and written text comprehension

Additional Information
Higher level studies include literature.

IB JAPANESE B

School of Languages

IB Diploma Group 2

Pathway: University: Arts, Humanities, Commerce, Teaching or Business

Length of course: 20 (2 Semesters)

Requirements for Success
A full year of 10 Japanese with at least a B grade.

Course Aim
The focus is on the conceptual understanding of Japanese, which is essential for successful and effective communication and to support skills development and foster understanding as to why and how people use language to communicate.

Course Description
There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. The course is designed to include international mindedness using texts that reflect culture. The four macro skills of listening, speaking, reading and writing are developed through integrated class-based activities and out of class activities.

Assessment
Internal Assessment:
Oral productive skills 25%

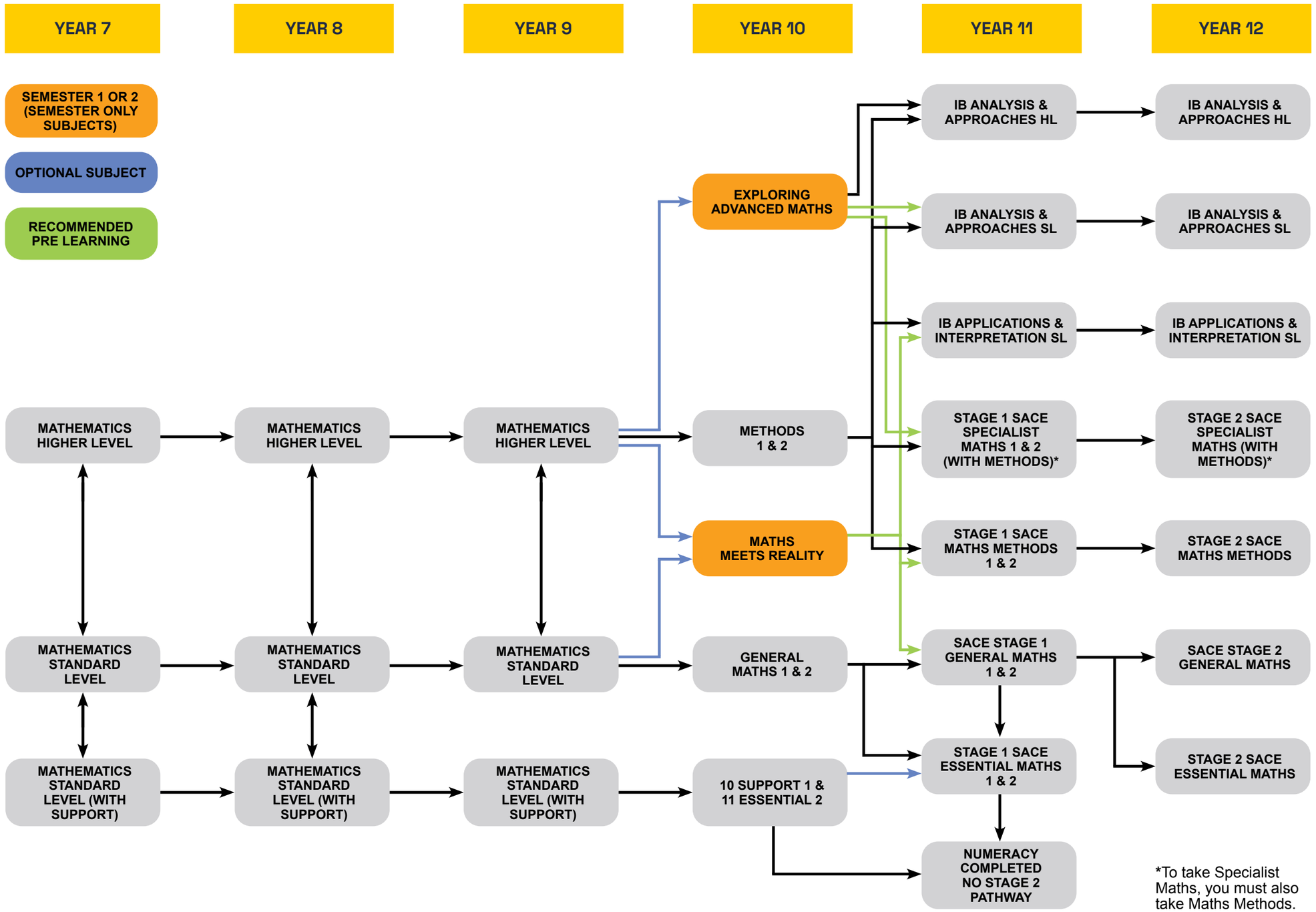
External Assessment:
Paper 1 25%
Written productive skills
Paper 2 50%

Receptive skills:
Oral and written text comprehension

Additional Information
Higher level studies include literature.

GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS



GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

YEAR 7

MATHS HIGHER / STANDARD LEVEL

Compulsory

Length of course: 2 Semesters

Course Aim
Standard Level Maths
Develop mathematical competency in choosing and using Mathematics to solve problems in line with the Australian Curriculum. Students demonstrate their understanding and fluency in using mathematics in a range of situations and their ability to reason and problem solve.

Higher Level Maths
Covers the entire Standard Level Maths course and extends algebraic skills with an emphasis on problem solving and higher order thinking. Students complete extension activities and are introduced to more challenging concepts and content.

These courses lead to Year 8 Mathematics (Higher Level/Standard Level).

Course Description
Each course covers the Australian Curriculum strands of Numbers, Algebra, Measurement, Geometry, Statistics and Probability. The program incorporates developing technology skills, including the use of calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to apply learning to real world problems.

Assessment
Students are assessed using tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course. Students will be assessed against the Australian Curriculum Achievement Standards.

MATHS STANDARD LEVEL (WITH SUPPORT)

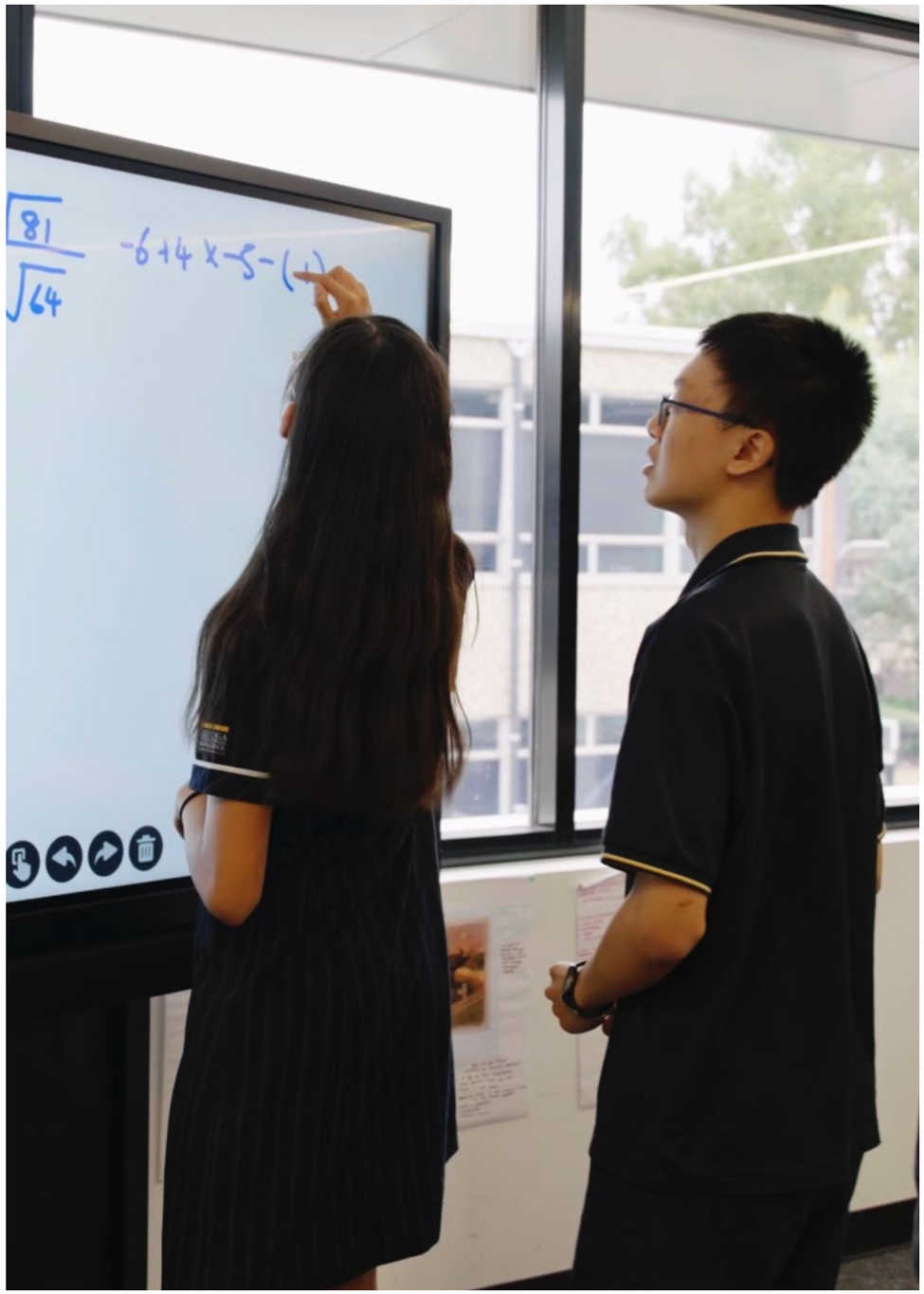
Compulsory

Length of course: 2 Semesters

Course Aim
Develop mathematical competency and confidence in the basic skills of the Australian Curriculum Mathematics course. Students complete a modified program and will be provided with additional support as required. Students need to demonstrate understanding, fluency and an ability to problem solve.

Course Description
The course covers the basic skills from the Australian Curriculum strands of Number, Algebra, Measurement, Geometry, Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to work on real life applications.

Assessment
Students are assessed using tests and investigations (individual and collaborative) with and without the use of technology. Students need to complete some out of class learning to successfully complete all aspects of this course. Students will be assessed against the Australian Curriculum Achievement Standards.



GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

YEAR 8

MATHS HIGHER / STANDARD LEVEL

Compulsory

Length of course: 2 Semesters

Course Aim
Standard Level Maths
Develop mathematical competency in choosing and using mathematics to solve problems in line with the Australian Curriculum. Students demonstrate their understanding and fluency in using mathematics in a range of situations and their ability to reason and problem solve.

Higher Level Maths
Covers the Standard Level Maths course and extends algebraic skills with an emphasis on problem solving and higher order thinking. Students complete extension activities and are introduced to more challenging concepts and content.

These courses lead to Year 9 Mathematics (Higher Level/Standard Level).

Course Description
Each course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The program incorporates developing technology skills, including the use of calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to analyses and interpret real life mathematical models.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course.

MATHS STANDARD LEVEL (WITH SUPPORT)

Compulsory

Length of course: 2 Semesters

Course Aim
Develop mathematical competency and confidence in the basic skills of the Australian Curriculum mathematics course. Students complete a modified program and will be provided with additional support as required. Students need to demonstrate understanding, fluency and an ability to problem solve.

Course Description
The course covers the basic skills from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to work on real life applications.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations (individual and collaborative) with and without the use of ICT. Students need to complete some out of class learning to successfully complete all aspects of this course.

GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

YEAR 9

MATHS HIGHER / STANDARD LEVEL

Length of course: 2 Semesters

Requirements for Success
Year 8 Higher Level or Standard Level Maths.

Course Aim
Standard Level Maths
Develop mathematical competency in choosing and using mathematics to solve problems in line with the Australian Curriculum. Students demonstrate their understanding and fluency in using mathematics in a range of situations and their ability to reason and problem solve. This course leads to **Year 10 General Maths**.

