YEAR 10-12 CURRICULUM HANDBOOK 2026

HILLS
CHRISTIAN
COMMUNITY
SCHOOL

PLANTED IN CHRIST | GROWING WITH NATURE | NURTURED TO THRIVE

CURRICULM GUIDE CONTENTS

OVERVIEW

FROM THE HEAD OF SECONDARY

As students progress through Middle and Senior School at Hills Christian Community School (HILLS), they face the exciting and sometimes challenging task of selecting subjects to study. Making these selections along the way becomes so important as the chosen subjects can have a significant impact on their future academic and career prospects. It is therefore essential for students to exercise discernment when making these choices.

Discernment involves the ability to distinguish between what is essential and what is not. When it comes to subject selection, this means considering a range of factors such as personal interests, future goals, and academic strengths and weaknesses. By carefully evaluating these factors, students can make informed decisions that will help them achieve their goals and reach their full potential.

An important way that Hills Christian Community School supports students in the subject selection process is through course counselling. Course counsellors work closely with students to help them identify their strengths, interests, and goals, and to explore different academic pathways that align with those goals. Counsellors can also provide guidance on course requirements and prerequisites, as well as advice on how to balance academic commitments with extracurricular activities and other responsibilities.

The Curriculum Handbook at Hills Christian Community School will support and guide our students so that they can make the best possible choices. We will also highlight the benefits of a well-rounded education and the importance of developing a broad range of skills and knowledge.

Whether you are just starting your journey through Middle School or preparing to enter the final years of Senior School, we hope that this Handbook will be a valuable resource as you navigate the complexities of subject selection.

Corrin Townsend
Head of Secondary

PASTORAL CARE

At Hills Christian Community School, we are committed to helping every student become their "best self." We understand that a secure and supportive learning environment is key to enabling students to approach their education with confidence and focus. Our dedication to providing a safe and nurturing atmosphere is at the core of our mission.

Our pastoral care approach is comprehensive and begins with the Care Group educators, who play a vital role in supporting students. We recognise that senior students have unique and evolving social and learning needs. In today's world, education emphasises collaboration, problem-solving, and connecting with higher education and the professional world. Our senior school students benefit from modern, flexible learning spaces designed to meet these demands.

By organising our school into smaller sub-school communities, we maintain a close-knit, family-like environment while also leveraging the advantages of a larger institution. The Head of Secondary School oversees the daily operations of the Middle and Senior School, fostering strong connections with parents, caregivers, and students to ensure HILLS provides excellent pastoral care and student wellbeing support.

Hills Christian Community School has embraced the evidence-based "Resilience Project" approach, which integrates resilience building, mindfulness, empathy and gratitude with best teaching practices. This approach aims to help students build strong relationships, cultivate positive emotions, develop personal resilience, practice mindfulness, and maintain a healthy lifestyle. By focusing on these skills, we empower our students with the tools they need to learn effectively and build a successful and fulfilling life.

SELECTING LEARNING PATHWAYS

When selecting subjects, consideration must be given to future pathways, including future educational plans, interest in areas of specific study such as the sciences, arts or literature, and long-term career choices. Knowing all of the answers to these questions is not always easy.

Reflection on what careers/vocations students are drawn to, what they enjoy doing outside school and what sparks their interest and enthusiasm - is a good place to start. Educators and family members can help students in these considerations.

A balance of subjects should be selected to provide the prerequisites for career pathways beyond school while providing students with opportunities to explore, follow and build on their personal interests. When undertaking these reflections, students must also explore their level of commitment to further study.

Students and their families need to be realistic about the level of commitment required to be successful in some subjects. When reviewing each subject outline, consideration should be given to the individual student's strengths, subject preferences, preferred learning situations (theoretical/practical), assessments criteria (research based/assignments/tests) etc. The subjects that students choose throughout Senior School should be those that suit their abilities, interests and aspirations.

Senior School should be a positive learning experience during which students can reach their potential and be successful on an individual level.

MAKING THE RIGHT CHOICES

Our aim is to provide you with a sufficient breadth of subject opportunities within a caring, community school context, to prepare you to contribute positively to society along whatever pathway God has laid out for you.

At certain points we allow you to make informed choices about subjects, and so it is important that you develop a good understanding of the many opportunities available to you once you leave Secondary School. It is important you have a say in which subjects you study, in order to satisfy both interest and ambition. It is also important you make positive choices and commit to those choices.

Here is some advice when it comes to academic choice:

- **Take time** to think about what you might like to be doing after school. If unsure right now, that is ok!

- **Reflect** about what you learned about yourself in PLP and other subjects, and on your academic progress so far. Which subjects do you enjoy, which do you feel you are good at, what do you want to learn about in the future?

- **Research** which subjects will best suit your desired pathway. Read this Curriculum Handbook to understand the content and requirements of the subjects, as well as other resources such as the **SATAC Guide**.

  You will also find a great deal of useful information on the HILLS Careers website: **https://hillscareers.com.au**.

- **Discuss** with your parents, subject and Care Group teachers, relatives and other trusted adults about your career and subject choices and where they can see you going in the future. Avoid choosing a subject just because your friend(s) are doing it or because you think it will be an easy option. Praying for guidance in finding your pathway is important as well.

- **Make the decision** and then commit to converting that decision into the best possible outcome. Almost any pathway can lead to a successful outcome if your effort and application are consistently excellent.

The research, the conversations and the thinking you do now is key to decision making, but it is the effort you put in from the start of the school year that determines whether you will be successful. If you are struggling with a subject, the one way to guarantee improvement is to work harder at it. Pick courses you enjoy and are likely to suit your strengths and ambitions and you will give yourself the best chance of success. We are here to assist you along the way, as well as with making these important decisions.

HILLS CAREERS WEBSITE

The site includes updated information on local apprenticeship and course opportunities, University and TAFE open days and much more.

There are sections around SACE, Post-School options and Workplace Learning.

The 'For Students' tab includes a variety of links to help with career planning. There is also a secure section for you to build and develop your ePortfolio.

The 'For Parents' tab includes information such as:

- Useful Links
- Helping your Teen with career planning
- Information about VET
- Subject Selection Documents

https://hillscareers.com.au

UNIVERSITY AND TAFE ENTRY

TAFE Entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

University Entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. Students need to achieve 90 credits at Stage 2, including the three compulsory 20-credit Stage 2 subjects required for SACE completion.

The Australian Tertiary Admissions Rank (ATAR) is calculated in a variety of ways defined by the universities. This includes, but is not limited to the best 90 TAS (Tertiary Admission Subjects) points from a student's results.

Universities also specify required pre-requisite subjects and recommended presumed knowledge subjects for some of their courses.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet, published online by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information http://www.satac.edu.au/satac-publications

University Aggregate to ATAR Calculation

Each SACE student receives a University aggregate out of 90, which is then converted to an Australian Tertiary Admission Ranking (ATAR) with a maximum ranking of 99.95.

SELECTING LEARNING PATHWAYS

Check out these internet resources that can help you find out about careers, jobs, further education, and what career pathways might suit you.

Myfuture

(Australia's National Career Information Service)
https://myfuture.edu.au/

Provides excellent resources for students and parents to explore career pathways and tools to develop self-knowledge to help with career decision making.

Job Outlook

https://joboutlook.gov.au/

A great guide to Australian careers. Job Outlook can help you make decisions about study and training, your first job, or the next step in your career.

The Good Careers Guide

https://www.goodcareersguide.com.au/

Explore over 400 job descriptions with this guide.

SUBJECT SELECTION PROCESS

Every effort is made to place students into the subjects of their first choice. However, the school cannot guarantee every choice made. Classes are dependent on one, or a combination, of the following:

- Number of students whom selected each subject.
- Availability of staff.
- Availability of resources and facilities.

Before you select the course and subjects that you wish to choose:

- Understand the content and requirements.
- Read subject descriptions in this Handbook carefully.
- Talk to the relevant Subject Educator(s) and/or Head of Secondary School.
- Consider your results, career goals and subject interests.
- Determine academic strengths.

Do NOT choose a subject or course:

- Just because your friends are doing it.
- Only on the basis of the educator's perceived reputation.
- Just because you think it might be 'easier'.

Each year a Senior School Subject Information and Future Planning Evening is held for current Year 9 - 11 students and their families. This event includes an overview of the SACE, University and VET courses and pathways, as well as important information on the course selection process for the following year.

We encourage all parents and students to attend this important event. An E-version of the Curriculum Handbook is provided for each family.

Course counselling will take place soon after the Information Evening during appointments booked through an online booking system (details will be sent via email). This will include discussions between the student, their parent(s)/caregiver, and a member of the course counselling team on their subject interests for the following year, based on their interests and pathways further into the future.

Following the course counselling sessions, a letter is sent home to parents to confirm your child(ren)'s subject choices.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION - SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students upon successful completion of their senior secondary education.

The SACE offers students choice and flexibility that paves the way for young people to move from school to work or further training and study. By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge.
- Making informed choices about future study and work, based on their strengths and interests.
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Requirements of the SACE

There are two stages of the SACE:

- Stage 1, which usually begins in Year 10 with the Exploring Identities & Futures (formally known as the Personal Learning Plan), and continues through Year 11.
- Stage 2, which is usually undertaken in Year 12.

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

To qualify for the SACE students must:

- Complete a minimum of 200 credits.
- Achieve a C grade or better in the Stage 1 compulsory requirements.
- Achieve a C- grade or better in the Stage 2 compulsory requirements.

The compulsory requirements are:

- **Exploring Identities & Futures** - 10 credits at Stage 1
- **Literacy** - at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- **Numeracy** - at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)
- **Activating Identities and Futures** - 10 credits at Stage 2
- **Other Stage 2 Subjects** - at least 60 credits from a range of Stage 2 subjects.

At Hills Christian Community School, we commence SACE Stage 1 in Year 10 with Exploring Identities & Futures (EIF), and we study Activating Identities & Futures (AIF) in Year 11 to allow our students greater subject choice in Year 12.

To support student success, ample SACE credits and best calculated ATAR, we require students to select 5 Year 12 subjects or VET equivalent.

At HILLS, to complete SACE successfully, students must complete the following subject pattern with a C grade minimum over the course of 3 years:

Requirements	Credits
Year 10	
Exploring Identities & Futures	10
Year 11 - Stage 1	
Literacy - from a range of 3 English subjects	20
Numeracy - from a range of Mathematics subjects	10
Activating Identities & Futures	10
Christian Living	10
Other Subjects - seven other subjects or courses of the student's choice, including VET Certifictaes (subjects worth 10 credits each).	70 (minimum)
Year 12 - Stage 2	
Five subjects or courses of the student's choice, including VET Certificates (subjects worth 20 credits each).	100
Total Credits	**230 (Minimum)**

YEAR 10-12 SUBJECT OFFERINGS AT HILLS

Learning Area	Year 10 (Stage 1)	Year 11 (Stage 1)	Year 12 (Stage 2)
Agriculture		Agriculture	Agricultural Productions
Arts	Visual Arts - Art Visual Art - Design Drama Movie Making Music Photography	Visual Arts - Art Visual Art - Design Drama Music	Visual Arts - Art Visual Art - Design Drama Music Performance - Ensemble Music - Solo
Christian Living	Christian Living	Christian Living	Christian Living
English	English	English Essential English	English Essential English English Literacy Studies
Exploring Identities & Futures and Activating Identities & Futures	Exploring Identities & Futures (EIF)	Activating Identities & Futures (AIF)	
Food Technologies	Food Technologies	Food & Hospitality	Food & Hospitality
Health & Physical Education	Health & Physical Education Elite Sports Pathways Outdoor Education Pedal Prix Team Management	Child Studies Health & Wellbeing Outdoor Education Physical Education	Child Studies Health & Wellbeing Outdoor Education Physical Education
Humanities & Social Sciences	History Wilkins Project Workplace Practices	Business Innovation Modern History	Business Innovation Child Studies Industry Connections Modern History
Languages	A program of study through the School of Languages (external) or Open Access College is available		
Mathematics	Mathematics Engineering the Universe Through Mathematics	Mathematics - Essential Mathematics - General Mathematics - Pre-methods Mathematics - Pre-specialist	Mathematics - Essential Mathematics - General Mathematics - Methods Mathematics - Specialist
Technology	Design Technologies Architecture (CAD) Design Technologies Materials (Wood) Sustainable Technologies	Design, Technology & Engineering	Design, Technology & Engineering
Sciences	Science Conservation & Land Management	Biology Chemistry Nutrition Physics Psychology	Biology Chemistry Nutrition Physics Psychology

LEARNING PATHWAYS OVERVIEW

Year 10 (Australian Curriculum)

FULL YEAR
- Christian Living
- English
- Exploring Identities & Futures
- Health & Physical Education
- History
- Mathematics
- Science
- Wilkins Project
- Workplace Practices (SACE)

ELECTIVE - SEMESTER or FULL YEAR
- Arts
  - Drama
  - Movie Making
  - Music
  - Photography
  - Visual Arts
  - Design
- Design Technologies
  - Architecture - CAD
  - Materials - Wood
  - Sustainable Technologies
- Food Technologies
- Health & Physical Education
  - Elite Sports Pathways
  - Outdoor Education
- Conservation & Land M'gt
- Engineering the Universe Through Mathematics
- Pedal Prix Team Management

