The Whyalla High School Curriculum Handbook provides you with an overview of school programmes and subjects we offer in 2016.

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

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

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

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

Mr Graham Clark
Principal

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

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

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

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

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

When selecting a subject

- It is important to consider possible future pathways based on your current progress reports as well as your personal aspirations and capabilities.
- Be aware of the subject selection process. Always rank your experiencial* subject selections in order of preference as it is not always possible to be placed in your first experiencial* subject.
- When thinking about your future pathway, consider the possibilities of university entry, TAFE enrolment and employment.
- Refer to each of the subject specific flow charts. If you need further information about a specific subject, speak to the contact person listed for that subject.
- Ensure that you seek information and advice about your subject choices. The more information that you have, the more informed you will be to make subject selections. This gives you the best chance of achieving your personal goals.

During Care Group sessions, teachers help students to make their subject selections. The Leadership Team are always available to advise students on particular pathways and subject choices.
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Length of time</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>1 year</td>
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<tr>
<td>Mathematics</td>
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<td>1 year</td>
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<tr>
<td>Science</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>History</td>
<td>1 year</td>
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<td></td>
<td>Geography</td>
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<td></td>
<td>Economics and Business</td>
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<td></td>
<td>Civics and Citizenship</td>
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<tr>
<td>Health and Physical Education</td>
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<td>1 semester</td>
</tr>
<tr>
<td>Languages</td>
<td>Italian</td>
<td>1 semester</td>
</tr>
<tr>
<td>Arts</td>
<td>Visual Arts</td>
<td>1 term</td>
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<tr>
<td></td>
<td>Drama/Music</td>
<td>1 term (choose one)</td>
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<tr>
<td>Technologies</td>
<td>Design and Technology</td>
<td>1 semester</td>
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<td></td>
<td>Home Economics</td>
<td>1 semester</td>
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Plus 35 min Care Group per day
## Year 9 Subjects

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Length of time</th>
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<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td>English</td>
<td>1 year</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Mathematics</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>1 year</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>History</td>
<td>1 year</td>
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<tr>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
<td>Economics and Business</td>
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<td></td>
<td>Civics and Citizenship</td>
<td></td>
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<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>1 semester</td>
</tr>
<tr>
<td><em><em>Experiencial</em> Subjects</em>*</td>
<td>Arts</td>
<td>1 semester</td>
</tr>
<tr>
<td>Students need to select three</td>
<td>Visual Arts - Elements of Art</td>
<td></td>
</tr>
<tr>
<td>subjects from these choices</td>
<td>Visual Arts - Creative Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td></td>
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<tr>
<td></td>
<td>Music</td>
<td></td>
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<tr>
<td>Technologies</td>
<td>Wood Technology</td>
<td>1 semester</td>
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<tr>
<td></td>
<td>Home Economics</td>
<td></td>
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<tr>
<td></td>
<td>Toys and Models</td>
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<td></td>
<td>Robotics</td>
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<td></td>
<td>3D Modelling</td>
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<tr>
<td>Integrated Studies</td>
<td>Horticulture</td>
<td>1 semester</td>
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Plus 35 min Care Group per day
<table>
<thead>
<tr>
<th>Learning Area</th>
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<th>Length of time</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Compulsory</td>
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<tr>
<td>English</td>
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<td>1 year</td>
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<tr>
<td>Mathematics</td>
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<td>1 year</td>
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<tr>
<td>Science</td>
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<td>Humanities and Social Sciences</td>
<td>History</td>
<td>1 year</td>
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<td></td>
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<tr>
<td>Health and Physical Education</td>
<td></td>
<td>1 semester</td>
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<tr>
<td><em><em>Experiencial</em> Subjects</em>*</td>
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<td></td>
</tr>
<tr>
<td>Students need to select three subject choices*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>Visual Arts - Creative Processes</td>
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<tr>
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<td>Visual Arts - Arts and Installations</td>
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<tr>
<td></td>
<td>Drama</td>
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<td>Music A</td>
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<td></td>
<td>Music B</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Human Movement</td>
<td>1 semester each</td>
</tr>
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<td>Outdoor Education</td>
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<tr>
<td></td>
<td>Child Development</td>
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<tr>
<td>Technologies</td>
<td>Food Technology</td>
<td>1 semester each</td>
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<tr>
<td></td>
<td>Metal Technology</td>
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<td></td>
<td>Fashion Design</td>
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<td>Furniture Construction</td>
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<td>F1 in Schools</td>
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<td></td>
<td>Outdoor Construction</td>
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<tr>
<td></td>
<td>Digital Graphics</td>
<td></td>
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<tr>
<td>Vocational Education &amp; Training</td>
<td>Hospitality – Certificate II</td>
<td>1 year</td>
</tr>
</tbody>
</table>