Higher Level Maths
Cover the Standard Level Maths course and extends algebraic skills with an emphasis on problem solving and higher order thinking. Students complete extension activities and are introduced to more challenging concepts and content. This course leads to **Year 10 Maths Methods**.

Course Description
Each course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The program incorporates developing technology skills, including the use of calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to analyses and interpret real life mathematical models.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course.

MATHS STANDARD LEVEL (WITH SUPPORT)

Length of course: 2 Semesters

Requirements for Success
Year 8 Standard Level Maths (with support).

Course Aim
Develop mathematical competency and confidence in the basic skills of the Australian Curriculum mathematics course. Students complete a modified program and will be provided with additional support as required. Students need to demonstrate their understanding, fluency and an ability to problem solve. This course leads to **Year 10 Standard level with Support**.

Course Description
The course covers the basic skills from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities for students to work on real life applications.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations with and without the use of ICT. Students will need to complete some out of class learning to successfully complete all aspects of this course.

MATHEMATICS

YEAR 10

GENERAL MATHS 1 & 2

Pathway: University (non-maths pathways) or TAFE

Length of course: 2 Semesters

Recommendations for Success
Passing grade in Year 9 Maths SL or HL.

Course Aim
Consolidate mathematics skills and develop confidence in choosing and using appropriate mathematical methods to solve a range of real-world problems.

Course Description
This course is designed for students looking for a Maths course with real life applications. While some algebraic skills are developed, the emphasis is on using mathematical techniques to solve everyday problems.

Topics covered include: Pythagoras and Trigonometry, Patterns and Algebra, Probability and Units of Measurement. Technology, including graphics calculators and computers are used throughout the course to help students consolidate mathematical concepts. Where possible, students will focus on real life situations.

This course is designed for students who wish to complete General Mathematics in SACE Stage 1.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations (individual and collaborative) with and without the use of technology. Students need to complete some out of class learning to successfully complete all aspects of this course. This course includes end of semester exams.

MATHS METHODS 1 & 2

Pathway: University: Medicine, Science, Maths, Technology or TAFE

Length of course: 2 Semesters

Recommendations for Success
Passing grades in Year 9 Maths HL.

Course Aim
Prepare students for Mathematics courses in the International Baccalaureate (IB) Diploma Program and SACE Maths Methods and Specialist Maths.

Course Description
Extend mathematical skills and develop confidence in choosing and using mathematics, with an emphasis on problem solving and higher order thinking.

Semester 1 focuses on the topic of Algebra and determining relationships or patterns. Semester 2 further explores Algebra and moves into Trigonometry and Statistics.

The program incorporates the use of graphics calculators and computer technology to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life models.

This course leads to SACE Stage 1 Maths Methods and Specialist Maths; IB Mathematics: Analysis & Approaches (ANA) HL and Mathematics: Analysis & Approaches (ANA) SL or IB Mathematics: Applications & Interpretation (API).

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course. This course includes end of semester exams.

MATHS SUPPORT

Pathway: Apprenticeships, Employment or TAFE. Completing SACE numeracy requirements in year 10, with no Stage 2 Maths pathway.

Length of course: 2 Semesters

Course Aim
Consolidate basic numeracy skills and develop confidence in using mathematics in a range of real-life situations.

Course Description
This course is designed for students who find mathematics challenging and are looking for a course with practical applications to everyday life.

Topics covered include: Earning Money, Spending Money, Budgeting and Mobile Phones. Technology, including scientific calculators and computers are used throughout the course to help students consolidate mathematical concepts. Where possible, students will apply their knowledge to real life situations.

This course is designed for students who wish to complete Essential Maths (SACE Stage 1 course) in Semester 2.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using a variety of methods.These include open book tests, homework assignments and investigations (individual and group) with and without the use of technology.

GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

YEAR 10

EXPLORING ADVANCED MATHS

Optional (Semester 1 or 2)

Pathway: University: Medicine, Science, Maths, Technology or TAFE

Length of course: 1 Semester

Recommendations for Success
Year 9 Maths HL (A or B grade recommended). 8.00 and 9.01 Mentor Group students are not permitted to select this course due to content overlap.

Course Aim
Prepare students for the International Baccalaureate (IB) Diploma Program and specifically students who are intending to study Analysis & Approaches (ANA) HL. This course is also highly recommended for students who plan to study SACE Specialist Maths and Mathematics: Analysis & Approaches (ANA) SL. This course must be selected in conjunction with Pre-Maths Methods.

This course appeals to students who appreciate algebraic challenges and enjoy exploring depth and reasoning in mathematics.

Course Description
This course requires students to apply their knowledge of advanced mathematics in structured and open-ended settings. Topics covered include Circle Geometry, Functions and Polynomials, and Modelling. Students will spend time on advanced problem solving and mathematical reasoning.

The program incorporates the use of graphics calculators and computer technology to consolidate mathematical concepts and to provide opportunities for students to consolidate the skills and methods.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations, with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course.

MATHS MEETS REALITY

Optional (Semester 1 or 2)

Pathway: University: Medicine, Science, Maths, Technology or TAFE

Length of course: 1 Semester

Recommendations for Success
Passing grades in Year 9 Maths HL or SL.

Course Aim
This course is highly recommended for students who plan to study the International Baccalaureate (IB) Diploma Program Applications and Interpretations (AI) SL or SACE Maths Methods. Students planning to study SACE General Maths will also find it beneficial. This course will also be beneficial to any student planning to study senior sciences, including Physics, Chemistry, Biology and Psychology. This course must be selected in conjunction with Pre-Maths Methods or Pre-General Maths.

This course appeals to students who would like to explore how mathematics can be used to solve real world challenges.

Course Description
Students will explore various contexts and how maths applies to them. This includes exploring models that are deceptive then explosive (exponential growth), how new information should result in a new outlook (probability), how when something is possible, it is not always probable (probability), and how precise pathways help solve problems (algorithms).

The program incorporates the use of graphics calculators, and software such as Excel, Desmos and Geogebra. Students will develop skills of interpreting and analysing data and graphs, validity of results and making estimations and predictions.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards. Students are assessed using tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course.

MATHEMATICS

SACE STAGE 1

SPECIALIST MATHS 1 & 2

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
Passing grades in both semesters of Year 10 Maths Methods with at least one B.

Course Aim
Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations. This course must be selected in conjunction with Maths Methods.

Course Description
These courses utilise and build on techniques developed in Year 10 and prepare students for Stage 2 Specialist Mathematics. These programs develop technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Semester 1 topics include Vectors, Circle Geometry and Matrices. Semester 2 topics include Trigonometry, Complex Numbers and Sequences and Series.

Note: This course is not required for students intending to study Stage 2 Mathematical Methods.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students complete 4 assessment tasks each semester, a combination of tests and folios with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course. These courses have an end of semester exam.

MATH METHODS 1 & 2

Pathway: University: Medicine, Science, Maths, Technology or TAFE

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
Passing grades in both semesters of Year 10 Maths Methods with at least one B.

Course Aim
Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used in problem solving, including real life situations.

Course Description
This course utilises and builds on techniques developed in Year 10. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. Semester 1 topics include Functions, Polynomials, and Trigonometry. Semester 2 topics include Statistics, Exponential Models and Calculus.

Successful completion of 2 semesters of this course leads to SACE Stage 2 Mathematical Methods. Studied in conjunction with Specialist Maths, this course leads to SACE Stage 2 Specialist Mathematics.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students complete 4 assessment tasks each semester, a combination of tests and investigations with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course. This course has an end of semester exam.

GENERAL MATHS 1 & 2

Pathway: Employment, University, Apprenticeships or TAFE

Credits: 10 (1 Semester) or 20 (2 Semesters)

Requirements for Success
B or better in 10 General Maths.

Course Aim
Further develop students' understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations. The emphasis will be on using Mathematics to model the real world.

Course Description
This course utilises and builds on techniques developed in Year 10 General Maths. Students use electronic technology in the form of graphics calculators and computers to assist in the analysis and interpretation of data and information. Semester 1 topics include Measurement, Statistics, and Linear Models. Semester 2 topics include Exponential Models, Investing and Borrowing, and Matrices and Networks.

Successful completion of 2 semesters of this course leads to SACE Stage 2 General Mathematics or Essential Mathematics.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards. Students complete 4 assessment tasks: a combination of tests and investigations (individual and collaborative) with and without the use of technology. Students need to complete regular out of class learning to successfully complete all aspects of this course. This course has an end of semester exam.

ESSENTIAL MATHS A & B NUMERACY

Pathway: Apprenticeships, Employment or TAFE

Credits: 10 (1 Semester) or 20 (2 Semesters)

Course Aim
These subjects are designed for students who find Maths challenging and are undertaking this program to meet the numeracy requirement of the SACE. These subjects will develop students' numeracy skills used in daily life and future employment.

Course Description
The emphasis in this course is on developing mathematical skills, knowledge and understandings that students can apply in their workplace, local community and daily life to explore options and make reasoned decisions based on accurate and up-to-date mathematical information.

Assessment
Students complete 4 assessment tasks per semester. These include tests (open book) and investigations (individual and collaborative) with and without the use of technology. Students need to complete some out of class learning to successfully complete all aspects of this course. These courses do not have end of semester exams.

Additional Information
Assessment tasks are marked against criteria from the SACE Performance Standards. This course does not lead to a Stage 2 maths course. Successful completion of this subject meets the Numeracy requirements of the SACE.

GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

SACE STAGE 2

SPECIALIST MATHS

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
B or better in Stage 1 Maths Methods 1 and 2 and Specialist Maths 1 and 2. 6 or 7 in Year 11 IB Maths: Analysis & approaches HL.

Course Aim
This subject is designed to develop students' confidence with mathematical concepts and relationships and the use of mathematical skills and techniques in a range of contexts. Students develop an appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world. Students need to have well developed problem solving and abstract thinking skills.

This course must be selected in conjunction with Maths Methods.

Course Description
Specialist Mathematics is rich in mathematical rigour and algebraic analysis. Topics include Mathematical Induction, Complex Numbers, Functions and Graphs, Vectors in Three Dimensions, Integration Techniques and Applications and Rates of Change and Differential Equations. This course provides pathways into a range of university courses (including Engineering and Computer Science).

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

6 Tests	50%
1 Investigation	20%
External Examination	30%

MATHS METHODS

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
B or better in both semesters of Stage 1 Maths Methods 1 and 2. 5 or better in Year 11 IB Maths: Analysis & approaches HL or SL.

Course Aim
This subject is designed to develop students' confidence with mathematical concepts and relationships and use of mathematical skills and techniques in a range of contexts. Students develop an appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling, and describing aspects of the world. Students need to have well developed problem solving and abstract thinking skills.

Course Description
This course is rich in mathematical rigour and algebraic analysis. Topics include Integral Calculus, Logarithmic and Trigonometric Functions, Discrete and Continuous Random Variables, Normal and Binomial Distributions, and Sampling and Confidence Intervals. This subject provides pathways into a range of university courses. If studied in conjunction with Specialist Mathematics, this course provides students with pathways into courses such as mathematical sciences, engineering, computer science andphysical sciences.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

6 Tests	50%
1 Investigation	20%
External Examination	30%

GENERAL MATHS

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
B or better in both semesters of Stage 1 General Maths 1 and 2. Year 11 IB Maths: Applications and Interpretations with a grade of 5 or better.

Course Aim
This subject requires students to show their understanding of mathematical ideas, concepts, skills, and processes. The mathematical methods and principles learned are used to solve problems, including real life situations. The emphasis is on using mathematics to understand the real world.

Course Description
This subject provides opportunities for learning of mathematics through practical applications. Topics include Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models and Discrete Models. This subject can lead to employment or further training in retail, office management, small business, tourism and hospitality.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

5 Tests	40%
2 Investigations	30%
External Examination	30%

ESSENTIAL MATHS

Pathway: University or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
Passing grades in both semesters of Stage 1 General Maths 1 and 2 with at least one B grade.

