



Nuriootpa High School

Curriculum Guide

Senior Years 10-11-12



2020

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ADVICE REGARDING COURSE SELECTION

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- ◇ The curriculum pattern
- ◇ Student interests
- ◇ Career choices and/or post school options
- ◇ Parent wishes
- ◇ Current subjects and progress
- ◇ Subject teacher recommendations

Year 9 or 10 courses will lead to any career, it is particularly important to focus on interests and strengths, rather than specific careers.

Students can get help to choose the most appropriate course by talking to:

- ◇ Parents and/or their friends
- ◇ Home Group Teacher
- ◇ Subject Teachers
- ◇ Year Level Manager
- ◇ School Counsellors
- ◇ The SACE Coordinator
- ◇ Personnel at other agencies (eg Centrelink, Employment Directions, TAFESA)

Information to help choose wisely is available from:

- ◇ NHS Curriculum Guide
- ◇ The Job Guide
- ◇ SATAC Guides
- ◇ Tertiary Institution information
- ◇ Pamphlets and booklets in the Student Support Area

Parents can help by:

- ◇ Being positive, supportive and encouraging
- ◇ Assisting in finding information
- ◇ Attending the information evening and course counselling days

Remember:

- ◇ Subject choices must be based on as much information as possible.
- ◇ YOU are responsible for YOUR subject choices.
- ◇ Subjects must be selected for the whole year.
- ◇ Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.

The school will make every effort to offer the subjects that you select. However, this may not be possible. You will be consulted if changes need to be made.

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COURSE SELECTION PROCESSES

1. Students are issued with this Curriculum Guide and a subject choice form.
2. Carefully read the subject descriptors before selecting your units. We suggest you keep this Curriculum Guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.
3. Progress to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion to the next semester, or the same subject at the following year may have to be negotiated individually if student achievement is not satisfactory.
4. Additional information is available to students through sessions with Home Group teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.
5. Additional information is available to parents and students through an information evening. Parents can contact appropriate school personnel if they require any further information.
6. Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs. Students (with support from parents/caregivers) may seek approval from the Deputy Principal to change the curriculum pattern. The decision to allow this flexibility will be made in consultation with other school staff and will be based on the individual student's skill levels and/ or future pathways.
7. Students, with assistance from parents/caregivers and counselling from Home Group teachers and/or counselling personnel, nominate their subject preferences.
8. The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.
9. Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.
10. Students, with support from parents, will have limited opportunities to make changes to the chosen course.

Contacts

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Key Staff:

Year 8 Assistant Principal	Anne Barclay	Anne.Barclay655@schools.sa.edu.au
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Year 9 Assistant Principal	Jay Ferrin	Jay.Ayling185@schools.sa.edu.au
Year 9 Manager	Peter Welford	Peter.Welford625@schools.sa.edu.au
Year 9 Manager	Donna Tilbrook	Donna.Tilbrook492@schools.sa.edu.au
Year 10 Assistant Principal	Ann Hargreaves	Ann.Hargreaves729@schools.sa.edu.au
Year 10 Manager	Alex Hoffmann	Alex.Hoffmann376@schools.sa.edu.au
Year 10 Manager	Jasmine Centenera	Jasmine.Centenera751@schools.sa.edu.au
Year 11& 12 Deputy Principal	Andrew Dickinson	Andrew.Dickinson8@schools.sa.edu.au
Year 11 Manager	Andrew Turnbull	Andrew.Turnbull99@schools.sa.edu.au
Year 11 Manager	Angus Magarey	Angus.Magarey340@schools.sa.edu.au
SACE Coordinator	Jenny Howard	Jennifer.Howard671@schools.sa.edu.au
VET Coordinator	Brad Westley	Brad.Westley309@schools.sa.edu.au
Special Education	Peter Shute	Peter.Shute542@schools.sa.edu.au
Negotiated Education Plan Assistant Principal	Jay Ferrin	Jay.Ayling185@schools.sa.edu.au

Key Websites:

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
The University of Adelaide	www.adelaide.edu.au
University of South Australia	www.unisa.edu.au
Flinders University	www.flinders.edu.au
TAFE SA	www.tafesa.edu.au
Torrens University	www.torrens.edu.au/Adelaide
Charles Darwin University	www.cdu.edu.au
CQ University	www.cqu.edu.au/about-us/locations/adelaide

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SA CERTIFICATE OF EDUCATION (SACE)

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Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. We would encourage you to consider viewing the PowerPoint on 'Starting the SACE' which is found on the SACE Board website at

<https://www.sace.sa.edu.au/schools/sace-overview/course-counselling>.

<https://www.youtube.com/watch?v=Wa46asKMqj0>

The SACE has been updated and strengthened to ensure it meets the needs of today's young people. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

As part of the SACE students will be expected to gain and demonstrate essential skills and knowledge for their future, focussing on communication, citizenship, personal development, work and learning. These are called 'capabilities', and are a combination of the skills, knowledge, and attributes students will need to be responsible and active members of the community.

SACE requirements

To gain the SACE, students complete about two years of full-time study which most students spread over three years. Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken and recorded.

The SACE is based on two stages of achievement:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10;
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10) worth 10 credits
- at least 20 credits towards literacy from a range of English courses at Stage 1
- at least 10 credits towards numeracy from a range of mathematics courses at Stage 1
- the Research Project at Stage 2 worth 10 credits

completion of at least 60 additional credits in Stage 2 subjects and courses.

Students must achieve either an A, B, C or equivalent in the compulsory elements to complete the SACE successfully.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects of a student's choice or SACE Board recognised alternatives such as learning a trade, TAFE, vocational training and community service.

REQUIREMENTS	CREDITS
Year 10 (Stage 1)	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects)	20
Numeracy (from a range of Mathematics subjects)	10
Year 11 (Stage 1) or Year 12 (Stage 2)	
Other subject and courses of the students' choice	90
STAGE 2 Compulsory	
Research Project	10
Other Stage 2 subjects and courses (including VET or ASBA)	At least 60
TOTAL	At least 200

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COMMUNITY LEARNING

Students may be involved in community activities or services outside of school. The learning gained from being part of these activities or services can count towards the SACE.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

What can be counted towards the SACE?

The learning that comes from participating in a community developed program

St John Ambulance

Duke of Edinburgh
Award

CFS

Australian Music
Examination Board

The learning that comes from personal learning

Volunteering for a
Community Project

Sports coaching

Taking care of a family
member

Visit the SACE Website for a full list.

What are the first steps for teachers and students?

For Community Developed Programs: Bring in the original certificate from the community organisation to the SACE or VET Coordinator at the school. The school will photocopy the certificate and forward it to the SACE Board of SA along with the application form which is signed by the student.

For Self-directed Community Learning: Discuss with the SACE or VET Coordinator what you are wanting to count towards the SACE. The school will lodge an application form signed by the student with the SACE Board of SA.

SACE Board of SA - The SACE Board of SA is an authority of the SA Government. It sets the curriculum for Year 11 and 12, and is responsible for the assessment of student achievement. The SACE Board administers the South Australian Certificate of Education (SACE).

SOME EXPLANATIONS OF TERMINOLOGY

SATAC - South Australian Tertiary Admissions Centre.

SATAC receives and processes applications and manages offers for SA's three Universities, Charles Darwin University in the Northern Territory, Torrens University, Central Queensland University and for TAFE courses in SA.

TAS - Tertiary Admissions Subjects. These are Stage 2 subjects approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. The universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a ATAR or selection score.

ATAR - Australian Tertiary Admissions Rank. The ATAR is an indicator of how well a particular student has performed relative to other students and how competitive they will be for a particular university program/course. Refer to the Tertiary Entrance booklet which is printed by SATAC for details of how the ATAR is calculated.

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COMMUNITY STUDIES B

Community Studies B is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one enrolment per field of study.

In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

Humanities and the Community

Science, Technology, Engineering, and Mathematics (STEM) and the Community

Interdisciplinary Learning and the Community.

Students base their learning on the knowledge, skills, and understanding described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study.

This subject is suitable for students with a Negotiated Education Program who might be better suited to an alternative assessment program. Community Studies B is NOT a prerequisite subject for University Entrance. **Students electing to convert a year 12 subject to Community Studies B will not be eligible for an ATAR.**

SPECIAL PROVISIONS

HELP WITH COMPLETING THE SACE DURING DIFFICULT TIMES

Achieving the SACE is based on your ability to show evidence of what you have learned during your studies.

Special provisions are special arrangements in assessment for students who may be in a situation where illness, impairment, learning difficulty or unforeseen incident has made this difficult. Special provisions may be used to vary the assessment task(s) so that you can still demonstrate what you have learnt. For example, if you had a broken arm, you might be allowed to replace a written task with an oral task, or enlarged print or Braille for students with a vision impairment. Other students may have physical pain or learning difficulty that means they need to take rest breaks or have extra time to write in an assessment task. You can apply for special provisions if you have:

- An illness or impairment that affects your ability to participate in an assessment task, for example a physical disability, vision or hearing impairment, a medical condition, a psychological illness, or a learning disability
- Experienced an unforeseen incident beyond your control that prevents you from completing an assessment task or examination. This may include an accident, a family death, or an interruption during the examination, such as a power failure.
- Special provisions can't be used to compensate for work that you haven't done due to matters of your own choosing, or for things that could have been avoided.
- Who decides if I'm eligible?
- For school-assessed tasks in Stage 1 or Stage 2, your subject teacher and the SACE Coordinator decide if you are eligible for special provisions. You need to provide evidence of your impairment, learning difficulty, or unforeseen circumstance. Sometimes this includes information from independent professionals.
- For external assessments at Stage 2 such as examinations, investigations or performances where the SACE Board assesses your work, eligibility for special provisions is determined by the SACE Board.

Subject Achievement and Scaled Scores

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How will SACE be assessed?

Students will receive an A to E grade showing their level of achievement in every Stage 1 and Stage 2 subject. Stage 1 subjects will be assessed by the school.

In Stage 2, every subject has 30% external assessment, which means a qualified expert from outside the school will assess 30% of a student's work. This work can be completed in a variety of ways, depending on the subject. It could involve written or oral examinations, practical performances, presentations, or research work.

Schools will assess 70% of a student's work in each Stage 2 subject. These marks will be double-checked by an expert from outside the school to ensure consistent grading across the state.

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: www.sace.sa.edu/students-online The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:

Birthday Pin

1st January 0101

16th June 1606

Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This request can be done through the website.

What is scaling, and how will it affect my subject choices?

Your SACE/NTCET results cannot be used directly in the selection process for university or TAFE SA courses. A mathematical process called scaling must first be used to ensure that results obtained in different subjects can be directly compared. The results must also be converted to numerical values to allow a university aggregate to be calculated.

SATAC has produced a 10 minute video, along with the information below, to explain the scaling process and tertiary selection. <http://www.satac.edu.au/scaling>

Students receive two sets of marks with their SACE results

These two sets of numbers measure two different quantities. They are calculated in two different ways from the total marks (called the 'raw score') received by a student in a subject. One set of marks is the Subject Achievement Scores. These scores show the achievement of students in completing the objectives of the course for each of their subjects. The other set of marks is the Scaled Scores. These scores provide a means of comparing performance across subjects for the purpose of calculating the university aggregate.

The Purpose of Scaling

The total used for university entrance is made up of many possible subject combinations. If scaling did not take place, students who took subjects that tended to give low subject achievement marks would be disadvantaged in relation to students who took subjects that tended to give higher marks. Scaling seeks to prevent differences that are due to differing assessment methods between subjects. This is a complex mathematical task, but in essence it means that the subject achievement scores in subjects are adjusted downwards if the group of students taking the subject consistently get higher scores in that subject than in their other subjects. Scores in subjects are adjusted upwards if the reverse is the case. These adjustments are made on the basis of the performance of the whole group of students who take the subject that year, and are made to the scores of the whole group.

Scaling and SACE Stage 2 Subject Choice

There can be no guarantee that a subject will be 'scaled up' or 'scaled down' in a particular year. The scaling of a subject depends upon the performances of groups of students in the particular subject in that year. Students who choose a subject because it is usually scaled up, rather than because they have a real interest in or aptitude for it, may achieve lower subject achievement scores before scaling. Hence, they may still receive a scaled score that is similar to, or even lower than, the score they would have received if they had chosen another subject on the basis of their ability or interest. The choice of subjects should be on the basis of need, aptitude and interest, rather than on the expected results of scaling.

TERTIARY INFORMATION

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PREREQUISITE SUBJECTS FOR UNIVERSITY ENTRANCE

Some University programs/courses indicate certain Stage 2 subjects are **prerequisites** for that course. This means the subject **must** be studied and a subject grade of at least a C achieved. Many University programs/courses indicate certain Stage 1 and/or Stage 2 subjects are **assumed knowledge** for that course. A student wishing to apply for such a course is not required to have studied the assumed knowledge subjects, but the lack of that background knowledge will probably reduce the chance of the student being successful in that course.

It is the student's responsibility to check that the subjects they select meet the requirements of tertiary institutions for specific courses. The school does what it can to provide students with accurate and detailed information. The school relies on the information supplied by the SACE Board of SA, SATAC, Universities and TAFE and advises students and parents to check that changes have not occurred for their selected options.

APPLYING TO UNIVERSITY INTERSTATE: Universities in other parts of Australia vary in their requirements. It is recommended that students write to specific universities about courses and their prerequisites if they are considering a move interstate. Contact details are in the SATAC University Guide.

UNIVERSITY AND TAFE ENTRY

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. 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.

Full details of university and TAFE entry requirements for 2018 onwards are included in the 'Tertiary Entrance Booklet 2018, 2019, 2020' which is available online at <http://www.satac.edu.au/resources-for-students>

Almost every career requires some further education and/or training. This means that you might complete a qualification at University or TAFE before you commence employment or you might work and study at the same time.