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

* Experiencial subjects 'A' may be run in Semester 2 if in high demand.
Care Group

Care Group

Care Group

Care Group

Care Group

Care Group

Learn Group and Learning Centre

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

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

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

Alternative Pathways

Contact person: Mr Sean Sheedy

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

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

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

Destination: On site at the school. On occasions Alternative Pathways may take students off site.

Care Group and Learning Centre

Care Group

Whyalla High School operates on a middle schooling model of education where Care Group classes have longer periods of time together particularly in Mathematics, Science, English, Humanities and Social Sciences.

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

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

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

Care Group and Learning Centre
Bookwork standards are designed to:
- encourage you to take pride in your bookwork
- help develop your organisational skills
- assist you in developing positive work habits
- provide opportunities for you to refine your literacy skills.

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

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

Feedback provided by your teacher regarding the content (work completed) of the book will be evident (eg, work marked and commented on, suggestions for improvement and encouragement).
MindMatters is a whole school approach which promotes the mental health and wellbeing of all students. Whyalla High School is committed to the welfare and learning of its students. It is important for our students to feel safe, to feel a sense of belonging and to believe they can acquire the skills needed to participate fully at both a school and community level.

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

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

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

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

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

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

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

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

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

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

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

**SACE Credits**

- **‘C’ Grade or better**
  - Stage 1 or Stage 2 Numeracy 10 Credits
  - Stage 1 Personal Learning Plan 10 Credits
  - Stage 1 or Stage 2 Literacy 20 Credits

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

**SACE = 200 Credits**

- Requirements Stage 1 = 10 credits
- Requirements Stage 1 or Stage 2 = 30 credits
- Requirements Stage 2 = 70 credits
- Additional courses = 90 credits
Participation in performing arts encourages students to express themselves creatively and develop their self-confidence. Students have the opportunity to be involved in many ways: cast, band, costume production, set production, back stage management, lighting and catering. It facilitates cross-curricular learning and allows students to work in areas that interest them, whilst learning new skills. The groups work collaboratively both in and out of school hours in order to produce a performance that is a testament to the students’ talent and dedication.

The annual musical production occurs during term four. Auditions are invited early in term one, with rehearsals scheduled from term one right up to performance dates.

Whyalla High School hosts annual musical performances that see students involved in a range of areas within the arts.
As part of the Year 8 curriculum at Whyalla High school, students are provided with the opportunity to participate in an Urban Camp Experience. Students are exposed to urban culture through engagement with a number of educational and recreational activities throughout the city of Adelaide.

**Year 8 Urban Camp Experience**

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

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

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

**Assessment:** Nil

**Special Requirements:** Nil

**Subject Fees:** Approximately $250
(Including transport, accommodation, activity and food costs)
The Year 9 Adventure camp to Port Lincoln provides students with opportunities to engage, have fun and take part in experiences they may have never experienced before.

Year 9 Adventure Camp
Length: 1 week - Monday to Friday
Destination: Port Lincoln
Contact Person: Mr Sean Sheedy

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

Activities include a visit to the Glenn Forest Animal Park, aquatics, bushwalking at the Port Lincoln National Park, mini golf, watching a movie at the outdoor cinema, swimming with the tuna and seafood tasting and factory tour.

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

Subject Fees: Approximately $280
The Melbourne Culture Tour provides students with the opportunity to experience Melbourne’s diverse culture.

**Year 9 Melbourne Culture Tour**

**Length:** 1 Week  
**Destination:** Melbourne  
**Contact Person:** Ms Emma Hunter

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

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

**Subject Fees:** Approximately $1,000 (may be subject to change)
The Snow Tour is a total educational experience during which students are taught safety in the alpine environment and snow skiing or boarding. It is physically demanding and is an adventure sport in an unpredictable, challenging environment. Students will gain a clear understanding of the rules and expectations around skiing and/or boarding, knowledge of alpine safety and an understanding and respect for the environment in which the activity takes place. Students will participate in weekly tutorial sessions with their tutorial leaders to gain this understanding and knowledge.

