



CLARE HIGH SCHOOL



Curriculum HANDBOOK 2024



to seek a worthy goal



MESSAGE FROM THE PRINCIPAL



Welcome to Clare High School's Futures Planning Guide for 2024. This guide contains detailed information about subject offerings, curriculum and career pathways that Clare High School looks to support.

Young people have the power to change the world through study pathways that engage them in their life now, and prepare them for a future beyond school, through a curriculum that supports students to become self-directed learners, compassionate leaders and responsible and active citizens in our community.

To be successful, students need to develop lifelong values, discipline, and the ability to explore new ideas and to think independently by engaging in a variety of learning experiences in different learning areas. A rich curriculum allows students to develop their creativity, think strategically, communicate effectively

and creatively solve complex problems.

Our Junior, Middle and Senior years learning and teaching programs aim to improve students' ability to learn and to give them an opportunity to demonstrate what they know, understand, and can do in a range of assessment conditions. Our programs are designed to develop student confidence, knowledge, skills, and capabilities to maximise individual potential.

Our commitment to teaching and learning goes well beyond teaching facts and content. We are committed to building close relationships with all students and parents, and our common teaching approach is aimed at helping students become lifelong learners who are capable of critical thought. We seek to ensure that all our students become well-adjusted citizens and that they have the capability to positively contribute to the community in which they live.

The learning pathways at Clare High School are aligned with the Australian Curriculum (AC) and South Australian Certificate of Education (SACE) requirements. We also ensure diversity in pathways students are able to undertake through School Based Apprenticeships, Flexible Industry Pathways (FIP's) and Certificate Courses. These alternative offerings are studied in conjunction with core curriculum subjects and provide educational pathways to meet the learning interests and abilities of individual students. Options are outlined within this handbook with further information available from the Vocational Education Coordinator.

We look forward to working with all of our students and families to ensure students are successful in achieving their chosen pathways.

Derek Friedrichs
Principal

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RESPECT | INCLUSION | GROWTH

Curriculum Structure

Clare High School Year 7-12 Curriculum Guide 2024

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YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11 – STAGE 1		YEAR 12 – STAGE 2	
STEM		STEM		MATHEMATICS		MATHEMATICS		ENGLISH		ELECTIVE 1	
				SCIENCE		SCIENCE		RESEARCH PRACTICES	RESEARCH PROJECT	ELECTIVE 2	
ENGLISH		ENGLISH		ENGLISH		ENGLISH		MATHEMATICS	ELECTIVE 4	ELECTIVE 3	
HUMANITIES		HUMANITIES		HUMANITIES		HUMANITIES	EIF				
HPE		HPE		HPE		HPE		ELECTIVE 3	ELECTIVE 1	ELECTIVE 5	ELECTIVE 4
LANGUAGE GERMAN	AGRICULTURE	LANGUAGE GERMAN	AGRICULTURE			HPE		ELECTIVE 3			
TECHNOLOGIES HOME ECONOMICS	TECHNOLOGIES DESIGN & TECHNOLOGY	TECHNOLOGIES HOME ECONOMICS	TECHNOLOGIES DESIGN & TECHNOLOGY	RITE JOURNEY	ELECTIVE 2	ELECTIVE 1	ELECTIVE 4	ELECTIVE 2	ELECTIVE 6	ELECTIVE 5 (Optional)	
THE ARTS MEDIA ARTS	THE ARTS PERFORMING ARTS	THE ARTS MUSIC	THE ARTS VISUAL ART	ELECTIVE 1	ELECTIVE 3	ELECTIVE 2	ELECTIVE 5	ELECTIVE 3	ELECTIVE 7	STUDY LINE	



SACE Compulsory Subjects



Pre-requisite for Research Project

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The Australian Curriculum

The Australian Curriculum provides a dynamic teaching and learning framework for all schools across Australia. The national curriculum details content, knowledge and skills you are expected to develop at each year level and within the eight learning areas. At Clare High School, teachers utilise this flexible structure to plan and respond to student needs and interest in a genuine and meaningful manner, whilst monitoring and assessing student progress through the Achievement Standards.

The Australian Curriculum is made up of three interconnected elements: Learning Areas, General Capabilities and Cross-curriculum Priorities. All aspects of the curriculum are embedded into the courses outlined in this guide, helping to build transferable skills, knowledge, attitudes and dispositions to support your development into confident, caring and contributing citizens.

What Is The SACE?

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

The SACE has evolved to provide you with more flexibility to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end of year exam worth a maximum of 30% of the overall grade.

To complete the qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10 credit subject is usually one semester of study, and a 20 credit subject is usually over two semesters.

Please see link below for more information:
<https://www.sace.sa.edu.au/studying/your-sace>

COMPULSORY SUBJECTS	STUDENT SELECTED SUBJECTS	
50 credits	+ 90 credits	+ 60 credits
<ul style="list-style-type: none">Exploring Identities & Futures (EIF) (10 credits)Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2The Research Project (10 credits)	Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning	Choose and successfully complete a selection of Stage 1 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.

Modified SACE Subjects (Senior School)

Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

Modified subjects are available for the small number of students with abilities whose learning needs cannot be sufficiently addressed through the flexibilities of other SACE subjects and/or with reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy.

Eligible students can complete the certificate requirements of the SACE using one or more modified subjects.

Students are eligible to enrol in modified subjects on the grounds of documented or diagnosed disability that results in significant impairment in intellectual functioning and/or adaptive behaviours, which cannot be addressed through reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy.

Australian Curriculum & SACE Information

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Decisions about a student's eligibility to enrol in modified subjects must be based on evidence, such as a One Plan.

The decision to undertake a modified subject will be made collaboratively by the student (where appropriate), the teacher, parents/carers, and other significant people in the student's support network (eg. agency and NDIS).

The signed agreement of the student's parents/carers to the proposed enrolment of the student in modified subject(s) must be obtained before eligibility is confirmed.

Refer to the SACE Modified Subjects Policy and resources on the SACE website to support decisions about eligibility for modified subjects.

Eligible students may enrol in the following subjects:

- English (Compulsory)
- Mathematics (Compulsory)
- Personal Learning Plan (Compulsory)
- Research Project (Compulsory)
- Business & Enterprise
- Creative Arts
- Cross-disciplinary Studies
- Health
- Language & Culture
- Scientific Studies
- Society & Culture
- Tourism

Details of the learning requirements, possible content and assessment for all modified subjects are available on the SACE website.

<https://www.sace.sa.edu.au/studying/subjects/modified-subjects>

Modified Subjects

Modified Subject	Clare High School Selection
English Pathways	English General
Mathematics Pathways	Mathematics General
Humanities	Personal Learning Plan
	Research Practice
	Research Project
Creative Arts	Photography
	Design
	Visual Arts
	Music
	Drama
	Media
Scientific Studies	Agriculture
Business & Enterprise	Business Innovation
	Work Place Practice
	Technology
Cross Disciplinary Studies	Integrated Learning
Society & Culture	Society & Culture
	History
	Geography
	Tourism
Health	Health
	Physical Education
	Outdoor Education
	Child Studies
	Food & Hospitality

Vocational Education Training (VET)

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Vocational Education Training (VET) is an optional pathway or experience for students in Years 11 and 12. VET is an internationally recognised term used to describe education and training accreditation, which allow students to explore career pathways and acquire skills and knowledge in readiness for work.

By undertaking VET courses, students are able to access industry developed training packages and gain accreditation, as well as earn SACE credits. VET courses are available for all eligible students at Clare High School.

Students in Year 11 and 12 can access recognised VET courses and can complete their training through other alliances, such as various trade-training centres, TAFE SA and a range of private National Training Organisations (NTO's). All proposed VET courses are based on training packages from the Australian Quality Training Framework (AQTF), the national set of standards that assures nationally consistent, high quality VET training and assessment services.

Currently this learning aligns with a Flexible Industry Pathway (FIP) of which there are 26 disciplines as listed below:

- Aged Care and Disability
- Agriculture
- Animal Care
- Aquaculture
- Automotive Retail, Service and Repair
- Building and Construction
- Business
- Civil Construction, Resources and Infrastructure
- Conservation and Land Management
- Cyber
- Early Childhood and Education
- Electrotechnology
- Engineering
- Food Processing
- Forestry
- Hair and Beauty
- Health Support
- Horticulture
- Hospitality and Tourism
- Information and Technology
- Maritime

- Plumbing
- Screen and Media Production, Gaming and Visual Effects
- Sport and Fitness
- Thoroughbred Racing
- Transport and Manufacturing

Students who choose to embark on a Flexible Industry Pathway will be required to participate in a VET Readiness Orientation (VETRO) which includes an upfront assessment for Numeracy and Literacy which is carried out by an RTO. The VETRO will usually be carried out in Year 10 after the student has completed the Exploring Identities and Futures (EIF) and has decided to commence a Flexible Industry Pathway. The VETRO will determine the student's readiness and identify a personalised approach to the learning which may include additional training and supports.

A number of VET courses are offered at Clare High School while others are available off campus. Within our local Secondary Alliance there are a range of courses available at:

- Kapunda High School
- Riverton and District High School
- Eudunda Area School
- Nuriootpa High School
- Balaklava High School
- Burra Community School

VET occurs either during a regular weekly training day or after school. All entry-level courses have pre-requisites, such as a pass in the VETRO and a desire to learn about and develop skills in the chosen industry. All courses stipulate that regular, full attendance, full participation and the completion of set work to a satisfactory standard are required.

Some courses also require the completion of a stated number of hours or shifts of Structured Work Placement within the industry.

Vocational Education Training (VET)

Clare High School Year 7-12 Curriculum Guide 2024

Certificate Courses on offer locally:

Course	Description
Certificate II Agriculture	Learn the essentials for an entry level job in the Agriculture and Animal Care sectors. Gain practical skills to operate machinery and equipment, maintain facilities and general agriculture activities, as well as the vital skills involved in animal care.
Certificate II Automotive Vehicle Servicing	This entry-level qualification is designed to help build a foundation of basic knowledge to help prepare for a career in the automotive industry. Gain the skills to identify, inspect and perform basic repairs to the mechanical and electrical components of light and heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.
Certificate II in Community Service	This course introduces you to general skills for working in the community services sector with a focus on developing skills in a variety of industry and residential settings such as aged care, childcare, youth work and social work.
Certificate II Construction Pathways	This qualification provides a pathway to various trades within the Construction Industry. This course best supports a pathway towards apprenticeships in trades including bricklaying, concreting, gyprocking, carpentry, tiling and work as a builder's labourer.
Certificate III Early Childhood Education and Care	The work undertaken in this qualification reflects the role of workers in a range of early childhood education settings. It supports the implementation of an approved learning framework, support children's wellbeing, learning and development.
Certificate II Electro Technology	This course is regarded by industry as an essential pre-apprentice course for those seeking a career within the Electrical Industry. The course covers the competencies for work entry providing grounding in safety, and basic skills and knowledge for work in any electro-technology discipline.
Certificate II Engineering Pathways	This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks, which will enhance your entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering related workplace.
Certificate II Hospitality	This course provides practical experience in preparation of Food and Beverage Service as well as mastering the art of coffee service. The course is taught by highly qualified industry professionals supported by real hospitality experiences at the TAFE campus cafes or restaurants.
Certificate II Kitchen Operations	This course provides students with the foundation skills for effective and safe kitchen operations, including knife skills, various cookery techniques, ingredient ratios, planning, inventory, timing and the creation of a variety of tasty and impressive menus. Delivery of this course will be through blended training, consisting of practical in the kitchen days and theory provided through online presentations and video classes.
Certificate II Salon Assistant	This course provides an insight into the hairdressing industry and develops practical skills in hairdressing and barbering. Students will learn about interacting with clients and providing hairdressing services, combined with developing skills to become an integral part of a highly creative team.
Certificate III in Screen and Media	Develop a range of skills and knowledge across design, 3D modelling, animation, video and digital imaging. Study online by video conference 1 day per week with the convenience of having a lecturer at hand to guide you through a range of experiences in this exciting field. Use this course to explore your media specialisation for further study.

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SACE Credits:

- Certificate I or II level training generally attract Stage 1 credits.
- Certificate III level training or higher usually attract Stage 2 credits (Note: that Certificate III Retail Operations only attracts Stage 1 credits).
- Students who complete those Certificate III level training courses which are listed on the SACE Board's VET Recognition Register (given that they contain mostly Stage 2 accreditation) can use this to help generate an Australian Tertiary Admissions Rank (ATAR), required for tertiary study entrance.
- Only one such Certificate III can contribute to ATAR generation.
- The number and level of SACE credits listed below are a guide only, as they are subject to change, depending on changes to AQTF training packages.
- VET training is not linked to a student's year level, however, generally Year 11 (Stage 1) would enrol in a Certificate II course and Year 12 (Stage 2) would then complete Certificate III level training. However, nearly all courses stipulate only senior students can enrol.

Payment

VET courses listed as Flexible Industry Pathways (FIP's) attract Government funding through the Department for Education VET for Schools Policy.

Changes to the courses that are funded and the levels of funding they attract can change at any time.

Students must be in Year 11 or 12 at the time of enrolment to access FIP funding.

Any courses not fully funded have a GAP fee. Clare High School has adopted the following tiered approach to course fees:

- Tier One Costs: \$50 enrolment fee, plus provision of PPE and learning material costs required for the VET learning environment.
- Tier Two Costs: 40% of full course costs, plus provision of PPE and learning material costs required for the VET learning environment.

As part of the enrolment process, families will be advised of any out-of-pocket costs.

School Based Apprenticeships

Some senior students prefer to gain SACE credits through the completion of a School Based Apprenticeship, should a vacancy arise in an industry of their choice. Potential school based apprentices have generally completed some VET training and/or work experience in their field of interest, but not always. Students can make an appointment to discuss this with me or our regional Apprenticeship Broker, who can help prepare interested students by perusing their resume and offering tips and important information.

Short Courses

Short courses are on offer throughout the year at various locations, sometimes here at Clare High School. These include White Card Construction Industry Training, First Aid, Barista Course (coffee making) and Responsible Service of Alcohol (RSA). No SACE credits are awarded for completing a short course, unless they are attached to a certificate of training, but may be preferred or required within specific workplaces.

NOTE: Some of these courses are available for students in Year 10.

2024 VET Courses

The Clare High School Curriculum Guide outlines a variety of VET courses available for students. However, this list is not exhaustive and there may be new VET courses advertised at different times during the year.

Please contact Mrs Maynard regarding any courses you may be interested in that are not included in this guide.

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Assessment & Reporting

Students in Year 7-11 receive two written reports each year, and those in Year 12 will receive three. Teachers plan, teach, assess and report on students' learning using the Australian Curriculum (Year 7-10) and SACE (Year 11-12).

Each learning area has achievement standards which describe in plain language what students should typically know, understand, and be able to do by the end of each year level.

Students in Year 7-11 receive A to E grades, and Yr 12 receive A+ to E-. Typically, an 'A' grade indicates that a student has shown a thorough knowledge and understanding of a topic and can apply that information in unfamiliar situations. A 'C' grade means a student is achieving what is expected of them at that point in their learning.

Students who are in the Special Options class receive a report that aligns with the goals outlined in their individual learning plan (One Plan) as opposed to A to E grading.

Written reports are just one way that student achievement is communicated. Progress Reports are informal but will provide a snapshot of how students are progressing in each subject, and Parent-Teacher Interviews are also held twice within the year. Written feedback is also provided in Daymap for each summative assessment task completed throughout the year.

The schedule below provides an overview of key dates for reporting.

Progress Report	Term 1	Week 6
Parent / Teacher Interviews	Term 1	Week 8
End of Term Report (Year 12 only)	Term 1	Week 11
Progress Report	Term 2	Week 3
End of Semester Report (Whole School)	Term 2	Week 10
Progress Report	Term 3	Week 4
Parent / Teacher Interviews	Term 3	Week 5
End of Year Report (Whole School)	Term 4	Week 9

Further information on assessment and reporting in the Department for Education can be ready by clicking [here](#).

Academic Awards

At the end of Semester 1 and Semester 2 Clare High School present Academic Awards. Academic Excellence Awards are awarded to students who achieve a GPA of 5.00. Academic Endeavour Awards are presented to students who achieve a GPA of 4.75 and above.

Dux Awards

At the Clare High School Presentation Night a male and female Dux Award is presented for each year level. Shortlisted nominees are also invited.



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Through Junior Secondary schooling, students at Clare High School are able to experience the comprehensive curriculum offerings available for further study in Middle and Secondary years. Junior Secondary students undertake the full range of subject offerings through a set curriculum. English, Mathematics, Science, Humanities and Health and Physical Education are all studied for a full year, with Technologies, German, Arts and Agriculture completed for a Semester.

Students undertake STEM (Science, Technology, Engineering & Mathematics) lessons as a combined Science and Mathematics curriculum across the week. These lessons occur in the \$3.5 million building that was opened in 2020, with five purpose-built STEM classrooms. Our staff are committed to innovative pedagogies in this area and, as a school, we participate in the STEM Ambassador Program, STEM 500, Girls in STEM and STEM Aboriginal Student Congress.

All Junior Secondary classes are completed in Roll Class groups with a designated Roll Class room to assist with their transition to High School. Students visit specialist practical spaces to undertake specialist subjects.

Students in the Junior Secondary School engage in a structured Wellbeing Education Program, GRIt, throughout the year with a focus on Positive Relationships and Wellbeing following the Rite Journey Heroic Habits and Anchored programs. These programs aim to enhance emotional resilience, identify and promote character strengths, build strong relationships with staff and peers and promote personal growth.

All Junior Secondary students are invited to participate in the relevant year level camp during the year. Year 7 students attend an Aquatics Camp at Port Vincent in Term 1, and Year 8 students attend a City Experience camp, in Adelaide, in Term 2. Both camps are designed to allow our students the opportunity to establish and build relationships with peers and Clare High School staff, as well as to develop their skills in a range of challenging activities.



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All Middle Secondary students continue to study the compulsory curriculum areas of Mathematics, English, Science, Physical Education and Humanities. In Years 9 and 10, students commence their personalised learning by electing other subjects they would like to study further (i.e Agriculture, Music, Tech Studies, Media Arts, and more).

Year 9 and 10 students engage in a structured GRIt. program throughout the year where the focus is on personal growth, and wellbeing. This program aims to assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

All Year 9 students are required to complete *The Rite Journey*. This program is delivered in single-sex groups and develops qualities in our students for personal growth, emotional intelligence and community spirit. This is a semester course where students attend a camp with a focus on the key elements of their rite journey; responsibility, resilience and respect.

In Year 10, along with completing the requirements of the Australian Curriculum, students begin their journey through SACE. This begins with the completion of the EIF (Exploring Identities and Futures). In doing EIF, students consider their aspirations and research their choices for career, training and further study. This helps them map out a part of their immediate future by setting goals and establishing the subjects that they would like to study as a Senior Secondary student.

Year 10's have the opportunity to attend a Career Pathways Camp costing approximately \$200 per student. The camp is designed to provide the opportunity to experience University and TAFE life in a range of curriculum areas. Students will choose workshops of interest, ask questions, and discover future degrees and certificates to enrol in post Year 12. Those students who intend on seeking employment instead of further study will have the opportunity to engage in work experience at this time.

Year 10's also have the opportunity to apply for a position in the Youth Opportunities program, accumulating 20 SACE credits with 2 intakes per year. This is a Personal Leadership Program which also assists students to take control of their learning and create habits for success.



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Clare High School's Senior Secondary program provides students with various learning opportunities within a supportive environment. The emphasis for our students is to foster independence and a love of learning as well as the successful transition from school to the workforce or further study. Staff assist students to excel within areas of personal interest to achieve their SACE and/or success within their chosen career pathway/s.

Students are given the opportunity to complete their SACE compulsories, English, Maths and Research Project in Year 11, which provides students with greater flexibility in subject choices for study in Year 12.

A dedicated and specialist team of staff work together to assist every young person to ensure that academic success and student wellbeing is both monitored and supported. This is achieved through a variety of programs within their subjects and Clare High School's Wellbeing Education Program, GRIt. The Year 11 PC focus is Driver Awareness, Drug Education and Addictive Behaviours. GRIt. for the Year 12's focuses on Mental Health, Relationships, Transitioning into Life Post-school and Career Pathways including University, TAFE and SATAC presentations.