Course Aim
This subject requires students to show their understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned are used to solve problems, including real life situations. The emphasis is on using mathematics to understand the real world.

Course Description
This subject provides opportunities for learning mathematics through practical applications.

Topics include Scales, Plans and Models, Measurement, Business Applications, Statistics and Investments and Loans.

This subject can lead to employment or further training in retail, office management, small business, tourism and hospitality.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

5 Tests	40%
2 Investigations	30%
External Examination	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

MATHEMATICS

IB YEAR 11 / YEAR 12

IB MATHEMATICS OVERVIEW

The IB has two distinct Maths courses:

- Mathematics: Analysis and Approaches (ANA)
- Mathematics: Applications and Interpretation (API)

Requirements for Success
The API course is only being offered at Standard Level. We believe this is the most accessible course and recommend this for students who find mathematics challenging.

Due to differing content, students must finalise their mathematics pathway by the end of Semester 1 in Year 11.

MATHEMATICS: ANALYSIS AND APPROACHES (ANA)

Pathway: University (Medicine, Science, Mathematics, Engineering, Technology) or TAFE

Requirements for Success
Higher Level: A grade in Year 10 Maths Methods and Exploring Advanced Maths (or equivalent) and at least 80% in an exam.

Standard Level: B grade or better in 10 Maths Methods.

Must receive a 4 or better each semester to continue at the same level.

Course Aim
This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics.

Course Description
This course includes topics that are both traditionally part of a pre-university mathematics course (e.g., functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students taking Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at HL must possess strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with complex problems and get satisfaction and show determination when solving challenging problems.

Assessment

Three (HL) or Two (SL) external examinations at end of course	80%

*Please note the Paper 1 Exam of this course is conducted without a calculator

Internal Assessment (Individual Exploration)	20%

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS (API)

This course is only being offered at Standard Level

Pathway: University (Social Sciences, Humanities, Professions) or TAFE

Requirements for Success
Standard Level: Passing grades in both semesters of Year 10 Maths Methods.
B Grades in both courses are strongly recommended - please contact the Maths Leader to discuss if you are not at this level.

Course Aim
Students who choose Mathematics: Applications and Interpretation should enjoy seeing mathematics used in real- world contexts and to solve real-world problems.

Course Description
This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To provide understanding, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. The Mathematics: Applications and Interpretation course will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Assessment

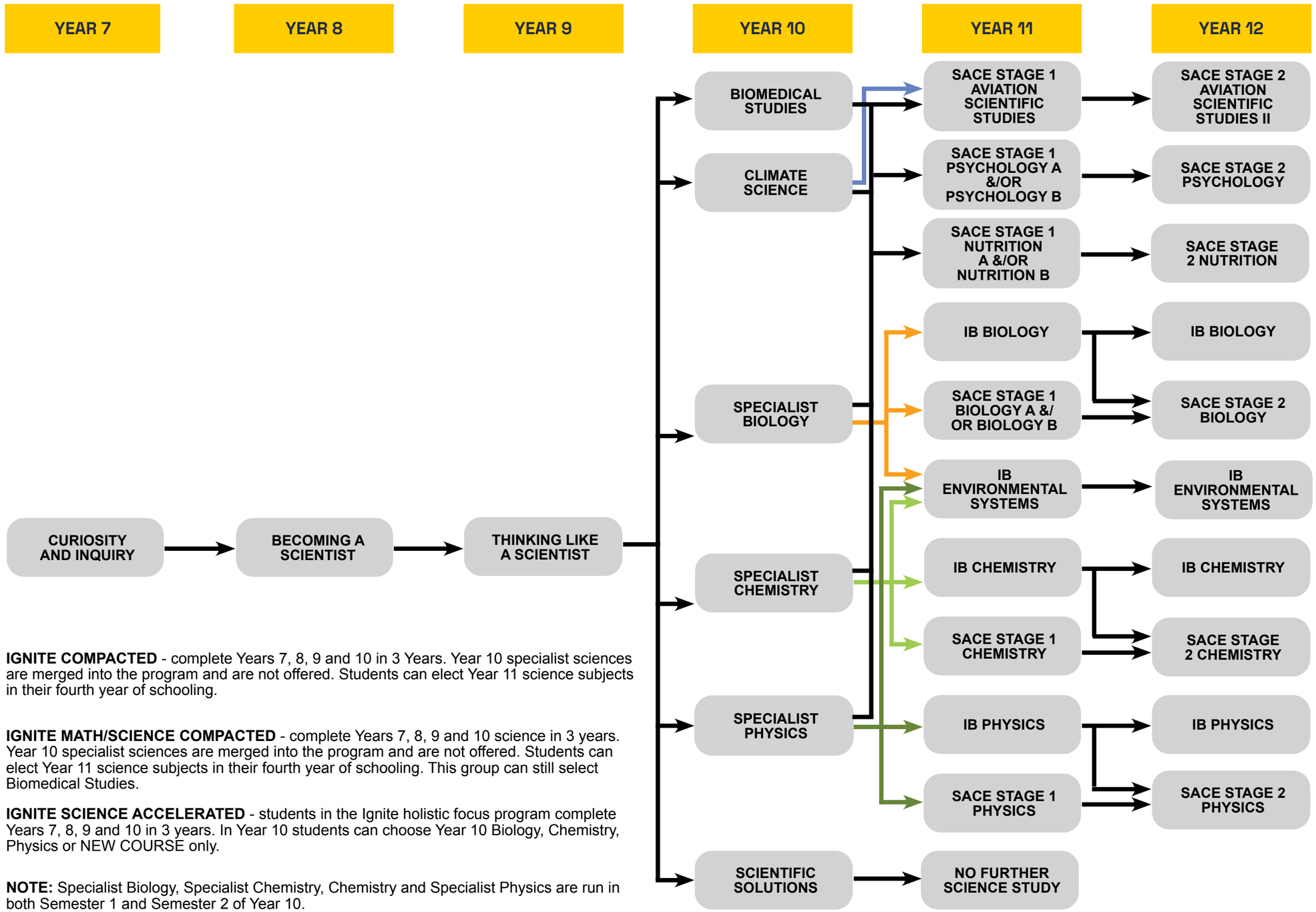
Two external examinations at end of course	80%

*Calculators are used for both exams

Internal Assessment (Individual Exploration)	20%

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE



IGNITE COMPACTED - complete Years 7, 8, 9 and 10 in 3 Years. Year 10 specialist sciences are merged into the program and are not offered. Students can elect Year 11 science subjects in their fourth year of schooling.

IGNITE MATH/SCIENCE COMPACTED - complete Years 7, 8, 9 and 10 science in 3 years. Year 10 specialist sciences are merged into the program and are not offered. Students can elect Year 11 science subjects in their fourth year of schooling. This group can still select Biomedical Studies.

IGNITE SCIENCE ACCELERATED - students in the Ignite holistic focus program complete Years 7, 8, 9 and 10 in 3 years. In Year 10 students can choose Year 10 Biology, Chemistry, Physics or NEW COURSE only.

NOTE: Specialist Biology, Specialist Chemistry, Chemistry and Specialist Physics are run in both Semester 1 and Semester 2 of Year 10.

SCIENCE

YEAR 7

CURIOSITY AND INQUIRY

Compulsory

Length of Course: 2 Semesters

Course Aim
Students will be encouraged to use their curiosity to explore new Scientific concepts through inquiry and questioning. Students will develop the skills that Scientists use to identify real world problems, carry out experiments to collect data, analyse the data and draw conclusions. The key capabilities such as collaboration and communication will become fundamental skills used throughout Year 7 Science.

Course Description
The three strands of the AC: Scientific Understanding, Science Inquiry Skills and Science As A Human Endeavour are embedded throughout all units of work. Students study four units of work throughout the year each with a different context - Biology, Chemistry, Physics & Earth and Space. Inquiry-based learning will be used to explore at least one of these contexts.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Subject Knowledge and Application Tests
- Science Inquiry Skill tasks including Practical reports. Multi-modal activities.

SCIENCE

YEAR 8

BECOMING A SCIENTIST

Compulsory

Length of Course: 2 Semesters

Course Aim
Students will start to focus more on key Scientific skills that lays the foundations for thinking like a Scientist. Learning scientific content through a skills-based approach will see greater emphasis on the development of the Science Inquiry Skills through new scientific concepts. Creative and Critical Thinking will be developed along with continuing to implement Communication and Collaboration. There will also be opportunities for students to develop their reflection skills as they collect evidence from their classwork in their "Think Like A Scientist" folio.

Course Description
The three strands of the AC: Scientific Understanding, Science Inquiry Skills and Science As A Human Endeavour are embedded throughout all units of work. Students study four units of work throughout the year each with a different context - Biology, Chemistry, Physics & Earth and Space.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Subject Knowledge and Application Tests
- Science Inquiry Skill tasks including Practical reports. Multi-modal activities.
- Think Like a Scientists folio reflection

SCIENCE

YEAR 9

THINKING LIKE A SCIENTIST

Compulsory

Length of Course: 2 Semesters

Course Aim
This course aims to prepare students with Scientific Skills that are essential for any future pathway in Science. Students will continue to learn scientific content through a skills-based approach building on the collection of evidence from Year 8 in their Think Like a Scientist Folio. The 5C's and Science as a Human Endeavour will be applied within specific context allowing students to develop their understanding of Science in the real world.

Course Description
The three strands of the AC: Scientific Understanding, Science Inquiry Skills and Science As A Human Endeavour are embedded throughout all units of work. Students study four units of work throughout the year each with a different context - Biology, Chemistry, Physics and Space Science.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Summative tasks may include:
- Subject Knowledge and Application Tests
- Science Inquiry Skill tasks including Practical reports. Multi-modal activities.
- Think Like a Scientists folio reflection

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE

YEAR 10

SCIENCE SELECTION CRITERIA OVERVIEW

Optional: Maximum of 4 selections of Science in Year 10.

2 Science subjects per semester

There are two Year 10 Science pathways:

1. **Specialist:** Specialist science subjects delve into specific areas of science, providing in-depth knowledge and expertise.
2. **Cross-disciplinary:** Cross-disciplinary subjects blend insights and methods from multiple academic fields to explore complex problems and themes. These subjects go beyond traditional boundaries, integrating knowledge to provide a more comprehensive understanding.

Each pathway allows students to specialize in a particular scientific field, equipping them with the skills and knowledge to pursue advanced study or careers in these areas.

For Year 11 entry into SACE Biology, Chemistry and/or Physics, the corresponding Specialist subject must be chosen in Year 10. We recommend a combination of Specialist subjects and cross-disciplinary subjects would provide the best learning scenario (e.g choose Biology: Concepts and Skills and Biomedical Science; Chemistry: Concepts and Skills and Climate Science).

Students studying any Cross-disciplinary and/or Specialist subject would qualify for SACE Psychology and SACE Nutrition.

For SACE Aviation, the best pathway for students is **Specialist Physics and Humanities "To Infinity & Beyond."** (however, students studying any Cross-disciplinary and/or Specialist subject would qualify).

For Year 11 or 12 entry into IB ESS, Climate Science along with any of the Specialist pathways would qualify.

All IB subjects require 1 x Specialist Science.

SPECIALIST BIOLOGY

Specialist Pathway

Optional
This course is essential for students who intend to take IB Biology or SACE Stage 1 Biology A or B in Year 11.

Pathway: SACE Stage 1 Biology or IB Diploma Biology

Length of Course: 1 Semester

Course Objectives
To develop a comprehensive understanding of core biological concepts through a skills-based approach. These concepts include Microbiology and Plant Science.

To enhance scientific inquiry skills including observation, experimentation, data analysis, and critical thinking.

To explore the role of science in human endeavors and its impact on society and the environment.

Students will be continuing with their "Think Like a Scientist" evidence folio which allows students to identify strengths and areas for growth, setting a strong foundation for further studies in biology and related fields.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students are assessed on the following:
One inquiry folio comprising:
- D&D Practical Report
- one investigation with a focus on Science as a Human Endeavour

SIS Reflection Task
- Reflection vodcast on your SIS.