VET
- Various Certificate I or II courses *

Year 11 (SACE Stage 1)

FULL YEAR
- Christian Living
- English
  - English
  - Essential English
- Mathematics
  - Essential
  - General
  - Pre-methods
  - Pre-specialist
- Activating Identities & Futures

ELECTIVE - SEMESTER or FULL YEAR
- Agriculture
- Arts - Visual Arts/Design
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Design, Technology & Engineering
- Drama
- Food & Hospitality
- Health & Wellbeing
- Languages *
- Modern History
- Music
- Nutrition
- Outdoor Education
- Physical Education
- Physics
- Psychology

VET
- Certificate III Christian Ministry & Theology (Veta Morphus)
- Various other Certificate II or III courses *

Year 12 (SACE Stage 2)

FULL YEAR
- Christian Living

ELECTIVE - FULL YEAR
- Agricultural Production
- Arts - Visual Arts
- Arts - Design
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Design, Technology & Engineering
- Drama
- English
- Essential English
- English Literary Studies
- Food & Hospitality
- Health & Wellbeing
- Industry Connections
- Mathematics - Essential
- Mathematics - General
- Mathematics - Methods
- Mathematics - Specialist
- Modern History
- Music Performance
- Music Solo
- Nutrition
- Outdoor Education
- Physical Education
- Physics
- Psychology

VET
- Certificate III Christian Ministry & Theology (Veta Morphus)
- Various other Certificate III courses *

COMPULSORY - Full Year
ELECTIVE - Full Year
ELECTIVE - Semester
VET Courses
* other school

YEAR 10

SUBJECT SELECTION

CORE (COMPULSORY) SUBJECTS	SEMESTER	FULL YEAR
Christian Living		✓
English		✓
Exploring Identities & Futures (EIF)		✓
Health & Physical Education		✓
History		✓
Mathematics		✓
Science		✓
Wilkins Project		✓
Workplace Practices		✓
ELECTIVE SUBJECTS (DEPENDENT ON NUMBERS)		
Arts - Drama	✓	
Arts - Movie Making	✓	
Arts - Music	✓	
Arts - Photography	✓	
Arts - Visual Arts - Art	✓	
Arts - Visual Arts - Design	✓	
Design & Technologies - Architecture - CAD	✓	
Design & Technologies - Materials - Wood	✓	
Design & Technologies - Sustainable Technologies	✓	
Food Technologies	✓	
Health & Physical Education - Elite Sports Pathway	✓	
Health & Physical Education - Outdoor Education	✓	
Mathematics - Engineering the Universe Through Mathematics	✓	
Pedal Prix Team Management	✓	
Sciences - Conservation & Land Management	✓	

YEAR 10

SUBJECTS

ELECTIVE SUBJECT - SEMESTER

ARTS - VISUAL ART

COURSE OUTLINE

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

TOPICS STUDIED INCLUDE

Semester One
Unit 1 - Impressionism & Post-Impressionism
Throughout Semester 1 of Visual Arts students will refine 2D techniques by analysing, evaluating, and appropriating impressionist and post-impressionist art movements.

Unit 2 - Print Making
Visual Arts students will deepen their knowledge within combining and adapting materials and techniques. Students will delve into the world of printmaking to create artworks inspired by the ideas and styles of the time.

Semester Two
Unit 1 - 3D Cast Sculptures
Students will build their knowledge of 3D art practises through the development of a series of plaster- sculptures. Thinking through positive and negative space, students will create their own plaster casts adapting materials to create forms.

Unit 2 - Cultural and Environmental Art Practises
Students will explore a range of contemporary 2D and 3D art practises to inform their own artworks. By looking into cultural and environmental art practises, including the practises of Aboriginal and Torres Strait Islander art, students construct art works from a variety of mediums, building upon symbolism and representation.

ASSESSMENT

- Developmental and research folio
- Variety of practical artworks
- Practitioner's statements

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Visual Arts – Art/Design; Design, Technology & Engineering.

ELECTIVE SUBJECT - SEMESTER

ARTS - DESIGN

COURSE OUTLINE

Students will explore the fundamentals of art and design including principles of composition, typography, and colour theory, while developing practical design skills through hands-on projects and software application.

TOPICS STUDIED INCLUDE

Unit 1 - Typography
Typography focuses on creating written language appealing when used in Art and Design. Students will learn about composition, colour theory and the design elements in order to create their own fonts and logos that visually engage an audience.

Unit 2: Illustration
Students are able to develop and understand their own personal aesthetic through illustration. By looking at the illustrations of popular children's books, students will explore, through digital and hand-drawn trials, their abilities to design characters and settings.

ASSESSMENT

- Final works of design
- Portfolio of work
- Research investigation

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Visual Arts – Art/Design; Design, Technology & Engineering.

ELECTIVE SUBJECT - SEMESTER

ARTS - DRAMA

COURSE OUTLINE

In Year 10 Drama, students learn to engage audiences through refining performance and expressive skills in voice and movement to convey dramatic action. They develop and sustain different roles in characters with clear intention and within a variety of theatrical styles. Students devise, interpret, perform, and view dramatic works.

TOPICS STUDIED INCLUDE

Semester One
Students collaborate to conceptualise and plan the play and then rehearse their role through refinement and polishing until the performance.

A process journal is kept with several entries reflecting on the feedback and rehearsals.

The performance forms a large portion of the assessment. After the performance, a production report is written in response to short questions encouraging reflection on the quality of the performance.

Students write a review on a play either live or via a chosen platform.

Semester Two
Students work more independently on a chosen script from a selection provided by the teacher with a smaller group of around 5-8. Students are encouraged to use technology to enhance the experience for the audience. The performance makes up much of the assessment for the semester.

Students keep a process journal as in Semester 1 and write a production report but these are then delivered in a multimodal oral to the class.

ASSESSMENT

- The process journal
- The performance
- The production report
- Review writing
- Multimodal oral presentation

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Drama

ELECTIVE SUBJECT - SEMESTER

ARTS - MOVIE MAKING

COURSE OUTLINE

Videography and Digital Media provides specialised learning opportunities to enable students to understand and explore the nature of video and digital media as an important field of artistic practice, conceptual knowledge and technological procedures

TOPICS STUDIED INCLUDE

Students will explore the fundamentals of videography including DSLR camera settings, cinematography, and editing.

During the semester, students will have the opportunity to write, direct, shoot, edit different movies culminating in the production of their own film.

ASSESSMENT

- Creating video media compositions
- Premier Pro editing tasks
- Short film

THIS SUBJECT LEADS TO

SACE Stage 1 & 2 Design, Technology and Engineering, Stage 1 & 2 Visual Arts – Design.

ELECTIVE SUBJECT - SEMESTER

ARTS - MUSIC

COURSE OUTLINE

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Students are highly encouraged to attend instrumental lessons for the duration of this subject.

TOPICS STUDIED INCLUDE

Semester One
Students participate in small and large ensembles to rehearse and perform musical pieces, as well as solo performances. Students learn how to use notation software such as 'Noteflight' to compose original pieces of music. Students also use music software to develop Aural training in order to identify intervals and chord progressions. These chord progressions are then applied to a range of well-known songs which are regularly rehearsed.

Semester Two
Students study the Elements of Music such as tempo, rhythm, timbre, form and structure, pitch, dynamics and expression, harmony and underlying ethos. Students look at the role of a band member in supporting another performer, or "accompanying." Students further their knowledge about chord progressions in order to compose an original song in their chosen genre.

Probing questions include: How is music notation constructed how can I improve my craft on my instrument, and, what is my role in an ensemble/band?

ASSESSMENT

Performance

- Solo Performance - continue to finetune solo performance skills to perform for an audience of their choice.
- Ensemble Performance – continue to finetune ensemble skills in an ensemble of their choice to perform for an audience.

Musicianship

- Musicianship – students study weekly theory and aural lessons to enhance their understanding of musical concepts.

Composition

- Composition/Arrangement – compose/arrange music using notation appropriate to the chosen genre.
- Semester 1 - Music in Film.
- Semester 2 - Blues Composition.

THIS SUBJECT LEADS TO

SACE Stage 1 Music and Music Performance and Stage 2 Music Explorations and Music Solo.

ELECTIVE SUBJECT - SEMESTER

ARTS -PHOTOGRAPHY

COURSE OUTLINE

Photography and Digital Media provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

TOPICS STUDIED INCLUDE

Students will explore the fundamentals of photography including the use of RAW, manual settings, shutter speed, aperture and ISO.

Using Adobe Lightroom, students will investigate different manipulation tools that alter or enhance images. Provide evidence of before and after digital manipulated images, outlining the skills and techniques used.

ASSESSMENT

- Demonstration of photography skills
- Portfolio of work
- Research investigation

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Visual Arts – Art / Design; Design, Technology & Engineering.

ELECTIVE SUBJECT - SEMESTER

CONSERVATION & LAND MANAGEMENT

COURSE OUTLINE

To investigate the topics concerning the elements of a sustainable ecosystem using the wetlands as the practical resource. Look at ways to improve the water quality after it goes through the wetland system. Research ways that endangered species are being protected, included is a three-day camp at the Monarto Zoo to learn about the breeding programs they are doing.

TOPICS STUDIED INCLUDE

Working in a safe environment, applying environmentally safe work practices, suitable plants to propagate and grow, ways to encourage fauna to live there, removal of pests, identification and eradication of weeds and pests, audits of plants, birds and animals in the area.

ASSESSMENT

- Practical Report - Competencies of weed identification, plants in a wetland, fauna control, ability to conduct and record accurately laboratory experiments to investigate chemicals in the water.
- Investigations into erosion, water quality and variance with weather conditions, nature regeneration of plants, improvements (frog grotto, native bee hotels, bee water features, bird hide).

THIS SUBJECT LEADS TO

VET Certificate - Conservation and Land Management, SACE Stage 1 and 2 Earth and Environmental Science, Agriculture.

Note:Conservation and Land Management students will incur an extra cost above general tuition to cover the costs of the camp. This will be $250 per semester.

CORE SUBJECT - FULL YEAR

CHRISTIAN LIVING

COURSE OUTLINE

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian Faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

TOPICS STUDIED INCLUDE

- Students will research the history of the church and investigate how the modern church came to be.
- Students will examine world religions, researching their key beliefs and how they inform culture and various facets of the world. They will also be provided with opportunities to make connections with the Christian Faith and other world religions.
- Students will study elements of philosophy and theology. Through the use of various media, including 'The Matrix', students will explore what is real and how truth can be determined.
- Students will be provided with various opportunities to serve and will learn about a Biblical viewpoint on serving others.

THIS SUBJECT LEADS TO

Year 11 & 12 Christian Living; VET Certificate III in Christian Ministry & Theology (Veta Morphus)

ELECTIVE SUBJECT - SEMESTER

DESIGN TECHNOLOGIES ARCHITECTURE (CAD)

COURSE OUTLINE

Throughout the course, students will cultivate proficiency in computer-aided design (CAD), with an emphasis on either architecture or product design. They will hone their design thinking abilities to explore solutions, create comprehensive plans, implement these solutions, and critically assess their real-world impact. The subject will equip students with a robust foundation in design thinking, encompassing essential software tools such as AutoCAD, Revit, Fusion360 and SketchUp.

TOPICS STUDIED INCLUDE

Design Foundations

- Explore fundamental design principles, spatial concepts, and design aesthetics.
- Develop sketching skills to visualise and communicate design ideas.
- Draw plans using AutoCAD.

Digital Modeling and Rendering

- Learn to create 3D models using SketchUp, Revit and Fusion360.
- Craft detailed 3D models.
- Create product visualisations.

Development and Planning

- Understand design development from concept to construction.

Digital Manipulation

- Enhance images with Adobe Photoshop.
- Showcase before-and-after images to demonstrate editing skills.
- Improve visual presentations.

ASSESSMENT

- Present designs through sketches, 2D AutoCAD drawings, and 3D models.
- Compile a portfolio with sketches, 2D AutoCAD drawings, 3D models, and visualisations.
- Research Investigation: Conduct an in-depth study on a relevant topic.

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Design, Technology & Engineering

ELECTIVE SUBJECT - SEMESTER

DESIGN TECHNOLOGIES MATERIALS (WOOD)

COURSE OUTLINE

Students use the design and realisation process to engineer solutions for the development of products or systems. They will be given the opportunity to practically apply their learning to a woodwork project. They will use a variety of construction techniques, look at different building materials, and use CAD to create design drawings. Students will gain an understanding of how to safely operate a selection of power and hand tools in the workshop and on site.

TOPICS STUDIED INCLUDE

- Safe operation of a range of power tools
- Common building materials and their application
- Construction techniques
- 2D and 3D Computer Aided Design

ASSESSMENT

- Demonstration of construction skills
- Ability to understand and follow safe operating procedures
- Design and construction project

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Design, Technology & Engineering

Note: Digital Technology students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

CORE SUBJECT - FULL YEAR

ENGLISH

COURSE OUTLINE

Students undertaking Year 10 English deepen their knowledge of literacy, language and literature in an interrelated manner; to analyse, evaluate and create different forms of texts. They explore a range of literary, multimodal and media texts to explore how authors generate meaning. By analysing the utilisation of literary techniques and language features and students evaluate complex ideas.