We provide students with the opportunity to engage in alternate pathways to complete their SACE, including access to Vocational and Education Training opportunities as well as supporting traineeships and apprenticeships. Students at Clare High School can also access courses delivered through Open Access if it is relevant to their chosen pathway. Popular examples being Nutrition and Legal Studies.

Our Senior School students are provided with many opportunities to participate in extra-curricular activities, including SRC, CHS Sport Carnivals, Arts opportunities, International Education Experiences, volunteering and Knockout Sport events. Those students enrolled in Outdoor Education, Tourism and Physical Education subjects can expect to attend subject specific excursions and/or camps during the year as compulsory Practical Activity requirements.



Special Options (Class and Unit)

Clare High School Year 7-12 Curriculum Guide 2024



Special Options (Class and Unit)

Our aim is to offer the students a diverse curriculum, meeting the individual needs of all students, preparing them for an independent life beyond school. Students participate in a number of core subjects Year 7 to Year 12 as well as a range of elective subjects each Semester in the aim of maintaining a balanced curriculum.

With the Special Options Classes, students will have the opportunity to:

- Develop Literacy, Numeracy and ICT
- Develop skills in independent living
- Develop skills in community access
- Be supported in transitioning to life beyond schooling
- Complete the SACE Modified Certificate
- Connect with DES (Disability Employment Agencies) or Moving On Programs as they develop their pathway to a meaningful post school option
- Participate in a holistic learning environment including camps, excursions, sports days and carnivals

Curriculum

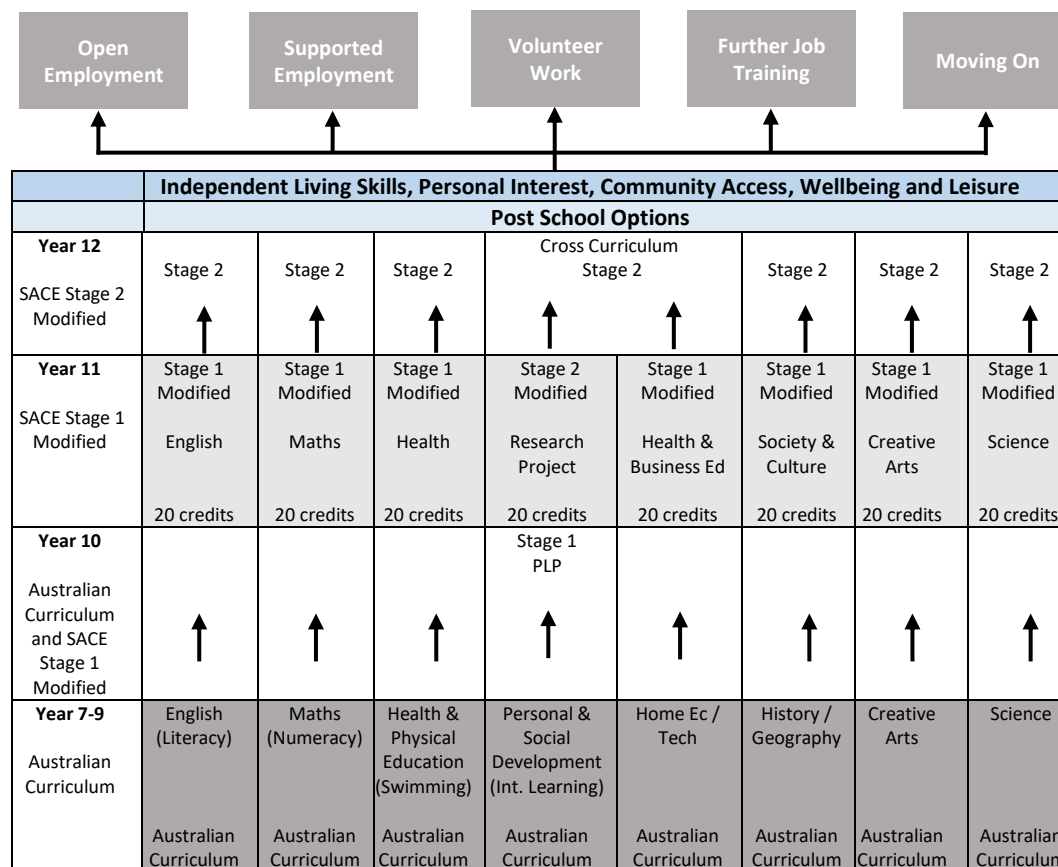
Curriculum emphasis is placed on:

- English (Literacy and Communication)
- Mathematics (Numeracy)
- Independent Living Skills
- Community Access & Wellbeing
- Work and transition
- Personal interests / leisure

Mainstream Learning Support

Clare High School uses a range of strategies to identify students with learning difficulties in mainstream classes and offers support to these students. These strategies include:

- Year Level Coordinators closely monitor participation and achievement to identify those students who are significantly underachieving. Year Level Coordinators work with the student, their parents and school staff to improve the student participation and achievement and implement the One Plan.
- Support and referrals will be implemented as required, accessing support to improve learning outcomes for all students.
- School Service Officers support is given in classrooms and implement learning intervention programs are offered to support students' learning.



Subject aligned with SACE



Subject aligned with Australian Curriculum

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At Clare High School, the wellbeing of our students is at the centre of everything we do. We strive to develop the 'whole-person' and take pride in our approach to individualised learning that respects individual differences and fosters and grows the values and strengths of each of our students. Our Wellbeing Education operates within the context of the DfE Student Wellbeing Framework and adheres to our school values: Growth, Inclusion and Respect. We have developed our own Clare High School Wellbeing for Learning and Life Plan, which underpins our work in this area. We see wellbeing as an integral part of our students learning experience and believe that with a positive wellbeing, students and staff alike, have better resilience and coping strategies, have a more positive outlook on life and are more likely to achieve success. Our aim is to foster and develop the skills to learn, grow, and succeed in the 21st Century.

The Wellbeing Team

At Clare High School, we take pride in the depth of the experience and knowledge of our Wellbeing Team. Our Team consists of a Student Wellbeing Support Teacher, Pastoral Care Worker, Youth Worker and a school based Mental Health Practitioner, led by our Wellbeing Coordinator, Mandy Knight. Additionally, we offer 'Doctors on Campus' where our students have weekly access to local GPs. The depth of experience means the wellbeing team is equipped to respond to a multitude of needs including:

- Curriculum/Pathways/Study Options
- Specific learning needs and requirements
- Organisation and study skills
- Relationship concerns
- Safety
- Mental health and emotional wellbeing
- Spiritual guidance

The Wellbeing Centre

The Wellbeing Centre is located in the recently developed Student Hub. The space is separated from the broader school community to ensure the privacy and confidentiality of the students accessing wellbeing services. This wellbeing area consists of private suites that are screened from the student study area, thereby creating a quiet space that facilitates safety and security.

GRIt.

We offer a structured, weekly Wellbeing Education Program, across all year levels. This program, GRIt, incorporates our school values of Growth, Respect and Inclusion, working together with staff, students, families and community. The sessions are run in Roll Class groups and offer opportunities for cross-age interaction amongst our students.

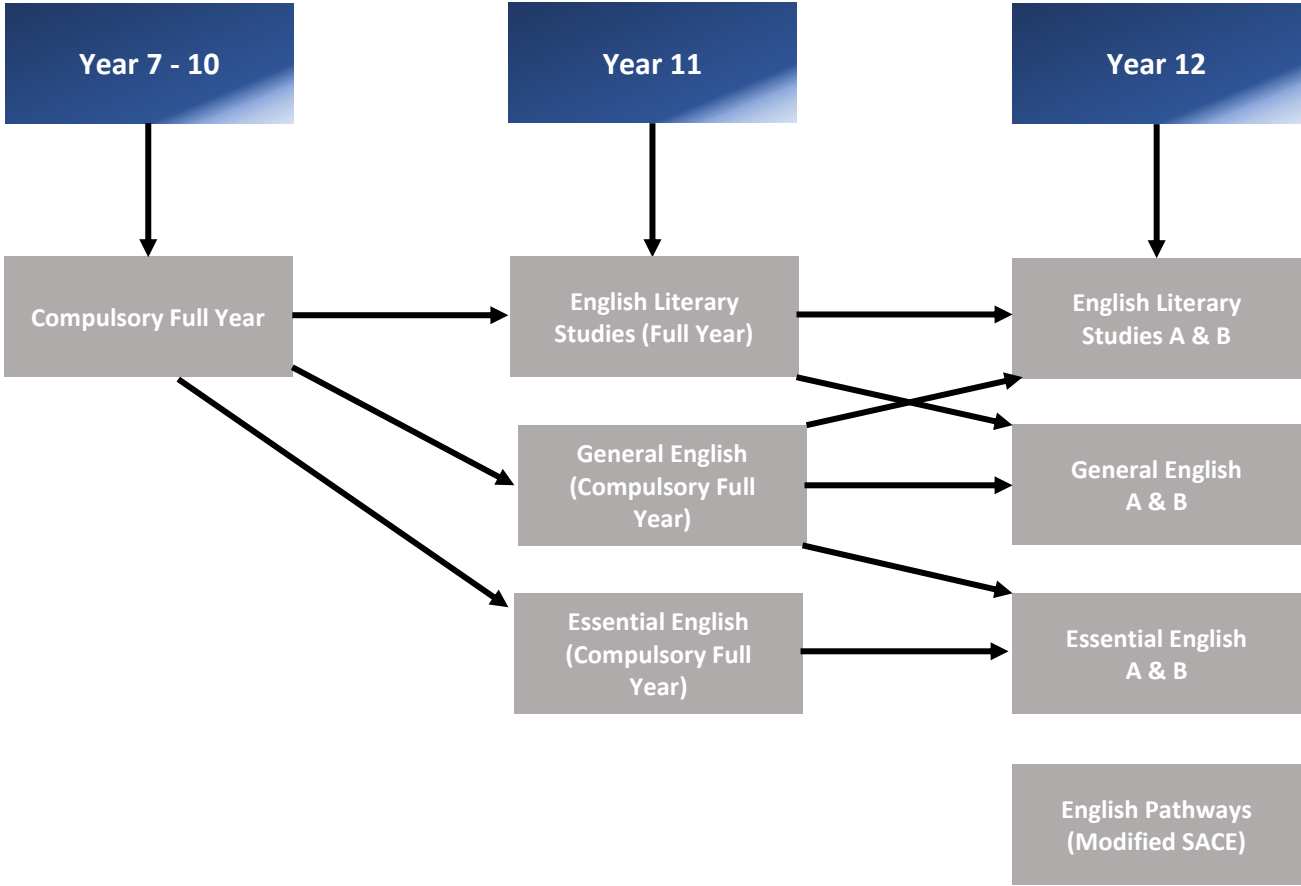




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Click on the title in the Content List for further information



* Click on Subject for direct access to Subject Descriptor

ENGLISH

Year: 7

Length: Full Year

Contact Person: Karen Slattery

Content:

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways. Students will study a range of texts that include: novels, short stories, poetry, plays, films, multimedia texts and everyday texts. They will continually develop their ICT skills and also engage in independent reading and book sharing activities. Explicit literacy skills are taught and underpin all concepts studied such as:

- Recount and narrative writing
- Expository, persuasive writing and speaking
- Text analysis
- Critical reading
- Creative thinking
- Text Production

- Oral Presentations
- Collaborative Group Work

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.



ENGLISH

Year: 8

Length: Full Year

Contact Person: Karen Slattery

Content:

English is a compulsory subject that is studied for a full year. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways. Students will study a range of texts that include: novels, short stories, poetry, plays, films, multimedia texts and everyday texts. They will continually develop their ICT skills and also engage in independent reading and book sharing activities. Students demonstrate, present and applying their knowledge and understanding in various ways. Explicit literacy skills are embedded and underpin all topics covered, such as:

- Recount and narrative writing
- Expository, persuasive writing and speaking
- Text studies, comprehension, analysis, transformation and essay writing
- Critical reading and questioning
- Creative thinking and application
- Text Production
- Oral Presentations
- Collaborative Group Work
- Referencing and Bibliographies

Core Texts:

The Giver, Holes, The Road to Winter, Bridge to Terabithia, Stone Cold, Poetry.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.

ENGLISH

Year: 9

Length: Full Year

Contact Person: Karen Slattery

Content:

English is a compulsory subject that is studied for a full year. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways. Students will study a range of texts that include: novels, short stories, poetry, plays, films, multimedia texts and everyday texts. They will continually develop their ICT skills and also engage in independent reading and book sharing activities. Students demonstrate, present and applying their knowledge and understanding in various ways.

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ENGLISH (continued)

Explicit literacy skills are embedded and underpin all topics covered, such as:

- Recount, narrative and short story writing
- Expository, persuasive writing and speaking
- Text studies, comprehension, analysis, transformation and essay writing
- Critical reading and questioning.
- Creative thinking and application
- Media analysis.
- Text Production
- Oral Presentations
- Collaborative Group Work
- Referencing and Bibliographies

Core Texts:

Tomorrow, When the War Began, The Outsiders, Trash, Hunt for the Wilderpeople, What's Eating Gilbert Grape, The Hunger Games, Destroying Avalon.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.

ENGLISH

Year: 10

Length: Full Year

Contact Person: Karen Slattery

Content:

English is a compulsory subject that is studied for a full year. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Each term, students will have the opportunity to select from a range of themed units, for example: Crime Fiction, Sport, Media, Reality TV, War, Documentaries, Australian Culture, Horror, Heroes and Villains. Students will study a range of texts that include: novels, short stories, poetry, plays, films, multimedia texts and everyday texts. They will continually develop their ICT skills and engage in text analysis studies and activities. Students demonstrate, present and applying their knowledge and understanding in various ways.

Explicit literacy skills are embedded and underpin all topics covered, such as:

- Vignettes, narratives and short stories.
- Expository writing and speaking.
- Text analysis and essay writing.
- Critical reading and questioning.
- Media analysis.
- Creative thinking and application.
- Drama texts.
- Comparative text response.
- Focus on WW1 text links.
- Referencing and Bibliographies.

Core Texts:

Romeo and Juliet, Deadly Unna, Crime Fiction, Sherlock Holmes, Animal Farm, Lord of the Flies, The Turning.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.

ENGLISH LITERARY STUDIES A & B

Year: Stage 1

Length: Full Year (20 SACE Credits)

Contact Person: Karen Slattery

Recommended background: B Grade or higher in Year 10 English

Content:

The study of English Literary Studies at Year 11 (Stage 1) involves reading and the study of core texts, critical viewing, in-depth writing and analysis, attentive listening, and involved discussions; students in this subject will have the opportunity to extend their skills in these areas. They will read widely, view and respond to specific texts with an emphasis on traditional literature. Considerable emphasis is also placed on the development and teaching of literacy through the exploration of different genres, forms and contexts.

Assessment:

Students are assessed against the SACE English Performance Standards that outline the five levels of achievement in the A to E grade bands. Each semester, students are assessed in three different task types:

Assessment Type 1: Responding to texts

Assessment Type 2: Creating texts

Assessment Type 3: Intertextual Study Year 11 (Stage 1)



GENERAL ENGLISH A & B

Year: Stage 1

Length: Full Year
(20 SACE Credits)

Contact Person: Karen Slattery

Recommended background:

B Grade or higher in Year 10 English

Content:

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students are expected to:

- Analyse the relationships between purpose, context and audience in a range of texts
- Evaluate how language, stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others' texts shape responses and interpretations
- Create and evaluate oral, written and multimodal texts in a range of modes and styles
- Analyse the similarities and differences when comparing texts

- Apply clear and accurate communication skills

Successful completion of two units of Stage 1 General English will prepare students for Stage 2 English Literary Studies, Stage 2 English or Stage 2 Essential English, depending on teacher recommendation. SACE requires all students to undertake a 2-unit sequence in English at Stage 1.

All students will complete 1 unit of English in both Semesters. Students must achieve a C grade or better in order to meet the compulsory requirements of the SACE.

Assessment:

Students are assessed using the SACE Performance Standards that outline five levels of achievement reported within A to E grade bands. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

ESSENTIAL ENGLISH A & B

Year: Stage 1

Length: Full Year
(20 SACE Credits)

Contact Person: Karen Slattery

Content:

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts. In this subject, students are expected to:

- Develop communication skills through reading, viewing, writing, listening, and speaking.
- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts.
- Identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts.
- Express information, ideas, and perspectives using a range of textual conventions.
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

SACE requires all students to undertake a 2-unit sequence in English or Essential English at

Stage 1. All students will complete 1 unit of English in both semesters. Students must achieve a C grade or better in order to meet the compulsory requirements of the SACE.

Successful completion of two units of Stage 1 Essential English will prepare students for Stage 2 Essential English. Successful completion of one unit each of General English and Essential English at Stage 1 will prepare students for Stage 2 Essential English or Stage 2 English, depending on teacher recommendation.

Assessment:

Students are assessed using the SACE Performance Standards that outline the five levels of achievement reported within the A to E grade bands. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts



GENERAL ENGLISH

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Karen Slattery

Recommended background:
 B Grade or higher in Stage 1 Essential English or C Grade or higher in Stage 1 English.

Content:
 Students will undertake three aspects within this course:

- Responding to Texts
- Creating Texts
- Comparative Analysis

In this subject, students are expected to:

- Analyse the relationship between purpose, context, and audience in a range of texts
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others' texts shape responses and interpretations

- Create and evaluate oral, written, and multimodal texts in a range of modes and styles
- Analyse the similarities and differences when comparing texts
- Apply clear and accurate communication skills

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Comparative Analysis

Additional Charges:
 A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials Service Charges.

Each year the Year 12 General English class attend a live performance by the South Australian State Theatre Company.

ENGLISH LITERARY STUDIES

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Karen Slattery

Recommended background:
 Successful completion of Stage 1 English Literary Studies or English, with a B/A Grade average, and upon teacher recommendation.

Content:
 Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

In this subject, students are expected to:

- Understand the relationship between author, text, and context.

- Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences.
- Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors.
- Use evidence to develop, support, and justify a critical interpretation of a text.
- Develop analytical responses to texts by considering other interpretations.
- Create oral, written, and/ or multimodal texts that experiment with stylistic features by using and adapting literary conventions.
- Express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: External Assessment

- Comparative Text Study.
- Critical Reading Examination.

Additional Charges:
 A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials Service Charges.



ESSENTIAL ENGLISH

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Karen Slattery

Recommended background:

Students must have successfully completed a Stage 1 English course.