- Universities and TAFE are offering a wide range of courses and are keen to attract students to their courses. It is a competitive and 'student friendly' environment.

UNIVERSITIES

Selection into university programs/courses is based on both eligibility and rank. Eligibility determines whether a student meets the requirement for selection; rank determines whether a student is competitive enough in relation to other applicants to be selected.

To be eligible for selection into a university program/course a student must:

- achieve the SACE qualification,
- obtain a Australian Tertiary Admissions Rank (ATAR),
- meet any pre-requisite subject requirements for the program/course.

Australian Tertiary Admissions Rank (ATAR)

To obtain an ATAR a student must:

- comply with the rules regarding precluded combinations and counting restrictions. These are combinations of subjects that are not allowed to count towards university entrance. These are listed each year in SATAC's Tertiary Entrance Booklet.
- complete at least 90 credits of study at Stage 2, including 60 credits of approved Tertiary Admission Subjects (TAS).

The other 30 credits can be gained in a variety of ways defined by the universities.

ALTERNATIVE PATHWAYS TO UNIVERSITY

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All South Australian Universities offer alternative pathways of entry into most undergraduate courses. These alternative pathways, which include Special Entry Schemes, provide applicants who do not meet the normal entry requirements with an opportunity to gain entry into their chosen tertiary course. Details are in the SATAC University Guide.

Each University also offers bridging programs in the form of Tertiary Enabling Programs.

The Special Tertiary Admissions Test (STAT)

The STAT is a series of written tests which assess a range of competencies considered important for successful tertiary Study. The STAT Multiple Choice is a two hour test which evaluates skills associated with verbal and quantitative reasoning. The STAT Written English is a one hour essay test which assesses a candidate's ability to communicate effectively in writing.

STAT Multiple Choice can be used to compete for entry to most undergraduate courses in South Australia and the Northern Territory, but is not considered for entry to TAFE SA courses.

STAT Written English is not considered for any courses offered through SATAC, but may be required by inter-state institutions.

<http://www.satac.edu.au/stat>

TAFE

TAFE offers a large number of vocational courses ranging from pre-vocational certificates to degrees. There are many different ways of gaining entry to TAFE courses. Some require the completion of SACE while others do not.

Minimum Entry Requirements Each TAFE course offered through SATAC has minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the course and are reviewed each year.

Selection into TAFE courses

TAFE SA selection processes are based on merit. Where there are more eligible applicants for a TAFE course than there are places available, applicants are ranked in merit order for selection. There are different methods of ranking for each type of qualification and these vary from course to course. VET modules or competencies, other related study and employment or work experience also contribute to the final rank. In some cases, audition, portfolio and interview scores are also used.

Further details

Details of courses available, entry requirements and the application process may be obtained from the relevant TAFE Institutes or check the website at www.tafe.sa.edu.au. The successful completion of some TAFE courses will allow for entrance into higher level courses in TAFE and the universities. In some cases credit transfer is given in the higher level course for subjects completed.

Students apply for TAFE through SATAC.

SOURCES OF ADDITIONAL INFORMATION

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SACE BOARD OF SA

Web Site : www.sace.sa.edu.au This gives access to a range of materials including curriculum statements, past examination papers, information to assist students, as well as student fact sheets. Students can log in to look up subject enrolments, results and personal details recorded by the SACE Board of SA.

Telephone: 8372 7400

The image shows two website screenshots. The top screenshot is the South Australian Certificate of Education (SACE) website. It has a blue header with the text 'South Australian Certificate of Education' and a search bar. Below the header is a navigation menu with links: Home, Learning, Schools, Students, Connect, News, About, and Help. The bottom screenshot is the SATAC website. It has a green header with the SATAC logo and links for Undergraduate, Postgraduate, and TAFE SA. Below the header is a search bar. The main content area features a large banner for 'Undergraduate 2017' with an 'Apply now' button. Below the banner are three tabs: Undergraduate, Postgraduate, and TAFE SA. The bottom section contains several boxes with links to various resources: STAT, Subsidies & scholarships, SATAC publications, Latest news, Resources for students, and Resources for schools.

South Australian Certificate of Education

Home Learning Schools Students Connect News About Help

SATAC Undergraduate Postgraduate TAFE SA

Undergraduate 2017
Applications open for mid year 2017.
Apply now

Undergraduate Postgraduate TAFE SA

STAT
Everything you need to know about the Special Tertiary Admissions Test (STAT).
Learn more

Subsidies & scholarships
University scholarships. Government grants and subsidies.
See the details

SATAC publications
We produce a range of publications on tertiary study.
Details here

Resources for students
Information for students in years 10, 11 and 12 in Australian schools.
Learn more

Resources for schools
SATAC resources for teachers, counsellors and schools.
Details here

Latest news View all

Tuesday 11 July 2017
Important Notice - Essential maintenance of SATAC services, Tuesday 11 July ...read more

Monday 08 May 2017
Apply now for TAFE SA semester 2 courses ...read more

Thursday 06 April 2017
SATAC will be closed to the public on Monday 10 April 2017 ...read more

Wednesday 08 March 2017
Important Notice - Essential maintenance of SATAC services, Thursday, 9 March ...read more

Wednesday 18 January 2017
2017 Equity Scholarships applications open today ...read more

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Subject Selection

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Compulsory Subjects	Semesters
English	2
Personal Learning Plan (PLP)	1
History	1
Mathematics	2
Science	2
HPE	1

Choice Subjects	Semesters
Languages	
German	2
Indonesian	2
Spanish-Beginners	2
Humanities and Social Sciences	
Geography	1
Big History	1
Women, Culture and Society	1
Science	
Science 2	1
Science 2—Agriculture	1
Psychology	1
Disasters and Dinosaurs	1
STEM	1
Agriculture	
Livestock and Aquaculture	1
Vines and Wines	1
Wine and Vine Management	1
Health and Physical Education	
HPE (Compulsory-choose 1)	1
Child Studies	1

Choice Subjects	Semesters
Health and Physical Education	
Food Tech	1
Food Tech—Bakery Industry	1
PE Boys/PE Girls	1
Outdoor Education	1
The Arts	
Drawing and Painting	1
Sculpture and Printmaking	1
Creative Craft	1
Design	1
Photography	1
Digital Imaging	1
Theatre in Education	1
Experimenting with Theatre Styles	1
Music 1 and 2	1 each
Design, Technology and Engineering	
Woodwork	1
Metalwork	1
Electronics	1
Computer Aided Design	1
Intro to Code	1
Car Maintenance	1
VET—Doorways 2 Construction Hair and Make-up Directions	

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ENGLISH

In English, students develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills to understand and produce a range of texts including multi media.

Students learn to understand and use the English language appropriately in its many forms - spoken, written and multimedia - and as a result will be able to participate in a range of activities in the home, in the community and in the work place.

Nuriootpa High School recognises that Y10 English is valuable preparation for SACE. As such students will be exposed to a course which is similar in style and content to Stage 1 English. In line with this philosophy, Y10 English contains 3 strands; English Literary Studies, English and Essential English. Admission onto each subject will be dependent on teacher recommendation combined with results at year 9.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
English	English Literary Studies	English Literary Studies	English Literary Studies
	English	English	English
	Essential English	Essential English	Essential English



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0ELS ENGLISH LITERARY STUDIES

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

Entry requirements:

Minimum B grade in Year 9 English.

COURSE DESCRIPTION:

The Year 10 English Literary Studies program offered to high performing students. It is geared to those students who are interested in studying English at University. In English Literary Studies students learn about language and how it works. They are given opportunities to develop and apply their growing knowledge in a practical way; by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity. The emphasis will be on analysing sophisticated texts and experiencing classic literature/film.

ASSESSMENT:

Students will complete a minimum of 4 common assessment tasks per semester including

Responding to texts

Creating texts

Critical Reading / Examination or an Intertextual Study

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 10 English will affect the SACE pathway offered at Y11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English

Please note this course will run at the discretion of the English Coordinator depending on student numbers

0ENG ENGLISH

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

Minimum C+ grade in Year 9 English

COURSE DESCRIPTION:

The Year 10 English program is designed to create confident learners. It is a general English class for those who are considering attending university and is preparation for Stage 1 English. In English students learn about language and how it works. They are given a range of opportunities to develop and apply their growing knowledge in a practical way; by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity.

ASSESSMENT:

Students will complete a minimum of four common assessment tasks per Semester including

2 Responding to texts

2 Creating texts

1 Critical Reading activity and an Intertextual Study

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 10 English will affect the SACE pathway offered at Y11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English.

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0EES ESSENTIAL ENGLISH

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

The Year 10 Essential English program is designed to create confident learners. English has a direct role in the development of language and literacy skills. The Essential English Course will cover essential understandings of literacy for students likely to choose a vocational career. The course will prepare students for Stage 1 Essential English. The students learn about language and how it works. They are given opportunities to develop and apply their growing knowledge in a practical way. The tasks and activities within this subject are focused towards 'real life' activities which they may encounter in the work and social environment.

ASSESSMENT:

Students will complete a minimum of four common assessment tasks per Semester including

Responding to texts

Creating texts

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 10 English will affect the SACE pathway offered at Y11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English.

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FLEXIBLE LEARNING

PERSONAL LEARNING PLAN STAGE 1

COMPLETED IN YEAR 10

COURSE DESCRIPTION:

The SACE provides a framework through which students demonstrate an understanding of the following 7 capabilities:

1. Literacy
2. Numeracy
3. Information and communication technology
4. Creative and critical thinking
5. Personal and social
6. Ethical understanding
7. Intercultural understanding

Nuriootpa High School offers the Personal Learning Plan as the first compulsory SACE unit offered as part of the curriculum. This is a Stage 1 subject

The Personal Learning Plan (PLP) is a compulsory, 10-credit SACE Stage 1 subject undertaken during semester 1 in Year 10. It is designed to help students to make informed decisions about their personal development, education and training. Students **must** achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to plan their personal and learning goals for the future. Developing goals for the future will engage students in activities, such as:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal interests.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Identify, explore, and develop personal and learning and career goals
2. Understand the seven SACE capabilities
3. Select and develop at least one capability relevant to their personal learning goals
4. Develop planning skills
5. Reflect on their learning

ASSESSMENT:

Students provide evidence of their learning through four or five assignments.

The following assessment types enable students to demonstrate their learning in Stage 1 Personal Learning Plan

- Assessment Type 1: Planning Folio
- Assessment Type 2: Reflection

IMPORTANT CONSIDERATIONS:

A compulsory component our PLP platform is at least one full week of Work Experience. (term 2, week 4)

As this is a compulsory subjects, students who are unsuccessful will be required to repeat this subject in order to achieve a C grade or better.

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LANGUAGES

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
German	German	German	German
Indonesian	Indonesian	Indonesian	Indonesian
	Spanish (Beginners)	Spanish (Beginners)	Spanish

0GRM GERMAN

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 9 German for 1 semester.

COURSE DESCRIPTION:

In this Australian Curriculum Course, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. Students are supported in their learning, but will still need guidance and mentoring. Increasingly students are encouraged to work more independently to analyse, reflect on and monitor their language learning and intercultural experiences.

Students consider future pathways and options, including how German and Germany could be part of these. Topics may include Berlin, town directions, tourism in Germany, part time work, free time activities and media.

ASSESSMENT:

May include role plays, interviews, research tasks, power point presentations and other negotiated tasks.

IMPORTANT CONSIDERATIONS:

Students who are considering continuing with German to Stage 1 will need to do 2 Semesters and achieve at least a C for each semester.

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0IND INDONESIAN

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 9 Indonesian for 1 semester.

COURSE DESCRIPTION:

In this Australian Curriculum Course, students bring to their learning existing knowledge of Indonesian language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. Students are supported in their learning, but will still need guidance and mentoring. Increasingly students are encouraged to work more independently to analyse, reflect on and monitor their language learning and intercultural experiences.

Students consider future pathways and options, including how Indonesia and Indonesian could be part of these.

ASSESSMENT:

May include role plays, interviews, research tasks, responses to text and other negotiated tasks.

IMPORTANT CONSIDERATIONS:

Students who are considering continuing with Indonesian to Stage 1 will need to do 2 Semesters and achieve at least a C for each semester.

1SPN STAGE 1 SPANISH (beginners)

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

This is a course for beginners. No previous knowledge of Spanish is assumed nor permitted. Students should be interested in current affairs and learning about history, culture and language systems. Semester 1 and Semester 2 are separate courses. To study Semester 2, students need to have achieved a C or better in Semester 1.

COURSE DESCRIPTION:

This is a very practical language course with the emphasis on oral interaction in Spanish. Topics covered will be general conversation, family and friends, pastimes, food in Spanish-speaking countries, daily life and past tenses. Students will increase their awareness of Spanish speaking countries, their peoples, customs, history, and current affairs.

ASSESSMENT:

Role plays or interviews, researched presentations, a piece of correspondence, a written response, a piece of personal writing and a text analysis (either written or oral). There are at least two spoken assessments per semester which can be recorded or presented to the class.

IMPORTANT CONSIDERATIONS:

Year 9 students who are currently studying either German or Indonesian and have shown an aptitude for languages by achieving a B grade or better may choose Stage 1 Spanish as a Year 10 option by negotiation with their current language teacher and Coordinator. Students wishing to continue on to stage 2 Spanish must do a full year at stage 1.