Skills and Applications task:
- Unit Test

SPECIALIST CHEMISTRY

Specialist Pathway

Optional
This course is essential for students who intend to take IB Chemistry in Year 11.

Pathway: IB Diploma Chemistry or SACE Stage 1 Chemistry

Length of Course: 1 Semester

Course Objectives
To explore core chemical concepts through a skills-based approach. Concepts include Carbon Chemistry, Atomic Structure and Periodicity, and Bonding between Atoms.

To cultivate scientific inquiry skills such as problem-solving, data analysis, and experimental design.

To understand the role of chemistry in various human endeavors and its impact on society and the environment.

Students will be continuing with their "Think Like a Scientist" evidence folio which allows students to identify strengths and areas for growth, ,laying the groundwork for future studies in chemistry and related disciplines.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students are assessed on the following:
One inquiry folio comprising:
- D&D Practical Report
- one investigation with a focus on Science as a Human Endeavour

SIS Reflection Task
- Reflection vodcast on your SIS.

Skills and Applications task:
- Unit Test

SPECIALIST PHYSICS

Specialist Pathway

Optional
This course provides an introduction to the study required for IB Physics and SACE Stage 1 and 2 Physics.

Pathway: IB Diploma Physics, Stage 1 Physics or SACE Aviation

Length of Course: 1 Semester

Course Objectives
To understand core principles of physics through a skills-based approach. The concepts include Motion and Kinematics.

To develop scientific inquiry skills including experimental design, data collection, analysis, and critical thinking.

To explore the impact of physics in various human endeavors and its role in technological and societal advancements.

Students will be continuing with their "Think Like a Scientist" evidence folio which allows students to identify strengths and areas for growth, building a solid foundation for further studies in physics and related fields.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students are assessed on the following:

Three assessments involving the application and development of Science Inquiry Skills (SIS):
- One inquiry folio comprising a reflective vodcast on the development of SIS.
- One assessment task demonstrating application of SIS in a range of situations.
- One formal practical report.

One curiosity driven individual inquiry comprising an oral presentation showcasing the findings of the investigation.

One assessment on the key content involved with Kinematics and Motion.

SCIENCE

YEAR 10

BIOMEDICAL STUDIES

Cross-disciplinary Pathway

Optional for all students, however it does not provide a direct pathway into Physics, Chemistry and Biology in Year 11.

Direct Pathway: SACE Stage 1 Psychology, SACE Stage 1 Nutrition, SACE Stage 1 Aviation

Complimentary Pathway: SACE Biology, SACE Nutrition and SACE Chemistry

Length of Course: 1 Semester

Course Aim
Students in Biomedical Science will explore the field of biomedicine and develop their approach and thinking about phenomena and issues in the sciences. The course involves an interdisciplinary approach that develops student's thinking around the interaction between science and society and the significance of Science as a Human Endeavour, supported by the application of technology, design and mathematical thinking (STEM).

Course Description
In Biomedical Studies, students work both individually and collaboratively to investigate and develop their thinking and approach to authentic, engaging, and complex questions or problems related to Biomedicine. Students will understand the role that technology contributes to problem solving in biomedicine and the influence this has on society.

Students will be continuing with their "Think Like a Scientist" evidence folio which allows students to identify strengths and areas for growth whilst exploring the opportunities for a career in Biomedicine, provided through connections with practising health professionals, industry, and the wider community.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students are assessed on the following:
One inquiry folio comprising:
- two tasks with a focus on science inquiry skills including:
  - one reflection vodcast on your SIS
  - one investigation with a focus on Science as a Human Endeavour

Students will gain 10 SACE Credits through the certification of Stage 1 Scientific Studies.

SCIENCE

YEAR 10

CLIMATE SCIENCE

Cross-disciplinary Pathway

Optional for all students, however it does not provide a direct pathway into Physics, Chemistry and Biology at Year 11.

Direct pathway: SACE Stage 1 Psychology, SACE Stage 1 Nutrition, SACE Stage 1 Aviation

Complimentary Pathway: SACE Biology and SACE Chemistry

Length of course: 1 Semester

Course Description
This subject emphasises ways in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

In their study of Climate Science, students integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, contributing their own solutions to current and future problems and challenges.

Students will be continuing with their "Think Like a Scientist" evidence folio which allows students to identify strengths and areas for growth, leading to pathways, including in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students are assessed on the following:
One inquiry folio comprising:

- two tasks with a focus on science inquiry skills including:
  - one reflection vodcast on your SIS.
  - one investigation with a focus on Science as a Human Endeavour

Students will gain 10 SACE credits through the certification of Stage 1 Earth and Environmental Studies.

SCIENTIFIC SOLUTIONS

Cross-disciplinary Pathway

Optional for students who have an interest in problem solving and developing transferable capabilities.

Pathway: Pathways into Stage 1 Science will require approval from the Science leader, otherwise idea for students looking for one semester of Science only.

Length of Course: 1 Semester

Course Aim
nvolves an interdisciplinary approach to real-world issues that thinking like a Scientist could help solve, however students are given agency to develop their solutions. The focus is on the development of capabilities that are transferable across any pathway that students may pursue after Science. These include collaboration, communication, creative and critical thinking. There is also a significant focus on developing their citizenship capabilities as they connect with the world around them.

Course Description
Scientific Solutions embeds student agency from the very start, as students can choose pathways of learning of their own interest. Students will use reflection to assess their level within the different capabilities

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Students complete the following three assessments:

Assessment Type 1: Practical Exploration
Assessment Type 2: Connections
Assessment Type 3: Personal Venture.

Students will gain 10 SACE credits through the certification of Stage 1 Integrated studies .

SCIENCE

SACE STAGE 1

BIOLOGY A

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
Year 10 Specialist Biology with a C grade or better or B or better in IGNITE Science.

Course Aim
To develop understanding of key ideas in Biology. Investigative skills through practical work and research. Manipulative and observational skills. An ability to communicate using biological language. Analytical and problem- solving skills.

Course Description
Topics include: Topic 3 Multicellular organisms, Topic 2 Infectious Diseases.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students demonstrate evidence of their learning through the following assessment types that are assessed against performance standards:
- Investigation folio- practical investigations, science as a human endeavor investigation
- Skills and applications tasks- topic tests, exam, oral presentation

BIOLOGY B

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
A minimum of a C grade in Year 10 Specialist Biology or B or better in IGNITE Science.

Course Aim
To develop understanding of key ideas in Biology. Investigative skills through practical work and research. Manipulative and observational skills. An ability to communicate using biological language. Analytical and problem- solving skills

Course Description
Topics include: Topic 1 Cells and Microorganisms. Topic 4 Biodiversity and Ecosystem Dynamics.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students demonstrate evidence of their learning through the following assessment types that are assessed against a graded series of performance standards:
- Investigation folio - practical investigations, Science as a human endeavor investigation
- Skills and applications tasks - topic tests, exam, oral presentation

CHEMISTRY 1

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
A minimum of a C grade in Year 10 Chemistry or Specialist Chemistry and a C grade in Year 10 Pre-senior Science or B in IGNITE Science.

Course Aim
This course aims to develop an understanding of the chemical concepts in the natural world in which we live. It seeks to foster students' interest by developing these concepts through experimentation.

Course Description
The chemistry of carbon compounds and their families, atomic structure, periodicity, structure and bonding of useful materials.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Aims, objectives and criteria for judging satisfactory performance and the assessment plan are distributed to the student at the commencement of the course.

CHEMISTRY 2

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
A minimum of a C grade in Year 10 Chemistry or Specialist Chemistry or B in IGNITE Science.

Course Aim
This course builds on the concepts introduced in Chemistry 1. It extends the students' knowledge and further develops their manipulative and practical design skills. Applications of Chemistry in the real world are used to enhance learning.

Course Description
Mole concept, stoichiometry, properties of water, acids and bases, redox and electrochemistry.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Aims, objectives and criteria for judging satisfactory performance and the assessment plan are distributed to the student at the commencement of the course.

SCIENCE

SACE STAGE 1

PHYSICS 1

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
A minimum of a C grade in Year 10 Physics or Specialist Physics and a C grade in Year 10 Pre-senior Science or B in IGNITE Science.

Course Aim
To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics in such a way as to encourage interest and enjoyment and lay a foundation for future studies in Physics and related areas.

Course Description
Students will further their knowledge and understanding of motion, forces and energy and will be introduced to the concepts of electricity, heat, waves and nuclear physics.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Student knowledge, understanding and application will be assessed through topic tests, practical reports and a major assignment that links physics with the concepts of science as a human endeavour.

PHYSICS 2

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
A minimum of a C grade in Year 10 Specialist Physics a or B in IGNITE Science.

Course Aim
To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics in such a way as to encourage interest and enjoyment and lay a foundation for future studies in physics and related areas.

Course Description
Students will undertake a variety of practical activities which complement and assist the development of the theory. Topics covered include waves and electric and magnetic fields.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessments will include written practical reports, class presentations, homework exercises, research assignments, topic tests and an end of semester examination. The calculation of the school assessment will be weighted so that over 50% depends on tasks performed under supervision in lessons.

PSYCHOLOGY A

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
B grade or better in Year 10 General Science or C grade in Pre-senior or IGNITE.

Course Aim
To make a systematic study of behaviour and the processes that underlie it and influence it. Students will better understand themselves and their social worlds. It is highly recommended that students do Psychology A before choosing Psychology B due to the inclusion of the compulsory topic.

Course Description
The subject consists of the compulsory topic 'Introduction to Psychology' and two topics chosen to introduce students to the four levels of explanation of behaviour. It is highly recommended that students do Psychology A before choosing Psychology B due to the inclusion of the compulsory topic.

These are chosen from:
- Cognitive Psychology
- Cyber Psychology
- Lifespan Psychology
- Neuropsychology
- Emotion
- Psychological Wellbeing

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Psychological Investigation	40%
SHE Task	30%
Skills and Application Tasks	30%

PSYCHOLOGY B

Pathway: University: Science, Maths, Technology or TAFE

Credits: 10 (1 Semester)

Requirements for Success
B grade or better in Year 10 General Science or C grade in Pre-senior or Specialist Science.

Course Aim
To make a systematic study of behaviour and the processes that underlie it and influence it. Students will better understand themselves and their social worlds. It is highly recommended that students do Psychology A before choosing Psychology B due to the inclusion of the compulsory topic.

Course Description
The subject consists of three topics chosen to introduce students to the four levels of explanation of behaviour.

These are chosen from:
- Cognitive Psychology
- Cyber Psychology
- Lifespan Psychology
- Neuropsychology
- Emotion
- Psychological Wellbeing

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Psychological Investigation	40%
SHE Task	30%
Skills and Application Tasks	30%

NUTRITION A

Pathway: University: Health Sciences, TAFE

Credits: 10 (1 Semester)

Requirements for Success
- B or better in Year 10 Specialist Science or
- C or better in Year 10 Biomedical Science or IGNITE Science.

Course Aim
To study dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Course Description
Students apply knowledge and understanding of nutrition to analyse diets that improve health outcomes for individuals, community groups, and/or society. Students explore the link between food systems, environmental impacts, climate change, and food sustainability. Students study food quality standards, the marketing of food, and social and cultural influences on food selection.

Core Concepts:
- Principles of nutrition, physiology, and health: Fundamentals of Nutrition
- Health promotion and emerging trends: Food Marketing and Nutrition Guidelines
- Sustainable food systems: Water and Sustainable Food Supply

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment is school based, and students demonstrate their learning through the following assessment types:
- Assessment Type 1: Investigation Folio: one Practical Investigation and one Science as a Human Endeavour Investigation
- Assessment Type 2: Skills and Applications Tasks: one Case Study and/or one Test

NUTRITION B

Pathway: University: Health Sciences, TAFE

Credits: 10 (1 Semester)

Requirements for Success
- B or better in Year 10 Specialist Science or
- C or better in Year 10 Biomedical Science or IGNITE Science.