Content:

Students will undertake three aspects within this course:

- Responding to Texts
- Creating Texts
- Language Study

In this subject, students are expected to:

- Extend communication skills through reading, viewing, writing, listening, and speaking
- Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences

- Analyse the role of language in supporting effective communication
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts



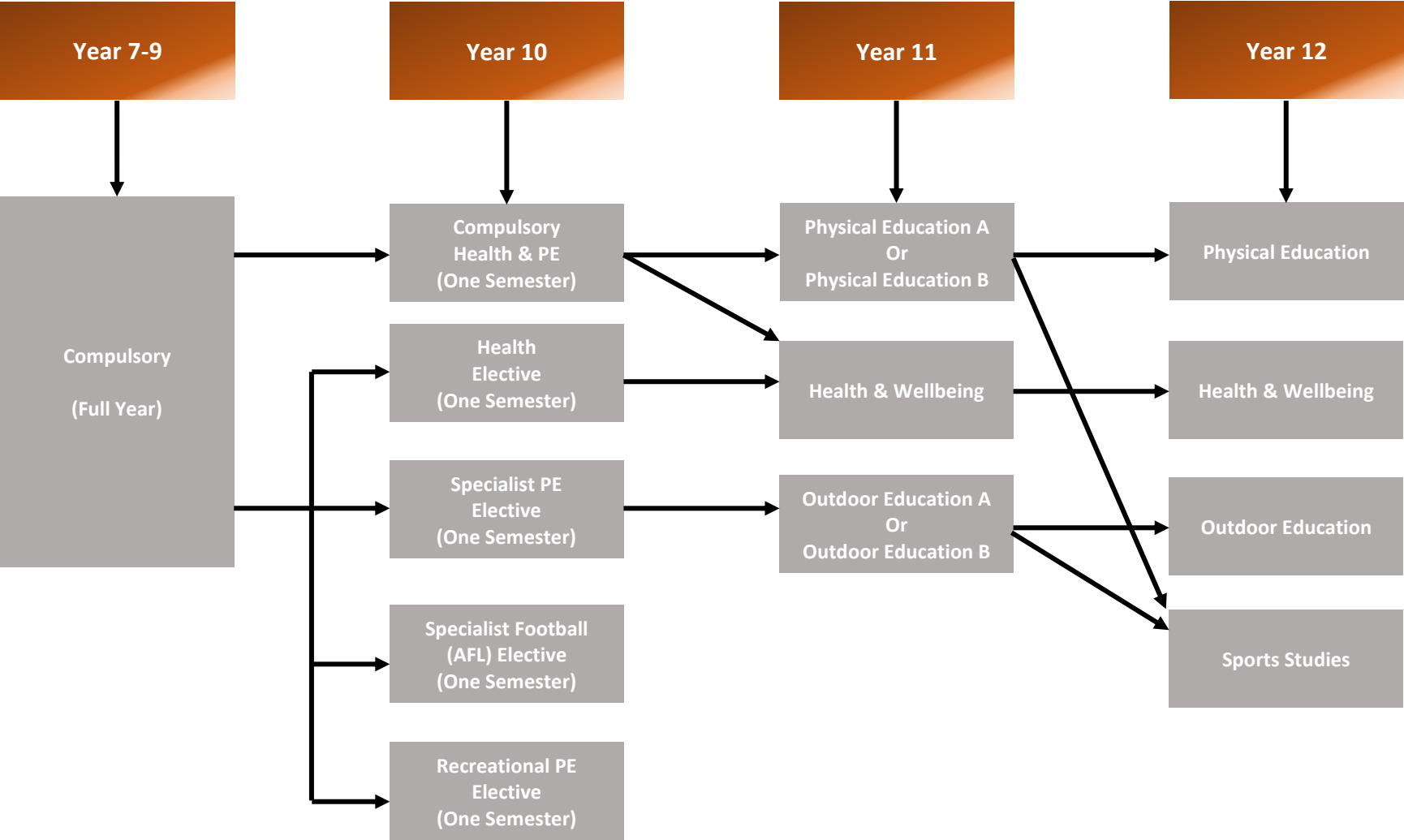




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* Click on subject for direct access to Subject Descriptor

HEALTH & PHYSICAL EDUCATION

Year: 7

Length: Full Year

Contact Person: Kristy Lewis

Content:

This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum. Students will study the movement concepts and strategies involved in Invasion Games, Net and Wall Games, Striking and Fielding Games, aiming to transfer this knowledge. Athletics, Fundamental Movement Skills, Jump Rope for Heart, Dance, Group Dynamics and Sport Education are also studied practically. Physical Literacy, Sexual Health and Relationships Education (SHARE) Program and Safety are key focuses for Health.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



HEALTH & PHYSICAL EDUCATION

Year: 8

Length: Full Year

Contact Person: Kristy Lewis

Content:

This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum. Students will study the movement concepts and strategies involved in Invasion Games, Net and Wall Games, Striking and Fielding Games, aiming to transfer this knowledge. Athletics, Lifelong Fitness, Jump Rope for Heart, Group Dynamics and Sport Education are also studied practically. Physical Literacy, Mental Health and Wellness, Fitness and Lifelong Activity, Drug Education and Sexual Health and Relationships Education (SHARE) Program are key focuses for Health.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



HEALTH & PHYSICAL EDUCATION

Year: 9

Length: Full Year

Contact Person: Kristy Lewis

Content:

This course is designed to help students develop skills, understanding and content knowledge in Physical Education. Data collection and analysis, performance improvement and analysis, sport education and understanding movement concepts through a variety of practical activities and sports. Practical activities and sports involved are Invasion Games, Net and Wall Games, and Striking and Fielding Games, aiming to transfer this knowledge. Athletics, Dance, Group Dynamics and Sport Education are also studied practically. Physical Literacy, Mental Health and Wellness, Fitness and Lifelong Activity, Drug Education and Sexual Health and Relationships Education (SHARE) Program are key focuses for Health.

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HEALTH & PHYSICAL EDUCATION (continued)

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

HEALTH & PHYSICAL EDUCATION

Year: 10

Length: Semester

Contact Person: Kristy Lewis

Content:

Year 10 HPE is the final Semester of compulsory Health and Physical Education for Life. The aim of our 7-10 HPE program is to develop students who are physically literate and able to make informed physical activity and wellness choices throughout their life.

At each stage of life you will need to constantly evaluate, review and develop physical activity plans to suit your changing needs.

Practically students will study movement concepts and strategies involved in Invasion Games and Target Games, a Coaching and Leadership unit, Outdoor Education and Personal and Lifelong Fitness Plans.

Theoretically; Physical Literacy, Wellness, Self- Management and Self Planning, SHINE Child Protection Curriculum and the development of Lifelong Physical Activity Plans will all be covered.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

SPECIALIST PHYSICAL EDUCATION

Year: 10

Length: Semester

Contact Person: Kristy Lewis

Content:

Physical Education is a course designed for students wishing to study Physical Education at Stage 1 and Stage 2. Students can choose Specialist PE for one Semester.

Students need to be aware that placement into this course will be based on teacher recommendation based on Year 9 HPE results.

This course is designed to help students develop skills, understanding and content knowledge in Physical Education. Data collection and analysis, performance improvement and analysis, sport education and understanding movement concepts throughout a variety of practical activities and sports.

Topics may include:

- Exercise physiology
- Fitness analysis
- Sports event management

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards



HEALTH

Year: 10
Length: Semester
Contact Person: Kristy Lewis

Content:
This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity.

Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum.

- Topics may include:
- Personal, Social and Community Health
 - Drugs in the Community
 - Sexuality (SHINESA program)
 - Mental Health
 - Disabilities Movement and Physical Activity
 - Striking and fielding games
 - Target games

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

RECREATIONAL HEALTH & PHYSICAL EDUCATION

Year: 10
Length: Semester
Contact: Kristy Lewis

Content:
A semester course designed for students to learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining lifelong healthy and active habits.

In practical lessons, students experience a range of striking and fielding games and target activities. Students learn to apply more specialised movement skills and complex strategies to evaluate and refine their own movement in the FIT program.

The curriculum provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SPECIALIST FOOTBALL (AFL)

Year: 10
Length: Semester
Contact: Kristy Lewis

Content:
This semester based course is designed to involve both practical and theoretical components specifically related to AFL. An individual's technique will be analysed, refined and practiced until the skill can be performed consistently during competition.

Skill sessions will focus on skill development, positional education, movement patterns, running patterns and attacking and defensive methods. A variety of feedback will be used including video analysis of techniques and game play.

Theory topics covered will be positional play, fitness, nutrition, sports psychology, prevention and management of injuries, pathways in football such as goal setting and club administration, leadership seminars and GPS data analysis.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for a subject camp and approximate cost is \$220.



OUTDOOR EDUCATION

Year: Stage 1
Length: Semester
(10 SACE Credits)
Contact Person: Kristy Lewis

Content:
Stage 1 Outdoor Education is encouraged for students wishing to study Outdoor Education at Stage 2. Students can choose Outdoor Education for one Semester.

Outdoor Education is the study of the human connection to natural environments through outdoor activities.

Students develop their sense of self-reliance and build relationships with people and natural environments.

Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. Practical Component: Outdoor Practical options could include Aquatics (Kayaking, Surfing, Snorkelling or Sailing), Rock Climbing or Bush walking.

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OUTDOOR EDUCATION (continued)

In each semester there is a three day expedition as well as day excursions dependent on numbers in the class.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: About Natural Environments.

Assessment Type 2: Experiences in Natural Environments.

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

This course involves two practical experiences which equates to five days throughout the Semester.

There will be costs/fees associated with this which will be determined on location and class sizes.

PHYSICAL EDUCATION

Year: Stage 1

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis

Recommended background:

Specialist HPE at Year 10.

Content:

Stage 1 Physical Education is recommended for students wishing to study Physical Education at Stage 2. Students can choose Physical Education for either one or two semesters. Students need to be aware that placement into this course will be based on teacher recommendation and Year 10 HPE results. Content in Stage 1 of Semester 1 will have a focus on professional popular elite sports and elite sporting athletes where students will demonstrate evidence of their learning through the following assessment types; Performance and Skill Checklists which will include Leadership, Team and Individual Play. The three focus areas of in movement, through movement and about movement will be worked on. The focus areas provide the narrative for the knowledge, skills and capabilities that students develop.

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake and learn through a wide range of authentic physical activities (eg. sports, theme based games, laboratories and fitness and recreational activities).

Students explore movement concepts and strategies through these activities to promote participation and performance outcomes. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved. Topics may include:

- Exercise physiology
- Biomechanics

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Performance Improvement

Assessment Type 2: Physical Activity Investigation

Additional Charges:

A consumables/excursion/camp fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



HEALTH & WELLBEING

Year: Stage 1

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis & Caroline Gill

Content:

Health and Wellbeing allows students to explore aspects of health literacy, health determinants, health promotion and social equity. It provides opportunities for students to understand and analyse contemporary health and wellbeing trends and issues, and develop empathy and ethical understanding. Students reflect on and evaluate issues in individual, local and global contexts.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Action Assessment

Assessment Type 2: Issue Inquiry

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HEALTH & WELLBEING (continued)

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



OUTDOOR EDUCATION

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis

Recommended background:

Stage 1 Outdoor Education would be beneficial but not necessary.

Content:

This subject is designed to develop: Understanding and appreciation of the natural environment, and concept of sustainable use of natural environments and the need for its conservation. Knowledge, skills and attitudes necessary for survival in a range of outdoor environments, including planning and implementing human powered journeys that have minimal impact on fragile environments. Independence, self-reliance, leadership and a sense of responsibility towards other people in an outdoor environment. Topics include:

- Environmental studies
- Planning and management practices
- Outdoor journeys
- Sustainable environmental practices
- Leadership and planning

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Natural Environments – 30% (2 tasks)

Assessment Type 2: Experiences in Natural Environments – 40% (2 tasks)

Assessment Type 3: Connections with Natural Environments – 30% (1 task externally marked)

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

This course involves three practical experiences which equates to nine days throughout the year.

There will be costs/fees associated with this which will be determined on location and class sizes.

PHYSICAL EDUCATION

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis

Recommended background:

Stage 1 HPE is preferred but not essential.

Content:

Stage 2 Physical Education uses Physical Activity as a way to explore different concepts specifically in relation to three focus areas.

Focus Area 1: In movement Education 'in' physical activity is about students making meaning of personal movement experiences. Through these movement experiences, students must engage in thoughtful participation where internal reflection and articulation of learning progress can be established.

Focus Area 2: Through movement Education 'through' physical activity is about students using movement to achieve the goals of 21st-century education, including personal, intellectual, and social skill development.

Such skill development will allow students to engage more purposefully in physical activity.

Students use physical activity contexts as the vehicle for developing the 21st-century skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Focus Area 3: About movement Education 'about' physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Diagnostics

Assessment Type 2: Improvement Analysis

Assessment Type 3: Group Dynamics
(continued over page)

PHYSICAL EDUCATION (continued)

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

This course will involve a one day excursion. There will be a cost/fee with this, determined on location and class size.



HEALTH & WELLBEING

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis & Caroline Gill

Recommended background:

Stage 1 Health is preferred but not essential

Content:

Health and Wellbeing allows students to explore aspects of health literacy, health determinants, health promotion and social equity. It provides opportunities for students to understand and analyse contemporary health and wellbeing trends and issues, and develop empathy and ethical understanding. Students reflect on and evaluate issues in individual, local and global contexts and will be challenged to clarify their values and identify what is important in their lives. Students can explore concepts such as an aspect of their personal health and wellbeing, healthy lifestyles, risks and challenges to health and wellbeing and a contemporary health and wellbeing issue of their choice.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Initiative Assessment

Assessment Type 2: Folio Assessment

Assessment Type 3: Inquiry (externally marked)

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

SPORTS STUDIES

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Kristy Lewis

Content:

Sports Studies promotes learning through collaboration, critical thinking and communication. Students apply their knowledge, understandings and skills in a variety of structured sport and recreational activities. Topics covered in this course are determined from the individual students choice.

Assessment Type 1: Practical Enquiry (40%) – Designed with a specific purpose where students can demonstrate practical application and development of their knowledge, concepts and skills through enquiry.

Assessment Type 2: Connections (30%) – Students undertake a task or activity that can be achieved through collaboration. Students identify their roles and responsibility in the project and communicate their contribution.

They self-assess and receive feedback from others.

Assessment Type 3: Personal Endeavour (30%) – Explore an area of their chosen sport that is an area of interest to them. Students explore the link between their chosen capability and their sport by explicitly discussing their understanding and how they developed this capability.

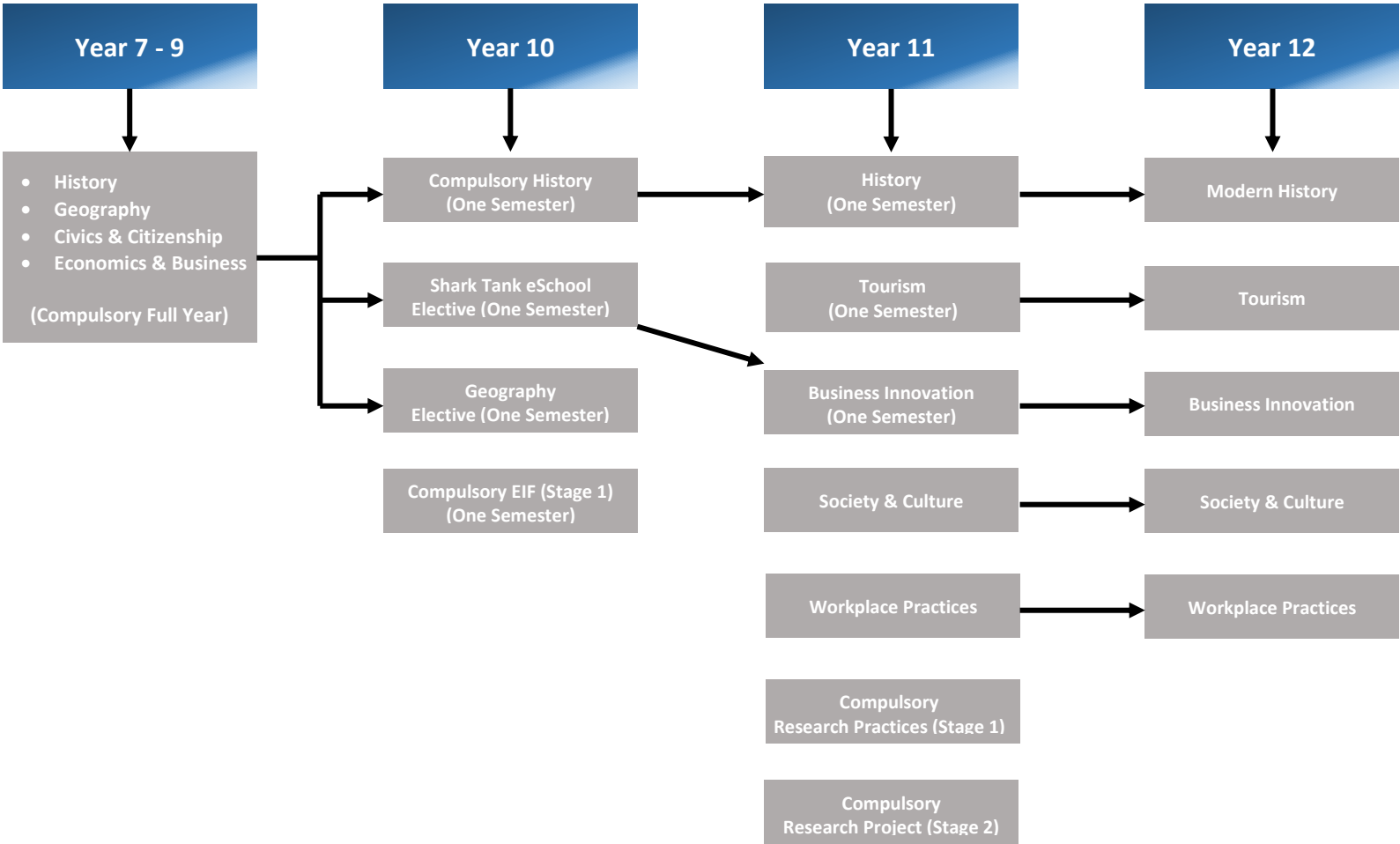




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HUMANITIES

Year: 7

Length: Full Year

Contact Person: Emmett Cashel

Content:

Humanities is a compulsory subject and is studied for a full year. It is divided into four separate subjects; Geography, History, Civics and Citizenship, Economics and Business and Geography. Two units are studied across the Semester:

- Water in the World
- Place and liveability

History is studied at a Year 7 level looking into the ancient world with the aim of investigating mysteries about the periods of History. The students will develop historical understanding through the key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Historical Knowledge and Understandings are developed using inquiry questions. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?

- What emerged as defining characteristics of ancient society?
- What have been the legacies of ancient societies?

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

HUMANITIES

Year: 8

Length: Full Year

Contact Person: Emmett Cashel

Content:

Humanities is a compulsory subject and is studied for a full year. The course covers Geography and History, Business and Economics and Civics and Citizenship.

- Geography
- Landforms and Landscapes
- Changing Nations

History: The unit of history taught in Year 8 is The Ancient to the Modern world. Students will develop historical understanding through the key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. The key inquiry questions for Year 8 are:

- How did society change from the end of the Ancient Period to the beginning of the Modern Age?
- What key beliefs and values emerged and how did they influence societies?
- What were the cause and effects of contacts between societies in this period?

- Which significant people, groups and ideas from this period have influenced the world today?

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



HUMANITIES

Year: 9

Length: Full Year

Contact Person: Emmett Cashel

Content:

Humanities is a compulsory subject and is studied for a full year.

Geography: Through Geography, students will develop a sound knowledge place and change, and a concept of their own place. It is essential to develop students' spatial awareness and understanding of locations, spatial distributions and flow. Students will become confident in using geographical skills. Topics covered:

- Biomes and Food Security
- Global Communities

History: Students develop their knowledge and understanding of the past in order to understand the present and to plan for the future.

They will develop a critical perspective of the past and will learn how to compare and evaluate different sources. The semester consists of three depth studies:

(continued over page)

HUMANITIES (continued)

- Industrial Revolution
- Making a Nation
- World War One
- Business: Economics

The content covered will include:

- Australia in the Global Economy
- Financial Risks and Rewards
- Global Business Civics and Citizenship

The content covered will include:

- Election Campaigns
- Judicial Systems
- Australian Identity formation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

HUMANITIES

Year: 10

Length: Full Year

Contact Person: Emmett Cashel

Content:

Humanities offers students learning experiences that will enable them to gain a better understanding of the diverse nature of Australian society and the world around us. It gives students opportunities to develop and evaluate their own opinions and views, and to enhance their skills in communication, critical thinking, decision-making and participation. The Humanities course encourages students to consider and evaluate different points of view by investigating issues of historical concern. Students will be given opportunities to develop skills and acquire knowledge that will help them to become informed, questioning and active participants in Australian society.

History - The Modern World & Australia:

- Global conflict during the twentieth century
- Consequences of World War II

Topics Overview:

- Between the Wars, UN, Cold War, Developments in Technology. Depth Study 1: World War Two.
- Depth Study 2: Rights and Freedoms.
- Depth Study 3: Pop Culture (1945 – Present).

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



EXPLORING IDENTITIES AND FUTURES (EIF)

Year: 10

Length: Semester
(10 SACE Credits)

Contact Person: Emmett Cashel

Content:

This subject is compulsory for all Year 10 students in Semester 1.