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HUMANITIES AND SOCIAL SCIENCES

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Aboriginal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Geography	Geography	Geography	<u>History</u>
History	History	History	Society and Culture
Issues in Society (Choice Subject)	Big History	Ancient Studies	Ancient Studies
	Women, Culture and Society	Legal Studies	Legal Studies
		Society and Culture	Tourism
		Tourism	Women's Studies
		Women's Studies	Business and Enterprise
		Business Innovation	
		Media Studies	
		Economics	

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0GGS GEOGRAPHY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This Australian Curriculum course has a focus on environmental change and sustainability as well as global population issues. The landforms section of the course typically includes an in-depth study of coastal features, and coastal land use. Students participate in an excursion to investigate specific coastal environments. The other half of the course focuses on national and international issues related to population such as poverty, standard of living and energy use. Key skills include fieldwork, data gathering, mapping, use of GIS and other ICT tools.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations

IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions

0HIS HISTORY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This Australian Curriculum course has a focus on 20th Century History with particular relevance to Australia. Topics are likely to include an overview of the years immediately following World War I, the causes and consequences of World War II, a study of the rise of Hitler and the events of the Holocaust. Students may also study the aftermath of World War II, especially social changes and later wars. There is a strong focus on developing the research skills required for a wide range of SACE subjects.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations

IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions.

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0BIS BIG HISTORY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C+ Grade or better in Year 9 Science or any HASS subject.

COURSE DESCRIPTION:

This Australian Curriculum course consolidates and builds on the research and analytical skills developed in Year 9 HASS and Science subjects. This is a broad Humanities course with a focus on project based learning as well as critical and creative thinking. It is therefore designed to extend students and connect their learning to the real world and other subject areas particularly Science. The course takes a very broad view of history, looking at change and ways of understanding the world around us. Specific topics studied might include the development of galaxies and solar systems, early life on Earth, Natural Selection and early civilizations.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations. Students will have numerous opportunities to co-design learning tasks.

IMPORTANT CONSIDERATIONS:

Nil

0WCS WOMEN, CULTURE AND SOCIETY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C or better Grade in any Year 9 HASS subject

COURSE DESCRIPTION:

The main focus of this course will be women and girls and their contributions to culture and society throughout history. Discussions of the status of women and girls from a global perspective will occur. This course will provide knowledge about the role of women/ girls and their involvement in areas such as health, history, political activism and various issues and events that shape the world. The course will also provide knowledge about the impact of gender stereotypes. The course is a stand-alone course or can lead to Stage 1 Women's Studies or Stage 2 Women's studies.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

Students should be prepared to contribute to class discussion and give opinions.

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MATHEMATICS

Mathematics is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, architecture (ancient and modern), art, money, engineering, and even sports.

Since the beginning of recorded history, mathematic discovery has been at the forefront of every civilized society, and in use in even the most primitive of cultures. The needs of math arose based on the wants of society. The more complex a society, the more complex the mathematical needs.

Mathematics is a way of understanding the world through the use of number and space. Students analyse mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning. Students develop critical and creative thinking to solve unfamiliar and complex problems.

Calculators

All students are expected to have their own calculators.

A **scientific calculator** is suitable for all courses up to year 10 and for Stage 1 Essential Mathematics.

Students who intend to enrol in stage 1 Specialist Mathematics, Mathematical Methods, or General Mathematics courses will need their own **graphics calculators**. Graphics calculators need to be SACE board approved for use in exams.

Details of SACE board approved calculators can be obtained from the website www.sace.sa.edu.au.

The following approved Casio graphics calculators are the preferred calculator.

- Fx-CG50 (Latest model) - approx. \$250 new
- Fx-CG20
- Fx-9860G AU PLUS
- Fx-9860G AU

Note: The Fx-9860 GII is NOT an approved calculator. Please DO NOT purchase this calculator

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Mathematics	Mathematics	Specialist Mathematics	Specialist Mathematics
Essential Mathematics	General Mathematics	Mathematical Methods	Mathematical Methods
	Essential Mathematics	General Mathematics	General Mathematics
		Essential Mathematics	

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OMNA ESSENTIAL MATHEMATICS

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 9 Essential Mathematics

Students in year 9 Mathematics who are recommended by their teacher

COURSE DESCRIPTION:

In the first semester students undertaking 10 Essential Mathematics will undertake the curriculum set out under the Australian Curriculum including:

- Money and Financial Mathematics – interest calculations
- Data representation – more complex concepts related to statistics.
- Chance – more complex probability concepts and application
- Geometric Reasoning – applying properties of shapes and logical reasoning to solve geometric situations

In the second semester students undertaking 10 Essential Mathematics will complete their Numeracy requirement of SACE. These students will complete a Stage 1 Essential Mathematics course. Students will study the following topics:

- Earning and Spending - to develop a better understanding of the mathematical processes involved, the initial focus of the learning in this topic is the performance of calculations by hand. The discerning use of electronic technology is introduced to enable more complex problems to be solved efficiently.
- Measurement - students extend their skills in estimating, measuring, and calculating in practical situations.
- Investing - students investigate interest, term deposits and the costs of credit using current and relevant examples. They examine the effects of changing interest rates, terms and investment balances on interest earned.

ASSESSMENT:

Semester 1

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

Semester 2

Students will complete at least 2 skills and assessment tasks and 1 investigation

IMPORTANT CONSIDERATIONS:

Students who successfully complete the second semester with a C grade or better will not be able to select a mathematics course at Stage 1, in semester 1. They are able to select the semester 2 course.

A scientific calculator is required

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OMAA GENERAL MATHEMATICS

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 9 Mathematics

COURSE DESCRIPTION:

Students undertaking 10 General Mathematics have a course designed to complement the Stage 1 General Mathematics course. Students undertake the curriculum set out under the Australian Curriculum including:

- Patterns and algebra—algebraic manipulation and working with formulae
- Measurement and geometry—applications related to surface areas and volumes
- Chance—more complex probability concepts and application
- Linear and non-linear relationships—solving equations and graphical processes
- Money and financial mathematics—interest calculations
- Geometric reasoning—applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and trigonometry—solving problems related to triangle geometry
- Data representation—more complex concepts related to statistics

ASSESSMENT:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

IMPORTANT CONSIDERATIONS:

Students selecting 10 General Mathematics can only select stage 1 Essential Mathematics or stage 1 General Mathematics the following year.

A scientific calculator is essential.

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0MST MATHEMATICS

Year	Semesters	Fees	Contact Teacher
10	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

B Grade or better in Year 9 Mathematics

COURSE DESCRIPTION:

Students undertaking 10 Mathematics have a course designed to complement the Stage 1 Mathematical Methods and Specialist Mathematics course. Students undertake the curriculum set out under the Australian Curriculum including:

- Patterns and algebra—algebraic manipulation and working with formulae
- Measurement and geometry—applications related to surface areas and volumes
- Chance—more complex probability concepts and application
- Linear and non-linear relationships—solving equations and graphical processes
- Money and financial mathematics—interest calculations
- Geometric reasoning—applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and trigonometry—solving problems related to triangle geometry
- Data representation—more complex concepts related to statistics
- Real numbers—working with surdic form
- Linear and non-linear relationships—working with quadratics and exponential equations

ASSESSMENT:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

IMPORTANT CONSIDERATIONS:

10 Mathematics is a prerequisite to stage 1 Mathematical Methods and stage 1 Specialist Mathematics the following year.

A scientific calculator is essential. If students are intending to continue to stage 1 Mathematical Methods/ Specialist Mathematics it would be advised that students purchase a graphics calculator, refer to

[Mathematics main page.](#)

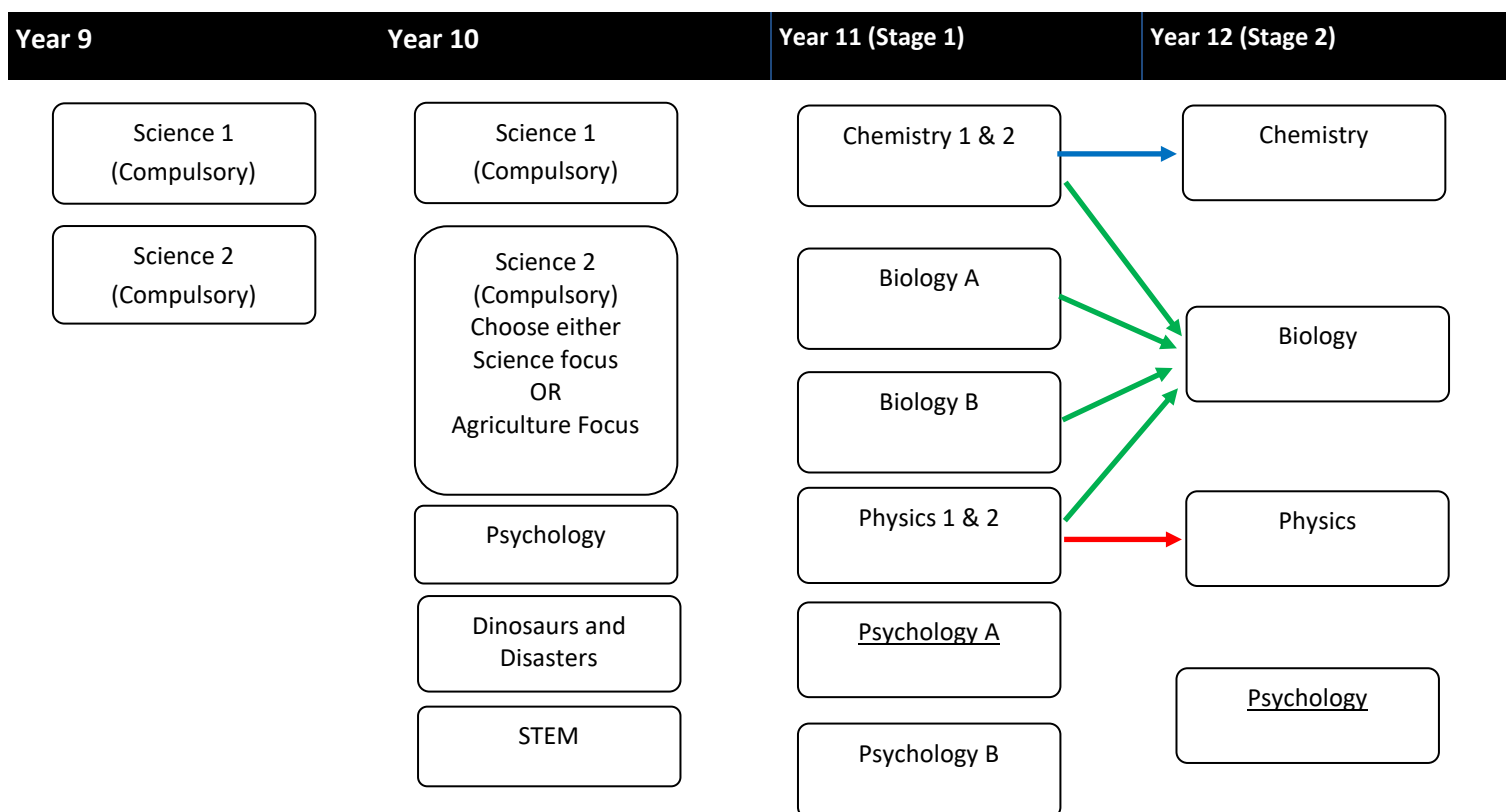
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SCIENCE

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and Chemistry.



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0SC1 SCIENCE 1

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

SCIENCE 1 (Semester 1)

This unit aims to further students' knowledge and understanding of the natural world. Students continue to develop and refine a scientific approach to problem solving.

Topics include:

Biology - Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Chemistry – The atomic structure and properties of elements are used to organise them in the Periodic Table. The electron shell model can explain chemical reactions and the metal reactivity series is a focus for learning in the topic.

Earth Science – The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe.

Physics – The motion of objects can be described and predicted using the laws of physics, including speed, force and acceleration. Car Safety features are examined as a focus for learning.

Science inquiry skills- designing and conducting investigations, processing and analysing data, and evaluating results.

Science as a Human Endeavour- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.

STEM: Science Technology Engineering and Mathematics-Students will be participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. One example would be designing, building and testing a Rube-Goldberg machine.

ASSESSMENT:

Tests, research assignments, practical reports and a range of other evidence is used, including model building.

IMPORTANT CONSIDERATIONS:

Nil

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OSC2 SCIENCE 2

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

SCIENCE 2 (Semester 2)

This unit is designed for students who intend to study one or more of the sciences at Stage 1. It will prepare them with the required background knowledge.

Topics include:

Earth Science/Physics – Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Energy conservation in a system can be explained by describing energy transfers and transformations. Global warming, sustainability and alternative energy sources are used as a focus for learning in this topic.

Chemistry - Different types of chemical reactions can occur at different rates and are used to produce a range of useful products, such as metals, fuels, pharmaceuticals and plastics.

Electives – There would be a focus on **STEM** to enable students to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models.

Two topics would be chosen from the following list based on student and teacher interests:

Physics - Simple Machines or Communications Technology, Chemistry in Action - Forensics and food additives, Forensic or Sports Psychology, Cells and Diseases, Electromagnetism and Space Exploration.

Science inquiry skills- designing and conducting investigations, processing and analysing data, and evaluating results.

Science as a Human Endeavour- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.

STEM: Science Technology Engineering and Mathematics-Students will be participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. Examples of this would be designing, building and testing a parachute to safely deliver a payload to Mars or a spacesuit that would allow an astronaut to survive in the low pressure environment of space.

ASSESSMENT:

Tests, research assignments, practical reports and a range of other evidence is used, including model building.

IMPORTANT CONSIDERATIONS:

Students who have achieved A grades in Year 9 science may be permitted to choose Stage 1 Biology in addition to a second semester Year 10 Science course, after negotiation with the Science Coordinator.

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0S2A SCIENCE 2—AGRICULTURE

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

This unit is designed for students with an interest in, and application of, science in agriculture.

COURSE DESCRIPTION:

Biology - Nutrient cycles - including nitrogen, water, phosphorous and carbon cycles will be investigated with an emphasis on their influence on agricultural systems. Students will also study global warming and its effect on the sustainability of agricultural systems. Genetics and heritability will be studied and improvements of the productivity of plants and animals through selective breeding and biotechnology will be investigated eg. embryo transfer, tissue culture, genetic engineering and artificial insemination. (Issues analysis of genetically modified foods)

Chemistry - Reaction rates and chemical reactions to make products - winemaking, photosynthesis and food production and rate of digestion of food.