Throughout the course, texts are created in different forms, where students experiment with individual style and composition. Students discuss how texts are created for various purposes and intended audiences. Overall, students are to develop analytical, evaluative, creative and comparative skills designed to prepare students for advanced study in the discipline area.

TOPICS STUDIED INCLUDE

- Poetry analysis
- Forms of narratives
- Film analysis – Rear Window
- Biography creation
- Novel analysis – Animal Farm
- Journalism
- Comparative writing
- Public speaking

ASSESSMENT

- Essays – Comparative and analytical
- Multimodal presentations
- Narratives
- Speeches
- Newspaper articles

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 English or Essential English, Stage 2 English Literary Studies.

ELECTIVE SUBJECT - SEMESTER

ELITE SPORTS PATHWAYS

COURSE OUTLINE

Elite Sports Pathways is an elective subject for students who excel in their chosen sport and meet the criteria below. This subject provides time for students to develop their sporting skills. Students work with industry professionals to develop their overall fitness levels. This program will also provide students access to Elite Athletes to assist students in developing an understanding of what elite-level sport entails.

Students must apply for entry into the program via a written application. The selection of students into the program is based upon their ability to meet the following criteria:

- Competed in your sport at a representative level or higher or have received association acknowledgment of a very high level of ability.
- Show a positive and enthusiastic attitude to support their personal development and demonstrate a high potential for future development and growth in their identified sport.
- Demonstrate/d an ability to be a positive sporting role model for all students by involvement in all school sporting events, wearing of correct sporting and PE uniforms and an ability to show leadership and positive sportsmanship.
- Be an active and involved participant on Sports Day.
- Have achieved an average of a 'commendable' grade average for Attitude and Effort in their subjects in the previous Semester.

TOPICS STUDIED INCLUDE

Goal Setting, Physical, Mental & Social Health, The Interaction with Health & Exercise, Macronutrients & Micronutrients, Fitness Testings, VO2 Maximum Oxygen Uptake.

ASSESSMENT

- Practical
- Investigations / assignments
- Oral presentations
- Collaboration / engagement

CORE SUBJECT - FULL YEAR

EXPLORING IDENTITIES & FUTURES (EIF)

COURSE OUTLINE

Exploring Identities and Futures – EIF previously known as Personal Learning Plan – PLP is a Stage 1 subject and a compulsory SACE subject. EIF allows students to explore their aspirations and are provided with space and opportunities to extend their thinking beyond what they want to do, to also consider who they want to be in the future.

This subject supports students to learn more about themselves, their place in the world and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

As this is a Year 11 subject, EIF prepares students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. EIF empowers students to take ownership of where their pathway leads, exploring interests, work, travel, and further learning.

TOPICS STUDIED INCLUDE

- **Develop Agency**
  Students explore their identity, interests, strengths, skills, capabilities, values and make choices about their learning.
- **Demonstrate Self Efficacy**
  Students plan and implement actions to develop their capabilities and connections with future aspirations.
- **Apply Self-Regulation**
  Students apply skills to activities to achieve goals, seek feedback and make decisions.
- **Develop Communication**
  Students develop their skills through interaction, collaboration, sharing evidence of their learning progress and develop connections with others.

ASSESSMENT

The assessment for Exploring Identities and Futures is aligned with SACE standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject. As a compulsory SACE requirement, students must achieve a C grade or higher.

ELECTIVE SUBJECT - SEMESTER

FOOD TECHNOLOGIES

COURSE OUTLINE

This subject is designed to develop and consolidate students' food preparation skills. Knowledge of food science will be promoted through food practicals, and a range of food preparation techniques will be explored and developed. Students will apply effective food preparation skills and apply their knowledge to prepare food safely and hygienically.

TOPICS STUDIED INCLUDE

- Practical food preparation skills and techniques
- Menu planning and preparation
- Food presentation
- Food trends and development of recipes
- Weekly food practicals

ASSESSMENT

- Practical and design activities
- Research tasks
- Assignments / investigations
- Evaluation

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Food and Hospitality

Note: Food Technologies students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

CORE SUBJECT - FULL YEAR

HEALTH & PHYSICAL EDUCATION

COURSE OUTLINE

The Year 10 Health and Physical Education (PE) curriculum allows students opportunities to critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

TOPICS STUDIED INCLUDE

Athletics, Volleyball, Touch Football, Badminton, Exercise Physiology and Nutrition, Sport and Nutrition, Biomechanics in Sport and Coaching.

ASSESSMENT

- Practical
- Investigations / assignments
- Oral presentations
- Collaboration / engagement

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Physical Education, Health and Wellbeing, Nutrition

CORE SUBJECT - FULL YEAR

HISTORY

COURSE OUTLINE

Students undertaking Year 10 History explore the development of the modern world through 20th century history by exploring international and Australian contexts. Students focus on four depth studies which expand their historical knowledge and understanding of the past: World War II, Post-War Immigration to Australia, The Civil Rights Movement and The Cold War. These topics are explored to enhance the chronology and connections of significant historical changes and their effects on the contemporary world.

Throughout the course, students will develop historical skills that have disciplinary and interdisciplinary application. They learn how to utilise primary and secondary sources, evaluate and compare different types of information, develop their research capabilities, synthesise information and sequence and chronologise historical events. Overall, the course is designed to facilitate an interactive, engaging approach to History, created to immerse and engage students in the study of the past.

TOPICS STUDIED INCLUDE

- World War II - Causes of the Second World War.
- Building Modern Australia - Post-War Immigration to Australia.
- The Globalising World – The Civil Rights Movement in the U.S and Australia.
- The Globalising World – Origins of The Cold War.

ASSESSMENT

- Research essay
- Historical report
- Source analysis
- Documentary
- Guided debate
- Poster

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Modern History.

CORE SUBJECT - FULL YEAR

MATHEMATICS

COURSE OUTLINE

Year 10 Mathematics course provides students with carefully paced, in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

TOPICS STUDIED INCLUDE

The proficiency strands understanding, fluency, problem solving and reasoning are an integral part of mathematics content across the three content strands listed below.

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

- Topic tests and assignments
- End of year exam
- Mathematical investigations – one per Semester

THIS SUBJECT LEADS TO

Stage 1 Mathematics - Essential, Mathematics - General, Mathematics - Pre-methods, Mathematics - Pre-specialist

GRAPHICS CALCULATORS

All Year 10 students are required to purchase a Casio Graphics Calculator (Model fx-CG50 AU or fx-CG20 AU) by the start of the school year. They are available on the Year 10 booklist and are compulsory. Although there are alternative brands of graphics calculators, we ask that all students have one of the above Casio models to maximise efficiency in instructional time.

MATHEMATICS PATHWAY

Year 10 Mathematics will offer differentiated pathways, tailored to the needs of the student cohort.

1. **Pre-Essential Mathematics:** The Year 10 pre-Essential Mathematics course equips students with practical mathematical skills needed for everyday and workplace problem-solving, laying the foundation for Stage 1 Essential Mathematics and vocational pathways.

2. **Pre-General Mathematics:** The Year 10 pre-General Mathematics course develops students' understanding in areas like trigonometry, finance, and measurement, preparing them for Stage 1 General or Essential Mathematics and non-specialised tertiary studies.

3. **Pre-Methods Mathematics:** The Year 10 pre-Methods Mathematics course provides a strong conceptual base in algebra, geometry, and functions to prepare students for Stage 1 Mathematical Methods or Specialist Mathematics, leading to tertiary studies in fields such as economics, engineering, and physics.

Students will be recommended by Mathematics Educators for each pathway at an appropriate time.

ELECTIVE SUBJECT - SEMESTER 2

ENGINEERING THE UNIVERSE THROUGH MATHEMATICS

COURSE OUTLINE

This Year 10 Mathematics elective is designed with a strong focus on real-world applications in astronomy and engineering. The course is intellectually stimulating, offering an excellent foundation for Stage 1 and 2 Mathematical Methods and Specialist Mathematics. It is aimed at students with a keen interest in STEM fields, who are already studying the Year 10 Pre Methods Pathway and are wanting to extend their understanding beyond standard Year 10 content.

TOPICS MAY INCLUDE

- **Transformations of Functions:**

  Investigate how exponential, trigonometric, and logarithmic functions change when they are reflected, stretched, compressed, or shifted, and apply these transformations to model real-world scenarios like sound waves, population growth, or tidal data.

- **Further Algebra:**

  Extend your skills in algebraic manipulation, factorisation, and solving complex equations, with applications such as analysing projectile motion, optimising quadratic relationships, and solving real-world design problems.

- **Further Trigonometry and Circle Theorems:**

  Explore advanced trigonometric relationships and geometric reasoning involving angles, chords, and tangents in circles. You will be encouraged to link mathematical theories to real-life applications, such as modelling rocket launches and musical sound waves with trigonometric functions and analysing satellite orbits using real data from NASA and CSIRO.

ASSESSMENT

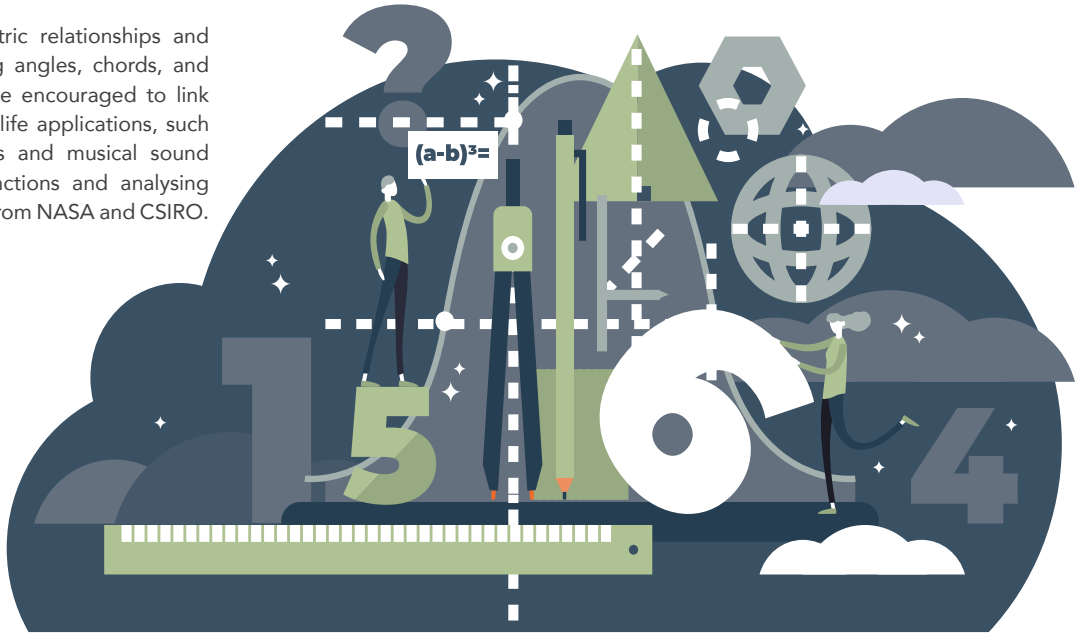
This elective integrates project-based learning and mathematical investigation within a STEM framework, where students apply mathematical modelling to solve real-world problems drawn from science, technology, and engineering contexts — such as simulating satellite motion, analysing sound waves, or exploring structural forces in bridge design.

THIS SUBJECT LEADS TO

- SACE Stage 1 & 2 Mathematical Methods & Specialist Mathematics
- Perfect preparation for future study in: Engineering, Computer Science, Space Science, Robotics & Architecture.

GRAPHICS CALCULATORS

All Year 10 students are required to purchase a Casio Graphics Calculator (Model fx-CG50 AU or fx-CG20 AU) by the start of the school year. They are available on the Year 10 booklist and are compulsory. Although there are alternative brands of graphics calculators, we ask that all students have one of the above Casio models to maximise efficiency in instructional time.



ELECTIVE SUBJECT - SEMESTER

OUTDOOR EDUCATION

COURSE OUTLINE

Outdoor Education takes learning to new heights and challenges students to work and study environments that are integral to our natural world. Students learn about the interconnectedness between humans and nature whilst developing an awareness of themselves, others and the world around them. Students will learn new skills, knowledge and the ability to deeply reflect on their journeys.

TOPICS STUDIED INCLUDE

- Importance of team and collaboration - (Group dynamics games and basic leadership theory)
- Understanding natural environments and perspectives.

Skills and knowledge - includes compass and map reading skills, understanding GPS, essential knots, bushwalking skills (day walk /orienteering), overnight camping 2-night experience/s, cooking on a Trangia, tent set up, risks associated with the outdoors and basic First Aid.

ASSESSMENT

- Skills
- Knowledge of environments – assignment/s
- Collaboration / engagement
- Reflection – assignment/s

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Outdoor Education.

Note: Outdoor Education students will incur an extra cost above general tuition to cover the costs of the outdoor activities/camp. This will be $475 per semester.