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

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

Pedagogical Approach:

- Agency: developing students' capacity to initiate and progress their learning, making

decisions in partnership with their teachers.

- Natural Evidence of Learning (NEoL) – valuing authentic and varied evidence that captures students' learning and capability development. Supporting students collect, build on and present evidence in ways that suit their strengths and their learning.
- Self-regulation (self-efficacy) – building awareness of how self-efficacy and motivation can have positive impacts on learning outcomes.
- Feedback – continuous and iterative feedback is provided on the ways students are learning and thinking, as well as on the tasks themselves.

Assessment Type 1: Exploring me and who I want to be.

Assessment Type 2: Taking action and showcasing my capabilities.

SHARK TANK ESCHOOL

Year: 10
Length: Semester
Contact Person: Emmett Cashel

Content:
 The Shark Tank eSchool program is unique in that it places the teacher at the centre of the delivery activity, emphasising their role as a guide and facilitator rather than a traditional instructor.

This approach allows students to take more ownership of their learning experience, fostering an environment of creativity, innovation, and critical thinking.

The eight modules of the program are structured around an innovation roadmap, designed to guide students along the path of learning and discovery.

Each module is carefully crafted to provide a comprehensive learning experience, incorporating a range of teaching strategies such as collaborative group work, hands-on activities, and case studies.

The Shark Tank eSchool program represents an innovative and dynamic approach to teaching

innovation, one that empowers students to take charge of their learning and provides them with the knowledge and skills necessary to succeed in the modern business world.

Assessment:
 Task 1: Identifying a Problem
 Task 2: Prototyping
 Task 3: Business Models
 Task 4: Business Pitch

Students are assessed using the Australian Curriculum Achievement Standards.

GEOGRAPHY

Year: 10
Length: Semester
Contact Person: Emmett Cashel & Jacob Hayes

Content:
 Year 10 Geography can be taken as an elective in Year 10. The course prepares students to undertake Geography at Stage 1.

Environmental Change and Management:

- Environmental functions and sustainability
- World views on sustainability
- In depth study – coast, river systems or land

Geographies of Human Wellbeing:

- Investigation into Global, National and Local differences in Human Wellbeing
- Spatial differences in Human Wellbeing
- Comparison of Human Wellbeing in Australia and Overseas

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Students are required to complete four to six assessment tasks. Tasks may include research tasks, comparative essays, oral presentations, investigative reports, data analysis, field studies and GIS tasks. Students will also sit an examination at the end of the Semester.

Additional Charges:
 A consumables / excursion fee may apply to this subject for camps in addition to the Clare High School Materials and Service Charges. Approximate cost: \$200.



RESEARCH PRACTICES

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Emmett Cashel

Content:
Overview: Stage 1 Research Practices is a 10-credit subject held in Semester 1. This subject provides students with opportunities to:

- Examine the purpose of research
 - Explore a range of research approaches develop their investigative and inquiry skills
 - Undertake, practice and research skills prior to undertaking the compulsory SACE Stage 2 Research Project
- Students explore research practices to develop skills in undertaking research, planning their research, developing and analysing their data, and presenting their research findings. In this subject, successful students will:
- Demonstrate knowledge and understanding of the purpose of research

(continued over page)

RESEARCH PRACTICES (continued)

- Demonstrate knowledge and understanding of research approaches
- Develop specific research skills
- Consider the appropriateness, uses, and limitations of specific sources
- Interpret and analyse information and data

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio

Assessment Type 2: Source Analysis (Research, Outcome and Review)

RESEARCH PROJECT

Year: Stage 2

Length: Semester 2 (10 SACE Credits)

Contact Person: Emmett Cashel

Content:

Stage 2 Research Project is a compulsory 10-credit subject taught at Year 11. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. Both contribute to a student's Australian Tertiary Admission Rank (ATAR).

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for

learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (30%)

Assessment Type 2: Outcome (40%)

Assessment Type 3: Review / Evaluation (30%)

BUSINESS INNOVATION

Year: Stage 1

Length: Semester (10 SACE Credits)

Contact Person: Emmett Cashel

Content:

At Stage 1, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses, and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities. Initially, students may be guided through structured processes to develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the

iterative process of proposing, developing, testing, and refining solutions. Working together, students are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making. Students apply these skills in the iterative development of business models for start-up and existing businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Business Skills

Assessment Type 2: Business Pitch

SOCIETY & CULTURE

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Emmett Cashel & Felicity Gebert

Recommended background:
 Strong literacy and research skills preferred.

Content:
 Through the study of the chosen topics, students develop skills in various approaches of investigating and analysing current social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

Topics covered include:

- One topic with a focus on an Australian context
- One topic with a focus on a global context

Topics could be chosen (but are not limited to) the following:

- A current social or cultural issue
- Forces for social change or continuity

- The media/popular culture
- Power and authority in society
- Prejudice and discrimination
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Contemporary Aboriginal and Torres Strait Islander societies
- Societies in rural and urban Australia
- Cultures and subcultures in Australian society
- Refugee and migrant experiences and contributions
- Peace and conflict

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Sources Analysis
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

MODERN HISTORY

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Emmett Cashel

Content:
 In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. In this subject, students are expected to:

- Understand and explore historical concepts
- Understand and explore the role of ideas, people, and events in history
- Analyse developments and/or movements in the modern world, and their short-term and long-term impacts

- Analyse developments and/or movements in the modern world, and their short-term and long-term impacts
- Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- Draw conclusions and communicate reasoned historical arguments

Students will study two or more topics from the list below:

- Topic 1:** Imperialism
Topic 2: Decolonisation
Topic 3: Indigenous Peoples
Topic 4: Social Movements
Topic 5: Revolution
Topic 6: Elective

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Historical Skills

Assessment Type 2: Historical Study

TOURISM

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Jacob Hayes & Emmett Cashel

Content:
Recommendation: Students who will benefit from studying this subject are those who wish to develop their understanding of tourism activities, explore contemporary issues, predict the future and develop a range of communication skills. This subject is recommended for those students wishing to study Tourism at Stage 2.

Overview: This course is designed to cater for students with no previous experience in the Tourism subject area, and will access local, state, national and international sources.

Aims of the Course:

- Develop an understanding of the nature of tourism
- Identify contemporary issues in tourism
- Demonstrate an understanding of issues of sustainable tourism

- Demonstrate skills in evaluating communicating information in tourism
- Recognise cultural perspectives in tourism
- Apply the practical skills used in tourism

Students will study three topics from the list below:

Topic 1: Exploring Tourism in the Local Area.

Topic 2: Appreciating Tourism in Australia.

Topic 3: Local impacts of Tourism.

Topic 4: Understanding Tourism and Natural Environments.

Topic 5: Investigating Tourism.

Topic 6: Markets Role of organisations and government.

Topic 7: Preparing for International Travel.

Topic 8: History of Tourism and Technological change.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Case Study
Assessment Type 2: Source Analysis
Assessment Type 3: Practical Activity
Assessment Type 4: Investigation

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges. Approximate cost: \$250.

WORKPLACE PRACTICES

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Emmett Cashel

Content:

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

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning

Vocational Education and Training (VET) – this can either be a TAFE course or a work placement.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio
Assessment Type 2: Performance
Assessment Type 3: Reflection

BUSINESS INNOVATION

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Emmett Cashel

Content:
 In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes. Students ‘learn through doing’ in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Business Skills (40%)
Assessment Type 2: Business Model (30%)
Assessment Type 3: Business Plan and Pitch (30%)

Additional Charges:
 A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

SOCIETY & CULTURE

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Emmett Cashel & Felicity Gebert

Recommended background:
 Literacy rich / research based subjects (History, English, Research Project)

Content:
 In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. It gives students insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. Students develop their skills in collaborative and independent tasks by investigating the causes and consequences of a broad range of social issues and actions.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (50%)
Assessment Type 2: Interaction (20%)
Assessment Type 3: Investigation (30%)



MODERN HISTORY

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Emmett Cashel

Recommended background:
 Stage 1 History (recommended)

Content:
 In the study of Modern History at Stage 2, students will investigate the growth of modern nations at a time of rapid global change. They will engage in a study of one nation, and of interactions between or among nations. In their study of one nation, students will investigate the social, political, and economic changes that shaped the development of that nation. They will develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it.

Students will also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

Topics: Students will study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

- Modern Nations
- Topic 1 - Australia (1901-1956)
- Topic 2 – United States of America (1914-1945) The World Since 1945
- Topic 7 - The Changing World Order 1945 onwards
- Topic 8 - Australia's Relationship with Asia and the South Pacific Region 1945 onwards

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Historical Skills (50%)

Assessment Type 2: Historical Study (20%)

Assessment Type 2: Examination (30%)

TOURISM

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Jacob Hayes & Emmett Cashel

Recommended background:
 Stage 1 Tourism (preferred but not essential)

Content:
Recommendation: Students who have been successful in the study of any Stage 1 Language-Rich subject are likely to cope well with this subject.

Overview: This course involves the study of both tourism events and tourism destinations with a view to understanding the role of both the tourism operator as well as the tourist. The increasing focus on eco-tourism is another area of interest.

Aims of the course:

- Develop an understanding of the nature of tourism
- Evaluate contemporary issues in tourism
- Critically analyse strategies for sustainable tourism

- Demonstrate skills in evaluating and communicating information about tourism
- Apply the practical skills used in tourism
- Understand the implications of cultural diversity for tourism

Topics:

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and organisations

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (20%)

Assessment Type 2: Practical Activity (25%)

Assessment Type 3: Investigation (25%)

Assessment Type 4: External Examination (30%)

Students will be required to communicate information effectively using a variety of methods and extended writing related to research reports is expected.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges. Approximate cost: Camp: \$250 and Local Excursion: \$25.

WORKPLACE PRACTICES

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Emmett Cashel

Content:

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students can undertake vocational education and training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

There are three areas of study within Workplace Practices:

- Industry and work knowledge
- Vocational learning

Vocational education and training (VET) – this can either be a TAFE course or a work placement.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (25%)

Assessment Type 2: Performance (25%)

Assessment Type 3: Reflection (20%)

Assessment Type 4: Investigation (30%)

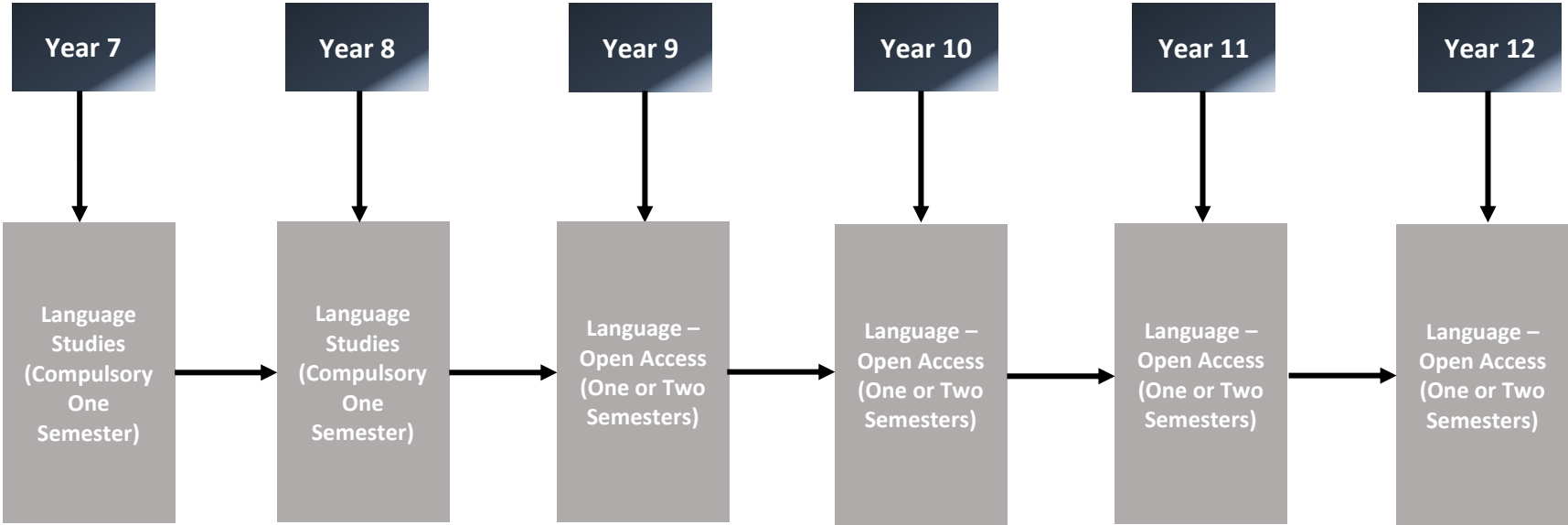




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* Click on Subject for direct access to Subject Descriptor

LANGUAGE STUDIES

Year: 7 & 8

Length: Semester

Contact Person: Karen Slattery

Content:

In Year 7 & 8 students at Clare High School will engage in one Semester of 'Language Studies'.

Students at Clare High School come to learning languages with diverse linguistic, cultural and personal profiles and experiences, bringing distinctive biographies which include individual histories; biographies; particular motivations, expectations, and aspirations. We recognise that students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

The 'Language Studies' course incorporates a range of domains to accommodate the diversity of our students and their experiences. These include; (but are not limited to) the evolution of language, the cultural and historical elements of different languages, and the local history of our region. At CHS we recognise that the study of languages, and their origins, contributes to the general education

of all students, and it is essential for students to communicate and engage effectively within our culturally diverse interconnected world.

Language learning builds upon students' intercultural understanding and sense of identity, students are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities, as well as those associated with the speakers of the language being learnt. Each language has its own distinctive structure, systems, conventions for use, related culture(s), and place in the Australian and international communities - as well as its own history in Australian education.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across all learning areas. The key concepts of language, culture, and learning, underpin the course and provide the basis for a rationale that seeks to broaden the global perspectives and experiences of our students.

Modelling the Australian Curriculum, 'Language Studies' follows 2 interrelated strands: Communicating and Understanding. With the aim to ensure that students develop skills, knowledge, and understanding - as learners of language.

The curriculum content and assessments undertaken within 'Language Studies' will be shaped to correlate with staffing, timetabling, local resourcing and connection. This curriculum structure provides flexibility for our school to make program arrangements best suited to our local context and needs.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

In the event that a student seeks to undertake a subject that is not offered at CHS, there are alternative options. It may be the case that, CHS are unable to offer face to face instruction for a subject due to; student numbers, resources, timetabling or staffing.

If a student wishes to undertake a subject externally, they are able to utilise the Open Access College (Dept. of Ed) through online lesson platforms, these are provided by teachers at the Open Access College - Marden Campus. Studying via Open Access is possible for both Australian Curriculum and SACE subjects.

For example, a CHS may wish to undertake an Open Access subject that is not offered at CHS if it is a pre-requisite subject that forms part of their further education/career pathway. Or perhaps it is a Language that is not offered at CHS, e.g. Spanish.

The process of undertaking an Open Access subject can be negotiated with Curriculum and SACE Coordinators, the Open Access Coordinator and the CHS Leadership team.

While students are enrolled in Open Access subjects, CHS continues to support students and their educational journey. CHS provides a private study space for students to undertake their online lessons, headphones, test and exam supervision throughout the duration of the course, liaising with Open Access teachers, and the provision of ongoing IT technical support as needed.

Students and families are advised that the Open Access College charges their own enrolment fees (semester or full year based) for all of their subjects, and this fee is passed on to students/families who have elected to undertake this form of study.



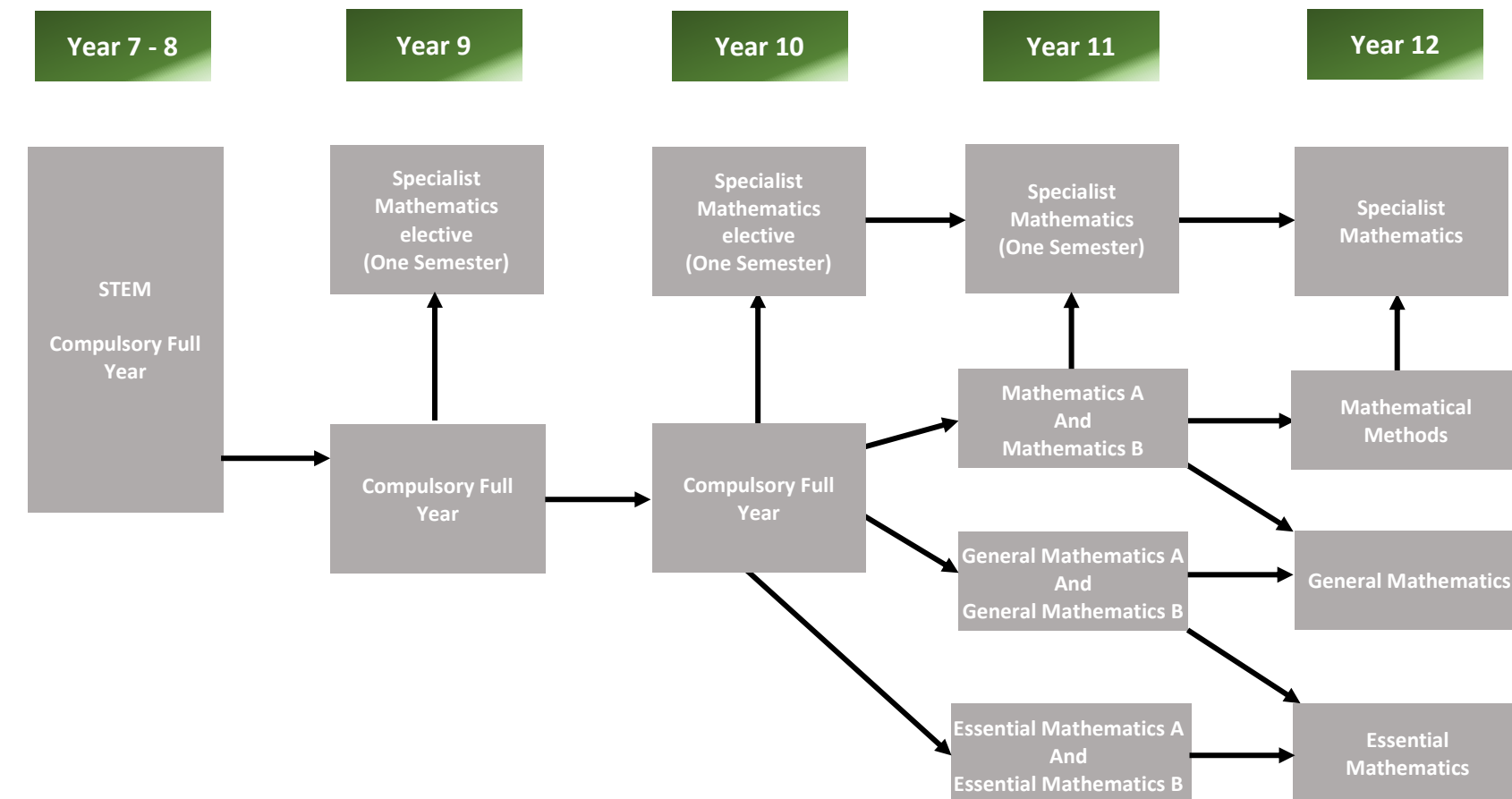




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Please note: Mathematics is compulsory for one semester at Stage 1. Two semesters must be completed at Stage 1 to continue into Stage 2. Specialist Mathematics is to be studied in combination with Mathematics (at Stage 1) and Mathematical Methods (at Stage 2).

Specialist Mathematics is to be studied in combination with compulsory Mathematics and can be chosen at either or both Year 9 and 10.

* Click on Subject for direct access to Subject Descriptor

SPECIALIST MATHEMATICS

Year: 9

Length: Semester

Contact Person: Justin Lodge

Content:

Specialist Mathematics runs concurrently and in addition to Year 9 Mathematics and allows students to extend their mathematical skills, knowledge and understanding to topics and concepts linked to, but not explicitly included in, the Year 9 Australian Curriculum.