Agriculture - Students will apply scientific principles to the study of goats, sheep, aquaculture and cattle eg. topics such as reproduction, digestion and other animal systems based on student interest. Crop enterprises with particular emphasis on the above topics will also be studied.

ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and a range of other evidence is used, including model building.

IMPORTANT CONSIDERATIONS:

Nil

0PSY PSYCHOLOGY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Asher.Rohde892@schools.sa.edu.au

PREFERRED BACKGROUND:

This unit is designed for students with an interest in, and application of, science in psychology.

COURSE DESCRIPTION:

Students will study **Introduction to Psychology** which is further studied in Stage 1 and Stage 2. They will start to develop the skills required in the external investigations in SACE.

Positive Psychology is another topic taught, which will expand on the content taught in Year 8/9 Pos Ed program (Positive Emotions, Engagement, Relationships, Meaning and Accomplishments).

Students will study **Clinical Psychology** where they will learn the prevention, assessment, diagnosis and treatment of psychological problems and mental disorders.

Forensic Psychology will be the last topic studied. They will be applying psychological theories and skills to the understanding and functioning of the legal and criminal system. Including the law, civil and criminal matters, police psychology, victim services, drug and alcohol services and family services.

ASSESSMENT:

Test, Forensics Assignment-stalk the stalker, Arousal and Relaxation Investigation, Clinical Psychology video task, positive psychology multimodal presentation.

IMPORTANT CONSIDERATIONS:

Nil

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OSCD DINOSAURS AND DISASTERS

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Simon.Baker973@schools.sa.edu.au

PREFERRED BACKGROUND:

This unit is designed for students with an interest in the science of natural disasters and fossils/pre-historic life, and implications for the future.

COURSE DESCRIPTION:

Students will study two topics over the semester; the first topic will be **natural disasters** and their impact on our world. Students will build upon the work they have done previously when looking at natural disasters. Earthquakes, tsunamis and volcanoes will be looked at via significant case studies. Students will also look at other non-terrestrial hazards, such as impact events (comets and asteroids). Students will examine the causes and /consequences of a natural disaster and they will also be introduced to disaster management research.

The second topic will be **past life on Earth** and the evidence we have for it via the fossil record. Special attention will be paid to the Mesozoic Era (Dinosaurs!), students will examine the huge variety of life during this time and the implications of climatic changes in terms of extinction events. The Cretaceous Period's extinction event will be one of the case studies for the course as well as the rise of mammals and hominids in particular.

ASSESSMENT:

A range of assessment will be used during the course. Tests, practical lab reports (fossils), disaster mapping on Google Earth, Investigations and Project Based Learning.

COMMENTS: Possibility of a field trip to Adelaide Museum depending on student interest. So if you like the movies Armageddon or Jurassic World, epic disasters or 15 tonne pre-historic monsters, then this is the course for you! Can you dig it (if it's a fossil, yes we can)!

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0STM STEM (10 SACE credits)

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

STEM is studied in semester 1

This unit will enable students to use multiple disciplines to propose solutions to real world problems, make projects as part of a team and present information in a variety of ways. It aims to further students' skills in critical and creative thinking, communication and collaboration. Students will continue to develop and refine a design approach to problem solving, using various combinations of science, mathematics, technology and engineering.

Topics include:

Using scratch (or python) to code the Hummingbird kits to build a project of their own design, such as a robot, a transport vehicle, amusement ride prototype, board game, etc. The kits have various sensors, motors and LEDs which can be combined with our Lego kits or with recyclable materials.

Students will select a local or national problem and follow a STEM process to investigate and propose a possible solution by designing and conducting investigations, processing and analysing data, and evaluating results.

More coding opportunities will be available, including the use of our EZ-Robots to recognise and respond to shapes, colours and faces

ASSESSMENT:

This is a Stage 1 subject run for year 10 students. Students will be awarded 10 stage 1 SACE credits.

The assessment is based on models and solutions built and the evaluation of the processes used in problem solving. Assessments may be presented in a variety of formats such as written, video, PowerPoints, web based or presentations.

Students will complete:

- Two tasks with a focus on science inquiry skills such as: prototype design and testing to find new solutions, developing a simulation or model and analysing the effectiveness of this for its purpose.
- A science as a human endeavor task which involves researching an area of innovation in science and analyzing the effect of this discovery on society.
- A collaborative enquiry in which the students work on a community based problem. They research and design a solution and conduct an experiment to evaluate effectiveness. This will also involve an evaluation of design processes used.

IMPORTANT CONSIDERATIONS:

Nil

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AGRICULTURE

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle beekeeping and aquaculture/aquaponics. Year 10 agriculture students can choose to be involved in the school's very successful winemaking program.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
	<div>Agriculture A (Productivity Focus)</div> <div>Agriculture B (Sustainability Focus)</div>	<div>Livestock and Aquaculture</div> <div>Vines and Wines</div> <div>Wine and Vine Management</div>	<div>Agriculture A</div> <div>Agriculture B</div> <div>Agricultural Production</div>

0AGA LIVESTOCK AND AQUACULTURE

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students will study topics including animal management and physiology relating to reproduction, nutrition, diseases and pest management. Students will have the opportunity to develop confidence with handling animals (sheep and cattle). Management of the aquaculture program will also be taught in this course.

ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and practical skills.

IMPORTANT CONSIDERATIONS:

Nil

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0AGB VINES AND WINES A

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Topics to be covered include: Viticulture - training young vines, disease prevention and control, soil management, stages of growth, vine management, harvesting, pruning; Oenology - steps in winemaking, fruit characteristics, chemistry of wine-making, quality control and hygiene, principles of winemaking. Students will be involved with the making of the Nurihannam Shiraz, Riesling (from 2020) and fortified wine.

ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and practical skills.

IMPORTANT CONSIDERATIONS:

This course will run in semester 1 and can be combined with Vines and Wines B for a full year of viticulture/winemaking.

0AGW VINES AND WINES B

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students will be required to be involved in the practical management of the school Viticulture and Winemaking enterprise. Theory and practical work will relate to the wine produced in semester 1. Students will learn practical skills needed for a range of aspects of the Wine Industry including pruning, irrigation systems, trellising and general vineyard maintenance. Students explore the role of technology within the industry, and are involved in the cellar, laboratory and bottling and packaging aspects of the school wine.

ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and practical skills.

IMPORTANT CONSIDERATIONS:

Pruning of the vineyard will be a core aspect of this course.

This course will run in semester 2.

Students **do not** need to have completed Vines and Wines A to enrol in this course.

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HEALTH AND PHYSICAL EDUCATION

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- 'participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Home Economics/Health (Compulsory)	Health and Physical Education (1 X Compulsory) -Recreation -Sports and Games -Lifestyles -Dance	Physical Education A	Physical Education
Physical Education (Compulsory)		Physical Education B	Sports Studies
Food Tech	Child Studies	Outdoor Education	Child Studies
Textiles	Food Tech	Health	Food and Hospitality
	Food Tech Bakery Industry Focus	Food and Hospitality 1	Health
	Physical Education Boys	Food and Hospitality 2	Outdoor Adventure
	Physical Education Girls	Child Studies	
	Outdoor Education	Certificate III Fitness	

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HEALTH AND PHYSICAL EDUCATION (Compulsory Options)

Students are required to select one of the compulsory options to meet the requirements of the Australian Curriculum. These options include: Sports, Recreation, Dance and Lifestyles. Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage positive relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

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

OHPS HPE SPORTS

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Rhys.Lacey309@Schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

A focus on skill development, leadership and team skills using school and community facilities. Practical activities include: Basketball, Table Tennis, European Handball, Korfball and Softball. A theory component will also be undertaken, with topics including Sexual Health and Relationship Education and Body Systems.

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete a number of theory tasks that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

Nil

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0HPR HPE RECREATION

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

A focus on healthy lifestyles and lifelong recreational activities using school and community facilities/programs. Some possible activities include: Fitness, Lawn Bowls, Racket Sports (Tennis, Table Tennis, Squash, Lacrosse), Golf, and Indoor Cricket. Practical topics will be decided upon consultation with students. A theory component will also be undertaken, with topics including Sexual Health and Relationship Education and Body Systems.

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete a number of theory tasks that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

Nil

0HPL HPE LIFESTYLES

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Rhys.Lacey309@Schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Lifestyles is a holistic approach to physical health and well-being. Some possible activities include: Community / Group fitness, Sexual Health and Relationship Education, Relaxation techniques (yoga, Pilates), Home-made cosmetics, Diet & Nutrition and Fitness (eg. power walking, light weights).

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete a number of theory task that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

Nil

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OHPD HPE DANCE

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Alex.Hoffmann376@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students undertake theory and practical sessions using the school's Dance studio. Topics include: Dance safety and well-being, Development of dance in society and cultures, Body awareness, Community engagement with dance performance, Choreography and movement skills.

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete a number of theory tasks that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

Potential performance excursions

HEALTH AND PHYSICAL EDUCATION (CHOICE options)

OCSD CHILD STUDIES

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Fiona.Ramsey906@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course looks at child development in terms of physical, social, mental and emotional progression. Topics will include pregnancy, birth, feeding, the developmental stages, nutrition, clothing, toys, play, and welfare issues such as immunization. Students will look at the responsibilities of child carers, contemporary family issues and support services to assist the care of young children. The course will include a range of practical tasks, dependant on availability of facilities, to assist in the study of these topics, including the design and production of a child's toy, game or book.

ASSESSMENT:

Will involve a number of cooking practicals, written assignments and craft tasks, some cooking where possible.

IMPORTANT CONSIDERATIONS:

Nil

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0FOD FOOD TECH

Year	Semesters	Fees	Contact Teacher
10	1	\$10	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course builds on the knowledge and skills from the Year 9 Food Tech course. The focus of this course is on a more detailed study of hygiene and practical food using a range of cooking methods. Topics include: Preservation (including the preserving of local seasonal produce), Sensory perceptions, western cuisines and meal modification. Students will undertake theory units on these topics.

ASSESSMENT:

Students will undertake a number of practicals with assessments including planning, practical skills and evaluations. Students will complete 4 theory assignments linked to the practical units, including a practical folio and action plan project.

IMPORTANT CONSIDERATIONS:

This course has a fee of \$10

0FOB FOOD TECH- BAKERY INDUSTRY FOCUS

Year	Semesters	Fees	Contact Teacher
10	1	\$20	Stuart.Jones919@schools.sa.edu.au

PREFERRED BACKGROUND:

An interest in the Food and Hospitality Industry and **at least a C** in Year 9 Home Economics or Food Skills.

COURSE DESCRIPTION:

This course will have an industry focus, developing employability skills for students considering work in the Baking and Café Industries. Topics to be covered include Baked Pastries, Bread and Other Yeast Products, Gateaux, Cakes and Coffee Shop Operations. The course includes both practical and theory components, with completion of theory tasks essential for students to achieve a passing grade.

ASSESSMENT:

Will include a variety of theory and practical tasks, with the practical component including planning, practical skills and evaluations, in line with the Australian Curriculum.

IMPORTANT CONSIDERATIONS:

Has a course fee of \$20

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OPEB PHYSICAL EDUCATION BOYS

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

B Grade or higher at Year 9 PE

COURSE DESCRIPTION:

This course is designed for boys only who intend to study PE at stage 1. Theory work will be incorporated into lessons and homework with topics undertaken including Issues Analysis and Body Systems. Students will participate in the practical topics of Volleyball, Badminton, Baseball, Footy Codes and a student choice unit.

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete two theory task that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

This course leads into Stage 1 PE A and B and is highly recommended for students who wish to undertake SACE units in Physical Education.

OPEG PHYSICAL EDUCATION GIRLS

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

B Grade or higher at Year 9 PE

COURSE DESCRIPTION:

This course is designed for girls only who intend to study PE at stage 1. It encourages girls to increase their physical activity, raise self-esteem, fosters group development and encourages the development of fitness. Theory work will be incorporated into lessons and homework with topics undertaken including Issues Analysis and Body Systems. Students will participate in the practical topics of Volleyball, Badminton, Softball, Netball and a student choice unit.

ASSESSMENT:

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete two theory task that will contribute to their overall grade.

IMPORTANT CONSIDERATIONS:

This course leads into Stage 1 PE A and B and is highly recommended for students who wish to undertake SACE units in Physical Education

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OOEA OUTDOOR EDUCATION

Year	Semesters	Fees	Contact Teacher
10	1	approx. \$150	Peter.Welford625@schools.sa.edu.au

PREFERRED BACKGROUND:

Students to have an interest in the outdoors, in particular activities such as camping, bushwalking, rock climbing and aquatics, and in the environment and its conservation. A good level of fitness is essential to complete a 2 day camp, as is the ability to work collaboratively with others and contribute towards agreed learning goals.

COURSE DESCRIPTION:

Course Work will include a study of camp craft, equipment selection, care & use, map reading, basic first aid and an awareness of the potential hazards in the outdoors, environmental awareness and conservation. Students will participate in at least two outdoor activities (eg. Bushwalking, Kayaking or Rock Climbing), of which one will culminate in an overnight camp. They will reflect upon their abilities, self-reliance and team work in each outdoor activity, whilst interacting sensitively with the environment

ASSESSMENT:

A number of theory tasks and practical performance in activities.

IMPORTANT CONSIDERATIONS:

Must be able to meet the costs associated with each outdoor activity (transport, hire of equipment, camp fees, food, etc.). As a rough guide: Bushwalking \$70, Rock Climbing \$30 and Aquatics \$50, pool entrance fees \$20.