ELECTIVE SUBJECT - SEMESTER

PEDAL PRIX TEAM MANAGEMENT

COURSE OUTLINE

Pedal Prix is an extra-curricular activity offered to students in Year 8-10 at HILLS. Pedal Prix is a multi-faceted sport that offers lots of learning opportunities outside of the riding component. This subject focuses on these elements, where students are given agency with support, to learn key skills, be involved in planning and make key decisions about the program.

The students who select this subject MUST be involved in the Pedal Prix Program as an extra-curricular activity in some capacity as the content within this subject directly links to their involvement in the extra curricula activity.

TOPICS STUDIED INCLUDE

Students will have the opportunity within this subject to learn about administration, communication, budgeting, creative design, sponsorship, catering and event logistics, mechanics and IT.

ASSESSMENT

- Practical
- Assignments and projects
- Oral presentations
- Collaboration / engagement

CORE SUBJECT - FULL YEAR

SCIENCE

COURSE OUTLINE

The Year 10 Science curriculum prepares students for pathways into senior Science subjects by allowing them to experience a range of scientific disciplines. Students use more sophisticated laboratory techniques and continue to develop their science inquiry skills through more complex investigations.

Students explore the biological, chemical, geological and physical evidence for different theories. They develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

TOPICS STUDIED INCLUDE

Science understanding, Science as a human endeavour and Science inquiry skills are an integral part of the four content strands listed below. One content strand will be studied per term.

- **Chemistry:** atomic structure, periodic table development, chemical reactions, reaction rate.
- **Physics:** relationships between force, mass and acceleration, conservation of energy and energy transfer.
- **Biology:** Students explain the transmission of heritable characteristics from one generation to the next involving DNA and genes.
- **Earth and Space Sciences:** Students describe and analyse global systems. They evaluate evidence for scientific theories that explain the origin of the universe.

ASSESSMENT

- Topic tests and assignments.
- Practical reports, including at least one design experiment per semester.
- One Science as a human endeavour investigation per semester.

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Biology, Chemistry and Physics, as well as Agriculture, Psychology and Nutrition.

ELECTIVE SUBJECT - SEMESTER

SUSTAINABLE TECHNOLOGIES

COURSE OUTLINE

The course provides students with an elevated understanding of the role and application of modern technologies in the field of agriculture. Drawing from the foundational principles of sustainability and the advanced capabilities of digital tools, students are primed for future roles in AgriTech industries, agribusiness management, and sustainable farming innovations.

By the end of Year 10, students will be proficient in analysing, designing, implementing, and evaluating technological solutions for sustainable farming. This includes leveraging AI for agribusiness decisions, designing Virtual Reality (VR) and Augmented Reality (AR) applications for agricultural training, and tailoring drone technologies for optimized crop management.

TOPICS STUDIED INCLUDE

In the Sustainable Agriculture Business course, students delve into modern AgriTech, starting with Smart Farming Systems for efficient farming. They'll explore Sensor Technologies for optimal crop conditions and master Drone Agriculture for aerial farm assessments. The course introduces immersive Agri-VR & AR for virtual agricultural training and the power of AI for strategic farm decisions. The curriculum concludes by examining the business side of sustainable farming with technology at its core. A crucial component of the curriculum involves contrasting traditional and contemporary agricultural business practices. Within this component, students will identify existing gaps and inefficiencies and utilise digital solutions to rectify these challenges.

ASSESSMENT

- Smart farming system design
- AI-driven agribusiness project
- Agri-VR & AR development
- Drone deployment activity
- Sustainable agritech case studies
- Group collaborative solutions

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Agriculture, Business Innovation, Design Technology & Engineering.

CORE SUBJECT - FULL YEAR

WILKINS PROJECT

COURSE OUTLINE

The Wilkins Project aims to provide opportunities for students to learn and develop the capabilities and skills they will need to effectively navigate their journey through the 21st Century. Students are given the opportunity to use and discover their God-given strengths, passions and interests whilst gaining a sense of achievement, as they look to develop solutions to authentic problems.

Throughout the year, students will develop skills and capabilities within a context of innovation and enterprise, through a combination of individual and collaborative tasks. They will also achieve SACE credits in the Business Innovation / Integrated Learning (entrepreneurship focus).

ASSESSMENT

- Group project (skill development)
- Personal project – Shark Tank pitch, prototype, product commercialisation
- Analysis and reflection

THIS SUBJECT LEADS TO

SACE Stage 1 and 2 Business Innovation, Design Technology & Engineering.

CORE SUBJECT - FULL YEAR

WORKPLACE PRACTICES

COURSE OUTLINE

In this subject, students are expected to:

- Demonstrate knowledge and understanding of industry and work
- Develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry, and the workplace
- Work independently and with others
- Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

TOPICS STUDIED INCLUDE

- Industry and Work Knowledge
- Vocational Learning
- VET

The teaching and learning program must include Industry and Work Knowledge and a combination of Vocational Learning and/or VET.

ASSESSMENT

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

Students provide evidence of their learning through four assessments. Students undertake:

- At least one assessment for the folio
- One assessment for the performance relates specifically to the Vocational Learning and/or VET areas of study. Students gather evidence of learning from one assessment of their performance during a series of activities undertaken over a period of 25 to 30 hours (work experience).
- At least one assessment for the reflection

STAGE 1

SUBJECT SELECTION

SUBJECTS	SEMESTER	YEAR	CREDITS
Activating Identities & Futures		✓	10
Agriculture	✓	✓	10 or 20
Arts - Visual Arts/Design	✓	✓	10 or 20
Biology		✓	20
Business Innovation	✓	✓	10 or 20
Chemistry		✓	20
Child Studies	✓		10
Christian Living		✓	20
Design, Technology & Engineering	✓	✓	10 or 20
Drama	✓	✓	10 or 20
English		✓	20
Essential English		✓	20
Food & Hospitality	✓	✓	10 or 20
Health & Wellbeing	✓	✓	10 or 20
Mathematics - Essential		✓	20
Mathematics - General		✓	20
Mathematics - Pre-methods	✓	✓	10 or 20
Mathematics - Pre-specialist	✓	✓	10 or 20
Modern History	✓	✓	10 or 20
Music	✓	✓	10 or 20
Nutrition	✓	✓	10 or 20
Outdoor Education	✓	✓	10 or 20
Physical Education	✓	✓	10 or 20
Physics		✓	20
Psychology		✓	20

STAGE 1

SUBJECTS

STAGE 2

ACTIVATING IDENTITIES & FUTURES (AIF)

COURSE OUTLINE

Activating Identities and Futures (AIF) engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

TOPICS STUDIED INCLUDE

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

COURSE LENGTH

Full Year - 10 credit subject

ASSESSMENT

School Assessment

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress checks (35%)

External Assessment

- Assessment Type 3: Appraisal (30%)

STAGE 1

AGRICULTURE

COURSE OUTLINE

Agriculture allows students to consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture affects their lives, their communities, and the environment. Students develop critical thinking skills that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Crops and Pastures
- Topic 2: Sheep husbandry

COURSE LENGTH

Semester - 10 credit subject.
Full Year - 20 credit subject

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- Assessment Type 1: Agricultural reports
- Assessment Type 2: Applications

For each 10-credit semester, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- A least one practical report
- One report with a focus on science as a human endeavour
- At least one applications task

At least one assessment should involve collaborative work.

STAGE 1

ARTS
VISUAL ARTS/DESIGN

COURSE OUTLINE

In this subject, students are expected to:

- Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
- Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
- Communicate knowledge and understanding of their own and other practitioners' works of art or design
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts

COURSE LENGTH

Stage 1 Visual Arts may be undertaken as either one or two 10 credit semester-based subjects

ASSESSMENT

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

For each 10-credit semester, students will provide evidence of their learning through three or four assessments. Students produce:

- One folio
- One or two practical works, including a practitioner's statement for one practical work
- One visual study

STAGE 1

BIOLOGY

COURSE OUTLINE

Biology allows students to study the diversity of life and living systems. Students explore how living systems have evolved and how they continue to change. Knowledge and understanding provided by Biology helps students to explore and explain how the living world works, and allows students to join in and initiate debates about biological issues.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Cells and microorganisms
- Topic 2: Infectious disease
- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics

COURSE LENGTH

Stage 1 Biology is studied as two 10 credit semester-based courses.

ASSESSMENT

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

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and applications tasks.

For each 10-credit semester, students provide evidence of their learning through four assessments, one of which will involve collaborative work. Each assessment type should have a weighting of at least 20%.

Students complete:

- At least one practical investigation
- One investigation with a focus on science as a human endeavour
- At least one skills and applications task
- An examination at the end of Semester 2

STAGE 1

BUSINESS INNOVATION

COURSE OUTLINE

Business Innovation at Stage 1 focuses on developing students' entrepreneurial skills and business acumen. Students learn to identify and solve real-world business problems through innovation and creative thinking. The course covers the fundamentals of business planning, marketing, financial management, and ethical decision-making.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Opportunity and problem identification
- Innovative and creative thinking
- Business planning and development
- Marketing strategies
- Financial literacy and management
- Ethical and sustainable business practices

COURSE LENGTH

Stage 1 Business Innovation may be undertaken as one or two 10 credit semester-based subjects.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Assessment Type 1: Business Skills (60%)

- Practical tasks to develop skills in business planning, marketing, and financial management.
- Evaluation of ethical and sustainable practices in business decisions.

Assessment Type 2: Business Pitch (40%)

- Development and presentation of a business idea or solution to a real-world problem.
- Evidence of research, planning, and innovative thinking.
- Reflection on the pitch process and feedback received.

STAGE 1

CHEMISTRY

COURSE OUTLINE

In this subject, students will make a critical study of the social and environmental impact of materials and chemical processes. How human beings make use of the earth's resources and the impact of human activities on the environment, will be considered.

Students will be given opportunity to develop skills in scientific inquiry, observation, and in designing and performing experiments. They will apply their understanding of chemical concepts to develop solutions to a variety of problems in chemistry, enabling them to be questioning, reflective, and critical thinkers.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- **Materials:** The model of the atom and the modern periodic table, innovative materials such as nanomaterials and their potential use in areas such as medicine and industry.
- **Chemical Bonding:** Models of bonding develop and extend the understanding of the chemistry behind the macroscopic properties of materials.
- **Molecules and Organic Chemistry:** The 3D structure of molecular substances and properties are explained in terms of the forces of attraction between molecules.
- **Mixtures and Solutions:** Solvents and miscibility, stoichiometry and titrations, enthalpy changes.
- **Acids and Bases:** Reactions, pH scale and how human activities contribute to acid rain.
- **Redox Reactions:** Reactivity of metals and applications to electrolytic and galvanic cells.

COURSE LENGTH

Stage 1 Chemistry is studied as two separate 10 credit courses. Semester 1 is a pre-requisite for Semester 2.

ASSESSMENT

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

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and applications tasks

Students provide evidence of their learning through eight assessments, at least one of which involves collaborative work. Each assessment type has a weighting of at least 20%.

STAGE 1

CHILD STUDIES

COURSE OUTLINE

Child Studies allows students to learn about children and their development from conception to eight years. Students develop an understanding of the growth, health and wellbeing of children by examining diverse attitudes, values and beliefs about childhood and the care of children. Students develop an understanding of the nature of contemporary families and the changing roles of children in a contemporary society. Students explore concepts of development, needs, rights of children, the value of play, childhood and families, roles of parents and caregivers, behaviour management, child nutrition and the health and wellbeing of children. Students build their knowledge on the range of attitudes, values, and beliefs of people in the wider community in relation to children and child rearing practices.

TOPICS STUDIED INCLUDE

In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children.

Students study topics within the following 3 areas:

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights & safety

COURSE LENGTH

Stage 1 Child Studies is undertaken as one 10 credit semester based subject.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Child Studies:

- Practical Activity - 50%
- Group Activity - 20%
- Investigation - 30%

STAGE 1

CHRISTIAN LIVING

COURSE OUTLINE

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian Faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Students will investigate the relevance of the Biblical story to the world that they currently are living in.
- Students are encouraged to consider ways that they can make a positive difference to the world around them, by looking at ethical viewpoints through a biblical lens.
- Students learn about Christian leadership. They are provided with opportunities to lead and mentor year 7 students through the HILLS Peer Support Program.
- Students complete the course by considering the constructs in their lives that impact their decision making and they develop skills to better prepare them for their final year of schooling.

COURSE LENGTH

Full Year

ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback on tasks.

STAGE 1

DESIGN, TECHNOLOGY & ENGINEERING

COURSE OUTLINE

Industry and Entrepreneurial Solutions involves designing solutions to meet industry requirements or inventing products that address needs or solve problems. This can be achieved using design programs like CAD to develop prototypes or products. Students will demonstrate knowledge and skills related to systems, processes, and materials for prototypes and final solutions.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Development of design thinking
- Investigation of engineering solutions
- Development of plans, realisation of solutions, and evaluation of outcomes
- Resource investigation and issues exploration
- Tasks tailored to individual student requirements

COURSE LENGTH

Stage 1 Design, Technology and Engineering is a full year elective based subject worth 20 credits.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Assessment Type 1: Specialised Skills Task (30%)

- Students undertake one or more specialised skills tasks to develop the skills and knowledge required for the realisation of the solution in Assessment Type 2.
- Students evaluate their skill development and review how these processes and techniques may influence their solution.