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

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

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

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

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

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

Subject Fees: Approximately $1,700 - 6 day Snow Tour
The Year 10 Careers Expo Camp provides Year 10 students a valuable opportunity to gain information around University and TAFE pathways for tertiary education.

**Year 10 Careers Expo Camp**

**Length:**
**Destination:** Melbourne
**Contact Person:** Leigh Achurch

**Description:**
The Year 10 Careers Expo Camp is an opportunity for students, who are seriously considering a vocation that requires qualifications from a University or TAFE, to gain essential information regarding pathways, lifestyle choices and career options that will guide decision making in the senior years of high school.

On the camp students visit a TAFE campus, the University of Adelaide at the North Terrace campus and Flinders University at the Bedford Park campus. Students also attend the Careers Expo, held at Wayville Showgrounds in Adelaide.

The camp is designed to allow students to gain knowledge of post-school pathways and help them in the completion of their SACE; specifically the Personal Learning Plan, which is completed in Year 10.

Students stay at the Adelaide Shores Caravan Park for the duration of the camp; however, the location may be changed for 2016.

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

**Subject Fees:** Approximately $190 (may be subject to change)
The Australian Curriculum: English provides students with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. Through the study of literature, students understand how language works for different purposes and styles and apply that knowledge to create texts with attention to purpose, grammar and language choice.

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

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

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

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

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

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

“For an individual to successfully communicate with and build strong relationships with others and the world around them, it is essential they develop skills, knowledge and understandings about language and literacy to become confident communicators, imaginative thinkers and informed citizens”.

Back to Contents
Year 8 English

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

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

Students engage with a range of texts including fiction, non-fiction, poetry, film and multimodal, media and digital texts that develop their comprehension skills.

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

**Special Requirements:** Nil

**Subject Fees:** Nil

Year 9 English

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

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

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

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

**Special Requirements:** Nil

**Subject Fees:** Nil
Year 10 English

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

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

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

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

Special Requirements: Nil
Subject Fees: Nil
Humanities and Social Sciences

Using Inquiry based learning and critical thinking, Humanities and Social Sciences encourages students to examine and delve deeper into the issues, ideas and events which have shaped our world. Humanities and Social Sciences encourages students to critically challenge ideas and assumptions in order to participate positively in our community.

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

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

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

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

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

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

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

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

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

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

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

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

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

LANDFORMS, LANDSCAPES AND CHANGING NATIONS

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

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

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

Special Requirements: Fieldwork / local excursion

Subject Fees: Nil

Year 9 Geography

BIOMES, FOOD SECURITY AND GEOGRAPHIES OF INTERCONNECTIONS

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

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

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

Special Requirements: Fieldwork/local excursions

Subject Fees: Nil
Year 10 Geography

MANAGING HUMAN AND ENVIRONMENTAL CHANGE

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

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

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

Special Requirements: Fieldwork

Subject Fees: Nil

Year 8 History

ANCIENT TO THE MODERN WORLD

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

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

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

Special Requirements: Fieldwork / local excursion

Subject Fees: Nil
Year 9 History

MAKING OF THE MODERN WORLD

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

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

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

Special Requirements: Nil
Subject Fees: Nil

Year 10 History

THE MODERN WORLD AND AUSTRALIA

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

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

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

Special Requirements: Nil
Subject Fees: Nil
Year 8 Economics and Business

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

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

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

Special Requirements: Nil
Subject Fees: Nil

Year 9 Economics and Business

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

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

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

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

AUSTRALIA’S ECONOMY
Length: 5 weeks
Year Level: 9
Contact Person: Ms Mellisa John

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

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

Special Requirements: Nil
Subject Fees: Nil

Year 8 Civics and Citizenship

AUSTRALIAN DEMOCRACY, LAW & IDENTITY
Length: 5 weeks
Year Level: 8
Contact Person: Ms Mellisa John

Description:
This course provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

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

Special Requirements: Nil
Year 9 Civics and Citizenship

AUSTRALIA’S POLITICAL & COURT SYSTEMS

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

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

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

Special Requirements: Nil  
Subject Fees: Nil

Year 10 Civics and Citizenship

AUSTRALIA AND ASIA

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

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

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

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

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how the content strands are explored and developed, that is, the thinking and doing of mathematics. These capabilities enable students to respond to familiar and unfamiliar situations by using mathematical strategies to make informed decisions and solve problems efficiently.

Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life.
Number and Algebra
Students apply number sense and strategies for counting and representing numbers. They recognise patterns and build on their understanding of the number system to describe relationships. They recognise and solve equations. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th></th>
<th>Stage 1 (Semester 1)</th>
<th>Stage 1 (Semester 2)</th>
<th>Stage 2 (Full year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
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* Recommendation for Stage 1 Mathematics Studies A & B.
All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum.
Correct at time of publication, subject to change.
Year 8 Mathematics

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

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

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

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

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

Subject Fees: Nil

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Year 9 Mathematics

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

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

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

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

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

Subject Fees: Nil
Year 10 Mathematics

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

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

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

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

In the second semester students will choose or be recommended for either one of the two options, based on their future pathways in senior school Mathematics. In semester two, students will either study pre-Maths Studies (10 Maths A) or pre-Maths Applications (10 Maths General) based on the standard reached in the previous semester. Both courses will provide the necessary and relevant background for Year 11 Maths courses in either the Maths Studies or Maths Apps vein. Please note that students will not be offered Year 11 Maths Studies if they have done Year 10 pre-Maths Apps (10 Maths General).

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

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

Subject Fees: Nil

Year 10 Mathematics

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

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

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

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

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

Subject Fees: Nil
Year 10A Mathematics

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

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

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

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

**Subject Fees:** Nil
Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in a student’s personal, social and economic lives.

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

The Science Curriculum content covers fundamental concepts from each of the main branches of Science. From Year 8 to Year 10, students will learn about cells and microscopic organisms, body systems and genetics, atoms and molecules, chemical reactions, rocks and minerals and energy flow and forces. In each of these fields, students will learn content and develop practical skills for investigation. By the end of Year 10, students will have developed a broad knowledge base within the biological sciences, chemical sciences, physical sciences and earth and space sciences.
All Stage 1 and 2 subjects (Year 11 and 12) are part of the Edward John Eyre High School Curriculum. Correct at time of publication, subject to change.
Science

Year 8 Science

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

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

Assessment:
- Experiment Reports
- Research Projects
- Topic Tests

Special Requirements: Nil
Subject Fees: Nil

Year 10 Science

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

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

Assessment:
- Experiment Reports
- Research Projects
- Topic Tests

Special Requirements: Nil
Subject Fees: Nil

Year 9 Science

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

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

Assessment:
- Experiment Reports
- Research Projects
- Topic Tests

Special Requirements: Nil
Subject Fees: Nil

Year 9 Horticulture

Length: Semester
Year Level: 9
Contact Person: Mr Rhys Lacey

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

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

Special Requirements: This course will include some practical components and labour.

Subject Fees: Nil

Back to Contents
Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage positive relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

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

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

**Personal, social and community health**

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

**Movement and physical activity**

**Sub strands:**
- Moving our body
- Understand movement
- Learning through movement
Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11 are recommended, not compulsory pre-requisites.

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

Length: Semester  
Year Level: 8  
Contact Person: Mr Rhys Lacey

Description:  
Students will develop a range of knowledge, understanding and skills in relation to their health, safety, wellbeing, movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.  
The theory units covered are healthy lifestyles and smoking awareness.

Practical Components:  
- Athletics  
- Tee ball  
- Lacrosse  
- Netball  
- Game creation  
- Australian rules football  
- Cricket

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

Special Requirements: Nil  
Subject Fees: Nil

Year 9 Health and Physical Education

Length: Semester  
Year Level: 9  
Contact Person: Mr Rhys Lacey

Description:  
Students will learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and movement situations. They will also experience and analyse different roles that contribute to successful participation in physical activity. Students learn to apply more specialised movement skills and complex movement strategies. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.  
The theory units covered are drug and alcohol education and drugs in sport.