Students will further develop their mathematical skills, knowledge and understanding of a range of concepts chosen by the teacher at the beginning of this course. Students are given opportunities to demonstrate mathematical understanding, fluency, problem-solving and reasoning in their assessments.

Assessment:

Students are assessed against a set of standards developed by the teacher, reflective of the concepts taught.

Additional Charges:

Students will be required to purchase a Scientific Calculator and Pearson's Illustrated Maths Dictionary.



MATHEMATICS

Year: 9

Length: Full Year

Contact Person: Justin Lodge

Content:

Students will develop their mathematical skills, knowledge and understanding of the concepts outlined in the Australian Curriculum within the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are given opportunities to demonstrate mathematical understanding, fluency, problem-solving and reasoning in their assessments.

Topics covered include:

Number and Algebra

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- Chance
- Data representation and interpretation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

Students will be required to purchase a Scientific Calculator and Pearson's Illustrated Maths Dictionary.

SPECIALIST MATHEMATICS

Year: 10

Length: Semester

Contact Person: Justin Lodge

Content:

Specialist Mathematics runs concurrently and in addition to Year 10 Mathematics and allows students to extend their mathematical skills, knowledge and understanding to topics and concepts from the Australian Curriculum, 10A Mathematics.

Students will further develop their mathematical skills, knowledge and understanding of a range of concepts chosen by the teacher at the beginning of this course. Students are given opportunities to demonstrate mathematical understanding, fluency, problem-solving and reasoning in their assessments.

Chosen topics will be drawn from the following options:

Number and Algebra

- Real Numbers
- Patterns and algebra
- Linear and non-linear relationships

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SPECIALIST MATHEMATICS (continued)

Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- Chance
- Data representation and interpretation

Assessment:

Students are assessed against a set of standards developed by the teacher, reflective of the concepts taught.

Additional Charges:

Students will be required to purchase either a Scientific Calculator or a Graphics Calculator.

MATHEMATICS

Year: 10

Length: Full Year

Contact Person: Justin Lodge

Content:

Students will develop their mathematical skills, knowledge and understanding of the concepts outlined in the Australian Curriculum within the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are given opportunities to demonstrate mathematical understanding, fluency, problem-solving and reasoning in their assessments.

Topics covered include:

Number and Algebra

- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- Chance
- Data representation and interpretation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

Students will be required to purchase either a Scientific Calculator or a Graphics Calculator.



SPECIALIST MATHEMATICS

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Justin Lodge

Recommended background:

B Grade or better in Year 10 Mathematics and successful completion of Semester 1 Mathematics.

Content:

Specialist Mathematics is run concurrently and in addition to Mathematics. It draws on and extends the ideas taught within Mathematics. The topics will be chosen by the teacher at the commencement of the course.

Students develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 Specialist Mathematics provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (at least two per semester)

Assessment Type 2: Mathematical Investigation (at least one per semester)

Students provide evidence of their learning through four assessments.

Additional Charges:

Students will be required to purchase a Graphics Calculator.

MATHEMATICS

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Justin Lodge

Recommended background:
 A or B Grade in Year 10 Mathematics.

Content:
 Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematics can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of Statistics, such as health or social sciences.

Stage 1 Mathematics provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Mathematical Investigation (at least one per semester)

Students provide evidence of their learning through four assessments.

Additional Charges:
 Students will be required to purchase a Graphics Calculator.

GENERAL MATHEMATICS

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Justin Lodge

Recommended background:
 C Grade or better in Year 10 Mathematics.

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

This subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 General Mathematics provides the foundation for further study in Stage 2 General Mathematics or Stage 2 Essential Mathematics. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment:
 Students are assessed using the SACE Performance Standards.

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

Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Mathematical Investigation (at least one per semester)

Students provide evidence of their learning through four assessments.

Additional Charges:
 Students will be required to purchase a Graphics Calculator.

ESSENTIAL MATHEMATICS

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Justin Lodge

Content:
 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

Students who successfully complete a full year of Stage 1 Essential Mathematics will have the foundation for further study in Stage 2 Essential Mathematics.

ESSENTIAL MATHEMATICS (continued)

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (at least two per semester)

Assessment Type 2: Mathematical Investigation (at least one per semester)

Students provide evidence of their learning through four assessments.

Additional Charges:

Students will be required to purchase a Scientific Calculator.

SPECIALIST MATHEMATICS

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Justin Lodge

Recommended background:

Successful completion of full year of Stage 1 Mathematics. Must be studied with Mathematical Methods.

Content:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50% - six tasks)

Assessment Type 2: Mathematical Investigations (20% - one task)

Assessment Type 3: Examination (30%)

Additional Charges:

Students will be required to purchase a Graphics Calculator.



MATHEMATICAL METHODS

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Justin Lodge

Recommended background:

Successful completion of Stage 1 Mathematics for the full year.

Content:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.

It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50% - six tasks)

Assessment Type 2: Mathematical Investigations (20% - one task)

Assessment Type 3: Examination (30%)

Additional Charges:

Students will be required to purchase a Graphics Calculator.

GENERAL MATHEMATICS

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Justin Lodge

Recommended background:
 Successful completion of Stage 1 Mathematics or General Mathematics for the full year.

Content:
 Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Successful completion of this subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (40% - five tasks)

Assessment Type 2: Mathematical Investigations (30% - two tasks)

Assessment Type 3: Examination (30%)

Additional Charges:
 Students will be required to purchase a Graphics Calculator.

ESSENTIAL MATHEMATICS

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Justin Lodge

Recommended background:
 Successful completion of any full year of Stage 1 Mathematics.

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

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

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

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (30% - four or five tasks)

Assessment Type 2: Folio (40% - two or three tasks)

Assessment Type 3: Examination (30%)

Additional Charges:
 Students will be required to purchase a Graphics Calculator.





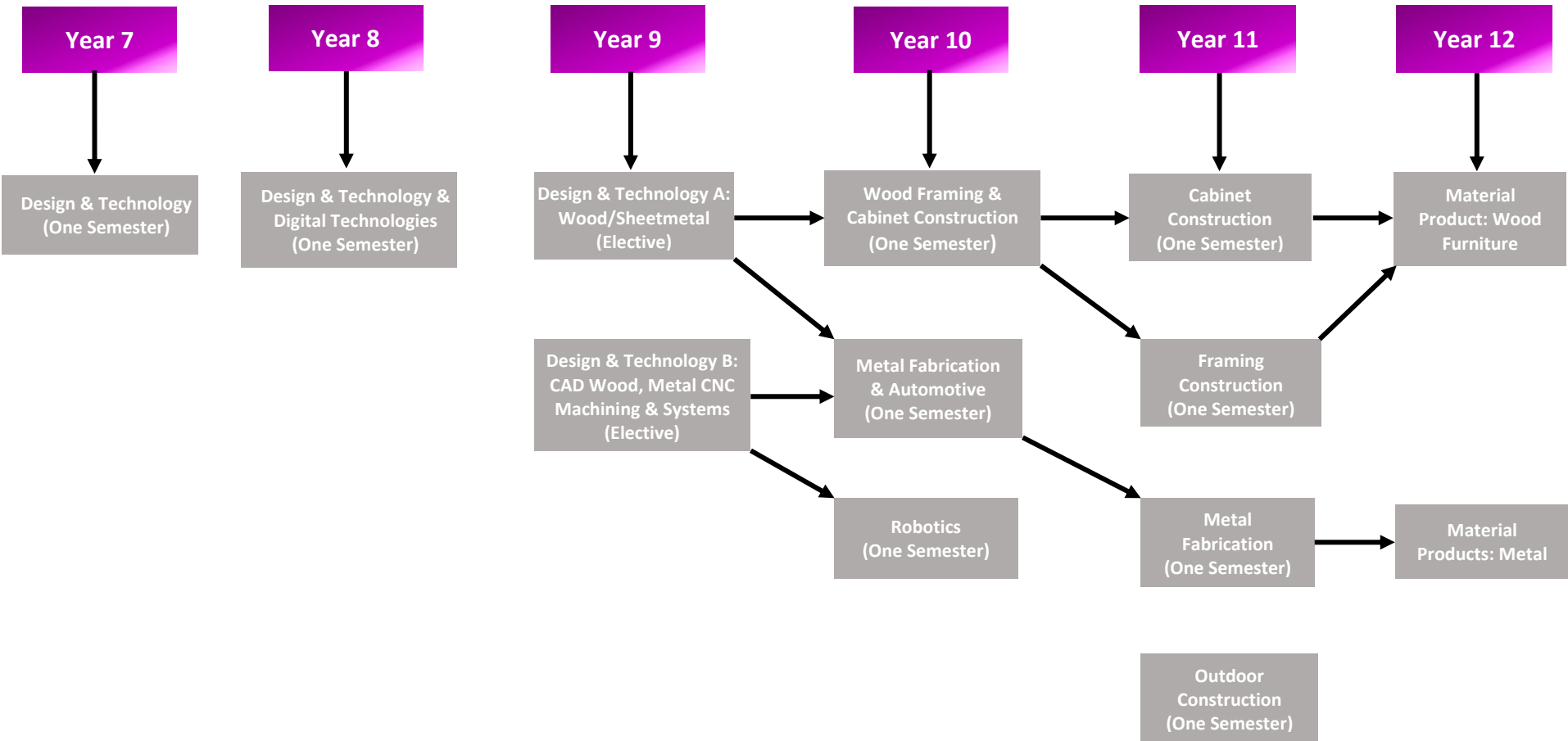


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TECHNOLOGY STUDIES



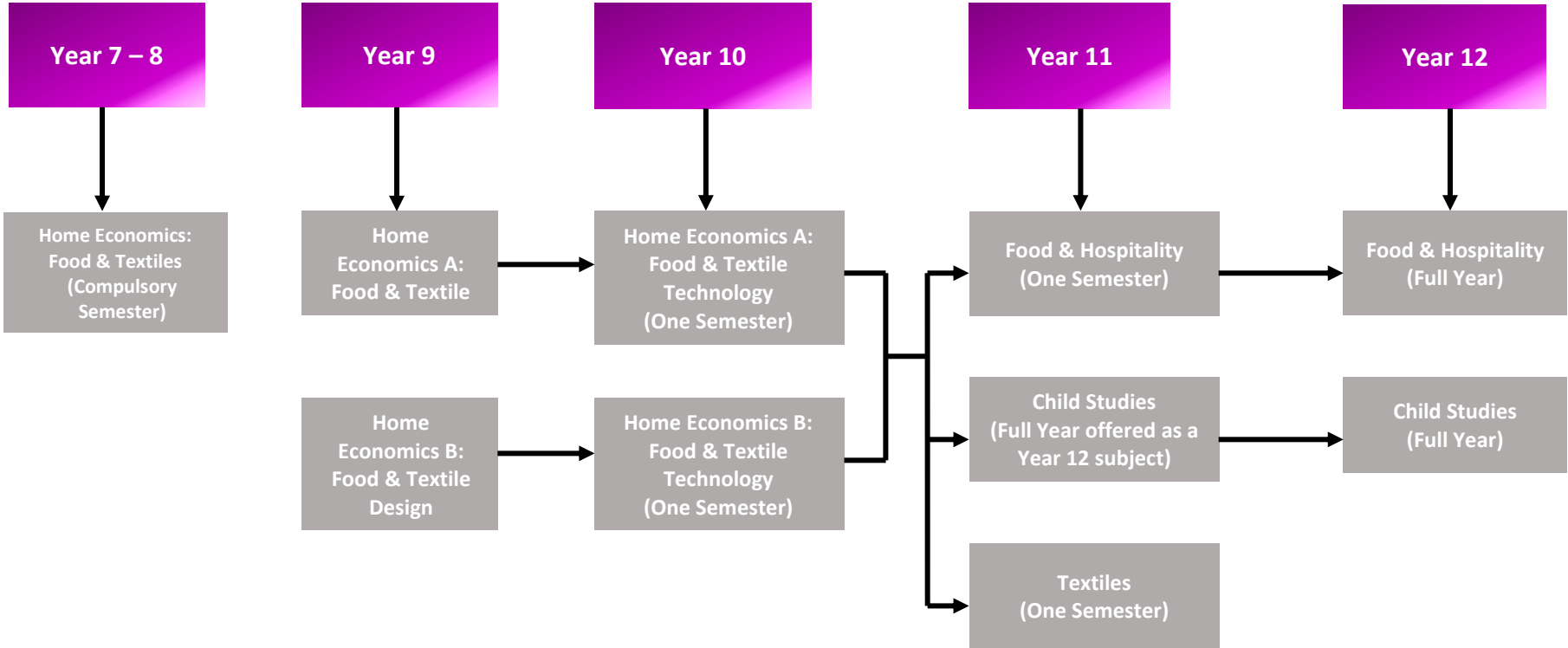
* Click on Subject for direct access to Subject Descriptor

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HOME ECONOMICS



* Click on Subject for direct access to Subject Descriptor

DESIGN & TECHNOLOGY

Year: 7

Length: Semester

Contact Person: Mark McCarthy

Content:

Design and Technology is studied as a semester length subject in Year 7. Design and Technology focuses on providing students with the opportunity to create designed solutions for engineering principles and systems.

Students have the opportunity to design and produce products, services and environments.

Creating physical and digital model simulations and identifying relationships between objects in the real world.

Central to student learning, students will be exposed to safe work practices, appropriate use of equipment and materials, and the development of techniques and processes. These skills will be applied to produce practical solutions through STEM based challenges, resulting via the design, make and appraise process. Students will also learn introductory Technical Drafting skills.

Year 7 Tech Studies tasks include:

- House design and digital model construction
- Bridge design and model construction

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



DESIGN & TECHNOLOGY AND DIGITAL TECHNOLOGIES

Year: 8

Length: Semester

Contact Person: Mark McCarthy

Content:

This Semester course is divided into 2 focus areas, Digital Technologies and Design and Technology. Digital Technologies (10 weeks) introduces students to the Digital Systems that will affect them, by analysing properties of network systems, creating a range of digital solutions and interactive information, evaluating data, communicating and collaborating using digital technology. Students will have the opportunity to learn:

- Networks and transmitting data.
- Basic programming to design and create a game.
- Cyber safety and security

Design Technologies (10 weeks) focuses on Work Health and Safety, as well as developing skills in construction and making.

Students are challenged to design and communicate practical solutions.

Students will then have the opportunity to use specialised workspaces to learn to construct with specialised machines, tools and equipment. Construction projects that are covered in this course include:

- Electronic circuit tasks x 3
- Timber note pad roll holder
- Children's toy helicopter
- Student choice project if time permits

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

DESIGN & TECHNOLOGY A: WOODWORK / SHEETMETAL

Year: 9

Length: Semester

Contact Person: Mark McCarthy

Content:

Design and Technology A: Woodwork / Sheetmetal - Design & Technology Course Descriptor: Students will extend on their knowledge and experiences from Year 8 Design and Technology. The semester is based around providing students experience using a wide range of power tools and static machinery. Students will have more design control over projects and have the ability to produce working drawings to Australian Standards. This course aims to introduce students to using solid timber in a range of profiles:

- Using a variety of hand and power tools for construction techniques
- Extending their skills with surface preparation and the application of a suitable finish
- Working on a wood lathe

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DESIGN & TECHNOLOGY A: WOODWORK / SHEETMETAL (continued)

- Cutting and joining techniques. Producing and reading working drawings using Computer Aided Design (CAD) Student projects include: Paper Towel holder, Candle stick, Wooden Truck, Sheet metal Tipper Body and a student choice project.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for take home projects and approximate cost is \$15.

A limited class size applies to this subject.

DESIGN & TECHNOLOGY B: CAD WOOD, METAL CNC MACHINING & SYSTEMS

Year: 9
Length: Semester
Contact Person: Mark McCarthy

Content:
Timetabled in Semester 2 with 4 lessons a week, students design and manufacture solutions using simple manufacturing methods, hand tools, machines and basic materials that can include; timber (wine rack), plastic (acrylic, ABS/PLA), metal (bottle opener) or sheet metal (dustpan). Students will plan to consider various materials and methods when manufacturing their projects to help them develop important skills such as:

- Project planning and management
- Understanding materials and process
- Communication and problem solving

Students will work in small groups as part of peer instruction and collaborative learning teams to use specialised software like Autodesk Inventor. This software, together with other visualising and communication applications, will

enable students to visualise, design, prototype and document evidence of their concepts and designs. Students will engineer, design and create 3D models using devices such as 3D printers and CNC routers (rapid prototyping). Other contexts can include assembling simple circuit boards (electronics) and simple programming (arduino).

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for take home projects and approximate cost is \$15.

A limited class size applies to this subject.

DESIGN & TECHNOLOGY: FRAMING / CABINET

Year: 10
Length: Semester
Contact Person: Mark McCarthy

Content:
This course will focus on the design and construction of a negotiated timber framed project in the form of a coffee table, stool or hallstand. Students are introduced to a variety of static machinery and jointing techniques during the construction of the major project. The major theory task will be based around producing a design folio using investigative processes and utilising CAD software prior to the construction component of the course. Students will also experience cabinet construction process using a variety of power tools and equipment to produce a panel-based cabinet using veneered particleboard.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for take home projects and approximate cost is \$60.

A limited class size applies to this subject.



DESIGN & TECHNOLOGY: METAL FABRICATION & AUTOMOTIVE

Year: 10
Length: Semester
Contact Person: Mark McCarthy

Content:
Overview: Students will learn about welding concepts and techniques. The focus will be directed towards meeting basic competency levels within the field of metal fabrication. Students will use the MIG and Oxy-acetylene welding equipment as well as the plasma cutter, hydraulic guillotine and panbrake.

Topics: Students will construct a series of skills-based projects including a small vice and camping barbeque and CAD exercises. The design folio will be based around shovel function and design in which students will develop innovative concepts to manufacture. Students will also study automotive with a focus on principle operations of two and four stroke single cylinder motors. Practical activities will involve dismantling and rebuilding small engines to develop understanding and basic routine servicing.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for take home projects and approximate cost is \$20.

ROBOTICS

Year: 10
Length: Semester
Contact Person: Justin Lodge

Content:
Robotics exposes students to the concepts and ideas around automation, computing and digital electronics. The subject outline will be tailored to suit the interests of the student cohort, including a selection of topics linked to the Australian Curriculum, Digital Technologies content.

Students will complete a range of activities and projects incorporating digital technologies such as 3D printing, Arduino and Raspberry Pi. Students will have the opportunity to build an autonomous, programmable robotic platform, learn the 3D printing process and the basics of up to two programming languages (depending on project choice): Python and Wiring (C++). There is an emphasis on open-source software and hardware, and collaboration between students.

It is expected that students will have access to a device under the BYOD program.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.



DESIGN & TECHNOLOGY: METAL FABRICATION

Year: Stage 1
Length: Semester
(10 SACE Credits)
Contact Person: Mark McCarthy

Recommended background:
Year 10 Metalwork

Content:
In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students:

- Learn and apply skills, processes and techniques to manufacture an Arc Welded Vice.
- Learn about and test material properties and characteristics to make informed choices to create and manufacture an RHS MIG Welded Table.
- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.

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DESIGN & TECHNOLOGY: METAL FABRICATION (continued)

- Review design features, processes, materials and production techniques to assist with the realisation of the solution.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.

- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for the standard Vice and Table Individual costings for extension projects and approximate cost is \$30.

A limited class size applies to this subject.



DESIGN & TECHNOLOGY: CABINET CONSTRUCTION

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Mark McCarthy

Recommended background:
Year 10 Technology

Content:

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students:

- Learn and apply skills, processes and techniques to produce a folding lid cabinet and drawer project from manufactured board.
- Learn about and test material properties and characteristics to make informed choices to create and manufacture an entertainment unit.
- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.

- Review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for Cabinet and Spud box projects and approximate cost is \$70.

A limited class size applies to this subject.



DESIGN & TECHNOLOGY: FRAMING CONSTRUCTION

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Mark McCarthy

Recommended background:
 Year 10 Technology

Content:
 In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students:

- Learn and apply skills, processes and techniques to produce a Children's Chair Project from solid timber.
- Learn about and test material properties and characteristics to make informed choices to create and manufacture a cladded blanket box or negotiated project.
- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.