Assessment Type 2: Design Process and Solution (70%)

- Students show evidence of key design phases: investigation and analysis, design development, and planning.
- Students create and evaluate the solution, providing evidence through images or video recordings.
- Evaluation includes how well the requirements of the design brief were met, what worked well, what did not go according to plan, and what was learned.
- Students consider possible modifications to improve the outcome and discuss the intended use of the solution.

Note: Digital Technology students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

STAGE 1

DRAMA

COURSE OUTLINE

Drama allows students to learn and develop skills in performance, scriptwriting, creative thinking, directing, and producing. Students actively participate in live theatre performances each semester. Drama enhances students' public speaking, selfconfidence, and presentation skills.

In this subject, students are expected to:

- Understand and explore dramatic roles, conventions, processes and technologies
- Apply dramatic ideas and processes collaboratively to realise outcomes
- Apply dramatic skills to create and present drama outcomes
- Explore and experiment with technology to provide creative solutions
- Analyse and evaluate dramatic ideas, products and/or technologies
- Demonstrate critical and creative thinking in the development of drama

TOPICS STUDIED INCLUDE

- Company and Performance
- Understanding and responding to Drama
- Drama and Technology

These three areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating professional drama.

COURSE LENGTH

Stage 1 Drama may be undertaken as either one or two 10 credit semester-based subjects.

ASSESSMENT

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

- Assessment Type 1: Performance (Up to 6 minutes per student)
- Assessment Type 2: Responding to Drama (Review of a workshop)
- Assessment Type 3: Creative synthesis (Pitch of ideas for chosen play)

STAGE 1

ENGLISH

COURSE OUTLINE

Stage 1 English allows students to critically and creatively engage with a wide range of text types, including novels, film, media, and poetry. They are supported to respond to texts and create their own in written and multimodal forms.

Students analyse the interrelationship between author, text, and audience, with a focus on how language and stylistic features shape meaning, ideas, and perspectives in various contexts. They consider how texts reflect and represent human experiences through social, cultural, economic, historical, and/or political lenses. Students also explore how text conventions and stylistic choices are used purposefully to influence audience response and communicate intended meanings.

TOPICS STUDIED INCLUDE

- Review Writing
- Film Study
- Poetry Writing
- Intertextual Study (Comparative)
- Podcast Creation
- Creative Writing

COURSE LENGTH

Stage 1 English is undertaken as two 10 credit semester based subjects.

ASSESSMENT

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
- Assessment Type 3: Intertextual study

For each 10 credit subject, students complete four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form.

STAGE 1

ESSENTIAL ENGLISH

COURSE OUTLINE

Essential English allows students who are planning to pursue a career in a range of trades or vocational pathways to develop both their verbal and written communication skills. There is an emphasis on communication, comprehension, analysis and text creation.

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

TOPICS STUDIED INCLUDE

- Conduct at least one film study
- Anaylse the genre of reality TV
- Study the conventions of feature articles
- Compose a range of texts

COURSE LENGTH

Stage 1 Essential English is undertaken as two 10 credit semester based subjects.

ASSESSMENT

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts

For each 10 credit subject, students provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

STAGE 1

FOOD & HOSPITALITY

COURSE OUTLINE

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.

TOPICS STUDIED INCLUDE

Students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Students study topics within the following 5 areas of study:

- Food, the individual, and the family
- Local and global issues in food and hospitality
- Trends in food and culture
- Food and safety
- Food and hospitality industry

COURSE LENGTH

Stage 1 Food & Hospitality may be undertaken as either one or two 10 credit semester-based subjects.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

- Practical Activity 50%
- Group Activity 25%
- External Assessment - 25%

Note: Food & Hospitality students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

STAGE 1

HEALTH & WELLBEING

COURSE OUTLINE

In Stage 1, students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. Students will evaluate current trends and issues impacting health and wellbeing, reflecting on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

TOPICS STUDIED INCLUDE

These concepts are fluid and connected as they underpin the content of the subject and may be considered in individual, local and global contexts. In each semester, students will study two of the following four topics:

- **Health Literacy:** Develop an understanding of the information available around health and wellbeing as well as how to access and make decisions around the validity and reliability of that information.
- **Health Determinants:** Understand the factors that determine health and wellbeing and that the impact of these factors will differ according to the individual, local or global contexts.
- **Health Promotion:** Humans have a right to health and wellbeing. Empowering individuals and communities to take control of their health and wellbeing takes coordinated initiatives and **supportive environments.**
- **Social Equity:** Develop an understanding of the impact of inequality, including social and cultural factors to health and wellbeing. Recognising also that equality applies to the fair and equitable distribution of health resources, services and education programs.

COURSE LENGTH

Stage 1 Health & Wellbeing may be undertaken as either one or two 10 credit semester subjects.

ASSESSMENT

Assessment at Stage 1 is school based through the following assessment types:

- Assessment Type 1 – Practical Action
- Assessment Type 2 – Issue Inquiry

For each 10-credit semester, students will complete at least three assessments comprising of at least one practical action task and at least one issue inquiry.

STAGE 1

MATHEMATICS ESSENTIAL

COURSE OUTLINE

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

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Calculations, time and ratio (Mathematics A)
- Topic 2: Earning and spending (Mathematics A)
- Topic 3: Geometry or chance (Mathematics B)
- Topic 4: Data in context (Mathematics B)
- Topic 5: Measurement (Mathematics A)
- Topic 6: Investing (Mathematics B)

COURSE LENGTH

Stage 1 Essential Mathematics is taught as two 10 credit semester-based subjects.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Type 1: Skills and Applications Tasks 75%

- Students undertake two tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%

- Students undertake two investigations, by planning; applying their numeracy skills to gather, represent, analyse, and interpret data and propose or develop a solution to a mathematical problem based in an everyday or workplace context.

STAGE 1

MATHEMATICS GENERAL

COURSE OUTLINE

General Mathematics allows students to extend their mathematical skills in ways that apply to practical problem solving. The topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Investing and borrowing (Mathematics B)
- Topic 2: Measurement (Mathematics A)
- Topic 3: Statistical investigation (Mathematics B)
- Topic 4: Applications of trigonometry (Mathematics A)
- Topic 5: Linear functions & their graphs(Mathematics B)
- Topic 6: Matrices and networks (Mathematics A)

COURSE LENGTH

Stage 1 General mathematics is taught as two 10 credit semester-based subjects.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Type 1: Skills and Applications Tasks 75%

- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%

- Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

STAGE 1

MATHEMATICS PRE-METHODS

COURSE OUTLINE

Mathematical Methods allows students the opportunity to develop the foundation for further study in mathematics, economics, computer sciences, and the sciences, preparing students for courses and careers that may involve the use of statistics, such as, health or social sciences.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Functions and graphs (Mathematics A)
- Topic 2: Quadratics and polynomials (Mathematics A)
- Topic 3: Trigonometry (Mathematics A)
- Topic 4: Counting and statistics (Mathematics B)
- Topic 5: Growth and decay (Mathematics B)
- Topic 6: Introduction to differential calculus (Mathematics B)

COURSE LENGTH

Two separate 10 credit Semester courses, but Semester 1 is pre-requisite for Semester 2.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Type 1: Skills and Applications Tasks 75%

- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%

- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

STAGE 1

MATHEMATICS PRE-SPECIALIST

COURSE OUTLINE

Specialist Mathematics allows students to draw on and deepen their mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs. This subject can be a pathway to engineering and physical sciences

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Sequences and series (Mathematics C)
- Topic 2: Matrices (Mathematics C)
- Topic 3: Geometry (Mathematics C)
- Topic 4: Vectors in a plane (Mathematics D)
- Topic 5: Further trigonometry (Mathematics D)
- Topic 6: Real and complex numbers (Mathematics D)

COURSE LENGTH

Two separate 10 credit Semester courses, but Semester 1 is pre-requisite for Semester 2.

ASSESSMENT

Students demonstrate evidence of their learning through two assessment types:

Type 1: Skills and Applications Tasks 75%

- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%

- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

STAGE 1
MODERN HISTORY

COURSE OUTLINE

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.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Students explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

TOPICS STUDIED INCLUDE

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 5: Revolutions
- Topic 6: Elective

COURSE LENGTH

Stage 1 Modern History may be undertaken as one or two 10 credit semester-based subjects.

ASSESSMENT

For each 10-credit semester, students provide evidence of their learning through four assessments and two assessment types:

- Historical Skills
- Historical Study

Semester 1 – Revolutions in World History

Semester 2 – Imperialism and Colonisation in World History

STAGE 1
MUSIC

COURSE OUTLINE

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works. Students are required to attend instrumental lessons for the duration of this subject.

TOPICS STUDIED INCLUDE

Music A - Semester 1

Students perform solo works on their instrument or voice that reflects their particular interest in one selected genre/style or a contrasting choice of genres/styles.

Students create and organise a play-list of musical works for a "trip down memory lane" radio segment. They present a script that seeks to enhance the listener's appreciation of each piece of music. Students demonstrate their knowledge and understanding of context, style and the elements of music through the script. Students apply their theoretical and aural knowledge to compose an original piece of music which is notated on the musical software program, Noteflight.

Music B - Semester 2

Students perform a program of 1 or 2 musical works (from a single style / genre) in an ensemble setting in front of an audience. Students investigate the conventions of the chosen style of repertoire and present the findings.

Students develop their knowledge and understanding of music terminology through the study of musical works currently being studied with their instrumental / vocal teacher. Students reflect upon their learning by comparing their musical knowledge before and after this task

Students choose a song and creatively use the elements of music to arrangement the song in a contrasting genre. They then perform this in a ensemble setting.

COURSE LENGTH

Stage 1 Music may be undertaken as either one or two 10 credit semester-based subjects.

ASSESSMENT

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

- Assessment Type 1: Creative works
- Assessment Type 2: Musical literacy

STAGE 1
NUTRITION

COURSE OUTLINE

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Fundamentals of nutrition
- Dietary disorders
- Digestion, malabsorption and the microbiome
- Food marketing, guidelines and trends
- Nutritional needs throughout life
- Food processing and sustainability

COURSE LENGTH

One Semester yields 10 credits, each semester stands individually allowing the subject to be studied for a single semester or a full year.

ASSESSMENT

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

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and applications tasks

For each 10-credit semester, students should provide evidence of their learning through three assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

STAGE 1
OUTDOOR EDUCATION

COURSE OUTLINE

Through the study of three focus areas - environment and conservation; planning and management; and personal and social growth and development - students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

TOPICS STUDIED INCLUDE

- Environment and conservation
- Planning and management
- Personal and social growth and development

COURSE LENGTH

Stage 1 Outdoor Education may be undertaken as either one or two 10 credit semester-based subjects.

ASSESSMENT

- Assessment Type 1: About natural environments
- Assessment Type 2: Experiences in natural environments

Students undertake a range of outdoor activities and journeys including, for example, bushwalking, canoeing, rock climbing, and surfing.

For each 10-credit subject / semester:

- At least one journey should be undertaken, with a duration of at least 3 days in the field.
- Students provide evidence of their learning through three or four assessments.

Students complete:

- One or two about natural environments tasks
- Two experiences in natural environments tasks

Note: Stage 1 Outdoor Education students will incur an extra cost above general tuition to cover the costs of the outdoor activities/camp. This will be $475 per semester.

STAGE 1

PHYSICAL EDUCATION

COURSE OUTLINE

Physical Education allows students to undertake a range of physical activities, such as, sports, theme based games, laboratories, fitness and recreational activities.

Students explore movement concepts and strategies through these physical activities. Students analyse their own performances in these activities to develop ways to improve performance.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

Focus Area 1: In Movement

- Students investigate and apply skill acquisition concepts to generate improvements in the performance of physical skills. Key ideas include the role of feedback and the identification of biomechanical principles.

Focus Area 2: Through Movement

- Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of them-based games, sporting and physical activities.

Focus Area 3: About Movement

- Students develop their knowledge of the body's response to physical activity.

COURSE LENGTH

Stage 1 Physical Education may be undertaken as either one or two semester-based subjects.

ASSESSMENT

- Assessment Type 1: Performance improvement
- Assessment Type 2: Physical activity investigation

For each 10-credit semester, students provide evidence of their learning through three assessments.

Students undertake:

- At least one performance improvement task
- At least one physical activity investigation

STAGE 1

PHYSICS

COURSE OUTLINE

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of the topics listed below. As well as applying knowledge to solve problems, students develop experimental and investigation design, information literacy and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Linear motion
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Energy and momentum
- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity

COURSE LENGTH

Stage 1 Physics is taught as two 10 credit semester-based subjects.

ASSESSMENT

For each 10 credit Semester, students provide evidence of their learning through four assessment tasks. Students undertake:

- At least one practical investigation
- One investigation on science as a human endeavour
- At least two skills and applications tasks

STAGE 1
PSYCHOLOGY

COURSE OUTLINE

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

TOPICS STUDIED INCLUDE

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, 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

COURSE LENGTH

Stage 1 Psychology is undertaken as two 10 credit semester-based subjects each covering three of the following topics:

- Lifespan Psychology
- Neuropsychology
- Cyberpsychology
- Emotion
- Cognitive Psychology
- Forensic Psychology

ASSESSMENT

Students will demonstrate their learning through the following assessment types:

- Type 1: Investigations folio
- Type 2: Skills and applications tasks

The subject includes an exam at the end of Semester 2 in preparation for Stage 2 Psychology.