Practical Components:  
- Touch Football  
- Tennis  
- Basketball  
- Gaelic Football  
- Archery  
- Soccer  
- Orienteering

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

Special Requirements: Nil  
Subject Fees: Nil
Health and Physical Education

Year 10 Health and Physical Education

Length: Semester
Year Level: 10
Contact Person: Mr Rhys Lacey

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

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

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

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

Practical Components:
- Volleyball
- European handball
- Hockey
- Badminton
- Baseball
- Flag football

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

Special Requirements: Nil
Subject Fees: Nil

Year 10 Outdoor Education

Length: Semester
Year Level: 10
Contact Person: Mr Rhys Lacey

Description:
Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary.

In these environments students develop knowledge, understanding and skills to move safely and competently, while valuing a positive relationship with and promoting the sustainable use of these environments.

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

Students will study the following topics during the theory component:
- Risk management
- Basic camping skills
- Minimal impact camping
- Navigation
- Weather

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

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

Subject Fees: $250
Year 10 South Australian Aboriginal Sports Training Association (SAASTA)

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

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

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

Special Requirements:  
The program is uniquely offered to Aboriginal and Torres Strait Islander students. Students are provided with a SAASTA uniform to wear to carnivals and other events. However, they are asked to change into Whyalla High School uniform upon their return to school. Students participating in SAASTA may elect to have a ‘study line’ to ensure they maintain engagement and achievement in their other subjects.  

Subject Fees: Nil  

Year 10 Human Movement

Length: Semester  
Year Level: 10  
Contact Person: Mr Rhys Lacey  

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

Practical components will include baseball, lawn bowls, squash, as well as a number of other practical units through negotiation with the teacher.  

Assessment:  
Practical (skill level, game sense, role understanding, Team work)  

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

Subject Fees: $30
Home Economics supports students to develop the capacity to make decisions, solve problems and respond critically and creatively to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in Home Economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum.

The Home Economics learning area is composed of three areas:
- Food Technology
- Clothing and Textiles
- Life Skills

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

The technology component will see students develop skills to manage projects to successful completion through planning, organising and monitoring timelines. Design thinking involves the use of strategies for understanding design needs and opportunities, visualising and generating creative and innovative ideas, planning and analysing. Design processes require students to identify and investigate a need or opportunity; generate, plan and realise designed solutions; and evaluate products and processes.
Pathways from Whyalla High School Year 10 to Edward John Eyre High School Year 11 are recommended, not compulsory pre-requisites.

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

Length: Semester
Year Level: 8
Contact Person: Mr Rhys Lacey

Description:
This subject is an introduction to the technology, processes and equipment used in the kitchen and textiles laboratory. Students will have the opportunity to prepare a variety of different foods and produce a textiles item.
The course will be an introduction to:
- Safety
- Hygiene
- Teamwork skills
- Diet Evaluation
- Decision making skills
- Budgeting
- Time planning
- Measuring and weighing

Assessment:
Practical and theory assessment tasks to demonstrate skills and knowledge.

Special Requirements: Nil

Subject Fees: Nil

Year 9 Food Technology

Length: Semester
Year Level: 9
Contact Person: Mr Rhys Lacey

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

Assessment:
Practical and theory assessment tasks to demonstrate skills and knowledge.

Special Requirements: Nil

Subject Fees: Nil

Year 9 Textile and Design

Length: Semester
Year Level: 9
Contact Person: Mr Rhys Lacey

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

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

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

Subject Fees: $10
Year 10 Food Technology

**Description:**
Students will further develop their skills in food preparation and presentation using a wide variety of skills and techniques. The key focus will be on refining cooking skills. Students will complete tasks both individually and collaboratively which are key components to working successfully in the kitchen. They will complete a variety of assessment tasks which look at the different processes when making food.

There will be a strong emphasis on safety and hygiene in the kitchen and time management skills. Students will learn about working with a budget and preparing dishes based on a meal plan.

**Assessment:**
Practical and theory assessment tasks to demonstrate skills and knowledge.

**Special Requirements:** Nil

**Subject Fees:** $20 for extra materials

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Year 10 Fashion Design

**Description:**
Fashion design introduces the process of designing and constructing garments. Students are encouraged to research a range of current fashion topics, investigate various hand and machine sewing techniques and process original ideas through independent projects that enhance personal creativity. Students also learn how to create a design folio that includes a design brief and the key elements of design.

Practical work includes constructing two small and one large fashion design product relating to current fashion style and trends.

Students will investigate a theory topic that explores past and present fashion designers, style and trend changes, and the evolution of industrial sewing technique and practices.