- Review design features, processes, materials and production techniques to assist with the realisation of the solution.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.

Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for the Solid Timber Project and approximate cost is \$70.

A limited class size applies to this subject.

OUTDOOR CONSTRUCTION

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Ben Seymon

Content:
 This is an introductory course that focus' on the introduction of basic outdoor construction concepts. The course assists students to gain skills and knowledge in areas of the Building industry with a view to forging a career in the building, construction and technology Industries Students learn the culture, essential workplace safety requirements, the industrial and work organisation structure, communication skills, work planning and basic use of tools (concrete mixer, vibrating plates, laser levels, jack hammer, arc welder, brick saw and demolition saw) and materials. Practical activities will involve paving, decking, concreting, retaining walls, fencing, landscaping and irrigation Assessment: Assessment of this course is approximately 60% practical and 40% theoretical concepts covered in Outdoor Construction.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

In selecting Outdoor Construction, students acknowledge that there will be significant manual labour involved in lessons, with construction of school and community projects.



MATERIAL PRODUCTS: METAL

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Mark McCarthy

Recommended background:
 Year 10 Metal

Content:
 In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. Students Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution. Apply knowledge and understanding of skills, processes, engineering procedures, and techniques using technology to realise the solution. Evaluate the solution with reference to the design brief and reflect on processes used in design development and realisation. Analyse ethical, legal, economic and/or sustainability issues related to technology, materials selected, processes used and/or solution design.

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MATERIAL PRODUCTS: METAL
(continued)

Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution. Learn about and test material properties and characteristics to make informed choices to manufacture functional items. This may include functional or creative piece or modification to an existing item

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

Assessment Type 3: Resource Study

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. Students are expected to organise materials and pay for their major project as part of the course.

A limited class size applies to this subject.

MATERIAL PRODUCTS: WOOD

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Mark McCarthy

Recommended background:
Year 10 Wood

Content:

In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. Students Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution. Apply knowledge and understanding of skills, processes, engineering procedures, and techniques using technology to realise the solution. Evaluate the solution with reference to the design brief and reflect on processes used in design development and realisation. Analyse ethical, legal, economic and/or sustainability issues related to technology, materials selected, processes used and/or solution design.

Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution. Learn about and test material properties and characteristics to make informed choices to manufacture functional items. This may include furniture, a creative piece or modification to an existing item.

Assessment:

Students are assessed using the SACE Performance Standards. Students will be responsible for organising and funding materials for their final design solution.

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Folio

Assessment Type 3: Resource Study

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. Students are expected to organise materials and pay for their major project as part of the course.

A limited class size applies to this subject.

HOME ECONOMICS: FOOD & TEXTILE TECHNOLOGY

Year: 7

Length: Semester

Contact Person: Lea Hooper

Content:

Food Technology focuses on Work Health and Safety, as well as an introduction to food and nutrition for healthy lifestyles through the theme of meal times. The practical lessons in Food Technology involve individual work as well as collaborative paired work, and opportunities to implement the design process through food production. Textile Technology introduces students to Fabrics, Textiles and basic construction techniques. Students learn how to master the use of the sewing machine by designing and constructing a Drawstring Bag using the Design Cycle.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

HOME ECONOMICS: FOOD & TEXTILE TECHNOLOGY

Year: 8

Length: Semester

Contact Person: Lea Hooper

Content:

Food Technology focuses on Work Health and Safety, as well as an introduction to Food and Nutrition for healthy lifestyles with a focus on food selection and preparation using the Australian Guide to Healthy Eating. Practical lessons in Food Technology involve individual work as well as collaborative group work. Students also undertake food design through the Mystery Box Challenge. Textile Technology introduces students to Fibres and Fabrics along with extended construction skills. Students learn how to master the use of the sewing machine and overlocker by designing and constructing a unique Apron using the Design Cycle.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

HOME ECONOMICS A: FOOD & TEXTILE TECHNOLOGY

Year: 9

Length: Semester

Contact Person: Lea Hooper

Content:

Food Technology puts into perspective the Australian Dietary Guidelines, the role convenience foods should have in our lives and how to select, adapt and prepare foods which reflect our current lifestyle and food trends without compromising nutritive value. Influences on food choices, understanding food labels, food additives, the fast food industry, environmental issues, product development and technology in the kitchen are all included in this unit. Students will use the Design Cycle to produce food. Textile Technology includes using construction techniques, use of technology, decoration and design concepts in order to make a contemporary storage device. The introduction of current trends in design and stitching techniques become a focus on the construction and presentation of their work.

There will be elements of Digital Technologies included in this course and students will use the Design Cycle through the creation of their work.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A \$25 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for resources required for student designed projects.

Students may be expected to provide their decorative materials required for their textile projects.

A limited class size applies to this subject.

HOME ECONOMICS B: FOOD & TEXTILE DESIGN

Year: 9

Length: Semester

Contact Person: Lea Hooper

Content:

Food Design takes on a hospitality focus in this program with covering topics such as food presentation, food design and technical skills. Emphasis is on safe food handling and kitchen operations. Topics include pasta, cultural influences and unique dish development through the investigation of flavour imposters. Practical work reflects the topics covered and may change to suit the needs of the students. Students will develop innovative products using the Design Cycle. Through Textile Technology students will be practicing and developing skills in textile construction with an emphasis on interpreting instructions and extended construction techniques using the sewing machine. Elements of design including colour, shape, fabrics and function will be a strong focus. Students will use the Design Cycle through the constructing of a windsock.

There will be elements of Digital Technologies included in this course.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A \$25 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for resources required for student designed projects.

Students may be expected to provide their decorative materials required for their textile projects.



HOME ECONOMICS A: FOOD & TEXTILE TECHNOLOGY

Year: 10

Length: Semester

Contact Person: Lea Hooper

Content:

This program is designed to develop knowledge and skills in aspects of leaving home and living independently.

Topics in this unit include sharing accommodation, renting, budgeting, decorating and furnishing a home in a cost effective manner, as well as food selection and preparation. Students will also develop further knowledge in nutrition with tasks reflecting cost-effective healthy and contemporary food choices using the design process.

The Textile unit will also include developing skills in using the sewing machine and overlocker which students may not have experienced before. Students will complete at least two projects using a variety of construction methods and textiles.

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HOME ECONOMICS A: FOOD & TEXTILE TECHNOLOGY

(continued)

Emphasis is placed on low cost and functional use for the home. Materials required to complete the projects are at the expense of the student.

There will be opportunity for students to apply the Design Cycle in their practical work.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A \$30 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for food practicals being more selective and students are responsible for the purchase of their own textile materials.

A limited class size applies to this subject.

HOME ECONOMICS B: FOOD & TEXTILE TECHNOLOGY

Year: 10

Length: Semester

Contact Person: Lea Hooper

Content:

Food Technology in this program focuses on Australia as a multi-cultural society and the practical applications reflect a diversity of cultures including native bush ingredients. Students undertake the National Flavour Forecast Challenge where they create a contemporary and unique dish to suit a prescribed brief using the Design Cycle. They also delve into recipe development, costing a recipe, food styling and food photography. The textiles component of this course includes the development of more complex construction skills using the sewing machine and overlocker. Deconstructing a commercial pattern forms the basis of the program and students are required to provide the pattern, fabric and notions required to complete their chosen practical work.

Students develop skills in interpreting instructions from the pattern, advance their knowledge and capability in utilising more functions on the sewing machine.

The chosen article may consist of an item of clothing, functional article like a bag, toy etc.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A \$30 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for food practicals being more selective and students are responsible for the purchase of their own textile materials.

A limited class size applies to this subject.

FOOD & HOSPITALITY

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Lea Hooper

Recommended background:

Although not compulsory, it is advisable that students have some background by undertaking Food Technology and Nutrition in Year 10.

Content:

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

trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students:

- Apply knowledge and problem solving skills to practical activities in food and hospitality and to reflect on processes and outcomes.
- Develop and implement practical skills, including management skills, in an individual or a collaborative context.
- Make and justify decisions about issues related to food and hospitality.
- Select and use appropriate technology to prepare and serve food, applying safe food handling practices.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

(continued over page)

FOOD & HOSPITALITY (continued)

Assessment Type 1: Practical

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Additional Charges:

A \$30 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is to cover cost of food for specialised practicals.

A limited class size applies to this subject.



DESIGN, TECHNOLOGY & MATERIAL SOLUTIONS: TEXTILES

Year: Stage 1

Length: Semester (10 SACE Credits)

Contact Person: Lea Hooper

Recommended background:

Although not compulsory, it is advisable that students have some background by undertaking at least one Year 10 Home Economics subject.

Content:

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students:

- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.
- Review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.

- Analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues.
- Consider the practical implication of these issues on society or design solutions.
- Use new and evolving technologies.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.
- Use a range of manufacturing technologies, machines and systems to design and create fashion solutions with material textiles.
- Examine the factors that influence choices on individuals, families and communities.
- Negotiate to create and construct articles/garments.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills

Assessment Type 2: Design Process & Solution

Additional Charges:

Additional to the CHS Materials and Service charges, students are required to purchase their own materials for their textiles tasks.

A limited class size applies to this subject.



CHILD STUDIES

Year: Stage 1 (offered as Stage 2)

Length: Full Year (20 SACE Credits)

Contact Person: Lea Hooper

Recommended background:

Although not compulsory, it is advisable that students have some background by undertaking at least one Year 10 Home Economics subject.

Content:

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills with the aim to develop a learning program in partnership with an early childhood educational setting. Childhood is a unique, intense period of growth and development.

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CHILD STUDIES (continued)

Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities. This subject comprises all five areas of study.

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Additional Charges:

Additional to the CHS Materials and Service charges, students are required to provide / purchase all materials for most of their practical investigations.

A limited class size applies to this subject.



FOOD & HOSPITALITY

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Lea Hooper

Recommended background:

Desirable to have completed Stage 1 Food and Hospitality. Students should have completed Year 10 Home Ec for at least one semester.

Content:

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

Students:

- Apply knowledge and problem solving skills to practical activities in food and hospitality and to evaluate processes and outcomes.
- Apply management, organisational, and problem solving skills to demonstrate an understanding of contemporary issues in the food and hospitality industry.
- Make and justify decisions about issues related to food and hospitality.
- Select and use appropriate technology to prepare and serve food, applying safe food handling practices.
- Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality.
- Work individually and collaboratively to prepare and present activities to support healthy eating practices.
- Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

Assessment Type 1: Practical: 7

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Additional Charges:

A \$40 fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for use of specialised ingredients for individual practicals.

Students are required to purchase decorating and filling ingredients for their cake task.

A limited class size applies to this subject.

CHILD STUDIES

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Lea Hooper

Recommended background:

Although not compulsory, it is advisable that students have some background by undertaking at least one Year 10 Home Economics subject.

Content:

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills with the aim to develop a learning program in partnership with an early childhood educational setting. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location;

and educational opportunities. This subject comprises all five areas of study.

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Additional Charges:

Additional to the CHS Materials and Service charges, students are required to provide / purchase all materials for most of their practical investigations.

A limited class size applies to this subject.



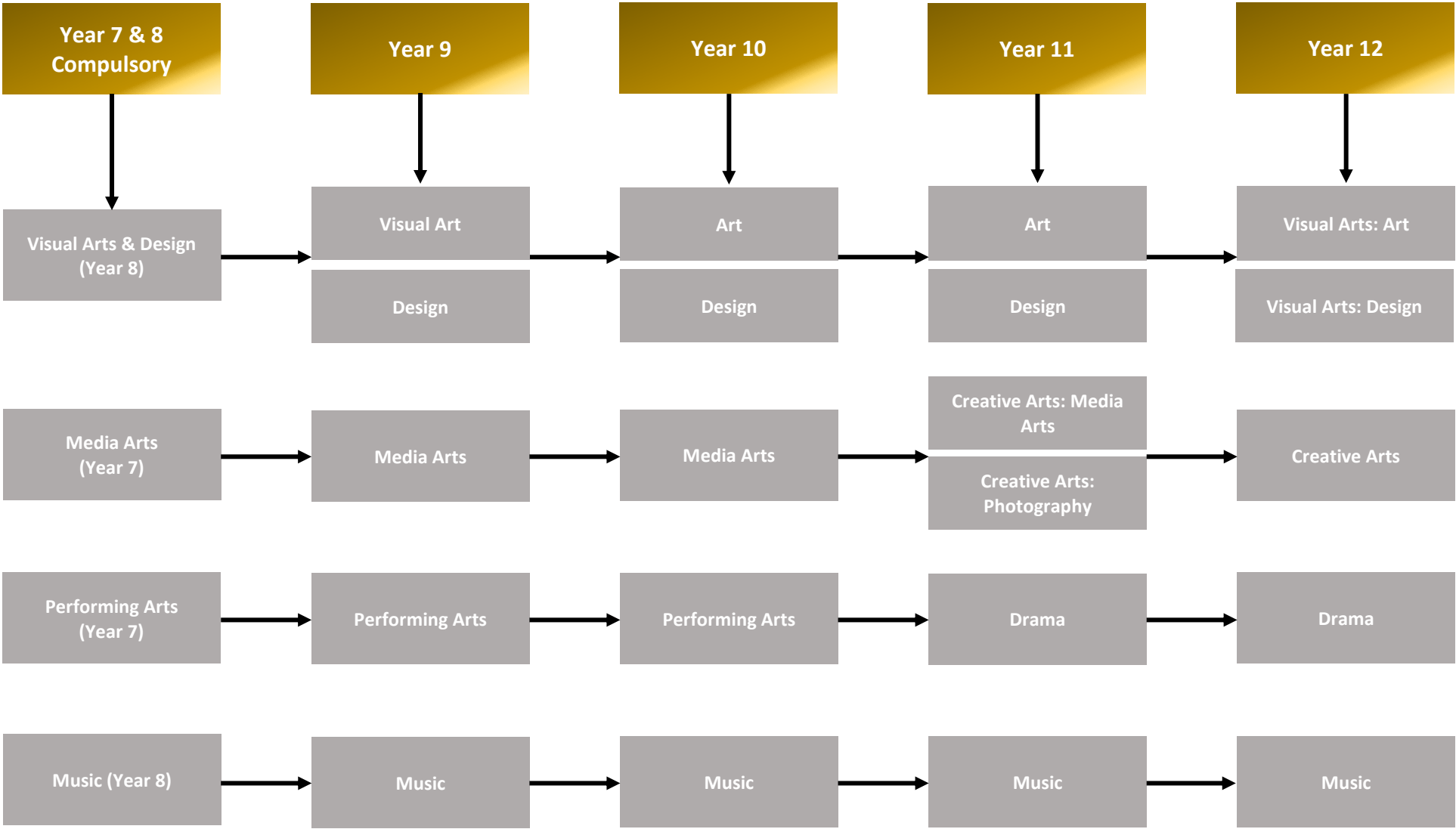




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* Click on Subject for direct access to Subject Descriptor

PERFORMING ARTS

Year: 7
Length: Semester
Contact Person: Phillip Parslow

Content:
 This course aims to build self-confidence, focus, and group interaction and dynamics by focusing the students' learning activities on such things as; physical theatre, characterisation, improvisation, appropriate audience behaviour and reflective criticism. Skills are enhanced through a variety of dramatic games, scene creation, writing and research exercises, working with performance technology, performance participation and review. Students will be required to complete a limited amount of theory work both in class and for Independent Study. They will learn about at least one form or style of drama and the majority of each lesson will be practical. There could be an element of collaboration with Media Arts.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Performance



MEDIA ARTS

Year: 7
Length: Semester
Contact Person: Dan Bradley

Content:
 This course is designed as an introduction to media arts products and interactive content. Students will engage in a variety of assessment tasks that will allow them to develop and understand the processes involved in the creation of authentic media and interactive design products. There will be a focus on emerging technologies such as the use of DSLRs, video editing and digital imaging software. Students will contextualise the importance of emerging technologies in contemporary and future life applications.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Photoshop Folio
Assessment Type 2: Photoshop Product
Assessment Type 3: Animation Folio
Assessment Type 4: Animation Product

MUSIC

Year: 8
Length: Semester
Contact Person: Trudy Hart

Content:
 There is a strong focus on music performance and students are required to learn the necessary skills to create and perform short pieces. Students also acquire the necessary theoretical skills to complete theme-based projects. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate and create music from different cultures, times and places.

Students are encouraged to start regular instrumental music lessons on an instrument of their choice through involvement in the DE Instrumental Music Program or learning from a range of private providers.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Theory

Additional Charges:
 A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for a Theory Workbook and approximate cost is \$10.

VISUAL ART & DESIGN

Year: 8
Length: Semester
Contact Person: Tenille Mannion

Content:
 This course focuses on familiarising students with the Elements of Art and principles of design that include - Line, Value, Texture, Shape and Form, Colour, Space. The emphasis is on producing a series of pieces that students can take away with them at the end of the course. Students explore ideas and experiences through creating works of art and use skills, techniques and processes to develop and present artwork. They respond to, and evaluate their own work and the work of others in a range of contexts.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Practical Artwork
Assessment Type 3: Practitioners Statement

PERFORMING ARTS

Year: 9
Length: Semester
Contact Person: Phillip Parslow

Content:
 This is a performance oriented course, focussing on the development of confidence, focus, performance and production skills in the Performing Arts, through collaborative as well as individual practice. This course aims to build self-confidence, focus, group interaction and dynamics by focussing the students' learning activities on such things as; physical theatre, characterisation, improvisation, appropriate audience behaviour and reflective criticism. Skills are enhanced through a variety of dramatic games, scene creation, writing and research exercises, working with performance technology, performance participation and review. Students will be required to complete a limited amount of theory work both in class and for Independent Study. They will learn about at least one form or style of drama and the majority of each lesson will be practical.

The course may include a public performance and some out of hour's commitment such as after school rehearsals.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Performance

MEDIA ARTS

Year: 9
Length: Semester
Contact Person: Dan Bradley

Content:
 As the first level of non-compulsion, Year 9 Media Arts represents an area of study where students engage in product creation to a deeper and more sophisticated level. The main disciplines are video production, photography, digital imaging, and game design. Students explore how media products influence and impact their lives, interrogate the works of current and past practitioners, and engage in collaborative productions. For each unit of work, students present digital folios which contain research, analytical, production and reflection elements, displaying their understandings and accomplishments. There is a focus on digital technologies and production techniques and processes.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Product
Assessment Type 3: Producers Statement



VISUAL ART &/OR DESIGN

Year: 9

Length: Semester

Contact Person: Tenille Mannion

Content:

These courses focus on familiarising students with a range of artistic and design techniques and theoretical knowledge. Students build on their awareness of how and why artists and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their own artwork/design products through making and responding perceptively and conceptually as an artist/designer or audience member.

Students will research, analyse, manipulate, create and deconstruct other practitioners' work, as well as their own. They will systematically work through the art and design process (brainstorming, researching, ideating, refining and testing) to create resolved works of art/design. The course will look at both two-dimensional and three-dimensional work.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio

Assessment Type 2: Practical Artwork

Assessment Type 3: Practitioners Statement



MUSIC

Year: 9

Length: Semester

Contact Person: Trudy Hart

Content:

This course is designed to introduce students to solo and ensemble performance and develop musical numeracy and literacy skills through the theory and analysis of music. Students will be required to engage in private or DE Instrumental Music Program lessons for specialist instruction in their chosen instrument and keep a regular practice routine to complete the required tasks.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Solo Performance

Assessment Type 2: Ensemble Performance

Assessment Type 3: Theory

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

VISUAL ART

Year: 10

Length: Semester

Contact Person: Tenille Mannion

Content:

This course builds on and utilises media and process skills developed in Years 7, 8 and 9. The course is thematically arranged to introduce topics that students will be exposed to in the senior Arts curriculum. Students develop and create artworks in response to factors that influence their lives including physical, environmental and spiritual. They begin to use the art and design process in a more sophisticated manner and to focus on creating and communicating personal meaning through their artwork. Students begin to explore the process of critical analysis in a more structured manner, investigating the meaning in artworks and discussing the context of their development. Study of Visual Arts at Year 10 focuses on preparing students for the standards required for the study of Visual Arts - Art or Design in Years 11 and 12.