STAGE 2

SUBJECT SELECTION

SUBJECTS	YEAR	CREDITS
Agricultural Production	✓	20
Arts - Visual Arts	✓	20
Arts - Design	✓	20
Biology	✓	20
Business Innovations	✓	20
Chemistry	✓	20
Child Studies	✓	20
Christian Living	✓	20
Design, Technology & Engineering	✓	20
Drama	✓	20
English	✓	20
Essential English	✓	20
English Literary Studies	✓	20
Food & Hospitality	✓	20
Health & Wellbeing	✓	20
Industry Connections	✓	20
Mathematics - Essential	✓	20
Mathematics - General	✓	20
Mathematics- Methods	✓	20
Mathematics- Specialist	✓	20
Modern History	✓	20
Music Performance - Ensemble	✓	20
Music - Solo	✓	20
Nutrition	✓	20
Outdoor Education	✓	20
Physical Education	✓	20
Physics	✓	20
Psychology	✓	20

STAGE 2

SUBJECTS

STAGE 2

AGRICULTURAL PRODUCTION

COURSE OUTLINE

Agricultural Production allows students to develop an understanding of the primary industries, such as, livestock, broad acre cropping, horticulture, viticulture, forestry and aquaculture. Students consider the changes in agricultural practices over time and analyse different methods of agricultural production in relation to benefits, risks and opportunities. Students understand sustainable management of the physical and biological environments and how agriculture impacts individual lives and communities. Students develop skills in critical thinking to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Animal production
- Topic 2: Plant production
- Topic 3: Resource management
- Topic 4: Agribusiness.

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment (70%)

Type 1: Practical Assessments and Reports 30%

- Students complete three Agricultural reports. Two reports have a practical focus, and one has a focus on science as a human endeavour in an agricultural context.

Type 2: Application Tasks 40%

- Students undertake three application tasks, with at least one supervised task. The supervised task is a maximum of 90 minutes.

External Assessment (30%)

Type 3: Production Investigation 30%

- Students are responsible for the production of their own Agricultural Enterprise and complete a written report on the profitability and success of the project.

STAGE 2

ARTS - VISUAL ART

COURSE OUTLINE

Visual Art allows students to develop an understanding of conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

TOPICS STUDIED INCLUDE

- **Visual Thinking**: is the ability to view works of design, understand the visual codes that describe, explain, analyse, interpret and develop a personal visual aesthetic.
- **Practical Resolution:** can be created by digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics or textiles.
- **Visual Arts in Context:** students are provided with opportunities to contextualise design to place works of art culturally, socially, and/or historically in context.

ASSESSMENT

Students provide evidence of their learning through six assessments, including the external assessment component. Students produce:

School Assessment – 70%

Type 1: Folio 40%

- Students produce two 20 page folios or one 40 page Folio that include visual, practical and written evidence to support their practical area of study.

Type 2: Practical 30%

- Students produce two practical works including a practitioner's statement for both practical works.

External Assessment – 30%

Type 3: Visual Study 30%

- A 20 page 2000 word inquiry based project of a design related topic integrated with practical applications.

STAGE 2
ARTS - DESIGN

COURSE OUTLINE

Design allows students to develop an understanding of conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

TOPICS STUDIED INCLUDE

- **Visual Thinking:** is the ability to view works of design, understand the visual codes that describe, explain, analyse, interpret and develop a personal visual aesthetic.
- **Practical Resolution:** can be product design, environmental design, graphic design or visual **communication.**
- **Visual Arts in Context:** students are provided with opportunities to contextualise design to place works of art culturally, socially, and/or historically in context.

ASSESSMENT

Students provide evidence of their learning through six assessments, including the external assessment component. Students produce:

School Assessment – 70%
Type 1: Folio 40%

- Students produce two 20 page folios or one 40 page folio that include visual, practical and written evidence to support their practical area of study.

Type 2: Practical 30%

- Students produce two practical works including a practitioner's statement for both practical works.

External Assessment – 30%
Type 3: Visual Study 30%

- A 20 page 2000 word inquiry based project of a design related topic integrated with practical applications.

STAGE 2
BIOLOGY

COURSE OUTLINE

Biology allows students to develop an understanding of the diversity of life and living systems as they have evolved and continue to change. Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues. Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment (70%)
Type 1: Investigation Folio Tasks 30%

- Students undertake at least two practical investigations and one investigation with a focus on science as a human endeavour.

Type 2: Skills and Application Tasks 40%

- Students undertake a series of supervised tests. Each supervised test should be a maximum of 90 minutes.

External Assessment (30%)
Type 3: Examination 30%

- A two-hour external examination.

STAGE 2

BUSINESS INNOVATION

COURSE OUTLINE

Stage 2 Business Innovation advances students' entrepreneurial and business skills. Students engage in complex problem-solving and strategic planning, exploring innovative solutions for real-world business challenges. The course emphasises advanced business planning, market research, financial analysis, and the development of sustainable and ethical business practices.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Advanced opportunity and problem identification
- Strategic planning and innovative thinking
- Comprehensive business plan development
- In-depth market research and analysis
- Advanced financial management
- Ethical and sustainable business practices

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment - 70%

Type 1: Business Skills 40%

- Advanced practical tasks in business strategy, marketing, and financial management.
- Analysis of ethical and sustainable business practices.

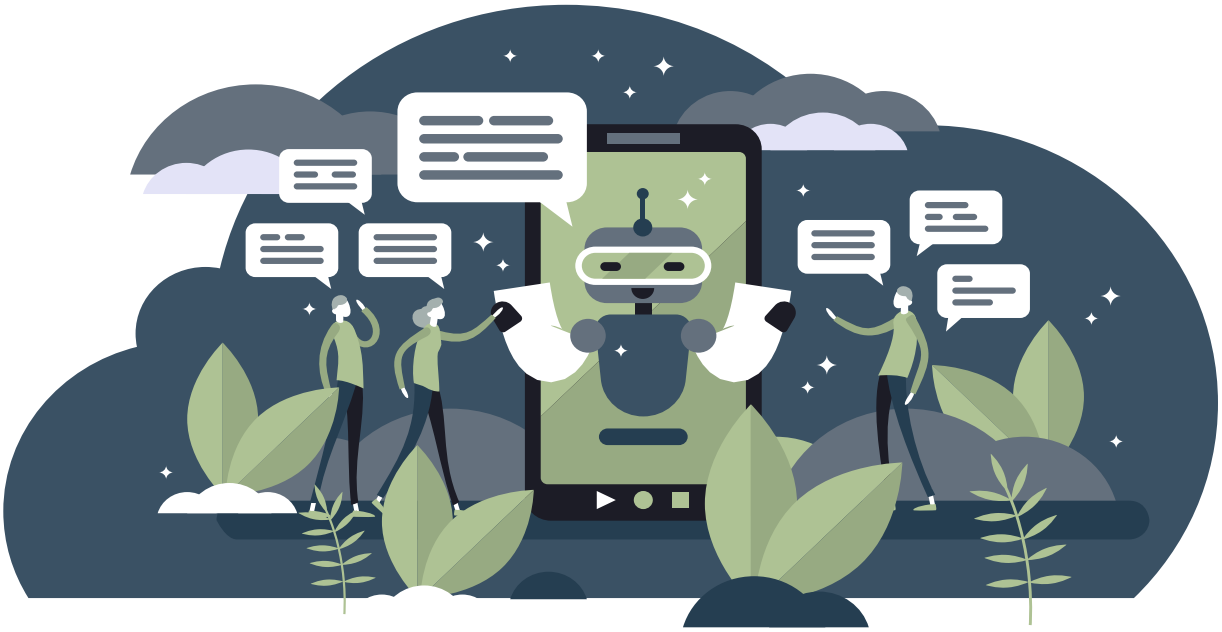
Type 2: Business Model 30%

- Development of a comprehensive business model for a new or existing business.
- Detailed research, planning, and financial projections.
- Evaluation of the business model's potential success and sustainability.

External Assessment – 30%

Type 3: Business Plan and Pitch 30%

- Creation and presentation of a detailed business plan addressing a significant business challenge.
- Evidence of strategic planning, market research, and financial analysis.
- Presentation and defence of the business plan to an external panel.



STAGE 2
CHEMISTRY

COURSE OUTLINE

Chemistry allows students to develop and extend their understanding of how the world is chemically constructed, the interaction between human activities and the environment, and the use of the planet's resources. Chemistry helps students make informed decisions about interacting with nature, and explore sustainable chemistry to reduce the environmental impact of chemical products and processes.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Monitoring the environment: Global Warming, photochemical smog, volumetric analysis, chromatography, atomic spectroscopy.
- Topic 2: Managing Chemical Processes: Rates of reaction, equilibrium & yield, optimising production.
- Topic 3: Organic and biological chemistry
- Topic 4: Managing Resources: Energy, electricity, water, soils and material chemistry

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment (70%)

Type 1: Investigations Folio 30%

- Students undertake two practical investigations and one investigation with a focus on science as a human endeavour.

Type 2: Skills and Application Tasks 40%

- Students undertake four supervised skills and applications tests

External Assessment (30%)

Type 3: Examination 30%

- A two-hour external examination..

STAGE 2
CHILD STUDIES

COURSE OUTLINE

Stage 2 Child Studies allows students to learn about children and their development from conception to eight years. Students develop an understanding of the growth, health and wellbeing of children by examining diverse attitudes, values and beliefs about childhood and the care of children. Students explore concepts of development, needs, rights of children, the value of play, childhood and families, roles of parents and caregivers, behaviour management, child nutrition and the health and wellbeing of children

TOPICS STUDIED INCLUDE

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

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Child Studies:

School Assessment - 70%

Type 1: Practical Activity 50%

- Students complete four practical activities incorporating an action plan, research task, and evaluation.

Type 2: Group Activity 20%

- Students participate in one to two group activities exploring the health and wellbeing of children through collaboration and participating effectively in a team.

External Assessment - 30%

Type 3: Investigation 30%

- Students complete one investigation in which they identify and analyse a contemporary issue related to the health and wellbeing of children.

STAGE 2
CHRISTIAN LIVING

COURSE OUTLINE

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian Faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Students explore key elements of the New Testament. There is a strong focus on the life and teachings of Christ and how we use these to be authentic followers of Christ.
- Students investigate the cultural teachings within the Biblical parables and they are provided the opportunity to investigate the relevance of these teachings to the current local, national and global climate.
- Students are encouraged to consider the idea of legacy through focussing on the life of Christ and his teaching and empowering of his Disciples. Students are then provided with an opportunity to work with Reception students through delivering a Christian Living unit focussing on the Fruit of the Spirit.

COURSE LENGTH

Full Year

ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback on tasks.

STAGE 2
DESIGN, TECHNOLOGY & ENGINEERING

COURSE OUTLINE

Design, Technology, and Engineering: Industry and Entrepreneurial Solutions involves advanced design and engineering principles to address industry requirements or create entrepreneurial products that meet specific needs or solve problems. Using advanced design programs such as CAD, students will develop detailed prototypes or products. They will demonstrate proficiency in systems, processes, and materials through the realisation of their designs.

TOPICS STUDIED INCLUDE

Students study topics within the following 5 areas of study:

- Advanced development of design thinking
- Comprehensive investigation of engineering solutions
- Detailed planning, realisation of solutions, and evaluation of outcomes
- In-depth resource investigation and issues exploration
- Individualised tasks tailored to student projects

ASSESSMENT

School Assessment – 70%

Type 1: Specialised Skills Tasks 20%

- Students complete two Specialised skills tasks.
- Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 50%

- Students produce up to three tasks in the design process and solution assessment type.
- Students provide evidence of investigation and analysis, design development and planning, production and evaluation.

External Assessment – 30%

Type 3: Resource Study 30%

- In-depth investigation of materials, processes, and technologies relevant to their project.
- Analysis of sustainability, ethical considerations, and industry standards.
- Presentation of findings in a formal report.

Note: Digital Technology students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

STAGE 2
DRAMA

COURSE OUTLINE
Drama allows students to develop their creativity, collaboration, critical thinking, and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence. Students learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

TOPICS STUDIED INCLUDE
Students are required to study the following two dramatic areas:

- Company and Production
- Exploration and Vision

These two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences.

COURSE LENGTH
Full Year

ASSESSMENT
Students demonstrate evidence of their learning through three or four assessment types:

School Assessment - 70%
Type 1: Group Production 40%

- As a company (or companies), students are led by the teacher through the dramatic process to develop a group production or a selection of smaller productions.
- Each individual student selects and presents evidence of their understanding, creativity, analysis, evaluation, application, and development in the form of a recorded presentation of up to 15 minutes. The selection of evidence from the process and performance should be an authentic representation of the range of the student's learning and application.