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

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

**Subject Fees:** $20
Home Economics

**Year 10 Child Development: Birth to 5 years**

**Length:** Semester  
**Year Level:** 10  
**Contact Person:** Mr Rhys Lacey

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

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

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

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

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

**Subject Fees:** $10

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**Certificate II in Hospitality: Kitchen Operations**

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

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

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

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

**Training Times:**  
Monday 9am to 2.10pm at Whyalla High School

**Work Placement Requirements & Other Specific Information:**  
Work experience at local establishments may be organised to allow students a better understanding of workplace pressures and expectations.
Technologies aim to ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

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

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

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

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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Wood Technology</td>
<td>Metal Technology</td>
<td>Metal Construction</td>
<td>Metal Technology</td>
</tr>
<tr>
<td></td>
<td>Toys and Models</td>
<td>Furniture Construction</td>
<td>Wood Construction</td>
<td>Furniture Construction</td>
</tr>
<tr>
<td></td>
<td>Robotics</td>
<td>Outdoor Construction</td>
<td>Technical Graphics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3D Modelling</td>
<td>Digital Graphics</td>
<td>Design 1,2</td>
<td>Photography</td>
</tr>
</tbody>
</table>

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**Year 8 Design and Technology**

**Length:** Semester  
**Year Level:** 8  
**Contact Person:** Mr Rhys Lacey

**Description:**  
The concepts of design and technology are introduced by asking – What is design & what is technology? Students will investigate a range of technologies to design and produce solutions to design problems. They will achieve this by investigating how we might develop and implement ideas to improve the way we do things.

**Content:**  
A variety of independent design projects will be undertaken by students with each having a personal outcome. The design situations cover a range of real world problems with focus areas covering:
- **Knowledge & Understanding**
  - Identifying needs and new opportunities for design and enterprise.
  - Producing annotated concept sketches and drawings.
  - Investigating how developments in technology, materials, and equipment influence modern designed solutions.
- **Processes & Production**
  - Using a variety of critical and creative thinking strategies such as brainstorming, sketching, 3D modelling and experimenting to generate innovative design ideas.
  - Developing models, prototypes or samples using a range of materials, tools and equipment including 3D printers, to test the functionality of ideas.

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

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

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**Year 9 Wood Technology**

**Length:** Semester  
**Year Level:** 9  
**Contact Person:** Mr Rhys Lacey

**Description:**  
Year 9 Wood Technology is a practically orientated course aimed at developing wood joining, fabrication and finishing techniques.

**Content:**  
- Investigation and evaluation of wooden artefacts, materials and construction techniques  
- Production of a skills task  
- Manual and computer aided production of working drawings  
- Design and manufacture of a major project  
- Development of skills and understanding in the operation of tools and machinery  
- Occupational Health Safety

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

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

Year 9 Robotics

Length: Semester
Year Level: 9
Contact Person: Mr Rhys Lacey

Description:
Artificial Intelligence (A.I.) is becoming more common in everyday life from vacuuming your house to driving a car. This course will introduce the concepts behind A.I. and Robotics. Students will learn basic skills in Programming and Logic and consider the influences of modern developments in this rapidly growing field. The course assumes no prior knowledge or skills in ICT, but does contain a significant amount of theory work, and will include the use of both simulations software and real models of robotic devices.

Content:
Algorithms and Logic
- The design and construction of written processes to achieve a solution to a problem
- Representing a process as a series of graphical symbols
- Logical thinking and reasoning
Artificial Intelligence (A.I.)
- Decision-making and thinking processes
- Programming a robot using simulation applications
- Designing, constructing and programming models of automated devices

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

Special Requirements: Nil
Subject Fees: Nil

Year 9 Toys and Models

Length: Semester
Year Level: 9
Contact Person: Mr Rhys Lacey

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

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

Special Requirements: Nil
Subject Fees: Nil
Year 9 3D Modelling

Length: Semester  
Year Level: 9  
Contact Person: Mr Rhys Lacey

Description:  
An exciting, state of the art course, where students will use an industry standard 3D modelling package.

Content:  
Students will use the computer controlled equipment to design, draw and make an article using the Computer Aided Design/ Computer Aided Machining (CAD/ CAM) process. This closely mirrors industrial practice. The drawings will be printed to a set format and held in the student’s portfolio. We will use 3D printing to audience their work. Drawing convention will be also taught. No experience is needed.