Course Aim
To examine and analyse how the food and nutrition needs of different population demographics are affected by food availability and product development.

Course Description
Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Students investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging.

Core Concepts:
- Principles of nutrition, physiology, and health: Fundamentals of Nutrition
- Health promotion and emerging trends: Food Trends
- Sustainable food systems: Food Processing

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment is school based, and students demonstrate their learning through the following assessment types:
- Assessment Type 1: Investigation Folio: one Practical Investigation and one Science as a Human Endeavour Investigation
- Assessment Type 2: Skills and Applications Tasks: one Case Study and/or one Test

AVIATION SCIENTIFIC STUDIES

Pathway: Stage 2 Aviation

Credits: 10 (1 Semester) (Years 10-11)

Requirements for Success
Minimum C grade in Year 10 Science and/or Mathematics (English, Physics and Mathematics recommended at Stage 1 and 2 for those interested in airline cadet pilot programs and Air Force recruitment opportunities after high school).

Course Aim
To learn how to operate a single engine training aircraft safely and in accordance with the Civil Aviation Safety Authority's Manual of Standards. Using desktop flight simulators, students will learn the basic procedural and handling techniques required to safely navigate an aircraft along an intended flight path whilst adhering to the laws of the air. Students will also learn piloting techniques such as situational awareness, planning, risk assessments, decision making, human factors and organisational skills.

Course Description
The subject consists of the topics:
- Aerodynamics
- Airports and Runways
- Air Law
- Aircraft Performance
- Flight Planning
- Aircraft Systems
- Human Factors - Air Incidents and Accidents Investigation
- Flight Training - Simulator
- Scientific Investigation

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Inquiry Folio (2 tasks)	40%
SHE Investigation (1 Tasks)	30%
Collaborative Inquiry (1 Task)	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE

SACE STAGE 2

BIOLOGY

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
A 5 in an IB Science or B grade or better in a Stage I Biology and 65% in the Stage I exam.

Course Aim
- To develop understanding of key ideas in Biology
- An appreciation of the scientific method
- Manipulative and observational skills
- An ability to communicate using biological language
- Research and problem-solving skills
- An awareness of the impact of biology on society

Course Description
Students are expected to understand various aspects of animal and plant function at different levels of biological organisation, viz, macromolecules, cells, organisms and ecosystems. Within and across these themes, students will develop their understanding of the organisation, selectivity, energy flow, perpetuation, evolution and human awareness of biological systems.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Students demonstrate evidence of their learning through the following assessment tasks.

School based assessment ***70%***
Investigation folio
- Practical investigations and a science as a human endeavour investigation

Skills and applications tasks
- Topic test, mid-year exam and oral presentation

External assessment ***30%***
Final examination

CHEMISTRY

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
A 5 in IB Chemistry or B grade or better in Stage 1 Chemistry 1 and 2 and 65% in Stage 1 exam.

Course Aim
This course aims to develop an understanding of the role of chemistry in the world in which we live. It seeks to foster students' interest by developing these concepts through experimentation. Not only is there a theoretical perspective, but social and ethical issues are also considered.

Course Description
This subject applies the principles of chemistry to the study of selected elements and compounds. It illustrates the role of chemistry in today's technological society. Students perform experiments to test an idea or solve problems, record observations and draw conclusions from the results. They learn to work independently and to communicate with others.

The course consists of 6 units:
- Experimental / communication skills
- Elemental and environmental chemistry
- Analytical techniques
- Using and controlling reaction
- Organic and biological chemistry
- Materials

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School based assessment ***70%***
Moderated school component includes
- Tests
- Practical reports
- Social relevance reports

External assessment ***30%***
Examination

PHYSICS

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
A 5 or higher in IB physics at Year 11 or a B or higher in SACE Stage 1 Physics.

Course Aim
- To encourage interest and enjoyment through an emphasis on the understanding of physics concepts and their applications
- To lay the foundation for future learning in physics and related areas.

Course Description
The course will further develop the concepts of motion and forces and will introduce theories of gravity, relativity, electric and magnetic fields, light and matter.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School based assessment ***70%***
Moderated school component includes
- Four tests (40%)
- Two practical reports (20%)
- One major assignment in which students explore the connections between science and society (10%)

External assessment ***30%***
Examination

PSYCHOLOGY

Pathway: University: Science, Maths, Technology or TAFE

Credits: 20 (2 Semesters)

Requirements for Success
A 5 or better in any IB Science or B grade or better in Stage 1 Psychology, a Stage 1 Science subject, and 65% in the stage 1 exam.

Course Aim
To explain behaviour in terms of biological processes, basic psychological processes, the attributes of the person enacting the behaviour and socio-cultural processes.

Course Description
The subject consists of the topics:
- Psychology of the individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

These topics are designed around the four levels of explanation of behaviour used in psychology and each level is associated with different research methods and different ethical issues.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Investigation Folio (includes practical investigations and SHE task)	30%
Skills & Application tasks	40%
Exam	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE

SACE STAGE 2

NUTRITION

Pathway: : University: Health Sciences or TAFE

Credits: 20 (2 Semesters – Full year course)

Requirements for Success
Stage 1 Nutrition A or B with a B grade or better, or a 4 or better in any IB Science.

Course Aim
To immerse students in the fundamentals of human nutrition, physiology, and health, and promote investigation of current and emerging trends.

Course Description
Students study dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students examine how the food and nutrition needs of different population demographics are affected by food availability and product development. Students evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection, exploring links between food systems, environmental impacts, climate change, and food sustainability.

Core Concepts:
- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

School Assessment	***70%***
• Investigations Folio	(30%)
• Skills and Applications Tasks	(40%)
External Assessment	***30%***
Final examination	

AVIATION SCIENTIFIC STUDIES II

Pathway: University: Commercial Pilot Licence, Aeronautical Engineering, Air Traffic Controller, a career with the Airlines or Air Force.

Credits: 20 (2 Semesters)

Requirements for Success
Minimum B grade in any Year 10 Science and/or Mathematics (English, physics and mathematics recommended at Stage 1 & 2 for those interested in airline cadet pilot programs and Air Force recruitment opportunities after high school).

Course Aim
To learn how to operate a single engine training aircraft safely and in accordance with the Civil Aviation Safety Authority's Manual of Standards. Using fully functioning flight simulators, students will learn the basic procedural and handling techniques required to safely navigate an aircraft along an intended flight path whilst adhering to the laws of the air. Students will also learn piloting techniques such as situational awareness, planning, risk assessments, decision making, human factors and organisational skills.

Course Description
The subject consist of the topics:
- Scientific Investigation
- Aerodynamics
- Meteorology
- Air Law
- Aircraft Performance
- Flight Planning & Navigation
- Aircraft Systems
- Flight Radio, Satellites & Communications
- Human Factors – Air Incidents and
- Accidents Investigation
- Flight Training – Simulator
- RPL CASA Theory Examination

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Inquiry Folio (5 tasks)	50%
Collaborative Inquiry (1 task)	20%
Individual Inquiry (1 task) (Externally Assessed)	30%

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE

IB YEAR 11

IB BIOLOGY

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Biology is a course taken over 2 consecutive years. Year 11 is the first year.

Requirements for Success
B grade or better in Year 10 Specialist Biology and Pre-senior Science or IGNITE Science.

Course Aim
To provide students with an insight into the biological principles that underpin the scientific world. It will prepare students for higher learning in this subject, through both a theoretical and experimental framework.

Course Description
There are six core topics of study for the standard level course:
- Statistical analysis
- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology

Assessment
This is the first year of a 2 year course. The course is internally assessed through a combination of exams, topic tests, practical work and assignments in the first year.

All students studying IB Biology, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

PLEASE NOTE: GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS

IB CHEMISTRY

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Chemistry is a course taken over 2 consecutive years. Year 11 is the first year.

Requirements for Success
B grade or better in Year 10 Specialist Chemistry and Year 10 Pre-senior Science or IGNITE Science is required.

Course Aim
This course aims to provide students with an insight into the chemical principles that underpin the scientific world.It will prepare students for higher learning in this subject, through both a theoretical and experimental framework.

Course Description
The topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement and data processing.

Assessment
This is the first year of a 2 year course. The course is externally examined in November of the second year. 24% of the final mark is based on moderated experimental activities carried out over the two years of the course.

All students studying IB Biology, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

PLEASE NOTE: GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.

IB ENVIRONMENTAL SYSTEMS

IB Diploma Group 4 or 5

Pathway: University or TAFE, in particular, courses in environmental management.

Length of course: IB Environmental Systems and Societies is an Anticipated course, which means that 2 years of study are completed in one.

Students sit for the Year 12 exam at the end of first year IB. This course is offered as a Standard Level (SL) option only.

Requirements for Success
B grade in at least one Year 10 Specialist Science.

Course Aim
This course is designed for IB Diploma students who do not wish to include a specialised study of Science or Humanities in their course. It provides students with an insight into how ecosystems operate and how humans interact with natural systems via the methods of scientific study.

Course Description
There are eight topics of study for this standard level course:
- Foundations of Environmental Systems and Societies
- Ecosystems and Ecology
- Biodiversity and Conservation
- Water and Aquatic Food Production Systems and Societies
- Soil Systems and Terrestrial Food Production Systems and Societies
- Atmospheric Systems and Societies
- Climate Change and Energy Production
- Human Systems and Resource Use

Assessment
The course is internally assessed through a combination of exams, topic tests, practical work and assignments in the first year.

IB PHYSICS

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Diploma Physics is a course taken over 2 consecutive years. Year 11 is the first year.

Requirements for Success
B grade or better in Year 10 Specialist Physics or IGNITE Science is required.

Course Aim
To develop scientific ability (knowledge of concepts, principles and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics as well as an awareness and appreciation of its limitations, its societal impact and the responsibilities of practising physicists.

Course Description
This is the first year of a 2 year course. Students will become aware of the way in which physicists work and communicate with each other. While 'the scientific method' may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses, through observation and measurement, under the controlled conditions of an experiment. This approach distinguishes the sciences from other disciplines.

Assessment
Assessment is carried out by a combination of external examinations, conducted at the end of Year 12, and internal assessment of practical work. These two key assessment structures are weighted 76% and 24% respectively; Year 11 is the same. The external examinations consist of three papers, occupying a total of 3 hours at standard level and 4.5.

PLEASE NOTE: GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.

GLENUNGA INTERNATIONAL HIGH SCHOOL

SCIENCE

IB YEAR 12

IB BIOLOGY

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Biology is a course taken over 2 consecutive years. Year 12 is the second year.

Requirements for Success
Grade of 4 or better in Year 11 IB Biology.

Course Aim
To develop scientific ability (knowledge of concepts, principles and phenomena and skills , associated with both conceptual and experimental activity) as related to biology as well as an awareness and appreciation of its limitations, its societal impact and the responsibilities of practising biologists.

Course Description
The second year of this two year course allows for the completion of the standard level core subjects, two additional optional topics and for higher level students to undertake a more detailed study of:

- Nucleic acids & proteins
- Cell respiration and photosynthesis
- Plant science
- Genetics
- Human health and physiology

Assessment
The course is externally examined in November of Year 12; the results of these exams contribute 76% to the final grade and 24% of the final grade is based on moderated experimental activities carried out over the two years of the course.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

IB CHEMISTRY

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Chemistry is a course taken over 2 consecutive years. Year 12 is the second year.

Requirements for Success
Grade of 4 or better in Year 11 IB Chemistry.

Course Aim
This course aims to extend the students' knowledge of chemistry. This will be achieved by providing opportunities for scientific study, developing a body of content and equipping students with the processing skills that characterise science.

Course Description
The following topics are revisited at the higher level: atomic theory, structure and bonding, energetics, states of matter, equilibrium, reaction rates, periodicity of the elements, organic chemistry, biochemistry, environmental chemistry.