Assessment tasks incorporate analytical, reflective and practical elements. Students develop a folio that presents their skills, understandings and achievement.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio

Assessment Type 2: Practical Artwork

Assessment Type 3: Practitioners Statement



DESIGN

Year: 10
Length: Semester
Contact Person: Dan Bradley

Content:
 This course builds on, and utilises student's knowledge of, and experience with, the design process in Years 7, 8 and 9. The course is arranged in terms of a series of Design Briefs to introduce topics that students will be exposed to in the senior Design curriculum. Students develop Design Briefs in a range of design areas – graphic, product and environmental. They begin to use the design process in a more sophisticated manner and to focus on solving problems and evaluating solutions. Design theory explores the role and function of design, analysing design products in terms of form and function, and the relationship between client, designer and consumer. The theory work is primarily embedded into practical units, but some formal analysis of design will be undertaken.

Study of Design at Year 10 focuses on preparing students for the standards required for the study of Visual Arts-Art and Design in Years 11 and 12. Assessment tasks incorporate analytical, reflective and practical elements. Students develop a folio that presents their skills, understandings and achievement.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Design Product
Assessment Type 3: Practitioners Statement

PERFORMING ARTS

Year: 10
Length: Semester
Contact Person: Phillip Parslow

Content:
 Performing Arts is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyze their own and others' stories and points of view. Like all art forms, Performing Arts has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Performing Arts enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds.

They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio
Assessment Type 2: Performance

MUSIC A & B

Year: 10
Length: Semester
Contact Person: Trudy Hart

Content:
 Music can be studied for one semester or a full year, with four lessons per week. Students wishing to study Music for one semester can choose option (A) or (B). Students wishing to study Music for a full year can choose (A) and (B). Recommendations: Successful completion of at least one semester of Year 9 music is beneficial. Students will be strongly encouraged to engage in private music lessons in conjunction with this course on an instrument of their choice and attend and perform in public performances as part of their practical assessment. The objective of this course is to prepare students for SACE Stage 1 Music Studies and general stage performance.

(continued over page)

MUSIC A & B (continued)

In the semester, students will study solo and ensemble performance, theory and analysis of their chosen solo pieces, and event management through preparing for concerts and music events at the school and the local community. Students will have the opportunity to perform in a variety of ensembles and styles of music both within the classroom and as a part of a range of co-curricular ensembles. These include concert bands, jazz ensembles, small instrumental ensembles, rock bands, and vocal groups. Improvisation is included in the more contemporary styles.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Solo Performance

Assessment Type 2: Ensemble Performance

Assessment Type 3: Theory

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

MEDIA ARTS

Year: 10

Length: Semester

Contact Person: Dan Bradley

Content:

This course is designed to provide students with opportunities to create Media Arts products utilising a range of software such as the Adobe Creative Cloud, Autodesk Mudbox and Sculpttris. There will be a focus on digital painting, multiple exposure portraiture, animation, digital sculpting and analysis of contemporary products. Students will have access to a range of production apparatus such as Wacom graphics tablets, DSLR cameras and sound and video recording equipment. Students will develop an individual task, allowing them the opportunity to focus on an area of interest. Each unit includes elements of research, analysis, synthesis, production and reflection, which is compiled into a digital folio.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Folio

Assessment Type 2: Product

Assessment Type 3: Producers Statement



CREATIVE ARTS: PHOTOGRAPHY

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Dan Bradley

Recommended background:

Although not compulsory, some background in Media or Visual Arts would be beneficial.

Content:

Creative Arts - Photography focuses on the acquisition, manipulation and refinement of the digital image. Students will explore the technical aspects of DSLR photography including lens choice, lighting and other accessories. Adobe Photoshop will be utilised to refine and accentuate image clarity and fidelity. Photography as an art form, and a documentary medium, will be explored, allowing students to develop theoretical and analytical understandings. Students will investigate and deconstruct the work of photographers and apply their techniques in their own work. Students may choose a focus area for their Product including portraiture, landscape, macro, etc.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product

Assessment Type 2: Inquiry

Assessment Type 3: Skills Assessment

VISUAL ART: DESIGN

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Tenille Mannion

Recommended background:
 Although not compulsory, study of Year 10 Visual Art or Design would be beneficial

Content:
 Design will focus on graphic and visual communication, product and environmental design. Students will engage in practical tasks supported by theoretical tasks. Theoretical tasks will be underpinned by research, analysis and response, knowledge and understanding. Students will utilise the design process in the creation of authentic design products which could include: logos, magazine layouts, posters, DVD covers, web pages, advertisements, branding, signage, layout, typography, product prototypes, architectural drawings and fashion design.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio Assessment
Assessment Type 2: Practical Assessment
Assessment Type 3: Visual Study

Additional Charges:
 A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



VISUAL ART: ART

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Tenille Mannion

Recommended background:
 Although not compulsory, study of Year 10 Visual Art or Design would be beneficial.

Content:
 Art focuses upon many skills and techniques including drawing, painting, printmaking and three-dimensional art. Students will engage in practical tasks supported by theoretical tasks. Theoretical tasks will be underpinned by research, analysis and response, knowledge and understanding. Students will be immersed in art making techniques and experiences allowing them to creatively problem solve, experiment and develop practical explorations in a range of traditional mediums. Students may create a series or suite of artworks that reflect an idea, response or exploration of a concept that has been developed through personal interest and motivation.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio Assessment
Assessment Type 2: Practical Assessment
Assessment Type 3: Visual Study

Additional Charges:
 A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

MUSIC EXPERIENCE

Year: Stage 1
Length: Semester
 (10 SACE Credits)
Contact Person: Trudy Hart

Prerequisite:
 Completion of Year 10 Music and ability to competently play an instrument.

Content:
 Music Experience can be either a single semester or a full year, keeping in mind a full year is preferable. Students will be required to engage in private music lessons in conjunction with this course on an instrument of their choice and attend and perform in public performances as part of their practical assessment. Overview: The course is designed to develop the student's practical, theoretical and analytical skills preparing candidates for successful completion of SACE Stage 2 music studies.

Participation in an ensemble is essential, as is the willingness to perform solo. Instrumental lessons and regular private practice must be undertaken to succeed in this subject. *(continued over page)*

MUSIC EXPERIENCE (continued)

Assessments shall consist of creative works and music literacy. Students present solo works on their chosen instrument, displaying a range of techniques, genres, and musical understanding. Students will also present work as part of an ensemble within the class or co-curricular ensemble. They will be assessed on their collaborative musical skills, leadership, and participation.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:	Solo Performance 1
Assessment Type 2:	Solo Performance 2
Assessment Type 3:	Ensemble Performance
Assessment Type 4:	Musical Literacy

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

DRAMA

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Phillip Parslow

Recommended background:

Although not compulsory, study of Year 10 Performing Arts would be beneficial.

Content:

Drama is a dynamic subject. It utilises collaborative processes that involve intuition and analysis, exploring diverse world and cultural perspectives in the development of performance works for different audiences. Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas, empathy, critical and creative thinking and teamwork.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Performance Assessment

Assessment Type 2: Responding to Drama

Assessment Type 3: Creative Synthesis

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for Performance Materials and approximate cost is \$50.

CREATIVE ARTS: MEDIA ARTS

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Dan Bradley

Recommended background:

Although not compulsory, some background in Media or Visual Arts would be beneficial.

Content:

This subject allows students to take ownership of their learning and provides a platform to create products that interest them and may lead to vocational opportunities or tertiary studies. Students select a Creative Arts strand to work within, choosing from video production, animation, video special effects, digital imaging, digital sculpting and digital sound production, however they may shift between strands from task to task. Students will utilise specialty software such as the Adobe Creative Cloud, Mudbox, Blender and a range of production equipment such as video and stills cameras, lighting, green screens and supports.

They will explore practical skills, investigate areas of relevance and create a folio of supportive works and a final product.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product

Assessment Type 2: Inquiry

Assessment Type 3: Skills Assessment



CREATIVE ARTS

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Dan Bradley

Recommended background:
 Although not compulsory, some background in the Arts would be beneficial.

Content:
 This subject allows students to focus on a Creative Arts strand including, but not limited to, photography, video production, animation, video special effects, digital imaging, digital painting, digital sculpting, game design and digital sound production. The course focusses on skills exploration, investigation and production tasks. Students may shift between strands from task to task, exploring several areas of interest.

Students will utilise production specific software such as the Adobe Creative Cloud, Mudbox, Sketchbook, Blender, and a range of production equipment such as video and stills cameras, lighting, green screens and supports. Students can choose to work in collaboration or individually throughout the course.

Assessment:
 Students are assessed using the SACE Performance Standards.

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

Assessment Type 1: Product & Folio of Evidence (50%)
Assessment Type 2: Inquiry (20%)
Assessment Type 3: Practical Skills (30%)



VISUAL ART: ART

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Tenille Mannion

Recommended background:
 Although not compulsory, study of Stage 1 Visual Art or Design would be beneficial.

Content:
 Visual Art - Art is a largely practical based course that focuses on the art disciplines of film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

This course is designed to be largely flexible and student-driven in terms of specialisation in art disciplines. For example, a student may wish to focus upon one art discipline for the entire year, or they may explore several.

Students are expected to take ownership of their direction and document this artistic journey and process accordingly.

Students should engage in creative problem solving techniques allowing

them to be immersed in an art making process that is reflective, considered and individual in context whilst allowing a wide cultural scope.

Theoretical work is embedded within the entire course through research, annotation and documentation, critical analysis and synthesis and Practitioner's Statements for all practical work.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (40%)
Assessment Type 2: Practical (30%)
Assessment Type 3: Visual Study (30%)

Additional Charges:
 A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for the SACE Art Show and Gallery Excursion and the approximate cost is \$30.

Students may also need to purchase some art supplies.

VISUAL ART: DESIGN

Year: Stage 2
Length: Full Year
 (20 SACE Credits)
Contact Person: Tenille Mannion

Recommended background:
 Although not compulsory, study of Stage 1 Visual Art or Design would be beneficial.

Content:
 Visual Art - Design is a largely practical based course that focuses on the broad design disciplines of product design, environmental design and graphic and visual communication. These disciplines can be broken down into areas such as, but not limited to, toy design, computer game design, fashion design, stage design, furniture, engineering design, concept, prototypes, sustainable interior and exterior design, architecture, branding, illustration, and advertising. This course is designed to be largely flexible and student driven in terms of specialisation in design fields.

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VISUAL ART: DESIGN (continued)

For example, a student may wish to focus on one area of design for the entire year, or they may explore several. Students will follow the design process in the creation of authentic design products, including establishing the brief, research and analysis, idea generation, problem solving process, resolution and evaluation. Theoretical work is embedded within the entire course through research, annotation and documentation, critical analysis and synthesis and Practitioner’s Statements for all practical work.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio (40%)
- Assessment Type 2:** Practical (30%)
- Assessment Type 3:** Visual Study (30%)

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for the SACE Art Show and Gallery Excursion and the approximate cost is \$30.

Students may also need to purchase some art supplies.



DRAMA

Year: Stage 2
Length: Full Year (20 SACE Credits)
Contact Person: Phillip Parslow

Recommended background:
Although not compulsory, study of Stage 1 Drama would be beneficial.

Content:
Drama is a dynamic subject. It utilises collaborative processes that involve intuition and analysis, exploring diverse world and cultural perspectives in the development of performance works for different audiences. Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas, empathy, critical and creative thinking and team work.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Group Production Assessment
- Assessment Type 2:** Evaluation and Creativity Assessment
- Assessment Type 3:** Creative Presentation

Additional Charges:
A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for Performance Excursion and Performance Materials and approximate cost is \$100.

MUSIC PERFORMANCE – SOLO & ENSEMBLE

Year: Stage 2
Length: Full Year (20 SACE Credits)
Contact Person: Trudy Hart

Prerequisite:
Completion of SACE Stage 1 – Music Experience, ability to competently play an instrument and be willing to attend weekly private instrumental lessons.

Content:
The current Stage 2 Music subjects on offer are Music Performance Solo and Music Performance Ensemble and they run concurrently. Students will be required to engage in private music lessons in conjunction with this course on an instrument of their choice and attend and perform in public performances as part of their practical assessment. Solo Performance - Students are expected to demonstrate accuracy, musical skills and technique as a solo performer, present a contrasting repertoire, demonstrate personal musicianship through sensitive performances while engaging a public audience.
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MUSIC PERFORMANCE – SOLO & ENSEMBLE (continued)

There are three assessments throughout the year; two school-based assessments and a final externally assessed performance. All performances must be to a live audience and recorded for SACE submission. A total of 18-20 minutes' work in total for the year is required.

Ensemble Performance - Students are expected to demonstrate accuracy, musical skills and technique as an ensemble performer, present a contrasting repertoire, demonstrate personal musicianship through sensitive performances while engaging a public audience. Students must also contribute to the cohesiveness and demonstrate musical rapport within the ensemble.

All performances must be to a live audience and recorded for SACE submission. A total of 20 minutes of recorded performance time throughout the year is a requirement.

Following each performance, students are required to complete a two to three minute individual part-test with material chosen by the examiner.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Both Solo and Ensemble will need their own set of assessment tasks.

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

Assessment Type 3: Performance Portfolio (30%)

Additional Charges:

A consumables / excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



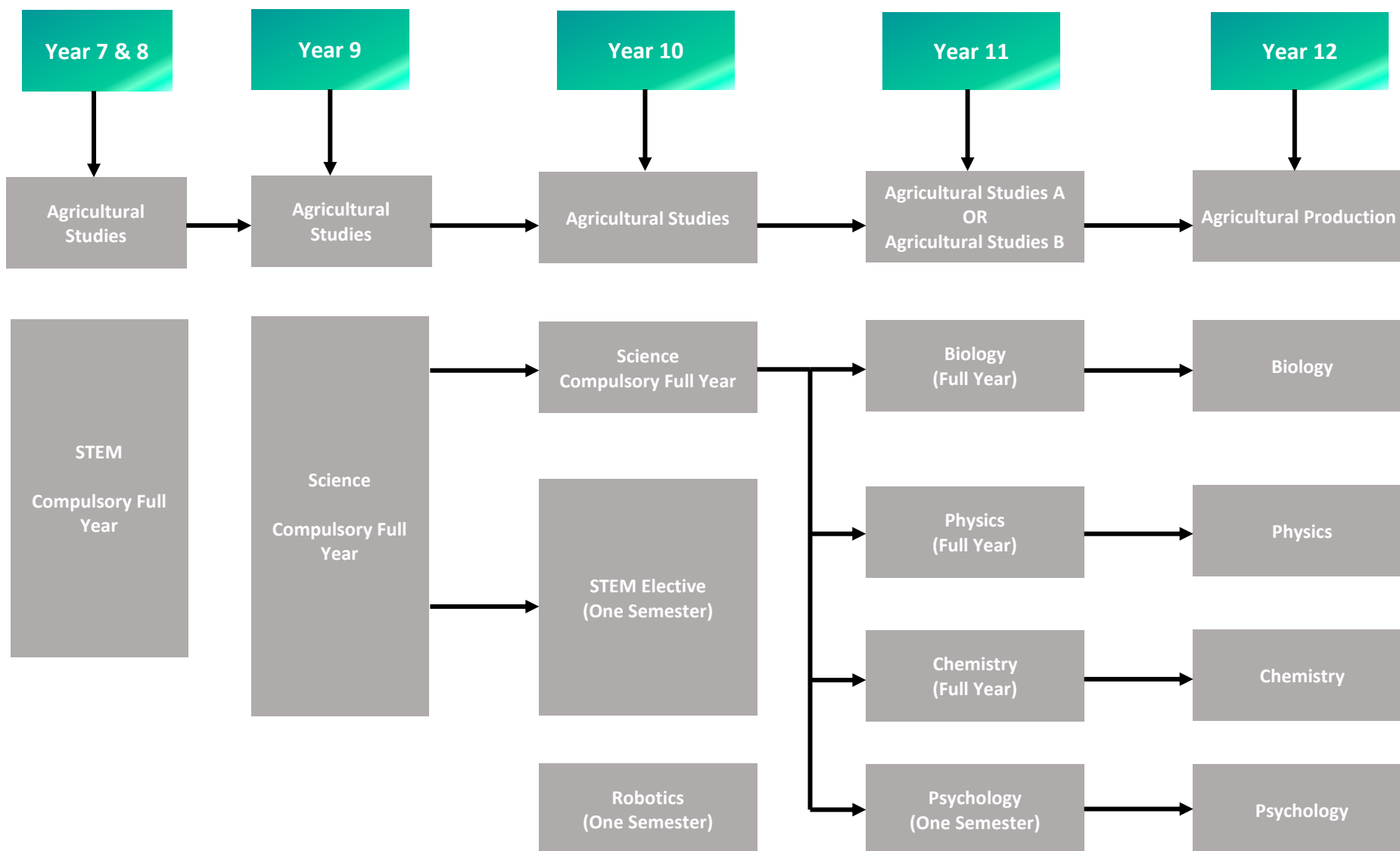




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Click on the title in the Content List for further information



* Click on Subject for direct access to Subject Descriptor

AGRICULTURAL STUDIES

Year: 7
Length: Semester
Contact Person: Belinda Stringer

Content:
 Students will begin with an overview of ‘What is Agriculture?’ and will investigate how Agriculture has developed significantly in recent years. They will learn about Farm Safety and become familiar with the risk associated with the school farm environment. Students will learn about animal husbandry through their interactions with our Boer goats, chooks and sheep. They will be given an introduction to the different breeds of livestock and their roles in the Agricultural industry. Students will also learn about the planning, planting and maintenance of a vegetable garden.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Students will be assessed on their practical participation and completion of written Assessment Tasks.

AGRICULTURAL STUDIES

Year: 8
Length: Semester
Contact Person: Belinda Stringer

Content:
 Students will learn about Farm Safety and become familiar with the risks associated with different farming operations. They will learn about the importance of soil in agriculture and processes used to improve the quality of the soil. Students will be responsible for planting and maintaining a range of different seedlings in the greenhouse. They will also continue their learning about animal husbandry, in particular poultry, and will be responsible for raising day old chicks to be sold as layer chickens.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Students will be assessed on their practical participation and completion of written Assessment Tasks.

AGRICULTURAL STUDIES

Year: 9
Length: Semester
Contact Person: Belinda Stringer

Content:
 In Semester 1 students will study Viticulture, specifically grape monitoring and the picking of the school’s Riesling and Shiraz grapes. They will build on their vegetable garden knowledge from Year 8 and investigate food supply solutions. Students will be involved in preserving produce from the school’s orchard. The livestock focus for this semester is Dairy Cattle.

In Semester 2 students will learn about Animal Welfare and will be responsible for the care and monitoring of 6 piglets. They will study Biosecurity, learning about the effects of pests, weeds and diseases. Students will also learn about developing technologies in Agriculture.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:
 A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



SCIENCE

Year: 9

Length: Full Year

Contact Person: Ryan O'Neill

Content:

The following course elements are covered throughout the year.
Biological Sciences:

- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

Chemical Sciences:

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and

involve energy transfer.

- Earth and Space Sciences 1.
- The theory of plate tectonics explains global patterns of geological activity and continental movement.

Physical Sciences:

- Forms of energy can be transferred in a variety of ways through different mediums.
- Science as a Human Endeavour, Nature and Development of Science and Science Inquiry Skills are taught and developed throughout the year.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

SCIENCE

Year: 10

Length: Full Year

Contact Person: Ryan O'Neill

Content:

Students who successfully complete this course are able to choose a range of Science pathways in Stage 1 SACE. Students design experiments, conduct investigations, interpret observations and collect data. The four main areas of The Science are covered as:

- Earth & Space Sciences: the structure of the universe.
- Physical Science: energy conservation and transformations.
- Biological Science: DNA & genetics.
- Chemical sciences: the Periodic Table – groups & periods.
- Earth & Space Sciences: Global systems & cycles.
- Physical Sciences: Motion, forces & Newton's laws.
- Biological Sciences: Evolution by Natural Selection.
- Chemical Sciences: Atomic & elemental structure and reaction rates.