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THE ARTS

Arts learning plays an important role in helping us understand ourselves. Arts express and celebrate our sense of identity and heritage in our multi-cultural society. Many of the skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience in drama, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

VISUAL ARTS

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drawing and Painting	Drawing and Painting	Visual Art: Drawing and Painting A or B	Visual Arts: Art
Sculpture and Printmaking	Sculpture and Printmaking	Visual Art: Sculpture and Printmaking	Visual Arts: Design
Design	Design	Design	
	Creative Craft	Photography	
	Photography	Digital Imaging	
	Digital Imaging		

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DATA DRAWING AND PAINTING

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is on the development of skills and concepts which are present in drawing and painting. Students will create works of art through a variety of media and develop a folio. Opportunities to use imagination, express creative thinking and document ideas will be explored. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts. Possible topics can include:

- Media exploration through technical development (ink, charcoal, pencil, watercolour, acrylic, paint etc)
- Investigations into portraiture
- Exploration of landscape
- Representing still life
- Responding to modern Art movements (Cubism, Pop Art, Surrealism etc)

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum.

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

DATA SCULPTURE AND PRINTMAKING

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is on the development of skills in printmaking, mixed media and sculpture with an emphasis on understanding three dimensional studies. Students will create works of art through a variety of media and develop a folio. Opportunities to use imagination, express creative thinking and document ideas will be explored. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts.

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum.

Assessment tasks may include:

- Clay
- Wood
- Paper Mache
- Lino Prints
- Mosaic
- Wire
- Pottery
- Painting
- Drawing

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

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OCRS CREATIVE CRAFT

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is on the development of skills in drawing, painting, textiles, paper crafts and sculptural crafts (e.g. ceramics and mosaics) with an emphasis on creative arts products, investigations and skills development. Students will be introduced to the work of traditional and contemporary craftspeople. Theoretical concepts include craft and culture, careers, craft in the community, and procedural investigations.

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum.

Assessment tasks may include:

- Jewellery Making
- Silk Painting
- Batik
- Pottery
- Paper Quilling
- Paper Making
- Screen Printing
- Visual Study Research

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

ODSS DESIGN

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is on the development of creative and critical thinking skills in the use of the design process as it relates to communication, product and environmental design. Brief development, problem solving, idea generation and technical drawing skills will be explored and developed. Students will critically analyse and respond to design works from contemporary and historical contexts and use this to implement their own designs.

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include:

- Product Design
- Money Design
- Environmental Design
- Visual Study Research
- Wine Labels
- Tree Houses/
Environmental Design
- Chair Design and
Ergonomics
- Packaging Design
- Graphic Design
- Logo Design
- Architectural Drawing
(Perspective)

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

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0PHO PHOTOGRAPHY

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is an introduction to photography as an art form. Different styles, genres and forms of photography will be explored as students develop their conceptual and technical knowledge. Students will be introduced to the operation of the digital camera as an artistic medium and Adobe Photoshop as a “digital darkroom”. Students will critically analyse and respond to photographic artworks from a variety of contexts.

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks could include:

- Light Painting
- DSLRs
- Technical Skills
- Visual Study Research
- Composition

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

0DST DIGITAL IMAGING

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 9 Art/Design

COURSE DESCRIPTION:

The focus of the course is digital technologies and animation as an art/design process. Students will create artworks/design works through a variety of computer software applications such as Adobe Photoshop, Illustrator, InDesign and Flash. Opportunities to use imagination, express creative thinking and document ideas will be explored. Students will critically analyse and respond to digital artworks from a variety of contexts.

ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks could include:

- Wacom Drawing Tablets
- Visual Study Research
- Adobe Photoshop
- Digital Image Manipulation
- Animation

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

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PERFORMING ARTS—DRAMA

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drama A—Physical Theatre and Comedy	Theatre in Education	Creative Arts—Drama A	Creative Arts—Drama
Drama B— Improvisation and Scripted Theatre	Experimenting with Theatre Styles	Creative Arts - Drama B	
Dance			

ODRA THEATRE IN EDUCATION

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

1 Semester of Year 9 Drama

COURSE DESCRIPTION:

Explore, create and educate!

How do we learn about ourselves, our community and our world? The heart of Drama lies within our ability to understand the world in which we live. This question will be answered as students explore and investigate a theme or event in order to create a challenging, major performance that will entertain and educate an appropriate audience. Students may select a contemporary or traditional script from any cultural background or they can choose to devise their own final production on a topic of their choice using a range of performance styles. Working as a team will be a major requirement to ensure that all students can participate in the planning, researching, brainstorming, script writing, workshopping, improvising and performing the final product. Opportunities will be given for students to undertake off-stage roles in lighting, set and costume design as well as media production. Becoming practitioners will allow students to present their learning journey in an evaluative folio which will record the creative arts process.

ASSESSMENT:

Performance 60%

Folio Response Work 40%

IMPORTANT CONSIDERATIONS:

There may be some out of school hours rehearsals and performances.

Potential theatre visits.

Students may do both Drama A and B in Year 10.

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ODRB EXPERIMENTING WITH THEATRE STYLES

Year	Semesters	Fees	Contact Teacher
10	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

1 Semester of Year 9 Drama

COURSE DESCRIPTION:

Students will have the opportunity to experiment with a range of acting styles that originate from various theatre genres including realism, comedy and absurdist theatre. The course will cover selected theatre styles from various cultural contexts that could include Melodrama, Shakespeare, Realism and Brechtian theatre. Students will learn how to apply different acting techniques in order to bring a character to life on stage, in the form of a workshopped major production or a scripted play that will be performed to a suitable audience. Theory tasks including a research project, group presentation, review writing and formal report will also be assessed. Opportunities to attend live theatre shows will be encouraged.

ASSESSMENT:

Performance 60%

Folio Response Work 40%

IMPORTANT CONSIDERATIONS:

There may be some out of school hours rehearsals and performances.

Potential theatre visits.

Students may do both Drama A and B in Year 10.



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PERFORMING ARTS—MUSIC

INSTRUMENTAL PROGRAM

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year (even if your music unit is in Semester 2) and continue for the full year. Students must select either Music A and Music B OR, Music A only. (Music B can be selected as a single course only after consultation with the music teacher).

Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. From 2019 students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. \$28 per lesson).

Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired for \$200 - \$250 per year, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.

Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music.

Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Music A	Music A	Music Advanced	Music
Music B	Music B	Music Experience	

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0MU1 MUSIC 1

Year	Semesters	Fees	Contact Teacher
10	1	Refer to main Music page	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 9 Music A or Music B or by consultation with music staff.

COURSE DESCRIPTION:

The focus of the music course is on the further development of performance, aural and musicianship skills. Basic arranging, song-writing and use of arranging software provide a focus for developing analytical skills and the application for theoretical skills.

Students will engage in weekly theory, aural and music history lessons as well as perform as part of a class ensemble and once per term as a solo instrumentalist for the class. Students are expected to be undertaking weekly instrumental lessons through the school's IM program or through a private provider .

ASSESSMENT:

Solo Performance—Aural Training—Ensemble Participation—Theory Development

IMPORTANT CONSIDERATIONS:

Students will be expected to participate in public performances (eg school concerts or community performances) on a needs basis.

0MU2 MUSIC 2

Year	Semesters	Fees	Contact Teacher
10	1	Refer to main Music page	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 10 0MUA Music A. This course is not suitable for students who did not select 10 0MUA unless by consultation with music staff.

COURSE DESCRIPTION:

Semester 2 builds upon the skills developed in Semester 1 in the areas of performance, aural and musicianship skills. Basic arranging, song-writing and use of arranging software provide a focus for developing analytical skills and the application for theoretical skills. Students study the analytical skills of contemporary music.

Students will engage in weekly theory, aural and music history lessons as well as perform as part of a class ensemble and once per term as a solo instrumentalist for the class. Students are expected to be undertaking weekly instrumental lessons through the school's IM program or through a private provider.

ASSESSMENT:

Solo Performance—Aural Training—Ensemble Participation—Theory Development

IMPORTANT CONSIDERATIONS:

Students will be expected to participate in public performances (eg school concerts or community performances) on a needs basis.

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DESIGN, TECHNOLOGY and ENGINEERING

Technology is about ‘making and doing’ and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (Science, Technology, Engineering and Mathematics) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.

Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students ‘make’, they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Woodwork	Woodwork	Material Solutions: Creative Woodwork	Material Solutions: Furniture and Construction
Metalwork	Metalwork	Material Solutions: Furniture and Construction	Industrial Design & Entrepreneurial Solutions: Composite Materials
Electronics: Microcontrollers	Electronics: Microcontrollers	Material Solutions: Composite Materials	Material Solutions: Metalwork
Computer Aided Design (CAD)	Computer Aided Design (CAD)	Material Solutions: Metalwork 1 Metalwork2	Robotic and Electronic Systems: Electronics
Digital Technologies	Intro to Code	Integrated Learning: Automotive (Full year)	Digital Communication Solutions: 3D Computer Aided Design
	Car Maintenance	Robotic and Electronic Systems: Electronics / Microcontrollers	
		Digital Communication Solutions: 3D Computer Aided Design	
		Digital Communication Solutions: CSWA (CAD2)	
		Coding Digital Solutions	
		Intro to Web Design	

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OTEW WOODWORK

Year	Semesters	Fees	Contact Teacher
10	1	\$50	David.Vaughan101@schools.sa.edu.au

PREFERRED BACKGROUND:

C- grade or higher in Year 9 Woodwork is preferred, but is not essential

COURSE DESCRIPTION:

Year 10 Woodwork will centre on the DMA approach (design, make and appraise) with a development of practical skills and associated theoretical knowledge. Courses will include an understanding and appreciation of materials and processes, concepts of good design, product quality and a project based approach to problem solving. Safety in the workshop is an important aspect. The STEM philosophy is used to encourage students to Investigate, test, produce, problem solve and evaluate a framing project such as a coffee table and will have the opportunity to use the CNC router. Computer Aided Design processes may be used as part of the drawing component of this course. Students may also have time to complete a project on the wood lathe.

ASSESSMENT:

Skills tasks
Product design/evaluation
Impact study
Major Project
Photographic Folio

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$50 for take home projects. Students will have control of this at the design stage;
This subject leads to stage 1—Material Solutions: Furniture Construction and/or Composite Materials.

OTEM METALWORK

Year	Semesters	Fees	Contact Teacher
10	1	\$50	Kym.Hampel506@schools.sa.edu.au

PREFERRED BACKGROUND:

C- grade or higher in Year 9 Metalwork is preferred; The ability to work independently and progress positively using problem solving techniques is required

COURSE DESCRIPTION:

Materials Courses will centre on the DMA approach (design, make and appraise) with a development of practical skills including MIG welding, metal cutting and grinding along with associated theoretical knowledge. Courses will include an understanding and appreciation of materials and processes, concepts of good design, and product quality. A project based approach to problem solving and skill development. Safety in the workshop is an important aspect. All courses include either Computer Aided Design using Solidworks software or hand drawn annotated drawings.

ASSESSMENT:

Skills task
Product design/evaluation
Impact study
Major Project

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$50 for take home projects; This subject leads to Stage 1 Material Solutions - Metalwork 1 and/or Composite Materials

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OTEE ELECTRONICS

Year	Semesters	Fees	Contact Teacher
10	1	\$100	John.Barkley601@schools.sa.edu.au

PREFERRED BACKGROUND:

C- grade or higher in Year 9 Electronics is preferred; The ability to work independently and progress positively using problem solving techniques is required; This subject requires fine motor skills and attention to detail.

COURSE DESCRIPTION:

This course builds on skills learned at Year 9, although it can be studied without the completion of Year 9 Electronics. The course goes into greater depth in relation to circuit board design and production. Students learn to write more detailed operational code using PICAXE software and then design projects, which are controlled by this code. The involvement of STEM principles leads to the development of automated projects. Topics involve robotics studies, automated control and wireless technologies.

ASSESSMENT:

Wireless Remote Controller design and development

Wireless Vehicle design and development

Programming

Design Folios for both projects (including Project Brief, Investigative research, Project Planning, Production Record and Evaluation)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$100 for take home projects; This subject leads to Stage 1 Robotic and Electronic Systems: Electronics

OCAD COMPUTER AIDED DESIGN

Year	Semesters	Fees	Contact Teacher
10	1	Invoiced prior to 3D Printing	Mandy.Linacredavis995@schools.sa.edu.au

PREFERRED BACKGROUND:

C- grade or higher in Year 9 Computer Aided Design is preferred, in order to build upon and consolidate learned skills at Year 9 level, but is not essential.

COURSE DESCRIPTION:

Students are taught the skills of part creation, assembly formation and basic motion studies using Solidworks CAD software. They undergo a study into Automata Mechanics, while completing a series of set tasks. They will demonstrate research skills and understanding of moving components in CAD by way of a research folio. They will then demonstrate their skills by designing, creating and developing their own mechanical automata project. They will evaluate their designs for effectiveness, aesthetics, purpose and engagement to the audience. Should students wish to 3D print any of their designs, they will be invoiced prior to the printing of their agreed project.

ASSESSMENT:

Skill Tasks

Product Design

Personal design Choice

IMPORTANT CONSIDERATIONS:

This course will incur costs for printing of 3D items (invoiced prior to printing); This subject leads to Stage 1 - Digital Communication Solutions: 3D Computer Aided Design

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0DGT INTRO TO CODE

Year	Semesters	Fees	Contact Teacher
10	1	NIL	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

1 Semester of Digital Technology is preferred but not essential.

COURSE DESCRIPTION:

Students will learn about computational thinking; decomposition, abstraction, pattern recognition and algorithmic thinking. They will use these thinking strategies to identify and solve problems that are of interest to them. Students will develop digital project ideas that will solve real world problems. Students will have the opportunity to work collaboratively to analyse and evaluate data, make decisions based on evidence and create solutions. Focus areas change according to students' interests, previous areas have included; robotics, drones, game and app development.

ASSESSMENT:

Will include a variety of skills and application tasks, in line with the Australian Curriculum. Assignments will be in negotiation and line with current student cohorts' interests.