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

Special Requirements: Nil  
Subject Fees: Nil

Year 10 Furniture Construction

Length: Semester  
Year Level: 10  
Contact Person: Mr Rhys Lacey

Description:  
Students will work with traditional and contemporary solid timber construction methods involving material selection, machine preparation, leg and rail type construction, machine jointing and some experimental jointing exercises.

Content:  
Students will design and construct a major furniture item involving solid timber framing construction e.g. hall stand, bed side table, ladder or similar. A range of traditional and new materials may be used and learning may be based on group activities and personal projects. Students will focus on safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with solid timber construction. Other key aspects will involve maintenance of tools and equipment, preparation of cutting lists and project costing. Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, Computer Aided Drafting and Design will be encouraged.

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

Special Requirements: Nil  
Subject Fees: Additional costs may apply dependent on the cost of projects designed.
Year 10 Outdoor Construction

Length: Semester
Year Level: 10
Contact Person: Mr Rhys Lacey

Description:
This course has been designed to prepare students for the Stage 1 Doorways to Construction course. Outdoor Construction will enable students to develop their practical skills, knowledge and understanding to a standard similar to that of an entry level construction worker.

Content:
- Workplace Health and Safety
- Hand tools
- Portable power tools
- Hand skills
- Building systems/technology

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

Pathways:
Stage 1 Doorways to Construction (D2C)
Building & Construction Industry Traineeships and Apprenticeships

Special Requirements: Nil
Subject Fees: Nil

Year 10 Metal Technology

Length: Semester
Year Level: 10
Contact Person: Mr Rhys Lacey

Description:
Year 10 Metal Technology is a practically orientated course aimed at developing metal machining, welding and fabrication techniques.

Content:
- Investigation and evaluation of metal artefacts, materials and construction techniques
- Production of a skills task
- Manual and computer aided production of working drawings
- Design and manufacture of projects
- Development of skills and understanding in the operation of tools and machinery
- Workplace Health and Safety

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

Special Requirements: Nil
Subject Fees: Nil
Year 10 F1 in Schools

Length: Semester  
Year Level: 10  
Contact Person: Mr Rhys Lacey

Description:  
F1 in Schools provides an exciting opportunity for students to design, analyse, test, manufacture and race a prototype F1 vehicle combining all of the above disciplines. In addition, each student will have the opportunity to use exciting contemporary 3D printing technology to manufacture part of their vehicle. They will use Industry standard 3D modelling software to design the car and to create a tool path for its manufacture. Students will make a car using a Computer Aided Manufacturing system and use a range of software to help test the product’s aerodynamic properties. Teams will also be involved in designing marketing materials including team shirts, caps, pens, team logos, and a presentation folio. Success in this course will lead to opportunities to compete in the biggest engineering competition in the world.

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

Special Requirements: Nil  
Subject Fees: Nil

Year 10 Digital Graphics

Length: Semester  
Year Level: 10  
Contact Person: Mr Rhys Lacey

Description:  
This course develops practical skills using industry standard multimedia software from the Adobe Creative Suite. There will be an emphasis on the instructional implementation of widely used software including Photoshop, Illustrator, In-Design and Dreamweaver. Students will use their acquired skills to develop a number of creative products and practical pieces to be included in a Personal Folio. Students will provide a Case Study summarizing the works of a chosen graphic artist. A series of visual studies will be included in this subject which will assist understanding of this software and its application in social and industrial contexts.

Assessment:  
Assessment will be based on a personal portfolio of work, case study, written tasks, discussion and classroom contribution.