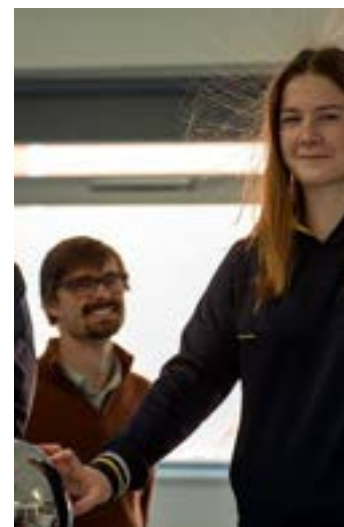
In Semester 2, students will build on work studied in Semester 1, designing experiments, conducting practical and theoretical investigations, collecting and presenting data, and constructing models.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.



AGRICULTURAL STUDIES

Year: 10

Length: Semester

Contact Person: Belinda Stringer

Content:

In Semester 1, students have a livestock focus on Sheep. They will learn about sheep management, nutrition and the technology used for animal management. Students will also learn about Broad-acre Cropping. They will run a crop trial, investigate cropping Agritech and learn about plant breeding.

In Semester 2 the focus on sheep will shift to Fibre Production. Students will be given an introduction to shearing and learn about alternative fibres. Viticulture will be revisited, this time students will learn about the different methods of pruning grapevines and pruning used in horticulture. Finally, students will learn about the management of beef cattle and the factors affecting meat quality.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.

STEM

Year: 10

Length: Semester

Contact Person: Ryan O'Neill

Content:

The Science of What I Wear...Use ...& See' is a one semester elective subject. There are no prerequisites or assumed knowledge, but students should have an interest in the STEM subjects, programming and computational thinking. Overview: This course has been designed to develop student personal capabilities through exploring and expanding their understanding of Science, Technology, Engineering and Mathematics spread across multi disciplines of the Australian Curriculum. This very practical-based subject will investigate and include the following:

- The Chemistry of body applicant products [perfumes, cosmetics, hair products, skin creams; tattoo inks...] and their effects on human biology through an historical perspective, the material resources used, and principles of Organic Chemistry.
- Reading and following plans and instruction manual information

to realize the construction of a specific piece of robotic equipment.

- Robots: building, testing and trialling the uses and limitations of robotic arms.
- Re-engineering simple circuitry to produce a fully functioning electronic festive season decoration.
- Undertaking a series of developmental projects to understand simple electronic components and circuitry.
- Reading and following electronic circuitry to realize the construction of a specific piece of electronic equipment.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standard.

AGRICULTURAL STUDIES

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Belinda Stringer

Recommended background:

Students need to have studies Agriculture at Year 9 and/or Year 10.

Content:

Semester 1 - students will manage a group of 6 pigs as an enterprise, they will also learn about grape harvesting, soils, broad acre cropping and pests and diseases of crops.

Semester 2 - Students will manage the school cattle and learn about Monogastric and Ruminant digestive systems and how this impacts their nutritional requirements. They will also learn about different grapevine pruning methods, animal production trials, animal health and pests and diseases.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Semester 1:

Students will be assessed on;

- Practical work
- SHE task
- Test
- Written report

Semester 2:

Students will be assessed on;

- Practical work
- SHE task
- Test
- Written report

Assessment Type 1: Agricultural Reports

Assessment Type 2: Applications – Investigations



BIOLOGY A

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Ryan O'Neill

Recommended background:

This course has been designed as a prerequisite for Stage 2 Biology. Therefore, students must undertake a full year of Biology at Stage 1 (Both units Biology A and Biology B) if they intend to study Stage 2 Biology. Please note: students may choose to study only one semester of Biology (Biology A) or both semesters A & B without intending to study Stage 2 Biology in the following year.

Content:

Topic 1: Cells and Microorganisms. All prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this topic, students will examine the development of the cell theory, the exchange of materials, and the processes required for cell survival.

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BIOLOGY A (continued)

Students will use the microscope and digital modelling to study the structure and function of cells, and investigate ways in which matter is recycled and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration.

Topic 2: Infectious Diseases. In this topic, students will examine the various agents that can cause infectious diseases, including viral, bacterial, and other parasitic pathogens. Students will examine how infectious disease agents spread, enter hosts, and cause immune responses. They will make comparisons to the function of immune systems in other organisms. Students will examine the structure and function of the main components of the immune system: physical barriers, the innate (non-specific) system, and the specific responses of the adaptive or acquired system. Students will learn that pathogens cause changes that enable memory for future immune response.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: A Folio of investigations which includes practical work and an investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Biology Workbook / Textbook and approximate cost is \$55.00.

BIOLOGY B

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Ryan O'Neill

Recommended background:

This course has been designed as a prerequisite for Stage 2 Biology. Therefore, students must undertake a full year of Biology at Stage 1 (Both units Biology A and Biology B) if they intend to study Stage 2 Biology.

Content:

Topic 3: Multicellular Organisms. In this topic students will examine the structure and function of various multicellular organisms, which could include the investigation of human, other animal, and/or plant systems. Students will examine the hierarchical structure of organisms and look at the arrangement and characteristics of cells, tissues, organs and organ systems. They explore the concept of change resulting in cell differentiation and gene expression.

Topic 4: Biodiversity and Ecosystem Dynamics. In this topic, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to

understand the dynamics, diversity, and underlying unity of these systems. Students may choose to study only one semester of Biology (Biology A) or both semesters A & B without intending to study Stage 2 Biology in the following year.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio of investigations which includes practical work and an investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Biology Workbook / Textbook and approximate cost is \$55.00.

CHEMISTRY A

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Emilie Hooper

Recommended background:

This course has been designed as a prerequisite for Stage 2 Chemistry. Therefore, students must successfully complete a full year of Chemistry at Stage 1 (both units Chemistry A and Chemistry B) if they intend to study Stage 2 Chemistry.

Content:

Topic 1: Materials and Their Atoms. Students investigate the physical properties of a range of materials and how these properties relate to their uses; for example, how these properties are important in separating materials.

Topic 2: Combining of Atoms. In this topic students explore the different types of primary bonding — metallic, ionic, and covalent — as well as secondary interactions, and use models of bonding to develop and extend their understanding of the chemistry

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CHEMISTRY A (continued)

behind the macroscopic properties of materials.

Topic 3: Molecules. In this topic, students explore the three-dimensional arrangement of simple molecules and the principles that explain these structures.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio of investigations including practical work and an investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments.

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Chemistry Workbook / Textbook and approximate cost is \$55.00.

CHEMISTRY B

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Emilie Hooper

Recommended background:

Successful completion of Semester 1 Chemistry A

Content:

This course has been designed as a prerequisite for Stage 2 Chemistry. Therefore, students must successfully complete a full year of Chemistry at Stage 1 (both units Chemistry A and Chemistry B) if they intend to study Stage 2 Chemistry.

Topic 4: Mixtures and Solutions. In this topic, students investigate the properties of polar and non-polar liquids, their miscibility with other liquids, and their capacity to act as solvents.

Topic 5: Acids and Bases. Students use contemporary models to investigate and explain the nature of acids and bases, and their properties and uses.

Topic 6: Redox Reactions. In this topic, students examine redox reactions using a variety of approaches, and explore a range of redox reactions and differences in metal reactivity.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio of investigations including practical work and an investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments.

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Chemistry Workbook / Textbook and approximate cost is \$55.00.

PHYSICS A

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Justin Lodge

Recommended background:

This course has been designed as a prerequisite for Stage 2 Physics. Therefore, students must successfully complete a full year of Physics at Stage 1 (both units Physics A and Physics B, and General Mathematics, or Mathematical Methods, or above) if they intend to study Stage 2 Physics.

Content:

Students develop their understanding of matter, forces and energy and the interactions among them. They engage in learning through various contexts, both theoretical and practical. There is emphasis on the three strands of science: science understanding, science inquiry skills and science as a human endeavour. Students are exposed to applications of Physics in practical demonstrations and collaborative class investigations.

In this first Semester, students study three topics including:

Topic 1: Linear Motion and Forces

As well as the choice of two from:

Topic 2: Electric Circuits

Topic 3: Heat

Topic 4: Energy and Momentum

Topic 6: Nuclear Models and Radioactivity

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio of investigations including practical work and an investigation with a focus on science as a human endeavour.

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments.

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PHYSICS A (continued)

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for purchasing a Physics Workbook / Textbook and approximate cost is \$55.00.

PHYSICS B

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Justin Lodge

Recommended background:

This course has been designed as a prerequisite for Stage 2 Physics. Therefore, students must successfully complete a full year of Physics at Stage 1 (both units Physics A and Physics B, and General Mathematics, or Mathematical Methods, or above) if they intend to study Stage 2 Physics.

Content:

Students continue to develop their understanding of matter, forces and energy and the interactions among them. They engage in learning through various contexts, both theoretical and practical. There is emphasis on the three strands of science: science understanding, science inquiry skills and science as a human endeavour. Students are exposed to applications of Physics in practical demonstrations and collaborative class investigations.

In this second Semester, students study three topics, including:

Topic 5: Waves

As well as the remaining topics not studied in the first Semester, from:

Topic 2: Electric Circuits

Topic 3: Heat

Topic 4: Energy and Momentum

Topic 6: Nuclear Models and Radioactivity.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio of investigations including practical work and an investigation with a focus on science as a human endeavour.

Assessment Type 2: Skills and applications tasks such as in-class tests and other written assessments.

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Physics Workbook / Textbook and approximate cost is \$55.00.



PSYCHOLOGY

Year: Stage 1

Length: Semester
(10 SACE Credits)

Contact Person: Lauren Honan

Content:

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science to be integrated throughout student learning are:

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

The topics are:

Topic 1: Cognitive Psychology

Topic 2: Neuropsychology

Topic 3: Lifespan Psychology

Topic 4: Emotion

Topic 5: Psychological Wellbeing

Topic 6: Psychology in Context

Topic 7: Negotiated Topic

Assessment:

Assessment Type 1: Investigations Folio including one psychological investigation, which must include

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PSYCHOLOGY (continued)

deconstruction of a problem and design of a psychological investigation and one investigation with a focus on science as a human endeavour.

Assessment Type 2: One skills and applications task.

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Psychology Workbook / Textbook and approximate cost is \$40.00.

AGRICULTURAL PRODUCTION

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Belinda Stringer

Recommended background:

Students need to have passed Year 10 Agriculture and/or Stage 1 Agriculture

Content:

Students will manage a group of Merino Wethers as part of the SA Merino - School Wethers competition. They will also carry out at least one cropping trial, learn about Biosecurity in Australian Agriculture, Science and its impact on Agriculture, Paddock surveys and cropping programs, selling livestock and animal management.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Students will complete a total of 6 assignments; 3 Agricultural Reports, 3 Applications tasks, 1 Production Investigation (Externally assessed)

Additional Charges:

A consumables/excursion fee may apply to this subject in addition to the Clare High School Materials and Service Charges.

Students will be involved in the Royal Adelaide Show School Wethers Competition. An additional cost may apply for accommodation if students choose to stay in Adelaide (\$50.00 per night). As a group, the students will choose to either purchase a show uniform or borrow the school show vests.



BIOLOGY

Year: Stage 2

Length: Full Year
(20 SACE Credits)

Contact Person: Ryan O'Neill

Recommended background:

Successful completion of two semesters of Stage 1 Biology and/or Chemistry.

Content:

The Stage 2 Biology subject outline is organised around the following four themes:

Topic 1: DNA and Proteins
Topic 2: Cells as the basis of life
Topic 3: Homeostasis
Topic 4: Evolution In this subject, students are expected to:

- Apply Science inquiry skills to design and conduct Biological investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of Biological investigations.
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.

- Develop and apply knowledge and understanding of Biological concepts in new and familiar contexts.
- Explore and understand Science as a Human Endeavour.
- Communicate knowledge and understanding of Biological concepts and information, using appropriate terms, conventions, and representations.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio: 30%

Assessment Type 2: Skills and Applications Task: 40%

Assessment Type 3: Examination: 30%

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

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BIOLOGY (continued)

This fee is for purchasing a Biology Workbook/Textbook and approximate cost is \$55.00.

The purchase of a Stage 2 Biology Revision Guide is highly recommended and the approximate cost is \$27.00.

CHEMISTRY

Year: Stage 2
Length: Full Year (20 SACE Credits)
Contact Person: Emilie Hooper

Recommended background:
 Stage 1 Chemistry (Full year: minimum B grade average).

Content:
 Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities, the environment and how humans make use of the planet's resources. Students study examples of how scientific understanding is dynamic, develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. Students will make informed decisions about interacting with, modifying nature, and explore options such as green or sustainable chemistry, seeking to reduce the environmental impact of chemical

products and processes. Students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future such as energy use, global food supply, and sustainable food production. Students use a range of understanding, inquiry, scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Investigations Folio (30%)
- Assessment Type 2:** Skills and Applications Task (40%)
- Assessment Type 3:** Exam (30%)

Additional Charges:
 A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for purchasing a Chemistry Workbook / Textbook and approximate cost is \$55.00.

The purchase of a Stage 2 Chemistry Revision Guide is highly recommended and the approximate cost is \$27.00.

Students may opt to purchase their own personalised laboratory coat (personal protective clothing) as a form of CHS memorabilia for approximately \$50.00, if they so choose.



PHYSICS

Year: Stage 2
Length: Full Year (20 Credits)
Contact Person: Justin Lodge

Recommended background:
 Students are required to have successfully completed a full year of Physics at Stage 1 (both Physics A and B) and be enrolled in Stage 2 General Mathematics or Mathematical Methods.

Content:
 Students continue to develop their understanding of matter, forces and energy and the interactions among them. They engage in learning through various contexts, both theoretical and practical. There is emphasis on the three strands of science: science understanding, science inquiry skills and science as a human endeavour. Students are exposed to applications of Physics in practical demonstrations and collaborative class investigations.

Stage 2 Physics builds on and extends the learning from Stage 1.

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PHYSICS (continued)

Throughout this course, the following topics will be covered:

Topic 1: Motion and relativity.

Topic 2: Electricity and magnetism.

Topic 3: Light and atoms.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio (30% - at least two practical investigations and one investigation with a focus on science as a human endeavour).

Assessment Type 2: Skills and Applications Task (40% - at least three).

Assessment Type 3: Examination (30%).

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges.

This fee is for purchasing a Physics Workbook / Textbook and approximate cost is \$55.00.

Purchase of a Stage 2 Physics Revision Guide is highly recommended and approximate cost is \$27.00.



PSYCHOLOGY

Year: Stage 2

Length: Full Year (20 SACE Credits)

Contact Person: Lauren Honan

Recommended background:

Stage 1 Psychology is advantageous but not essential.

Content:

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

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

The topics for Stage 2 Psychology are:

Topic 1: Psychology of the Individual

Topic 2: Psychological Health and Wellbeing

Topic 3: Organisational Psychology

Topic 4: Social Influence

Topic 5: The Psychology of Learning

Students study all five topics. The topics can be sequenced in any order and structured to suit individual groups of students.

Assessment:

Assessment Type 1: External Examination

Assessment Type 2: School Assessment

Students undertake:

- At least one psychological investigation. Where only one psychological investigation is undertaken it must include deconstruction of a problem and design of a psychological investigation.
- One investigation with a focus on science as a human endeavour.

Students complete at least three skills and applications tasks, including at least one skills and applications task from each of the non-examined topics:

Topic 1: Psychology of the individual

Topic 3: Psychological Health and Wellbeing

Topic 4: Organisational Psychology

Additional Charges:

A fee applies to participate in this subject in addition to the CHS Materials and Service charges. This fee is for purchasing a Psychology Workbook / Textbook and approximate cost is \$55.00.

The purchase of a Stage 2 Psychology Study Guide is highly recommended and approximate cost is \$30.00.





STEM

Year: 7

Length: Full Year

Contact Person: Justin Lodge & Ryan O'Neill

Content:

STEM is taught using an integrated approach with units collaboratively planned by a dedicated team of specialist subject teachers, who contextualise the learning and pose real-world problems for students to solve relating to a common theme. These integrated STEM units are aligned to the Australian Curriculum and draw on the concepts and procedures from mathematics and science while incorporating teamwork and design methodology of engineering and using relevant technology.

Pedagogy is aligned to the SA Teaching for Effective learning (TfEL) framework and teachers embrace inquiry, project-based and challenge-based approaches to learning. Students have the opportunity to work individually and collaboratively in teams with an emphasis on developing critical and creative thinking, communication and problem solving skills.

Students are expected to embrace challenges and opportunities in STEM, both within and outside of lessons, through CHS STEM facilities, extracurricular projects, incursions, competitions and excursions. Content covered: Laboratory Skills, Classification, Ecosystems, Mixtures, Earth, Sun and Moon interactions, Renewable and non-renewable resources, Forces, Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships, Measurement, Geometric reasoning, Probability, and Data representation and interpretation.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

STEM

Year: 8

Length: Full Year

Contact Person: Justin Lodge & Ryan O'Neill

Content:

STEM is taught using an integrated approach with units collaboratively planned by a dedicated team of specialist subject teachers, who contextualise the learning and pose real-world problems for students to solve relating to a common theme. These integrated STEM units are aligned to the Australian Curriculum and draw on concepts and procedures from mathematics and science while incorporating team work, the design methodology of engineering and using relevant technology.

Pedagogy is aligned to the SA Teaching for Effective learning (TfEL) framework and teachers embrace inquiry, project-based and challenge-based approaches to learning. Students have the opportunity to work individually and collaboratively in teams with emphasis on developing critical and creative thinking, communication and problem solving skills.

Students are expected to embrace challenges and opportunities in STEM, both within and outside of lessons, through Clare High School STEM facilities, extracurricular projects, incursions, competitions and excursions.

Content covered: Working in the Laboratory, Cells, Body Systems, Matter, Elements, compounds and mixtures, Chemical Change, Rocks and geology, Energy, Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships, Measurement, Geometric reasoning, Probability, and Data representation and interpretation.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.





THE RITE JOURNEY

Year: 9

Length: Semester

Contact Person: Kylie Alozie

Content:

The Rite Journey allows students to reflect on their experiences of the world and on their own beliefs as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals. It is a self-development program that supports students in their journey into adulthood.

This subject explores a broad variety of issues in the areas of consciousness, connection and challenge.

This subject is single gender classes and an inclusive program that respects and celebrates the spiritual and cultural identity of each individual, while still challenging the students to continue to develop their personal worldview. The Rite Journey has a focus on developing Respectful, Responsible and Resilient young people.

Assessment:

Students will be given formal feedback at critical stages throughout this course. This will be focused on their personal behaviour, engagement and growth.

Students complete a personal journal of reflection throughout the course, where they will log mentor hours and challenges.

Final presentation at the conclusion of the year is assessed against Australian Curriculum standards.

Additional Charges:

A consumables and camp fee will apply to this subject in addition to the Clare High School Materials and Service Charges



YOUTH OPPORTUNITIES (Year 10) (10 Credits)

Youth Opportunities teaches skills in personal leadership and encourages students to take control of their own lives. The program revolves around 4 Big Decisions; Decide to be Happy, Decide to Goal Plan, Decide to Send Stars, and Decide to Grow. Through this practical thinking framework, students are able to develop purpose and create motivational habits to succeed at school, home, work, and socially both now and in the future.

Students are invited to apply for a position in the Personal Leadership Program. With the support of two trained facilitators, the 60 hour program is delivered to year 10 students, one day a week for 10 weeks. Students engage through group discussion, video, self-reflection, goal planning and personalised coaching. By adopting the program principles young people learn the skills to make positive choices and as a result are more motivated in school, confident in themselves and able to tackle life's challenges.

This program ensures young people don't just cope, they thrive.

Assessment:

Students are assessed using the SACE Performance Standards in Integrated Learning. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Exploration 60% (3 tasks)

Assessment Type 2: Connections 20% (1 task)

Assessment Type 3: Personal Venture 20% (1 task)





RESPECT

INCLUSION

GROWTH