IMPORTANT CONSIDERATIONS:

This course can lead to the Stage 1 Digital Technologies courses 'Intro to Web Design' and 'Coding Digital Solutions' and is highly recommended for students looking to pursue a career/hobby within the Technology industry.

0TEA CAR MAINTENANCE

Year	Semesters	Fees	Contact Teacher
10	1	NIL	Rainer.Kahl980@schools.sa.edu.au

PREFERRED BACKGROUND:

An interest in mechanics and the automotive industry is essential.

COURSE DESCRIPTION:

This course looks at the parts of a car and how they integrate to allow it to function properly. Students will learn how to service and maintain a car, know the functions of each part and discover the basic theory behind the workings of a vehicle. The course also looks at what to look for when buying a car, good driving techniques (driver education unit) and safety issues. Extension units will depend on the interests and skills of the students.

ASSESSMENT:

Practical assessments

- Changing and balancing a wheel and tyre
- Changing fluids and filters
- Basic vehicle maintenance

Investigation assignments

- How to change a flat tyre
- Buying a car
- Planning a trip

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$10 for a take home project; This subject leads to Stage 1 Automotive Pathways Program (VET) (full year

Year 11

Subject Selection

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Compulsory Subjects			Semesters	Credits	
English (must achieve a C grade or higher)			2	20	
Mathematics (must achieve a C grade or higher)			1	10	
Choice Subjects	Semesters	Credits	Choice Subjects	Semesters	Credits
LANGUAGES			Child Studies	1	10
German	2	20	Cert III Fitness	2	20
Indonesian	2	20	VISUAL AND PERFORMING ARTS		
Spanish	1 or 2	10/20	Visual Art: Drawing and Painting A and B	1	10
HASS			Visual Art: Sculpture and Printmaking	1	10
Geography	1	10	Design	1	10
Modern History	1	10	Digital Imaging	1	10
Ancient Studies	1	10	Photography	1	10
Legal Studies	1	10	Creative Arts Drama	1 or 2	10/20
Business Innovation	1	10	Music Advanced 1&2	1 or 2	10/20
Society and Culture	1	10	Music Experience 1 & 2	1 or 2	10/20
Tourism	1	10	DESING, TECHNOLOGY AND ENGINEERING		
Women’s Studies	1	10	Material Solutions: Creative Woodwork	1	10
Economics	1	10	Material Solutions: Furniture Construction	1	10
Media Studies	1	10	Material Solutions: Composite Materials	1	10
SCIENCE			Material Solutions: Metalwork 1&2	1	10
Biology A /Biology B	1	10	Robotic and Electrical Systems: Electronics/Microcontrollers	1	10
Chemistry 1&2	2	20	Digital Communication Solutions: 3D Computer Aided Design	1	10
Physics 1&2	2	20	Digital Communication Solutions: CSWA (CAD2)	1	10
Psychology A Psychology B	1	10	Coding Digital Solutions	1	10
Agriculture A: Livestock Production	1	10	Intro to Web Design	1	10
Agriculture B: Plant Production	1	10	Industrial Design Solutions: Automotive	2	10
HEALTH AND PHYSICAL EDUCATION			Research Project	1	10
Physical Education A Physical Education B	1	10	Workplace Practices	1	10
Outdoor Education A & B	1	10	Community Studies	1	10
Health	1	10			
Food and Hospitality	1	10			

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ENGLISH

In English, students further develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce a range of oral, written and multi-modal texts. They are given opportunities to develop and apply their growing knowledge in a practical way; by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity. Students will continue to extend their knowledge of spelling, vocabulary and grammar.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
English	English Literary Studies	English Literary Studies	English Literary Studies
	English	English	English
	Essential English	Essential English	Essential English

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1ELS ENGLISH LITERARY STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

A pass at a 'B' grade or better for both semesters in Year 10 is recommended

COURSE DESCRIPTION:

English Literary studies has strong focus on text analysis and "classic literature" texts. English Literary Studies is recommended for those students who excel in English and may be considering choosing Literary Studies in Year 12.

In the subject students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT:

100% School based Assessment Tasks:

Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study (comparing different types of text)

IMPORTANT CONSIDERATIONS:

This subject is suitable for students who prefer and excel at text analysis tasks.

Please note this course will run at the discretion of the English Coordinator depending on student numbers. The course may be run for either 1 or both semesters, dependant on student numbers.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12. Students who fail semester 1 will be moved to a more appropriate English subject.

1EGA ENGLISH

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

A pass at a 'C+' grade or better for both semesters in Year 10 is recommended.

COURSE DESCRIPTION:

In English, students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT: 100% School based Assessment Tasks:

Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study (comparing different types of text)

IMPORTANT CONSIDERATIONS:

Students who struggled to achieve a 'C+' grade at year 10, may find this course difficult.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12. Students who fail semester 1 will be moved to a more appropriate English subject.

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1EEA ESSENTIAL ENGLISH

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices and stylistic features are used to create meaning. An understanding of purpose, context, and audience is applied in students own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

ASSESSMENT: 100% School based assessment Tasks

Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)

Assessment Type 2: Creating Texts.

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 11 English subjects will affect the SACE pathway offered at Y12. Teachers will make recommendations for each student as to which English pathway they should study: Stage 2 Literary Studies, Stage 2 English or Stage 2 Essential English.

Stage 1 English is a compulsory Students must successfully pass both semesters of English in Year 11 to gain their SACE certificate.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12

Modified SACE

A modified SACE Stage 1 English option is available for those students with additional educational needs which will impact upon their ability to meet the standards of Stage 1 English subjects. The program is negotiated with the student and teacher and will enable students to meet the Literacy requirements of SACE.

Please contact the school for further information.

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COMMUNITY STUDIES

1CSA/1CSB COMMUNITY STUDIES STAGE 1

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students may study one or two semesters of Community Studies in year 11.

The Community Studies course credits the work students do in the community. It supports a goal-oriented approach and promotes independent learning whilst continuing to develop students' capabilities, literacy and numeracy skills. The course caters well for a student enrolled in VET or a school-based apprenticeship as it allows flexibility in their timetable, and is achievable for all students.

Students identify and commit to specific goals that focus on an area of personal interest, linked to the community. They document how they plan and undertake an activity outside of school.

ASSESSMENT:

Planning and Organisation, Communication and Interaction, Fulfilment of Contract, Reflection.

1. Individual contract
2. Folio
3. Reflection

NB. Some aspects of the course will take place in the community.

IMPORTANT CONSIDERATIONS:

This subject leads to Stage 2 Community Studies and provides a good foundation for stage 2 Research Project A.

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LANGUAGES

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
German	German	German	German
Indonesian	Indonesian	Indonesian	Indonesian
	Spanish (Beginners)	Spanish (Beginners)	Spanish

1GRM GERMAN (continuers)

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Nil	10	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 10 German Semester 1 and 2

COURSE DESCRIPTION:

Students will develop more independent language learning skills, by participating in activities such as: ICT, oral, aural and written activities based around a selection from film study, letter writing, fairy tales, magazine articles and current affairs. Activities are designed to enhance comprehension skills, knowledge of language structures and cultural understanding

ASSESSMENT:

Assessment includes: conversation, oral presentation, a piece of correspondence, a written response based on information, a response to an aesthetic item or a piece of personal writing.

IMPORTANT CONSIDERATIONS:

Where this unit leads: Stage 2 German (Continuers)

Students considering doing Stage 2 German must do 2 Semesters of Stage 1 German and achieve at least a C grade for each semester.

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1IND INDONESIAN (continuers)

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	10/20	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 10 Indonesian Semester 1 and 2

COURSE DESCRIPTION:

This course concentrates on understanding, reading, writing and speaking in Indonesian as well as using ICT skills. Students develop more sophisticated language skills, greater knowledge of grammar and increased vocabulary. Emphasis is given to interacting in Indonesian. Skills in researching are also central to this course. Students will increase their awareness of Indonesia, its language, people, culture, history and current affairs. Topics may be negotiated but could include contemporary issues such as travel and the impact of tourism, school life and student exchange, as well as work and life in rural and urban areas.

ASSESSMENT:

Assessment is based on 5 tasks per semester and 3 types including an interaction, text production, text analysis and a 2 part investigation.

IMPORTANT CONSIDERATIONS:

This subject is 100% school assessed. There are 5 assessment tasks per semester and 4 types.

Where this unit can lead: Stage 2 Indonesian (Continuers)

1SPN STAGE 1 SPANISH (beginners)

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Nil	10/20	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

This is a course for beginners. No previous knowledge of Spanish is assumed nor permitted. Students should be interested in current affairs and learning about history, culture and language systems. Semester 1 and Semester 2 are separate courses. To study Semester 2, students need to have achieved a C or better in Semester 1.

COURSE DESCRIPTION:

This is a very practical language course with the emphasis on oral interaction in Spanish. Topics covered will be general conversation, family and friends, pastimes, food in Spanish-speaking countries, daily life and past tenses. Students will increase their awareness of Spanish speaking countries, their peoples, customs, history, and current affairs.

ASSESSMENT:

Role plays or interviews, researched presentations, a piece of correspondence, a written response, a piece of personal writing and a text analysis (either written or oral). There are at least two spoken assessments per semester which can be recorded or presented to the class.

IMPORTANT CONSIDERATIONS:

This subject is 100% school assessed. There are 5 assessment tasks per semester and 3 types.

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HUMANITIES AND SOCIAL SCIENCES

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Aboriginal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Geography	Geography	Geography	History
History	History	History	Society and Culture
Issues in Society (Choice Subject)	Big History	Ancient Studies	Ancient Studies
	Women, Culture and Society	Legal Studies	Legal Studies
		Society and Culture	Tourism
		Tourism	Women's Studies
		Women's Studies	Business and Enterprise
		Business Innovation	
		Media Studies	
		Economics	

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1GGS GEOGRAPHY

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Some	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Geography or English unit.

COURSE DESCRIPTION:

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of the world, the diversity of its environments and the challenges and associated opportunities facing Australia and the world.

The course will be based on the seven topics which are organized under 3 themes.

Theme 1: Sustainable Places

- Topic 1: Rural and/or Remote Places
- Topic 2: Urban Places
- Topic 3: Megacities

Theme 2: Hazards

- Topic 1: Natural Hazards
- Topic 2: Biological and Human-Induced Hazards

Theme 3: Issues

- Topic 1: Local Issues
- Topic 2: Global Issues

ASSESSMENT:

There will be at least 4 tasks for the semester including:

Assessment 1: Geographical Skills and Applications

Assessment 2: Fieldwork

IMPORTANT CONSIDERATIONS:

Field trips are integral part of the Geography course as it enables students to develop their understanding of the world through direct experience. A field trip is mandatory to the subject and consequently there will be costs associated with trips out side the school. On a field trip, students use geographical skills to make observations, to record data in the field and identify, select and analyse field data. They produce multimodal, written and/or oral evident to communicate geographical information and findings, and make recommendations.

1HIS MODERN HISTORY

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Sound writing skills and a C Grade or better in Year 10 History.

COURSE DESCRIPTION:

This course will examine some of the major events which have shaped the modern world. Students are given considerable scope in the choice of topics for study and to a large extent can individualise their learning. The course can cover topics such as the French, American and/or Russian Revolutions, World War I & II, Vietnam, the 1960s and contemporary global issues such as international terrorism. Students will be assisted to develop skills in research, referencing, sources analysis and organisation of material, as well as skills in clear, logical thinking.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations

IMPORTANT CONSIDERATIONS:

Nil

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1AHS ANCIENT STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in any year 10 HASS subject.

COURSE DESCRIPTION:

Students will undertake the study of at least two ancient societies, typically Egypt, Greece and/or Rome although there is scope for students to explore other societies that interest them. There is an emphasis on archaeological theory and techniques as well as the ways that ancient societies can be explored and understood. Assessment activities include myth busting ancient mysteries, producing documentaries, practical activities, creating a virtual museum, sources analysis and research essays.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

Nil

1LSS LEGAL STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Sound writing skills and a C Grade or better in any year 10 HASS subject.

COURSE DESCRIPTION:

A unit that explores fundamental processes of law in Australia. Students cover aspects of the law that impacts the Australian Legal System, the Justice System and Young People (rights and responsibilities). Topics may be negotiated. Students learn through direct teaching, research, group presentation, case studies and excursions (visit to courts).

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

Students should be prepared to work in groups and contribute to class discussion.

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1BUE BUSINESS INNOVATION

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in any year 10 HASS subject

COURSE DESCRIPTION:

In Stage 1 Business Innovation students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes. Initially students may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem, and solution. It is anticipated that as students develop these skills they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions. Integral to learning through finding and solving complex, dynamic, real world problems is the opportunity for students to work collaboratively.

ASSESSMENT:

The five assessment tasks vary, including individual and group work. Students will be required to complete three business skills tasks, a business pitch (multimodal presentation) and an evaluation of their skills.

IMPORTANT CONSIDERATIONS:

Students should be prepared to work in groups, contribute to class discussion and share opinions and ideas.

1SOC SOCIETY AND CULTURE

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 History or English

COURSE DESCRIPTION:

The course covers contemporary Australian and global issues. It is designed to provide students with some critical awareness of Australian society and culture, Australia's place on a global scale and the current state of the world we live in. The course will cover relevant aspects of Australian history, environment and politics. Students will develop skills in research, analysis and collaborative group work.

ASSESSMENT:

Source Analysis (25%), Group Assignment (25%) and two Investigations (50%)

IMPORTANT CONSIDERATIONS:

The content we look at can be controversial and an open mind is an advantage.

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1TOS TOURISM

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 HASS or English unit.

COURSE DESCRIPTION:

This course focuses on the nature and diversity of the Tourism Industry and its importance at local, national and global levels. It will develop students' awareness of how sustainable development and management is central to the tourism Industry and will also help them acquire an ability to apply skills of critical thinking to tourism activities. Topics covered include: Exploring Tourism in the Local Area, Preparing for International Travel, Appreciating Tourism Australia, Special Interest Tourism (such as Volunteer Tourism and medical Tourism) and issues Facing the Tourism Industry.