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

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

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

The Arts forms offered are:

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

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

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

#### Visual Arts

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>Elements of Art</td>
<td>Creative Projects</td>
<td>Art 2D 1 &amp; 2</td>
<td>Visual Arts - Art</td>
</tr>
<tr>
<td>Creative Processes</td>
<td>Arts and Installations</td>
<td>Art 3D 1 &amp; 2</td>
<td>Design 1 &amp; 2</td>
<td>Visual Arts - Design</td>
</tr>
</tbody>
</table>

#### Drama

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Dance 1 &amp; 2</td>
<td>Dance - Integrated Learning</td>
</tr>
</tbody>
</table>

#### Music

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Music Experience 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>

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The Arts - Visual Arts

Year 8 Visual Arts
The Fundamentals of Art

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

Description:
Students will be introduced to the basic skills and processes of art making and creating. These will include being taught skills in observational drawing, line design, painting techniques and creative projects which will include developing thinking strategies to create individualised art pieces.
Two or three media options will be offered (for example water colour, pastel, ink, pencil). Students will be encouraged to express their individual style in their art works. Students will be involved in projects designed to appreciate works of visual art, artists and their cultures. This will include considering ideas in artworks by Aboriginal and Torres Strait Islander artists. Students will then represent a theme, concept or idea in their artwork.
This course gives students the fundamental skills to continue on a creative learning path.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.

Special Requirements: Nil
Subject Fees: Nil

Year 9 Visual Arts
Elements of Art

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

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

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.

Special Requirements: Nil
Subject Fees: $10 per semester

Year 9 Visual Arts
Creative Processes

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

Description:
Students will extend and refine their skills in sculpture and assemblage.
Students will undertake a series of projects developing sculptural and assemblage skills and exploring structure, movement, texture, shape and form. A range of materials will be used including clay, wood, stone and leather. Units of work will be linked to key art movements and include Studies of Asia, Aboriginal indigenous art, Torres Strait Islander art and western art.

Assessment:
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.

Special Requirements: Nil
Subject Fees: $10 per semester
**Year 10 Visual Arts**

**Creative Projects**

*Length: Semester*

*Year Level: 10*

*Contact Person: Deputy Principal*

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

**Assessment:**
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.

**Special Requirements:** Nil

**Subject Fees:** $20 per semester

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**Arts and Installations**

*Length: Semester*

*Year Level: 10*

*Contact Person: Deputy Principal*

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

**Assessment:**
Making and responding to artworks with a focus on developing the skills, knowledge and understanding.

**Special Requirements:** Nil

**Subject Fees:** $20 per semester


**The Arts - Drama**

### Year 8 Drama

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

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

**Assessment:**  
Students will be assessed on group work, improvisation skills, script devising and writing as well as a performance task.  

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

### Year 9 Drama

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

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

**Assessment:**  
Students will be assessed on practical tasks as well as theory and coursework components.  

**Special Requirements:** Students may need to participate in rehearsals outside of normal lesson time. All students enrolled in Year 9 Drama are expected to participate in all performance practical tasks.  

**Subject Fees:** Students may attend a local theatre production as part of their Arts Analysis folio. Pricing should be $10 - $20.

### Year 10 Drama

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

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

**Assessment:**  
Students may be assessed on the following assessment pieces:  
- Major production  
- Asian Theatre Study  
- ‘Careers in the Arts’ Research Project  
- Individual coursework and projects  

**Special Requirements:** Students may need to participate in rehearsals outside of normal lesson time. All students enrolled in Year 10 Drama are expected to participate in all performance practical tasks.  

**Subject Fees:** Students may attend a local theatre production as part of their Arts Analysis folio. Pricing should be $10 - $20.
The Arts - Music

Year 8 Music

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

Description:
The course involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing, drawing on music from a range of cultures, times and locations.

Students will build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing.

Assessment:
Assessment at Year 8 includes the following components: Theory Concepts, Aural, GarageBand and Practical.

Special Requirements: Nil

Subject Fees: Nil

Year 9 Music

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

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

Assessment:
Assessment at Year 9 includes the following components: Ensemble, Solo Instrumental, Theory Testing, Aural and Bookwork.

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

Subject Fees: $70 instrument and maintenance fee

Year 10 Music A & B

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

Description:
The course involves students making and responding to music independently and in small groups, and with their teachers and communities. Students will explore music as an art form through listening, composing and performing, drawing on music from a range of cultures, times and locations.

Students will build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing.

Assessment:
Assessment at Year 10 includes the following components: Ensemble, Solo Instrumental, Theory Testing, Aural and Bookwork.

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

Subject Fees: $70 instrument and maintenance fee.
Year 8 Italian

Length: Semester  
Year Level: 8  
Contact Person: Ms Mellisa John

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

Assessment:  
There will be two written assignments, one in English and one in Italian as well as a short oral presentation.

Special Requirements: Nil  
Subject Fees: Nil