Type 2: Evaluation and Creativity 30%

- Students focus on the development of their critical and creative thinking skills. They explore dramatic ideas, theories, and works by critically viewing a range of live theatre and/or screen productions, by engaging in workshops with professionals, and by investigating dramatic styles, and/or innovations from local, global, contemporary, and historical contexts.
- This assessment can be completed in two parts or one that combines both. One folio should focus on responding to drama and the other folio should focus on creating drama. The combined total for tasks in this assessment type is a maximum of 12 minutes if oral or multimodal, or 2000 words if written.

External Assessment – 30%
Type 3: Creative Presentation 30%

- Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned. The documentation of evidence may take a variety of forms, and students should take a creative approach to represent their creative and critical thinking and application of skills. The learning portfolio should be a maximum of 9 minutes if multimodal.

STAGE 2

ENGLISH

COURSE OUTLINE

English allows students to develop an understanding of a range of text types and analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

TOPICS STUDIED INCLUDE

- **Responding to texts**: students study and respond to a range of texts including prose, films, and drama texts. Students also have the opportunity to compare individually selected texts throughout the course.
- **Creating texts**: students create a range of texts for a variety of purposes and audiences. Students have the opportunity to select topics that are of interest to them.
- **Comparative analysis:** students explore two texts that share a similar theme, idea, aspect of culture and/or perspective and analyse the literary techniques employed to influence audiences.

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 30%

- Students produce three responses to texts; which includes two written assessments and one oral/ multimodal assessment.

Type 2: Creating Texts 40%

- Students produce three original texts and one writer's statement.

External Assessment – 30%
Type 3: Individual Comparative Analysis 30%

- Students complete a written comparative analysis of two individually selected texts. These can include novels, short stories, films and media texts.

STAGE 2

ESSENTIAL ENGLISH

COURSE OUTLINE

Essential English allows students to develop an understanding of a range of texts that instruct, engage, challenge, inform, and connect audiences. Students consider information, ideas, and perspectives represented in the texts studied. Students develop their ability to create written texts but also multimodal and/or film texts.

TOPICS STUDIED INCLUDE

- **Responding to Texts:** students respond to a range of texts. These include film and media texts.
- **Creating Texts:** students create original pieces that appeal to certain audiences and contexts.
- **Language Study:** the language study focuses on the use of language by people in a context outside of the classroom. Students decide what the focus of their Language Study will be with the support of their teacher.

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 30%

- Students produce three responses to texts. These will include a variety of formats.

Type 2: Creating Texts 40%

- Students produce at least one text that advocates for an issue or cause and two additional texts. This will include a variety of formats.

External Assessment – 30%
Type 3: Language Study 30%

- Students produce an independent Language Study through devising a question or hypothesis about the use of language in their chosen context.

STAGE 2

ENGLISH LITERARY STUDIES

COURSE OUTLINE

Stage 2 English Literary Studies develops students' critical thinking skills and interpretive strategies essential for the analysis of texts. Through both collaborative and independent study, students engage with diverse perspectives, exchange and refine ideas, gather evidence to support personal interpretations, construct logical and persuasive arguments, and evaluate a range of critical readings.

This subject emphasises how literary texts reflect culture and identity, and explores the complex relationship between authors, texts, audiences, and contexts. Students examine the power of language to shape representations of ideas, events, and individuals, and consider how texts may reinforce or challenge cultural norms.

Students produce responses that demonstrate analytical insight and depth of understanding. They further develop the ability to construct sustained, reasoned critical arguments by weighing and synthesising differing literary perspectives. By analysing the stylistic features employed by authors, students enhance their own ability to craft original texts, putting into practice observed techniques.

TOPICS STUDIED INCLUDE

- Responding to texts – students respond to shared studies and comparative texts study, including, prose, poetry and film. Responses may include written and multimodal formats.
- Creating texts – students create texts displaying their understanding of the ways in which language and style can engage and position the audience.

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 50%

- Students produce up to five responses to their text studies.

Type 2: Creating Texts 20%

- Students transform one text to another text and produce a writer's statement as well as one written, oral, or multimodal text.

External Assessment – 30%
Type 3: Text Study 30%

- The Text Study consist of two assessments, including Part A: Comparative text study, Part B: Critical reading examination.

STAGE 2

FOOD & HOSPITALITY

COURSE OUTLINE

Stage 2 Food and Hospitality, 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 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 may be required to participate in activities outside school hours, both within the school and in the wider community.

TOPICS STUDIED INCLUDE

Students study topics within the following 5 areas of study:

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

ASSESSMENT

Students provide evidence of their learning through 6-7 assessments, including the external assessment component. Students produce:

School Assessment – 70%
Type 1: Practical Activity 50%

- Students complete at least four practical activities incorporating an Action Plan and Research Task.

Type 2: Group Activity 20%

- Students participate in group activities exploring collaboration and participating effectively as a group.

External Assessment – 30%
Type 3: Investigation 30%

- Students complete one investigation on a contemporary issue related to the food and hospitality industry.

Note: Food & Hospitality students will incur an extra cost above general tuition to cover the costs of the materials used in class. This will be $50 per semester.

STAGE 2

HEALTH & WELLBEING

COURSE OUTLINE

In Stage 2 Health & Wellbeing, students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

TOPICS STUDIED INCLUDE

- **Health Literacy:** Develop an understanding of the information available around health and wellbeing as well as how to access and make decisions around the validity and reliability of that information.
- **Health Determinants:** Understand the factors that determine health and wellbeing and that the impact of these factors will differ according to the individual, local or global contexts.
- **Health Promotion:** Humans have a right to health and wellbeing. Empowering individuals and communities to take control of their health and wellbeing takes coordinated initiatives and supportive environments.
- **Social Equity:** Develop an understanding of the impact of inequality, including social and cultural factors to health and wellbeing. Recognising also that equality applies to the fair and equitable distribution of health resources, services and education programs.

ASSESSMENT

School Assessment - 70%

Type 1: Initiative

- Two initiative tasks – one of which is collaborative

Type 2: Folio

- Two folio tasks.

External Assessment - 30%

Type 3: Inquiry

- Students independently research one contemporary health and wellbeing issue.

STAGE 2

INDUSTRY CONNECTIONS

COURSE OUTLINE

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.
The subject can be designed using a project-based learning model around the individual student, or group of students, or for students already significantly engaged in industry.

Industry Connections does not replicate VET programs and students do not achieve VET units of competency, however Industry Connections can be flexibly designed to enable opportunities for students to collate a work skills portfolio that may support future career and transitions opportunities, such as a job application and/or future recognition of prior learning (RPL) process for a VET qualification.

ASSESSMENT

School Assessment

- Assessment Type 1: Work skills portfolio (50%)
- Assessment Type 2: Reflection (20%)

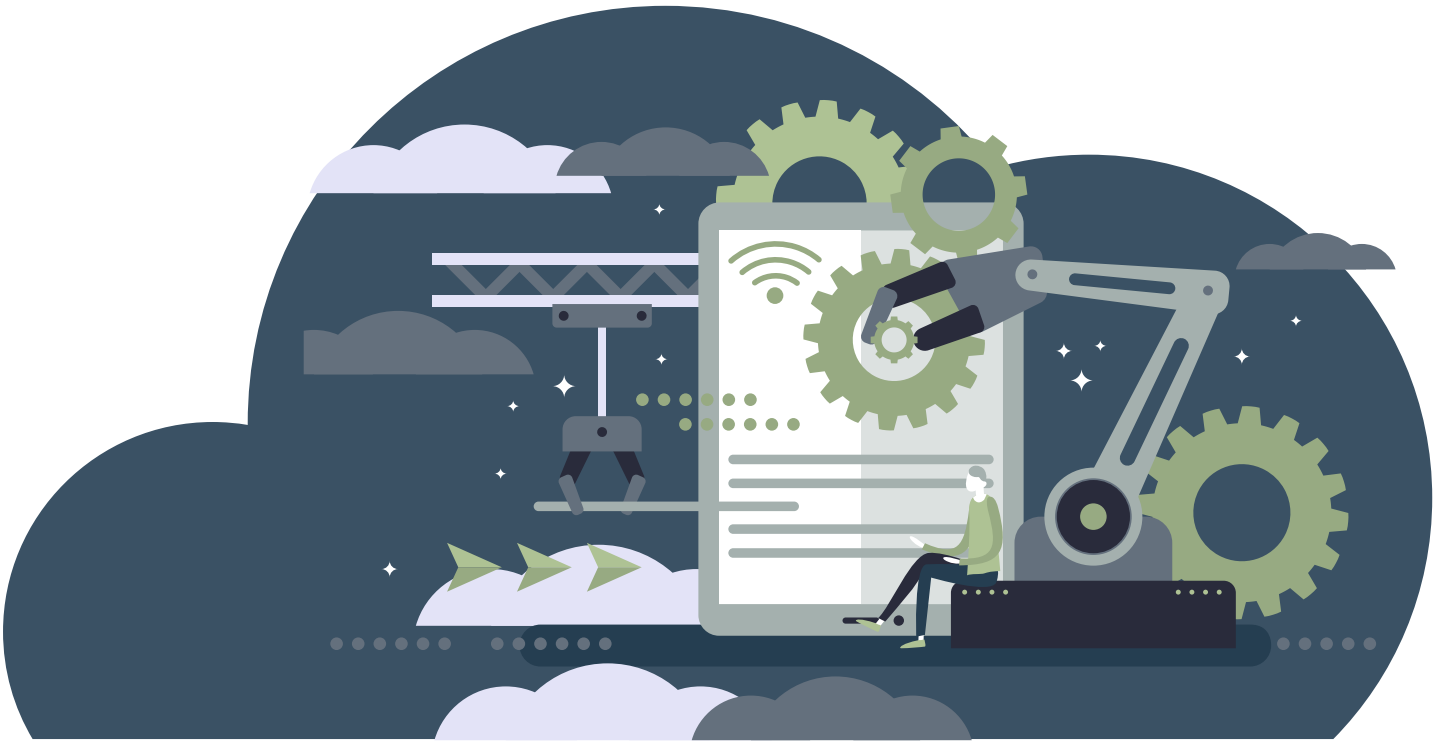
External Assessment

- Assessment Type 3: Industry project (30%)

For a 20-credit subject, students should provide evidence of their learning through the completion of four tasks in the work skills portfolio, one reflection on their learning, and evidence of undertaking one industry project.

The recommended sequencing of assessment to enable students to transfer their skills, knowledge and understandings to a future pathway is the following order:

- Assessment Type 1: Work skills portfolio
- Assessment Type 3: Industry project
- Assessment Type 2: Reflection



STAGE 2

MATHEMATICS ESSENTIAL

COURSE OUTLINE

Essential Mathematics allows students to develop 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.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Scales, plans and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investment and loans

ASSESSMENT

Students provide evidence of their learning through eight assessment tasks, including the external assessment.

School Assessment (70%)

- Five skills and applications tasks (40%)
- Two mathematical investigations (30%)

External Assessment (30%)

- One 2 hour examination (30%)

STAGE 2

MATHEMATICS GENERAL

COURSE OUTLINE

General Mathematics allows students to develop their practical problem-solving skills. Students develop their skills in a diverse range of applications of mathematics, including, personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models

ASSESSMENT

Students provide evidence of their learning through eight assessment tasks, including the external assessment.

School Assessment (70%)

- Five Skills and applications tasks (40%)
- Two mathematical investigations (30%)

External Assessment (30%)

- One 2 hour examination (30%)

STAGE 2

MATHEMATICS METHODS

COURSE OUTLINE

Mathematical Methods allows students to develop a complex and sophisticated understanding of calculus and statistics. 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.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Introduction to differential calculus
- Topic 2: Exponents and logarithmic functions
- Topic 3: Further differentiation and applications
- Topic 4: Discrete random variables
- Topic 5: Integral calculus
- Topic 6: Continuous random variables and the normal distribution. Sampling and confidence intervals

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.

School Assessment (70%)

- Skills and applications tasks (50%) students complete six skills and applications tasks
- Mathematical investigation (20%) students complete one mathematical investigation

External Assessment (30%)

- One 2 hour examination (30%)

STAGE 2

MATHEMATICS SPECIALIST

COURSE OUTLINE

Specialist Mathematics allows students to deepen their mathematical knowledge, skills and understanding. Students also develop their skills in using rigorous mathematical arguments, proofs and mathematical models. Specialist Mathematics also includes the study of functions and calculus.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Mathematical induction
- Topic 2: Complex numbers
- Topic 3: Functions and sketching graphs
- Topic 4: Vectors in three dimensions
- Topic 5: Integration techniques and applications
- Topic 6: Rates of change and differential equations.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Specialist.

School Assessment (70%)

- Skills and applications tasks (50%) students complete six skills and applications tasks
- Mathematical investigation (20%) students complete one mathematical investigation

External Assessment (30%)

- One 2 hour examination (30%)

STAGE 2

MODERN HISTORY

COURSE OUTLINE

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

TOPICS STUDIED INCLUDE

Students study Topic 2 'The United States of America' from Modern Nations and Topic 7 'The Changing World Order' from 'The World Since 1945':

- Modern Nations (U.S) – Interventionism and Isolationism - Research Essay
- Modern Nations (U.S) – The Great Depression – Historical Report
- The World Since 1945 (The Changing World Order) – Cuban Missile Crisis Source Analysis
- The World Since 1945 (The Changing World Order) – The Berlin Wall Documentary

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Modern History.