ASSESSMENT:

Assessment Type 1: Case Study

Assessment Type 2: Source Analysis

Assessment Type 3: Practical Activity

Assessment Type 4: Investigation

IMPORTANT CONSIDERATIONS:

Field trips are an integral part of the Tourism course and it is mandatory that students attend. Consequently, there will be costs associated with the field trips.

Assessment Type 4: Investigation—encourages students to focus on tourism trends, development and contemporary issues and to develop their own research questions.

1WOM WOMEN'S STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in a Year 10 English or History Unit

COURSE DESCRIPTION:

This course will examine the world from the perspective of women. It will look at the way that one's gender can influence his or her experiences as well as examine issues women have historically faced such as equal pay and voting rights. Students who have an interest in the way that race and sexuality similarly impact people's experiences should also find this topic engaging. We will analyse the way that gender is represented in a range of cultural texts, which could include popular films, television and novels, advertising, music video clips etc. We will also investigate the experiences of women in a range of different cultures and societies, especially focusing on contemporary women's issues throughout the world.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing-based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

A willingness to openly engage is encouraged and expected. presentations.

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1ECO ECONOMICS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Satisfactory completion of year 10 English and/or History/Geography

COURSE DESCRIPTION:

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The content may be derived from the following topics:

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Price Stability
- Employment and Unemployment
- Teacher-developed Topic

ASSESSMENT:

At Stage 1, assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Skills and Applications Tasks
- Issues Study

IMPORTANT CONSIDERATIONS: Nil

1MED MEDIA STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Satisfactory completion of year 10 English and/or History/Geography

COURSE DESCRIPTION:

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. Learning in Media Studies is achieved through a close study of topics selected from the following list:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community

ASSESSMENT:

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

- Folio: Assignment work 40%
- Interaction study 30%
- Product: Group media production (video) 30%

IMPORTANT CONSIDERATIONS: Nil

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MATHEMATICS

Mathematics courses at stage 1

The Senior Secondary Australian Curriculum: Mathematics consists of four subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students. **Essential Mathematics** focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation. It also provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series.

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that has been designed to not be taken as a stand-alone subject, it must be taken with Mathematical Methods.

Calculators

All students are required to have their own calculators.

A **scientific calculator** is suitable for **Stage 1 Essential Mathematics**.

Students who intend to enrol in a full year of **Specialist Mathematics** or **Mathematical Methods** or Semester 2 **General Mathematics** courses will need their **own graphics calculators**.

Graphics calculators need to be SACE board approved for use in exams. Details of SACE board approved calculators can be obtained www.sace.sa.edu.au

The following approved Casio graphics calculators are the schools preferred calculator.

- Fx-CG50 (Latest model) - approx. \$250 new
- Fx-CG20
- Fx-9860G AU PLUS
- Fx-9860G AU

Note: The fx-9860 GII is not an approved calculator. Please do not purchase this calculator.

SACE NUMERACY REQUIREMENTS

Completion of 10 or 20 credits of :

Stage 1 Essential Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics with a C grade or better

will meet the numeracy requirement of the SACE.

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Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Mathematics	Mathematics	Specialist Mathematics	Specialist Mathematics
Essential Mathematics	General Mathematics	Mathematical Methods	Mathematical Methods
	Essential Mathematics	General Mathematics	General Mathematics
		Essential Mathematics	

1MM1 MATHEMATICAL METHODS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Mathematics.

COURSE DESCRIPTION:

Stage 1 Mathematical Methods is studied as a 20-credit subject. Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematical Methods is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

ASSESSMENT:

Skills and Assessment tasks 75% - Investigation 25%

IMPORTANT CONSIDERATIONS:

Completion of 20 credits of Stage 1 Mathematical Methods at a C Grade or better determined against the SACE / ACARA curriculum assessment requirements is a prerequisite for Stage 2 Mathematical Methods.

An approved [GRAPHICS CALCULATOR](#) is required

11SM1SPECIALIST MATHEMATICS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Mathematics. Students must be taking Stage 1 Mathematical Methods as well.

COURSE DESCRIPTION:

Stage 1 Specialist Mathematics is studied as a 20 credit subject at Stage 1. Organised into topics that develop an increasingly complex and sophisticated understanding of mathematical arguments and proofs. Topics studied are arithmetic and geometric sequences and series, geometry, vectors in the plane, further trigonometry, matrices and real and complex numbers

ASSESSMENT:

Skills and Assessment tasks 75% - Investigation 25%

IMPORTANT CONSIDERATIONS:

Completion of 20 credits of Stage 1 Mathematical Methods and completion of 20 credits Stage 1 Specialist Mathematics at a C Grade or better determined against the SACE / ACARA curriculum assessment requirements is a prerequisite for Stage 2 Specialist Mathematics. An approved [GRAPHICS CALCULATOR](#) is required

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1MAA/1MAB GENERAL MATHEMATICS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Nil	10 or 20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 General Mathematics or year 10 Mathematics.

COURSE DESCRIPTION:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

ASSESSMENT:

Skills and Assessment tasks 60%

Investigation 40%

IMPORTANT CONSIDERATIONS:

Students intending on selecting Stage 2 General Mathematics must do 2 semesters of Stage 1 General Mathematics.

An approved [GRAPHICS CALCULATOR](#) is required in semester 2

1MNA ESSENTIAL MATHEMATICS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Nil	10 or 20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

Students who were unsuccessful in year 10 Essential Mathematics or General Mathematics. Students will be recommended by their year 10 teacher

COURSE DESCRIPTION:

Essential Mathematics is a **10-credit subject** at Stage 1. Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

ASSESSMENT:

Skills and Applications tasks—Assignment based 60%

Folio/Investigation 40%

IMPORTANT CONSIDERATIONS:

Students who are in year 10 Essential Mathematics, cannot select semester 1 year 11 Essential Mathematics, as this the same course.

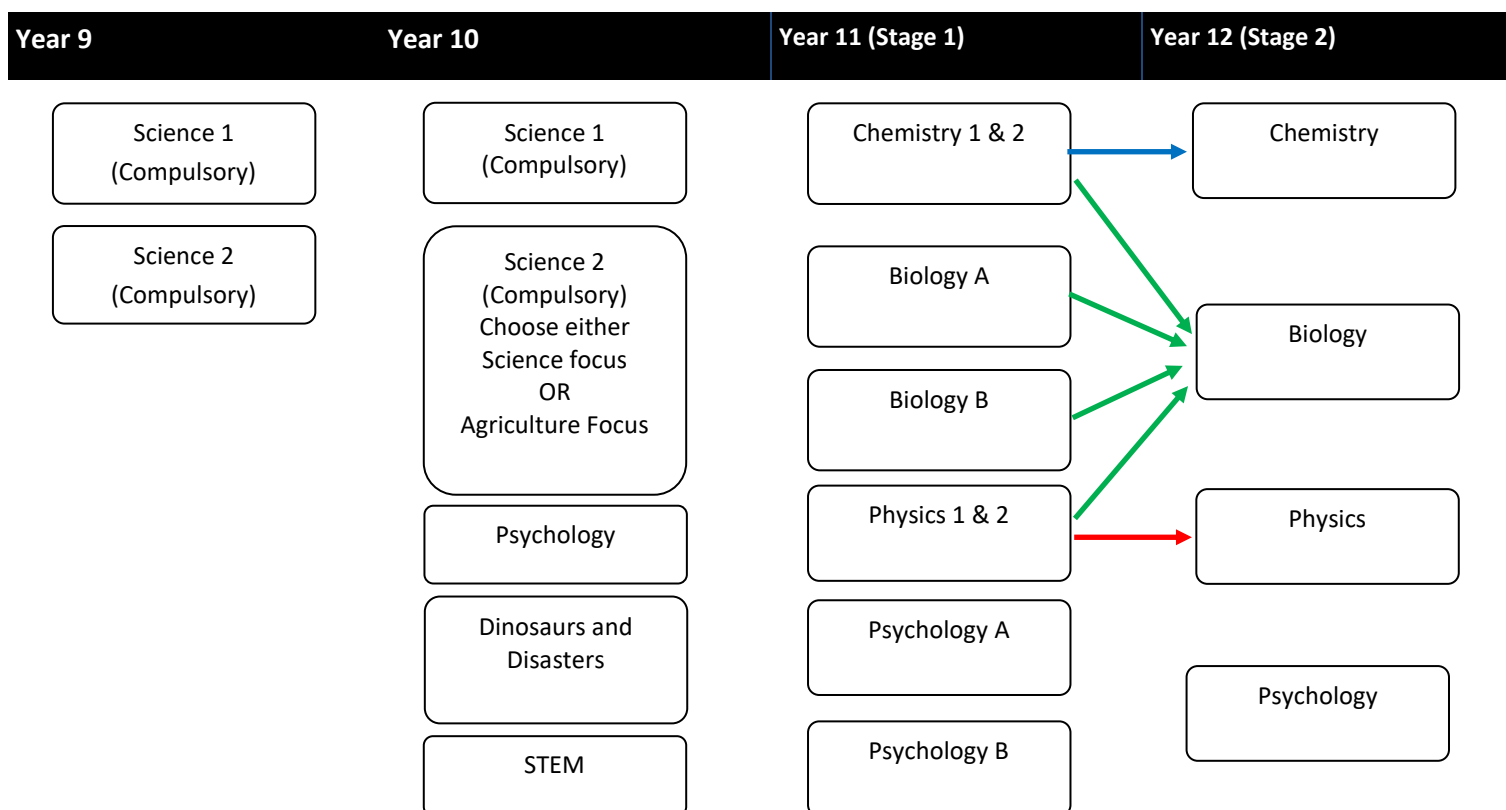
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SCIENCE

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and Chemistry.



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1BLA BIOLOGY A

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Angus.Magarey340@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science 1 and 2

COURSE DESCRIPTION:

This unit covers topics relating to how plants and animals function. Students will study the structure and functions of plants and animals; including physiology e.g.- reproduction, digestion, respiration, circulation, nutrition, biodiversity, adaptations, classification and ecosystems in the Australian Environment. Assessment will include at least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

Where this unit leads: Stage 2 Biology

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS:

A minimum 'C' grade can be used as a prerequisite for Stage 2 Biology.

Note: Stage 2 Biology is a prerequisite for entry into some University courses.

1BLB BIOLOGY B

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Angus.Magarey340@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science 1 and 2

COURSE DESCRIPTION:

This unit covers topics relating to how plants and animals function. The study of cells is used to introduce the unit. Students will study the structure and functions of plant and animal cells. Microorganisms, infectious disease, immunity and genetics form a major focus in the unit. Assessment will include at least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

Where this unit leads: Stage 2 Biology

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS:

A minimum 'C' grade can be used as a prerequisite for Stage 2 Biology

Note: Stage 2 Biology is a prerequisite for entry into some University courses.

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1CH CHEMISTRY 1 & 2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Damien.Jones711@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science 1 and 2

COURSE DESCRIPTION:

Semester 1 topics covered: Students investigate the physical properties of a range of materials and how these properties relate to their uses. Topics include properties and use of materials, atomic structure, quantities of atoms, and the Periodic Table. Combination of atoms will be investigated, focussing on the types of materials, bonding types, energy in reactions, and quantities of molecules and ions (molar masses). The third topic of 'Molecules' will investigate a large range of molecules that are important to human life. Students will study molecule polarity (and structure), interactions between molecules, hydrocarbons and polymers.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

Semester 2 topics covered: Semester 2 will have a greater emphasis placed on the accumulation of knowledge and improvement of understanding required for Stage 2 Chemistry. Students study Mixtures and Solutions, where learning is focused on the topics of miscibility and solutions, solutions of ionic substances, quantities in reactions and titrations. The nature, properties and uses of acids and bases is investigated, where students explore the reactions of acids with bases, the differing strengths of acids, and the pH scale. Students complete their study by examining redox reactions using a variety of approaches, learning the differences in metal reactivity, and the production and storage of electricity using electrochemical cells.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS: These units are a prerequisite for Stage 2 Chemistry

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1PC1 PHYSICS 1 & 2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science 1 and 2. Competent in Mathematics

COURSE DESCRIPTION:

Semester 1 -

Students study linear motion and forces, electric circuits, heat. Examples of the applications that can be investigated are: safety devices in sport and transport, rockets, satellites, thermostats, engines, heaters, dimmer switches, fuses, other household circuits. Practical work is included and some mathematical calculations are involved.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation .

Semester 2 -

Students study energy and momentum, waves, nuclear models and radioactivity. Examples of the applications that can be investigated are: roller coasters, ultrasound, musical instruments, sonar, optics and lenses, polarisation and communication devices, radiotherapy, nuclear power.

Practical work and a greater degree of mathematical calculations are involved. Greater emphasis is placed on the accumulation of knowledge and improvement of understanding required for Stage 2 Physics.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS: These units are a prerequisite for Stage 2 Physics

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1PYA PSYCHOLOGY A

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Asher.Rohde892@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science1 or 2

DESCRIPTION:

Psychology aims to describe and explain both common human experiences, and individual and cultural diversity. Introduction to Psychology (Ethical research methods) is covered in both semesters. Emotion: Biological, basic processes, person, and sociocultural influence on the range, and intensity of human emotions. Social Behaviour: Conformity and obedience, group influence, aggression and altruism.

ASSESSMENT:

One SACE investigation, test, multimodal presentation and an exam

IMPORTANT CONSIDERATIONS: This unit is preferred background for Stage 2 Psychology.