Assessment
The course is externally examined in November of Year 12. 24% of the final mark is based on moderated experimental activities carried out over the two years of the course.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES

IB Diploma Group 4

Pathway: University or TAFE, in particular, courses in environmental management.

Length of course: IB Environmental Systems and Societies is an Anticipated course, which means that 2 years of study are completed in one.

Students sit for the Year 12 exam at the end of first year IB. This course is offered as a Standard Level (SL) option only.

Requirements for Success
B grade in at least one Year 10 Specialist Science.

Course Aim
This course is designed for IB Diploma students who do not wish to include a specialised study of Science in their course. It provides students with an insight into how ecosystems operate and how humans interact with natural systems via the methods of scientific study.

Course Description
There are six topics of study for this standard level course:

- Systems and Models
- The ecosystem
- Conservation and Ecology
- Human population, carrying capacity and resource use
- Pollution Management
- The issue of global warming & environmental value systems

Assessment
The course is internally assessed through a combination of exams, topic tests, practical work and assignments in the first year.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

IB PHYSICS

IB Diploma Group 4

Pathway: University: Science, Maths, Technology or TAFE

Length of course: IB Physics is a course taken over 2 consecutive years. Year 12 is the second year.

Requirements for Success
Grade of 4 or better in Year 11 IB Physics.

Course Aim
To develop scientific ability (knowledge of concepts, principles and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics, as well as an awareness and appreciation of its limitations, its societal impact, and the responsibilities of practising physicists.

Course Description
Students will become aware of the way in which physicists work and communicate with each other. While 'the scientific method' may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses, through observation and measurement, under the controlled conditions of an experiment. This approach distinguishes the sciences from other disciplines. Specific topics include mechanics, thermal physics, waves, electromagnetism and atomic physics.

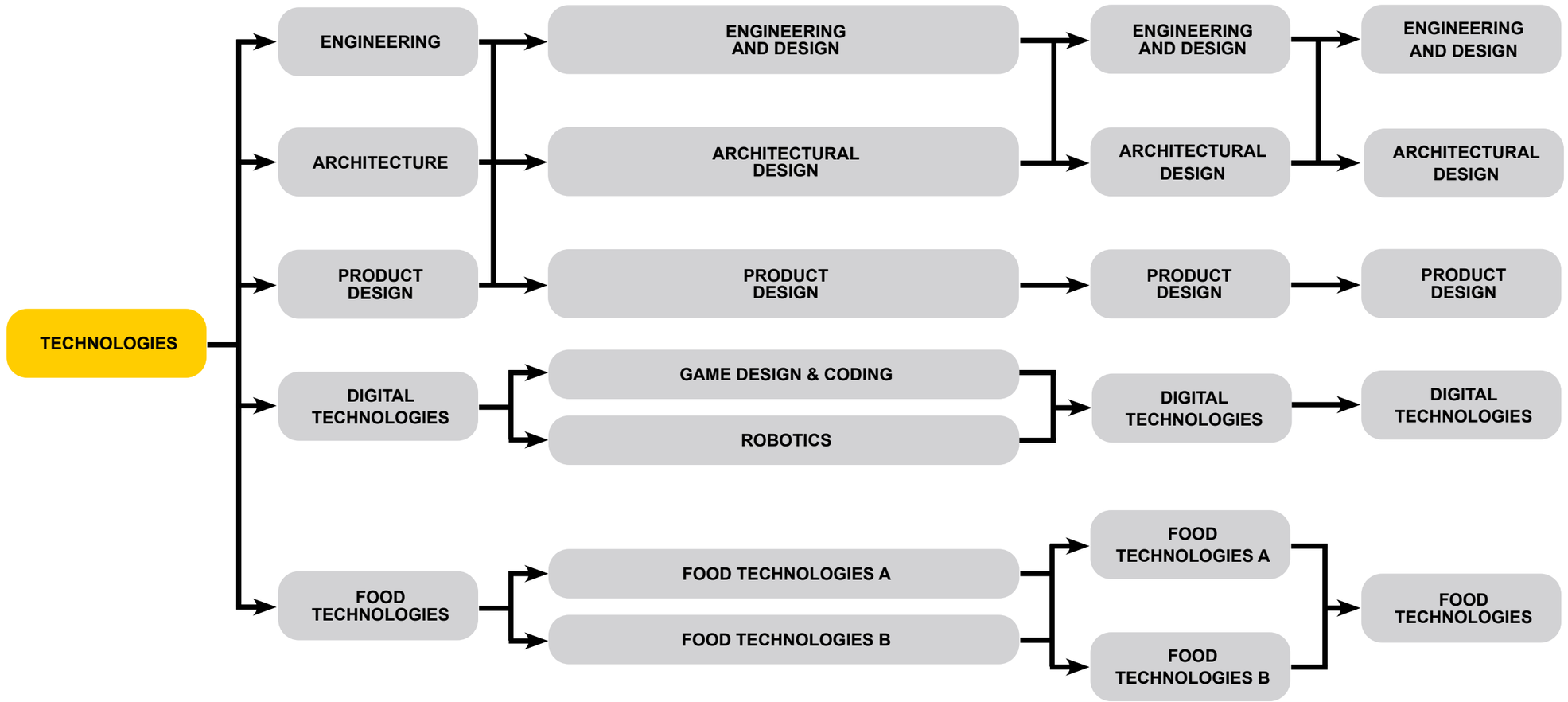
Assessment
These two key assessment structures are weighted 76% for the exam component and 24% for practical work. The external examinations consist of three papers, occupying a total of 3 hours at standard level and 4.5 hours at higher level.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

TECHNOLOGIES

YEAR 7 AND 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
COMPULSORY SUBJECT		SINGLE SEMESTER		
ELECTIVE SUBJECT				

Disclaimer: Students may do Year 10 Semester 1 and then Stage 1, Semester 2, i.e. Year 10 Architectural Design in Semester 1 and Stage 1 Architectural Design in Semester 2.



TECHNOLOGIES

YEAR 7 AND 8

TECHNOLOGIES

Compulsory

Length of course: 3 Semesters across Year 7 and Year 8

Course Aim
Get ready to unleash your creativity and develop your problem-solving skills with our exciting introductory Technologies courses! As part of our rotation of Materials Technologies, Digital Technologies, and Food Technologies, you'll have the opportunity to explore, design and develop your ideas across a range of topics.

Throughout these courses, you'll be challenged to analyse problems and develop innovative solutions, honing your critical thinking and design skills. With the use of the design cycle, you'll engage with contemporary and emerging technologies to create practical solutions to problems.

In addition, you'll have the chance to collaborate with your peers and share your ideas, as you work towards evaluating the outcomes of your projects, along the way developing your 5C's.

Course Description
Product Design
In Product 1 students will embark on an exciting exploration of hands-on design. Students will learn essential workshop safety protocols while being introduced to various materials and tools used in a workshop setting. Through a collaborative project, students will design and create desktop pinball machines, incorporating elements of game play, engineering, and creativity. This course aims to develop students' critical thinking, problem-solving, and teamwork skills while fostering their understanding of materials and their applications.

In Product 2, the focus is on understanding and utilizing timber as a material. Through the application of design thinking, students will explore and create innovative and safe designs for a child's toys. They will investigate materials, construction techniques, and aesthetics to produce functional and visually appealing toys for a local childcare setting.

Digital Technologies
In Digital 1, computational thinking and problem-solving skills take center stage. Using the micro:bit system, students will learn coding fundamentals in block code which are then applied to design and code their own interactive digital pets. Students will also gain exposure to programming languages to write basic Python programs.

Through hands-on activities, students will develop problem-solving abilities, logical reasoning skills, while providing opportunities for students to be creative. This course provides a solid foundation in digital technology concepts and prepares students for further exploration in the field of digital technologies in Year 8.

In Digital 2, computational thinking skills developed in the previous course are refined and expanded. Students will delve into the world of game design as they continue to investigate the principles of coding using Python. Through engaging projects, students will learn to design and code their own trivia games, incorporating interactive elements. This course builds upon their computational thinking abilities, problem-solving skills, and creativity, while equipping them with essential programming knowledge.

Food Technologies
Join us in our exciting Food 1 course, where you will discover the fundamentals of kitchen safety, OH&S procedures, and safe food handling.

You will learn the skills to design and create delicious food products within a safe and supportive kitchen environment. You will explore important topics such as food waste and food miles, gaining a deeper understanding of sustainable food practices.

In Food 2, you will use the design cycle to create a food product that caters to consumer needs, considering nutritional values and dietary requirements. This course will broaden your food preparation knowledge as you explore the diverse cultures of food.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

TECHNOLOGIES

YEAR 9

ARCHITECTURAL DESIGN

Optional

Length of course: 1 Semester

Course Aim
The aim of this course is to provide students with a fundamental understanding of the principles and concepts of architecture and interior design. There is a focus on fostering creativity and critical thinking skills, encouraging students to develop their own unique design ideas and solutions. Students will develop communication skills, such as visual and verbal presentation techniques, to effectively communicate design ideas.

Course Description
Students will be given the opportunity to:
- Students will undertake 2 projects, one focused on interior architecture and the second on urban planning.
- Work independently and collaboratively to develop innovative solutions to solve design problems
- Engage in the development of solutions using design thinking
- Understand the principles of design balance, proportion and scale, and unity
- Create design solutions using Fusion 360 3D modelling software and by creating physical models
- Areas of interest may include architecture, interior design, urban development

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

DIGITAL TECHNOLOGIES

Optional

Length of course: 1 Semester

Course Aim
Are you ready to take your programming skills to the next level? The Digital Technologies course is designed to deepen your understanding of contemporary programming languages and electronic systems, building upon the foundations established in the Year 7 & 8 compulsory course.

Through a combination of individual and collaborative projects, you'll have the opportunity to tackle complex problems and design innovative digital solutions. This course will challenge you to think critically and creatively, as you take your programming skills to a more sophisticated level.

Whether you plan to pursue a career in technology or simply want to develop your programming skills further, Digital Technologies is the perfect course for you.

Course Description
Students will be given the opportunity to:
- Develop their skills in Python programming, earn about Website development and investigate electronics with Arduino.
- Work independently and collaboratively to produce innovative solutions to solve real world challenges using electronic systems and programming.
- Develop an understanding of computational thinking tools and techniques

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards..

ENGINEERING AND DESIGN

Optional

Length of course: 1 Semester

Course Aim
In this course, students will enhance their problem-solving skills by designing and manufacturing functional products, with a special focus on 3D modelling, 3D printing and laser cutting. The course encourages critical thinking as students design, prototype, and test their solutions to real-world challenges.

Course Description
Students will be given the opportunity to:
- Design functional products using Fusion 360 3D modelling software.
- Manufacture parts using processes such as 3D printing and laser cutting
- Use design strategies to explore problems and develop solutions
- Explore and test materials for desirable properties and investigate ethical considerations when making decisions.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

TECHNOLOGIES

YEAR 9

FOOD TECHNOLOGIES

Optional

Length of course: 1 Semester

Course Aim
Are you ready to explore the exciting intersection between technology, design, and food? In this course, students will utilise the 5 C's to collaboratively create a range of innovative and delicious food products.

Through the use of contemporary and emerging technologies, students will delve into topics such as sustainability, nutrition, food marketing, cultural influences, and skill development. They will learn how to analyse problems and design effective solutions while considering the impact of their creations on the world around them. Students will explore ingredients, dishes and flavours from a variety of cultures.

But that's not all, in addition to gaining valuable technical skills, students will also develop critical literacy and learn how to think creatively. They will evaluate their outcomes and work collaboratively with their peers to create truly unique and innovative food products.

So, whether you're a budding chef, a food enthusiast, or simply passionate about creating new and exciting things, this course is for you. Get ready to explore the fascinating world of food innovation and make your mark on the culinary landscape!