School Assessment – 70%

Assessment Type 1:

- Historical Skills (50%) - 5 assessments

Assessment Type 2:

- Historical Study (20%)- 1 assessment

External Assessment – 30%

Assessment Type 3:

- (electronic) Examination (30%)

STAGE 2

MUSIC PERFORMANCE ENSEMBLE

COURSE OUTLINE

Music Performance Ensemble allows students to develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Students must have completed Stage 1 Music Experience in order to study this subject.

Students are required to attend instrumental lessons for the duration of this subject and participate in a range of ensemble opportunities such as Generations in Jazz, CODA and school assemblies.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- **Understanding Music** – students understand and apply key musical elements of the repertoire, think creatively and critically about ensemble music performance and express musical ideas.
- **Performing Music** - students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.
- **Responding to Music** - students engage critically and creatively with music and strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works that they perform, and expressing their musical ideas. Students build confidence in using appropriate terminology to discuss key musical elements of their chosen repertoire. They develop and extend their skills in score reading and/or aural perception.

ASSESSMENT

School Assessment - 70%

Assessment Type 1:

- Performance (30%)

Assessment Type 2:

- Performance and discussion (40%)

External assessment - 30%)

Assessment Type 3:

- Performance portfolio (30%)

STAGE 2

MUSIC SOLO

COURSE OUTLINE

Music Performance – Solo allows students to develop their critical and creative thinking, and their aesthetic appreciation of music through exploring and responding to the music of others, and refining and presenting performance and/or compositions. Students experiment with, explore and manipulate musical elements to learn the art of constructing and deconstructing music.Students develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Students are required to attend instrumental lessons for the duration of this subject.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- **Understanding Music –** students understand and apply key musical elements of the repertoire, think creatively and critically about ensemble music performance and express musical ideas.
- **Performing Music -** students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.
- **Responding to Music -** students engage critically and creatively with music and strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works that they perform, and expressing their musical ideas. Students build confidence in using appropriate terminology to discuss key musical elements of their chosen repertoire. They develop and extend their skills in score reading and/or aural perception.

ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and discussion (40%).

External assessment (30%)

- Assessment Type 3: Performance portfolio (30%).

STAGE 2

NUTRITION

COURSE OUTLINE

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Principles of nutrition, physiology, and health
- Topic 2: Health promotion and emerging trends
- Topic 3: Sustainable food systems
- Topic 4: Nutrition literacy and numeracy
- Topic 5: Nutrition and technology.

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types.

School Assessment (70%)

Type 1: Investigations folio (30%)

- At least a practical investigation with a design focus
- One investigation with a focus on Science as a Human Endeavour

Type 2: Skills and applications tasks (40%)

- Two skills and applications tasks, one of which must be a case study

External Assessment (30%)

Type 3: Examination 30%

- A two-hour external examination.

STAGE 2

OUTDOOR EDUCATION

COURSE OUTLINE

Outdoor Education allows students to study 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 fosters environmental awareness through observation and evaluation. By engaging in outdoor activities, students enhance their knowledge, skills, and personal, group, and social development. They learn about ecology, sustainability, cultural perspectives, and overall health. Outdoor journeys improve group effectiveness, leadership, self-management, planning, risk assessment, safety management, and environmental impact reduction for sustainable future

TOPICS STUDIED INCLUDE

- Environmental studies.
- Planning and management practices.
- Outdoor journeys.
- Sustainable environmental practices.
- Leadership and planning.
- Self-reliant expeditions.

ASSESSMENT

School Assessment – 70%

Type 1: About natural environments 20%

- Completed as two assignments

Type 2: Experiences in natural Eevironments 50%

- Completed as two assignments

External Assessment – 30%

Type 3: Connections with natural environments 30%

- Students undertake one task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made.The evidence should comprise a maximum of 2000 words if written, or 12 minutes if oral

Students must partake in a minimum of 9 days in the field which includes at least 2 journeys of 3 days in length not including travel. Stage 2 Outdoor Education students will incur an extra cost above general tuition to cover the costs of the outdoor activities/camp. This will be $950 per year. Students cannot withdraw from this subject once enrolled.

STAGE 2

PHYSICAL EDUCATION

COURSE OUTLINE

Physical Education allows students to explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. This subject incorporates an integrated approach to learning, with students exploring a variety of concepts, such as, Skill Acquisition, Exercise Physiology and Biomechanics, while developing their understanding of these concepts within a physical activity context. Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities.

TOPICS STUDIED INCLUDE

- **In Movement:** Students engage in personal participation where internal reflection and articulation of learning progress can be explored.
- **Through Movement:** Students use movement to explore personal, intellectual, and social skill development. Students reflect on and critique their learning in order to enhance participation and performance outcomes.
- **About Movement:** Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

ASSESSMENT

School Assessment – 70%

Type 1: Diagnostics 30%

- Students complete tasks and engage in physical activities, sports, games, and fitness to collect, analyse, and evaluate evidence, demonstrating their understanding of focus areas and movement concepts.

Type 2: Self improvement portfolio 40%

- Students focus on improving a specific physical activity by identifying an area for improvement, designing and implementing strategies, and collecting evidence to monitor effectiveness.

External Assessment – 30 %

Type 3: Group dynamics 30%

- Students investigate how team members influence participation and performance. They create or join a sports competition to demonstrate game competence, knowledge, and engagement, showcasing their value to the team and impact on others.

STAGE 2
PHYSICS

COURSE OUTLINE

Physics allows students to develop an understanding of the fundamental forces and interactions in the universe. Knowledge and understanding provided in Physics helps to give students an understanding of how the physical laws of the universe work and leads to modern discoveries that push the boundaries of scientific knowledge. Physics provides an opportunity for students to engage with the work of classical models of mechanics and learn about the discoveries that lead to the quantum theory of the 20th century.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

ASSESSMENT

Students demonstrate evidence of their learning through three assessment types.

School Assessment (70%)

Type 1: Investigations folio (30%)

- Students undertake two practical investigations and one issues investigation with a focus on science as a human endeavour.

Type 2: Skills and application tasks 40%

- Students undertake a series of timed skills and applications tests.

External Assessment (30%)

Type 3: Examination 30%

- A two-hour external examination.

STAGE 2
PSYCHOLOGY

COURSE OUTLINE

Psychology allows students to develop their skills in identifying and interpreting behaviour by using the Biopsychosocial model. Students examine a wide range of science inquiry skills, including, types of experiments, various behavioural theories, and the ethical considerations in Psychological research.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- Topic 1: Psychology of the individual
- Topic 2: Psychological health and wellbeing
- Topic 3: Organisational psychology
- Topic 4: Social influence
- Topic 5: The Psychology of learning

ASSESSMENT

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

School Assessment (70%)

Type 1: Investigations folio (30%)

- Students undertake a Design and Deconstruct Practical.
- Students undertake a Science as a Human Endeavour Investigation.

Type 2: Skills and application tasks 40%

- Students undertake at least three Skills and Applications Tasks. These require students to use their knowledge and understanding of Psychology through summative tests and assignments.

External Assessment (30%)

Type 3: Examination 30%

- A two-hour external examination.

VOCATIONAL EDUCATION & TRAINING (VET), OPEN ACCESS & LANGUAGES

OPEN ACCESS COLLEGE

COURSE OUTLINE

The South Australian Open Access College provides students with added choice in their curriculum, allowing them to undertake specific subjects not available at The Hills Christian Community School. Students undertake these subjects at the School as part of a virtual classroom, using specialised computer software and telephone-conferencing equipment. In subjects for which a staff member has teaching experience, that staff member may be allocated to the student for support.

The Hills Christian Community School will enrol a student into an Open Access subject following consultation with the SACE Coordinator and parents.

Some South Australian universities award bonus points for open access subjects undertaken in Year 12.

For more information about Open Access College subjects please visit http://www.openaccess.edu.au/curriculum

LANGUAGES

COURSE OUTLINE

Senior School students with a particular interest in a language can study this language externally through the School of Languages or Open Access College. Language courses available include:

- Arabic
- Hindi
- Persian
- Afrikaans
- Hungarian
- Pitjantjatjara
- Bosnian
- Indonesian
- Polish
- Chinese
- Italian
- Portuguese
- Croatian
- Japanese
- Serbian
- Dari
- Kaurna
- Spanish
- Dinka
- Khmer
- Swahili
- French
- Korean
- Vietnamese
- German

For more information about School of Languages please visit http://www.schooloflanguages.sa.edu.au or https://www.openaccess.edu.au/curriculum/languages

For further enquiries please contact your SACE Coordinator.

ADELAIDE HILLS STUDENT PATHWAYS

Hills Christian Community School offers Vocational Education and Training - VET pathways for students with a passion for a particular industry area.

VET is education and training which provides students with the opportunity to acquire work related skills and gives students a head-start on a qualification towards a rewarding career.

All VET programs are accredited towards SACE and students also gain nationally recognised qualifications. Successfully completed Certificate III and above qualifications may be used toward the Australian Tertiary Admissions Rank - ATAR.

Work placement is an integral part of VET. Students arrange and undertake structured work placement in many businesses. Successful work placements can lead onto apprenticeships and traineeships.

We have one VET course available at HILLS, while others require students to study off campus, online or as a School Based Apprentice or Trainee - SBAT. Students undertaking SBATs attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and school commitments. SBATs convert to full-time apprenticeships once the student leaves school.

VET course delivered at HILLS

- Veta Morphus - Certificate III in Christian Ministry and Theology

THE FOLLOWING VET COURSES ARE AVAILABLE THROUGH AHSPS

Agriculture and Horticulture

- Agriculture and Farming

Animal Care

- Animal Care and Husbandry

Childcare

- Early Childhood Education & Care

Community Services and Health

- Fitness Instructor
- Allied Health Services

Creative Industries

- Information Technology
- Screen and Media

Service Industries

- Bakery
- Commercial Cookery

Trades and Technology

- Automotive Servicing Technology – Year 1
- Automotive Servicing Technology – Year 2
- Civil Construction
- Construction Pathways
- Engineering Pathways
- eTechnology Careerstart
- Plumbing

Stackable VET

- Automotive Servicing Technology (Taster)
- Drone Taster
- Introduction to Hospitality (Cookery)
- Introduction to Hospitality (Food and Beverage)
- Advanced Carpentry Safety Skills
- Advanced Electrotechnology

More information on these courses (including cost, contact person, when it is being offered, where it is being offered, what you need to wear, what you will be studying, how it counts towards your SACE etc.) can be found here: https://www.ahsps.com.au/courses

VETA MORPHUS

CHRISTIAN MINISTRY & THEOLOGY

COURSE OUTLINE

Certificate III in Christian Ministry and Theology and Theology – Veta Morphus allows students to explore the confluence of theology, scripture and their dailylife.

Students are challenged to reflect on a wide variety of topics related to Christianity, including; exegesis, denominations and church history, the mission of God, cultural change and engagement, as well as personal, social and biblical topics of individual interest.

Veta Morphus places discipleship at the heart of a student's education and provides significant opportunity for students to develop in their faith, life and leadership. Veta Morphus is a Christian Leadership Training program for senior secondary students.

TOPICS STUDIED INCLUDE

Students are required to study the following areas:

- **Ministry Practice –** Students participate in two ministry experiences of their choice. The Ministry placement is about a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.
- **Retreats –** Students attend three retreats with their peers from all over the state to be equipped, installed and inspired through times of worship, personal reflection, teaching and group activities.
- **Peer Group –** Students are timetabled to meet together with a supervisor during the school term. Peer group includes, learning exercises and student presentations, with an emphasis on group discussion.
- **Bible Engagement –** Students read and engage with significant sections of the Bible, reflecting on their insights, discoveries and questions. These reflections are discussed each week in their Peer Group.
- **Mentoring –** Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.
- **Christian Community –** Each student meets regularly in a Christian Community, exploring what it means to be a part of the Body of Christ.

ATAR CONTRIBUTION

Veta Morphus is a Stage 2 subject that can be completed in Year 11 or 12. It is non graded subject on completion of the course. In their ATAR calculation, it becomes the average of the students top three subjects in Year 12 and replaces their fourth subject.

ASSESSMENT

Students demonstrate evidence of their learning through five assessment types.

External Assessment – 100%

Type 1: Workbooks

- Students complete a series of modules through four online workbooks.

Type 2: Presentations

- Students complete three presentations throughout the year on a variety of topics.

Type 3: Bible Reading/Journal Writing

- Students read specific passages of scripture each week and journal on these passages as required.

Type 4: Ministry

- Students complete two ministry placements with a minimum of 56 hours.

Type 5: Mentoring, Christian Community and Retreats

- Students reflect

THIS COURSE LEADS TO

Veta Morphus can contribute to several career and study pathways, all with RPL potential. These may include but are not limited to Youth Work, Social Work, Christian Ministry, Aged Care, Community Services, and Education.

HILLS acknowledges and respects the traditional custodians whose ancestral lands we live and work upon, in particular the Kaurna and Peramangk Nations. We pay our respects to the Elders, past and present, and to all First Nations People.

HILLS
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COMMUNITY
SCHOOL

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