Course Description
Students will:
- Explore the fascinating principles of food preparation, food production, cultural influences, sustainability, nutrition and food marketing
- Learn how to create delicious and innovative food products that not only taste amazing but also have a positive impact on the world around them
- Will have the opportunity to work both independently and collaboratively, unleashing their creativity and exploring new ideas alongside their peers
- Dive into the design cycle to create their own unique food product solutions, building on their existing food preparation skills and gaining a deeper understanding of culinary arts
- Experiment with new flavours and ingredients considering the environmental and cultural impact of their creations

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

PRODUCT DESIGN

Optional

Length of course: 1 Semester

Course Aim
Throughout this course, you will learn how to analyse problems, design solutions, and evaluate outcomes in creating a prototype and a physical desktop product. We'll introduce you to contemporary and emerging technologies exploring how to use such as design thinking strategies to tackle challenges in the real world.

Through a combination of digital prototyping and physical product creation, you will gain practical experience in applying your knowledge. By immersing yourself in the world of design engineering, you will cultivate a tech-savvy mindset and become a resilient problem solver, poised to make a positive impact within the industry.

Course Description
Students will be given the opportunity to:
- Produce designed solutions using a variety of material options (wood/ metal/ plastic/ paper) within a workshop environment
- Combine the use of traditional and contemporary design and construction methods to satisfy a brief specific to the student
- Work independently and collaboratively to develop innovative solutions
- Engage in the product development process and evaluation using the design process
- Design and communicate desired products using industry standard 3D modelling software (Fusion 360)

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

TECHNOLOGIES

YEAR 10

ARCHITECTURAL DESIGN

Optional

Pathway: Architecture, Interior architecture, urban design, TAFE, interior decorating

Length of course: 1 Semester

Course Aim
This course provides an introduction to sustainable design principles and construction techniques for tiny homes. Topics covered in the course include sustainable building materials, energy-efficient design strategies, passive solar design, and sustainable site planning. Students will also explore case studies of sustainable buildings and analyse their design strategies.

Course Description
Students will be given the opportunity to:
- Create high quality architectural drawings, make small scale models and create design solutions using Fusion 360 3D modelling software
- Work independently and collaboratively to develop innovative solutions to solve design problems
- Engage in the development of solutions using design thinking
- Understand the principles of design balance, proportion and scale, and unity
- Areas of interest may include architecture, interior design, urban development

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students can compact their pathway in Year 10 by completing Year 10 Architectural Design in Semester 1 and Stage 1 Architectural Design in semester 2. A compacted pathway form will need to be completed by the Technologies leader at subject selection in Year 9 when opting into this compacted program.

ENGINEERING AND DESIGN

Optional

Pathway: Engineering, product design, mechatronics, TAFE

Length of course: 1 Semester

Course Aim
This design and engineering course focuses on building creative problem-solving skills through the exploration of contemporary technologies. Through the design and construction of a remote-controlled car, participants will engage in hands-on experiences, utilizing design strategies to tackle real problems and foster critical thinking. Students will analyze engineering challenges, design, and prototype solutions, and test the success of their vehicle designs.

Course Description
Students will be given the opportunity to:
- Design and build a functioning remote controlled car to overcome rough terrain and obstacles.
- Design the vehicle using Fusion 360 3D modelling software.
- Prototype and build parts such as steering systems, protective structures and drive systems.
- Manufacture parts using processes such as 3D printing and laser cutting
- Use design strategies to explore problems and develop solutions
- Work independently and collaboratively to design and build the vehicle.
- Explore and test materials for desirable properties and investigate the environmental impacts of 3D printing.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students can also compact their pathway in Year 10 by completing Year 10 Engineering and Design in Semester 1 and Stage 1 Engineering and Design in semester 2. A compacted pathway form will need to be completed by the learning area leader at subject selection in Year 9 when opting into this compacted program.

Some additional material charges may be incurred if students elect to design items beyond the core requirements.

GLENUNGA INTERNATIONAL HIGH SCHOOL

TECHNOLOGIES

YEAR 10

FOOD TECHNOLOGIES A

Optional

Pathway: Hospitality, travel, chef, cook, teacher, dietician, nutrition, sports field

Length of course: 1 Semester

Course Aim
In this innovative course, you'll have the chance to immerse yourself in the latest cutting-edge technologies, whilst working collaboratively with your classmates to create delicious food products tailored to a specific purpose and audience focussing on food trucks. Topics include complex issues surrounding food production, and develop a unique skill in an area of your choice, making you a true master of the culinary arts. So come join us and let's cook up a storm!

Course Description
Student will:
- Have the opportunity to not only hone their food preparation skills but also explore the design cycle to create their own food product solution
- Dive into principles of production lines, kitchen organisation and food packaging
- Learn how to streamline processes to ensure efficient and effective production with industry focus

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students can compact their pathway in Year 10 by completing Year 10 Food Technology in Semester 1 and Stage 1 Food Technology in semester 2. A compacted pathway form will need to be completed by the Technologies leader at subject selection in Year 9 when opting into this compacted program.

This subject will incur a fee. Some material charges may be incurred if students elect to design items beyond the core requirements.

FOOD TECHNOLOGIES B

Optional

Pathway: Hospitality, travel, chef, cook

Length of course: 1 Semester

Course Aim
Embark on a flavorful exploration tailored to the vibrant café culture. This course offers an introduction into the innovative world of café cuisine, blending technology with collaborative efforts to craft café-style dishes. Explore the essentials of café food production, from creations in coffee shops to selecting ethical ingredients. Develop a specialised skill to enhance your expertise in café cuisine.

Course Description
Student will:
- Have the opportunity to hone their food preparation skills but also explore the design cycle to create their own cafe food product solution
- Understand and overcome challenges faced in the cafe industry
- Undertake investigation of ethical and environmental factors surrounding the cafe industry

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students can compact their pathway in Year 10 by completing Year 10 Food Technology in Semester 1 and Stage 1 Food Technology in semester 2. A compacted pathway form will need to be completed by the Technologies leader at subject selection in Year 9 when opting into this compacted program.

This subject will incur a fee. Some material charges may be incurred if students elect to design items beyond the core requirements.

GAME DESIGN & CODING

Optional

Pathway: Software Development, Game Design, Computer Science, TAFE

Length of course: 1 Semester

Course Aim
Building upon their Python skills from Years 8 and 9, students will advance to sophisticated game creation with Pygame, enhancing their understanding of functions and Object-Oriented Programming, including classes and constructors. The course introduces data analysis in game design and ethical considerations in the industry, preparing students to become not only skilled developers but also informed, responsible contributors to the field of gaming.

Course Description
Students will have the opportunity to:
- Build upon their foundational Python skills to create interactive 2D games using Pygame.
- Enhance their understanding of functions and delve into more complex OOP concepts such as classes and constructors.
- For those ready for a challenge, explore advanced OOP features like inheritance to build sophisticated game architectures.
- Design game mechanics and user interfaces that lead to engaging and enjoyable game experiences.
- Employ critical thinking and problem-solving skills to debug and optimise game code.
- Work collaboratively to critique and improve game designs, incorporating constructive feedback.
- Assess the implications of data collection, user privacy, and content creation within the gaming industry.

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards, with an emphasis on their ability to:
- Utilise advanced programming techniques to develop functional and entertaining games.
- Demonstrate a deeper understanding of OOP principles and their application in game development.
- Critically evaluate their game design choices and iterate based on user testing.
- Document their development process, including code commenting and version control.
- Collaborate effectively with peers to achieve complex project goals.

ROBOTICS

Optional

Pathway: Robotics, Engineering, Computer Science, TAFE Length of Course: 1 Semester

Length of course: 1 Semester

Course Aim
Leveraging basic Arduino knowledge from Year 9, this course aims to have students collaboratively develop a prototype of a semi-autonomous vehicle for emergency scenarios. The unit focuses on fostering students' abilities to define complex problems and engage in iterative development, laying the groundwork for SACE-level design thinking.

Course Description
Students will have the opportunity to:
- Collaboratively conceptualise and design a semi-autonomous vehicle tailored for simulated emergency situations.
- Build upon basic Arduino skills to incorporate sensors, actuators, and control algorithms into their designs.
- Engage in the design cycle to define problems, brainstorm solutions, prototype, test, and iterate on their designs.
- Develop computational thinking skills by using flowcharts and pseudocode to plan and communicate their programming logic.
- Work through various development stages, simulating real-world engineering processes in an educational setting.
- Apply critical thinking to evaluate the effectiveness and potential impact of their vehicle designs in emergency contexts.

Assessment
Students will be assessed on their ability to:
- Collaboratively design, build, and program a semi-autonomous vehicle using Arduino.
- Demonstrate an understanding of the design cycle and iterative development in the context of robotics.
- Employ computational thinking and problem-solving skills throughout the development process.
- Document their progress and decision-making processes, including the use of flowcharts and design documentation.
- Critically evaluate their prototypes, considering functionality, reliability, and suitability for emergency scenarios.

Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

PRODUCT DESIGN

Optional

Pathway: Engineering, product design, mechatronics, TAFE.

Length of course: 1 Semester

Course Aim
Throughout this course, you'll learn how to analyze problems, design solutions, and evaluate outcomes by producing a digital prototype and physical product. We'll introduce you to contemporary and emerging technologies and teach you how to use design thinking strategies to tackle challenges in engineering and design industries.

If you're ready to take your skills to the next level and embark on an exciting journey as a design engineer, this course offers a hands-on learning experience that will equip you with the necessary tools and techniques. By immersing yourself in the world of design engineering, you'll become a tech-savvy and resilient problem solver, ready to make a positive impact in the industry.

Course Description
Students will be given the opportunity to:
- Design focus is furniture design, but the course has room to be adapted for students' interests towards product design.
- Produce designed solutions using a variety of material options (wood/plastic/paper) within a workshop environment
- Prototype designed solutions using manufacturing methods that may include 3D printing, laser cutting and/or CNC machining
- Identify problems and develop innovative and enterprising solutions
- Engage in the product design process using design thinking
- Design products using industry standard 3D modelling software. (Fusion 360)

Assessment
Assessment tasks are marked against criteria from the Australian Curriculum Achievement Standards.

Additional Information
Students can compact their pathway in Year 10 by completing Year 10 Product Design in Semester 1 and Stage 1 Product Design in semester 2. A compacted pathway form will need to be completed by the Technologies leader at subject selection in Year 9 when opting into this compacted program.

Some additional material charges will be incurred if students elect to design items beyond the core requirements.

ARCHITECTURAL DESIGN

Optional

Pathway: Architecture, Interior architecture, urban design, TAFE, interior decorating

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Architectural Design or Engineering and Design course

Course Aim
This human-centered Architectural Design course is designed to provide students with a comprehensive understanding of the principles and practices involved in creating architectural spaces that prioritise the wellbeing, needs, and experiences of human users. The course places an emphasis on nurturing creativity and fostering critical thinking abilities, motivating students to develop their own distinct design concepts and problem-solving approaches.

Course Description
Students will have the opportunity to:
- Investigate issues within their community that need to be redeveloped or redesigned to better suit the needs of the users.
- Create a portfolio of work including research, drawings and testing to ensure their work addresses their design brief.
- Possible areas of interest could encompass architecture, interior design, and urban development.
- Create design solutions using Fusion 360 3D modelling software and through physical model making
- Independently work on generating creative solutions for design problems.
- Participate in the process of developing solutions using design thinking.
- Explore and test different resources such as software or material to assess suitability for use

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

To gain Satisfactory Achievement in this subject, students must complete all summative assessment tasks.

The assessment will be based on 3 assessment types:
- Specialised skills tasks and Software Analysis
- Design and research Folio
- Major Product including journal and evaluation

Additional Information
This subject may incur a fee. Some additional material charges may occur if students elect to design items beyond the core requirements.

GLENUNGA INTERNATIONAL HIGH SCHOOL

TECHNOLOGIES

SACE STAGE 1

DIGITAL TECHNOLOGIES

Pathway: Computer, Software and Electrical Engineering, TAFE, or Apprenticeship

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Digital Technologies

Course Aim
Digital Technologies at Stage 1 aims to develop students' understanding of computational thinking and program design. Investigate Students generate their own ideas and create practical and innovative solutions to problems of their choosing. Students are required to work both individually and collaboratively.

Course Description
Students will be given the opportunity to:
- Produce digital solutions of their own choice, with an emphasis on computational thinking and programming.
- Work independently and collaboratively to identify real world problems and develop innovative and enterprising solutions. Projects are negotiated according to student interest areas and resources available.
- Collect and analyse data by investigating patterns and drawing conclusions, in order to identify trends and make predictions.
- Engage in product development process using design thinking.

Examples of contexts for Digital Technologies include:
- App and web development,
- Game development,
- Data analytics,
- Robotics and electronic systems,
- Automated systems.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

To gain Satisfactory Achievement in this subject, students must complete all summative assessment tasks.

The assessment will be based on 2 assessment types
- Project Skills (60%)
- Digital Solution, with an evaluation (40%)

Additional Information
This course is available to Year 10 students in Semester 2, once they have successfully completed Year 10 Digital Technologies.
A compacted pathway form will need to be completed by the Digital Technologies leader at subject selection when opting into this compacted program.

Some additional material charges may be incurred if students elect to design items beyond the core requirements.

ENGINEERING AND DESIGN

Optional

Pathway: Engineering, product design, mechatronics, TAFE.

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Engineering and Design or Architectural Design.

Course Aim
The course emphasises the importance of design thinking and ideation techniques to solve complex problems in creative ways. By exploring the connection between engineering and design, students will integrate form and function to develop innovative solutions to problems throughtopics such as sustainability and conservation solutions, animal welfare designs, robotic and drone based concepts, human health and wellbeing products, educational and assistive aids, natural disaster relief.

The course aims to equip students with the knowledge and skills necessary to conceptualise, design, and develop innovative and functional solutions.

Course Description
Students will be given the opportunity to:
- Use design thinking strategies to identify problems and solve real world problems.
- Work through a design process to develop and test concepts and ideas.
- Prototype or model designed solutions using 3D printers, laser cutters and/or cnc machine.
- Design products using industry standard 3D modelling software Fusion 360.
- Explore and tests resources for desirable characteristics and investigate issues within designed solutions.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

The assessment will be based on 2 assessment types:
- Specialised skills tasks
- Design process and solution

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

TECHNOLOGIES

SACE STAGE 1

FOOD TECHNOLOGIES A (MATERIAL SOLUTIONS)

Optional

Pathway: Hospitality, travel, chef, cook, teacher, dietician, nutrition, sports field

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Food Technologies.

Course Aim
In this course, you'll discover the dynamic nature of the food industry and skills related to food production.

You'll get to put your 5C's to the test as you explore the design cycle to develop and create your own dish.

In a team environment, you will develop your advanced production skills such as recipe development, food processing techniques, and quality control. By the end of the course, you'll be equipped with the knowledge and skills to create delicious and innovative food products for a specific audience.

Course Description
In Food Technologies A there is a focus on food production and practical skills development. Students will:

- Explore the latest trends in food production and technologies.
- Learn skills in food preparation and kitchen management
- Explore industry standards to produce food for a specific audience
- Develop specialised skills of their choice

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment consists of four assignments from the following components

- Specialised Skill Tasks (two each worth 25%)
- Design Development 25%
- Solution Realisation 25%

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

FOOD TECHNOLOGIES B (INDUSTRY & ENTREPRENEURIAL SOLUTIONS)

Optional

Pathway: Hospitality, travel, chef, cook, teacher, dietician, nutrition, sports field

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Food Technologies.

Course Aim
In this course, you'll gain an in-depth understanding of the latest approaches and issues related to food production. You will navigate the design cycle to develop, create, and package your own food product for a specific audience. By the end of the course, you'll have developed the skills and techniques needed to create a unique food product.

Course Description
In Food Technologies B there is a focus on commercial food production.

Students will:

- Delve into a wide range of fascinating topics that will deepen their understanding of the food industry and producing a packaged product learn about the ins and outs of food preparation and kitchen management.
- Maintain a focus on health and food safety practices
- Flex their design skills, learning how to create a product that not only tastes great but also looks great on the shelf.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment consists of four assignments from the following components

- Specialised Skill Tasks (two each worth 25%)
- Design Development 25%
- Solution Realisation 25%

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

PRODUCT DESIGN

Optional

Pathway: Product design, furniture design, TAFE

Credits: 10 (1 Semester)

Requirements for Success
C grade or better at Year 10 Product Design.

Course Aim
Product design aims to develop creative and innovative problem solving. Students will analyse problems or needs and use design thinking strategies to develop products within a workshop environment. The course aims to develop skills and knowledge for students to produce high quality material based products with an emphasis on furniture design and construction.

Course Description
Students will be given the opportunity to:

- Identify problems/needs and develop innovative solutions.
- Negotiate the product focus according to student interest areas and available resources.
- Engage in the product development process using design thinking.
- Explore and tests resources and processes for desirable characteristics when constructing the final solution.
- Design products using industry standard 3D modelling software; Fusion 360
- Continue to develop skills to produce designed solutions using a variety of materials including timber metal and composite materials within a workshop environment.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment consists of assignments from the following components:

- 2x Specialised Skills Tasks (30%)
- Folio of the Design Process and Solution (70%)

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

TECHNOLOGIES

SACE STAGE 2

ARCHITECTURAL DESIGN

Optional

Pathway: Architecture, Interior architecture, urban design, TAFE, interior decorating

Credits: 20 (2 Semesters)

Requirements for Success
C grade or better at Stage 1 Architectural Design or Engineering and Design.

Course Aim
This Architectural Design course focuses on equipping students with a deep grasp of the principles and methodologies essential for crafting architectural spaces that prioritise the wellbeing, needs, and experiences of their users. Emphasising creativity and critical thinking, the course aims to inspire students to cultivate unique design concepts and effective problem-solving strategies. The course focuses on the importance of design thinking and ideation techniques to solve complex problems in creative ways.

Course Description
Students will have the opportunity to:
- Students negotiate their chosen direction within the Architectural Design space
- Create a portfolio of work including research, drawings and testing to ensure their work addresses their design brief.
- Possible areas of interest could encompass architecture, interior design, and urban development.
- Create design solutions using Fusion 360 3D modelling software
- Independently work on generating creative solutions for design problems.
- Participate in the process of developing solutions using design thinking.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

To gain Satisfactory Achievement in this subject, students must complete all summative assessment tasks.

The assessment will be based on 3 assessment types:
- Specialised skills tasks 20%
- Design process and solution 50%
- Resource study (externally assessed) 30%

Additional Information
This subject will incur a fee. Some additional material charges may occur if students elect to design items beyond the core requirements.

DIGITAL TECHNOLOGIES

Pathway: Computer, Software and Electrical Engineering, TAFE, or Apprenticeship

Credits: 20 (2 Semesters)

Requirements for Success
C grade or better at Stage 1 Digital Technologies.

Course Aim
Stage 2 Digital Technologies aims to develop student's understanding of computational thinking and program design and their skills in applying this to the creation of innovative digital solutions of their choice. Students engage in iterative project development, applying their computational thinking skills to deconstruct complex problems of interest into logical steps of development. Students identify patterns in data, abstract core features from their program design and create algorithms which they later turn into code. Students are required to work both individually and collaboratively, developing their SACE THRIVE capabilities.

Course Description
Students will be given the opportunity to:
- Produce digital solutions with an emphasis on computational thinking, programming, and iterative development. Projects can be from the fields of programming, web application or application development, electronics and/or robotics.
- Identify real world problems and develop innovative and enterprising solutions. Opportunities exist for negotiated projects according to student interest areas and available resources.
- Engage in product development process using design thinking and the software development process using iterative development models and abstraction.
- Show in-depth coding skills. Languages can be negotiated for some elements of the course.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

To gain Satisfactory Achievement in this subject, students must complete all summative assessment tasks.

The assessment will be based on 6 assessments tasks across 3 assessment types:
- Project Skills 50%
- Collaborative Project 20%
- Individual Digital Solution 30% (Externally Assessed)

Additional Information
Some additional material charges will be incurred if students elect to design items beyond the core requirements.

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TECHNOLOGIES

SACE STAGE 2

ENGINEERING AND DESIGN

Pathway: Engineering, product design, mechatronics, TAFE

Credits: 20 (2 Semesters)

Requirements for Success
C grade or better at Stage 1 Engineering and Design or Built environment.

Course Aim
The course emphasizes the importance of design thinking and ideation techniques to solve complex problems in creative ways. By exploring the connection between design and engineering, students will integrate form and function to develop innovative solutions to problems through topics such as sustainability and conservation solutions, animal welfare designs, robotic and drone based concepts, human health and wellbeing products, educational and assistive aids, natural disaster relief developing their SACE THRIVE capabilities.

The course aims to equip students with the knowledge and skills necessary to conceptualize, design, and develop innovative and functional solutions.

Course Description
Students will be given the opportunity to:
- Negotiate and choose topics and themes of personal interest.
- Use design thinking strategies to identify problems and solve real world problems.
- Work through a design process to develop and test concepts and ideas.
- Prototype or model designed solutions using 3D printers, laser cutters and/or cnc machine.
- Design products using industry standard 3D modelling software Fusion 360.
- Explore and tests resources such as materials for desirable characteristics and investigate issues within designed solutions.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

The assessment will be based on 3 assessment types:
- Specialised skills tasks
- Resource investigation
- Design folio and solution

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

FOOD TECHNOLOGIES

Optional

Pathway: Hospitality, travel, chef, cook, teacher, dietician, nutrition, sports field

Credits: 20 (2 Semesters)

Course Aim
Students will produce a range of food products for a specific target market. One of the best parts of creating food products is getting to taste and experiment with different ingredients, flavours and textures.

they will develop entrepreneurial and design thinking skills and evaluate their outcomes. They will also utilise a range of technology, develop skills and techniques to create food at an industry standard.

Course Description
- Embark on a culinary journey honing food preparation skills and expand knowledge of the ever-evolving food industry, while discovering new techniques, ingredients, and flavours.
- Explore principles of food safety, production lines, kitchen organisation and management
- Work independently and collaboratively to create food products
- Apply the design cycle to create their own food product
- Design, develop and plan concept ideas for food products
- Investigate an issue related to development of their food product.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

Assessment consists of five assignments from the following components
- Specialised Skill Tasks (two each worth 10%)
- Design Process and Product 50%
- Resources Investigation 15%
- Issues Investigation 15%

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

PRODUCT DESIGN

Optional

Pathway: Product design, furniture design, TAFE

Credits: 20 (2 Semesters)

Requirements for Success
C grade or better at Stage 1 Product Design

Course Aim
Product design aims to develop creative and innovative problem solving. Students will analyse problems or needs and use design thinking strategies to develop products within a workshop environment. The course aims to develop skills and knowledge for students to produce high quality bespoke material based products.

Course Description
Students will be given the opportunity to:
- Identify problems/needs and develop innovative solutions.
- Negotiate the product focus according to student interest areas and available resources.
- Engage in the product development process using design thinking.
- Explore and tests resources for desirable characteristics and investigate issues associated with the construction and use of the final product.
- Design products using industry standard 3D modelling software Fusion 360
- Produce designed solutions using a variety of material options within a workshop environment.

Assessment
Assessment tasks are marked against criteria from the SACE Performance Standards.

The assessment will be based on the following assessment types:

School assessment
- Two Specialised Skills Tasks (20%)
- Folio of the Design Process and Solution (50%)

External assessment
- Materials Inquiry (15%)
- Issues Inquiry (15%)

Additional Information
This subject will incur a fee. Some additional material charges may be incurred if students elect to design items beyond the core requirements.

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