1PYB PSYCHOLOGY B

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Asher.Rohde892@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Science1 or 2

DESCRIPTION:

Psychology aims to describe and explain both common human experiences, and individual and cultural diversity. Introduction to Psychology (Ethical research methods) is covered in both semesters. Human Psychological Development: Psychological development during childhood and adolescence memory and forgetting and a choice of, Positive Psychology, Intelligence or Brain and Behaviour and Cognition (memory).

ASSESSMENT:

At least one investigation, at least 2 Skills/Application task (including a test) and one exam.

IMPORTANT CONSIDERATIONS: This unit is preferred background for Stage 2 Psychology

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AGRICULTURE

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle and aquaculture. Year 10 agriculture students can choose to be involved in the school's very successful winemaking program.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
<div>Agriculture A (Productivity Focus)</div> <div>Agriculture B (Sustainability Focus)</div>	<div>Livestock and Aquaculture</div> <div>Vines and Wines</div> <div>Wine and Vine Management</div>	<div>Agriculture A</div> <div>Agriculture B</div>	<div>Agricultural Production</div>



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1AGA AGRICULTURE A- Livestock Production

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Passing grades in year 10 Science or Agriculture

COURSE DESCRIPTION:

Students will study topics relating to the production and management of livestock and aquaculture, and will be involved in and responsible for some of the animal production enterprises at the school. These may include Sheep, Cattle, Goats, Poultry, Fish or Bees.

Topics studied in this course include animal health and disease, understanding and following industry 'best practice' methods for livestock production, ethical considerations, accurate health assessment of livestock, technology in animal production, aquaculture / aquaponics production, and understanding the benefits and drawbacks of the different production systems utilised in livestock industries. Students will be given the opportunity to develop practical techniques through the handling and management of the school animals. A major summative task for this course involves students working in small groups to select, manage, assess and report on the production of an animal species.

ASSESSMENT:

Group Investigation: Animals or Aquaculture Investigation

Supervised Task: Animal Health and Disease

Science as a Human Endeavour: Technology in Animal Production; Animal Production Systems

IMPORTANT CONSIDERATIONS:

Nil

1AGB AGRICULTURE B- Plant Production

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Passing grades in year 10 Science or Agriculture

COURSE DESCRIPTION:

Students will study topics relating to the production and management of various horticultural enterprises, with a major focus on the school's vineyard and grape production. Students will have the chance to be involved in the monitoring and preparation of our school wine for bottling, interpreting chemical analysis, pre-bottling checks, packaging and marketing. Topics covered include development of experimental trials, pests and disease management, technology in horticulture/ viticulture, propagation, and how society is influencing the development of this industry. Students will have the opportunity to specialise in topics of interest and develop communication, analysis and evaluation skills. A major summative task for this course involves students working in small groups to select, manage, assess and report on the production of a plant species.

ASSESSMENT:

Group Investigation: Plant Experiment Trial

Supervised Task: Article Analysis (Extended Response)

Research Task: Plant Health and Disease Assignment

Science as a Human Endeavour: Technology in Viticulture

IMPORTANT CONSIDERATIONS:

Nil

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HEALTH AND PHYSICAL EDUCATION

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- 'participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Home Economics/Health (Compulsory)	Health and Physical Education (1 X Compulsory) -Recreation -Sports and Games -Lifestyles -Dance	Physical Education A	Physical Education
Physical Education (Compulsory)		Physical Education B	Sports Studies
Food Tech	Child Studies	Outdoor Education	Child Studies
Textiles	Fashion and Costume Design	Health	Food and Hospitality
	Food Tech	Food and Hospitality 1	Health
	Food Tech Bakery Industry Focus	Food and Hospitality 2	Outdoor Adventure
	Physical Education Boys	Child Studies	
	Physical Education Girls	Certificate III Fitness	
	Outdoor Education		

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1PEA PHYSICAL EDUCATION A

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

B grade or better in Year 10 HPE. B Grade or better in year 10 Boys/Girls specialist PE at year 10 .

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on biomechanics, skill acquisition and sport in society. The practical components in this course are explicitly linked to the theory topics. Badminton, Basketball and Soccer will be the three practical units undertaken in this course. Students will explore the connection between the theory concepts covered and their application to practical contexts throughout the semester.

ASSESSMENT:

Students will complete three theoretical assessment tasks for the course. They are:

Task 1: Performance Improvement: Badminton (35%)

Task 2: Skill Acquisition and Coaching Analysis: Basketball (35%)

Task 3: Sport Participation Evaluation: Soccer (30%)

There is no assessment on practical performance in this course.

IMPORTANT CONSIDERATIONS:

Students can complete both Physical Education A and Physical Education B. This course will run in Semester 1 and leads into Stage 2 Physical Education and Sport Studies.

1PEB PHYSICAL EDUCATION B

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

B grade or better in Year 10 HPE. B Grade or better in year 10 Boys/Girls specialist PE at year 10 .

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on fitness factors, energy systems and game modification. The practical components in this course are explicitly linked to the theory topics. Volleyball, Footy Codes and Netball will be the three practical units undertaken in this course. Students will explore the connection between the theory concepts covered and their application to practical contexts throughout the semester.

ASSESSMENT:

Students will complete three theoretical assessment tasks for the course. They are:

Task 1: Data and Statistical Analysis: Volleyball (30%)

Task 2: Energy System Analysis: Footy Codes (40%)

Task 3: Game Modification: Netball (30%)

There is no assessment on practical performance in this course.

IMPORTANT CONSIDERATIONS:

Students can complete both Physical Education A and Physical Education B. This course will run in Semester 1 and leads into Stage 2 Physical Education and Sport Studies.

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10EA /10EB OUTDOOR EDUCATION A & B

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$220	10	Peter.Welford625@schools.sa.edu.au

PREFERRED BACKGROUND:

An interest in the outdoors such as camping, rock climbing, bushwalking, mountain bike riding (MTB), aquatics, and the environment and its conservation. In each semester of study, students complete a 1 day activity and 3 day human powered expedition and therefore require a good level of fitness and the ability to work collaboratively with others and contribute to agreed learning goals.

COURSE DESCRIPTION:

Course work will include a study of Planning & Risk Management (eg. camp craft, equipment selection, care & use, map reading, first aid and an awareness of the potential hazards and risk assessment in outdoor activities) and Environment & Conservation (which will consider issues relating to the conservation of the natural environment, the impact of such activities on ecosystems and cultural / indigenous perspectives).

Students will undertake two outdoor activities (from the list above), one of which will culminate in a 3 day outdoor journey where students will undertake a Practical Skills Performance assessment and reflect upon these experiences through the completion of a Trip Report.

Students can undertake a semester of their choice or full-year study of this subject, choosing from:

Outdoor Ed 'A': MTB (1 day trip) / **Aquatics** - Kayaking (3 day camp) and time at the pool to develop water safety, survival skills, stroke work over 3-4 double lessons in preparation for the kayaking camp

Outdoor Ed 'B': Rock Climbing (1 day trip - indoor climbing wall) / **Bushwalking** - Day Walk and a 3 Day Bushwalking expedition

ASSESSMENT:

A number of theory tasks and practical performance in activities.

IMPORTANT CONSIDERATIONS:

Must be able to meet the costs associated with each outdoor activity (transport, hire of equipment, camp fees, food, etc.). As a rough guide day trips will cost approximately \$30-\$75 and 3 day expeditions \$100-\$150. In addition, for cycling (MTB), students must have their own roadworthy Mountain Bike, helmet and basic repair kit, and be prepared to regularly transport their bike to school over a 10 week period for specific training and riding skills.

1HLE HEALTH

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course includes studying the topics of health issues and media, emotional resilience, sexual health and relationships, substance use and abuse, stress management and safe partying. Students will develop decision making skills in a range of health issues. Guest speakers will be invited to speak on a variety of health issues facing today's youth.

ASSESSMENT: Assessment requires students to use a variety of information sources to research health issues, health support agencies and also participate in a group health promotion task.

IMPORTANT CONSIDERATIONS:

Nil

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1FHA FOOD AND HOSPITALITY A

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$35	10	Louise.OHalloran0@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in a year 10 Food Technology subject, or with coordinator's approval.

COURSE DESCRIPTION:

The focus will be on the Food & Hospitality Industry, food safety, cultural awareness, issues local and global within the industry as well as healthy eating. The opportunity may exist for a group catering activity. Where this unit leads: Stage 1 Food & Hospitality B and Stage 2 Food & Hospitality. Those students who wish to undertake a career in hospitality ie chef, barista, font of house should consider VET pathways rather than this course.

ASSESSMENT:

Practical activities (50%) Group activity (25%) Investigation (25%)

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of \$35 and may require some out of hours work.

1FHB FOOD AND HOSPITALITY B

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$35	10	Louise.OHalloran0@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in a year 10 Food Technology subject, or with coordinator's approval.

COURSE DESCRIPTION:

This course follows on from Food and Hospitality 1. Students will develop their knowledge of the food and hospitality industry. The course focuses on food, safety, food allergies, diet analysis and preparation, also undertaking the school's Annual Wine Launch. . Those students who wish to undertake a career in hospitality ie chef, barista, font of house should consider VET pathways rather than this course.

ASSESSMENT:

Practical activities (50%) Group activity (25%) Investigation (25%)

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of \$35 and will require some out of hours work. Students who have selected Food and Hospitality A **can** also select B.

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1CSD CHILD STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$25	10	Fiona.Ramsey906@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in year 10 Child Studies, or with subject coordinator's approval

COURSE DESCRIPTION:

This course focuses on the care of the young and the child care setting. Changing patterns of families and lifestyles, child rearing practices, appropriate food, nutrition and feeding toddlers and young children, choosing and constructing educational activities which encourage healthy development of young children, baby care and child safety, are the main areas of study. Child Studies is relevant to students with a general interest in children and child care who maybe considering a career in the care or teaching of children.

Where this unit leads: Stage 2 Child Studies and/or further studies at TAFE

ASSESSMENT:

Investigations and practicals. Practical include: planning, practical skills and evaluations.

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of \$25.



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THE ARTS

Arts learning plays an important role in helping us understand ourselves. Arts express and celebrate our sense of identity and heritage in our multi-cultural society. Many of the skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience in drama, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

VISUAL ARTS

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drawing and Painting	Drawing and Painting	Visual Art: Drawing and Painting A or B	Visual Arts: Art
Sculpture and Printmaking	Sculpture and Printmaking	Visual Art: Sculpture and Printmaking	Visual Arts: Design
Design	Design	Design	
	Creative Craft	Photography	
	Photography	Digital Imaging	
	Digital Imaging		

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1ATA DRAWING AND PAINTING-Semester 1

1ATB DRAWING AND PAINTING-Semester 2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art unit.

COURSE DESCRIPTION:

The focus of the course is on the development of skills in drawing and painting with an emphasis on technical and conceptual development. Students will have the opportunity to explore ideas and techniques through a visual study and portfolio. They will complete a final practical which will be supported by a practitioner's statement. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts and make connections to their own work.

ASSESSMENT:

As per SACE performance standards.

Visual study (30%)

Folio (40%)

Practical including practitioner's statement (30%)

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary and Display folder. This course may include workshops and excursions.

****Students can choose Drawing and Painting A & B****



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1ATS SCULPTURE AND PRINTMAKING

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art unit or Design unit.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies related to the development of three dimensional arts in a variety of cultural and historical contexts. It has an emphasis on developing a personal visual styles through a variety of sculptural and printmaking media. Students will create works of art through folio, visual study and major artwork.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

Students may work with the following materials:

- Clay
- Pottery
- Painting
- Drawing
- Paper Mache
- Wood
- Metal
- Lino Printing
- Relief Printing
- Reduction Printing
- Wire
- Paper/Cardboard Sculpture

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary and Display folder

1DSS DESIGN

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art or Design unit.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies related to the development of design in a variety of cultural and historical contexts. It has an emphasis on following the design process including critical and creative processes. The course will cover communication (graphic), product and environmental design. Students will produce a folio, practical work/s, evaluations and a visual study.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary and Display folder.

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1DGI DIGITAL IMAGING

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Design or Digital Imaging unit.

COURSE DESCRIPTION:

This unit consists of studies related to the development of digital art/design in a variety of contexts. It has an emphasis on developing a personal visual aesthetic through a variety of digital software applications (Adobe Creative Suite). Students produce a folio, practical work/s and will critically analyse and respond to artworks from a variety of cultural and historical contexts.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary and Display folder.

1PHO PHOTOGRAPHY

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Photography.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies relating to the development of photography in the context of cultures within and outside of Australia. It has an emphasis on creating works of art through a variety of digital photographic techniques and the development of a folio. Students produce a folio and practical work/s and critically analyse and respond to photographic works from a variety of cultural and historical contexts.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary and Display folder.

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PERFORMING ARTS—DRAMA

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drama A—Physical Theatre and Comedy	Theatre in Education	Creative Arts—Drama A	Creative Arts—Drama
Drama B— Improvisation and Scripted Theatre	Experimenting with Theatre Styles	Creative Arts - Drama B	
Dance			

1DRA CREATIVE ARTS DRAMA

1DRB CREATIVE ARTS DRAMA

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Nil	10 or 20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in year 10 Drama.

COURSE DESCRIPTION:

This course requires students to provide evidence of their learning in both practical and theoretical formats with a Drama focus. For both a 10-credit subject and a 20-credit subject(1 or 2 Semesters), the learning program involves two assessment types.

ASSESSMENT:

Assessment Type 1: Product (60%)- students participate in a Drama production, either in an offstage or onstage role. A record of support materials must be presented that documents their knowledge and understanding of the creative processes that they undertake as well as the investigation and development of the final product.

Assessment Type 2: Folio (40%)– students undertake one inquiry and one skills assessment for the folio.

The inquiry focuses on the products of one practitioner or group of practitioners and requires students to demonstrate their knowledge and understanding of the concepts and techniques that are used.

The Skills Assessment requires students to practically demonstrate their learning in a particular Drama skill (eg warm ups, choreography, auditions, voice, stage make up, costume design, mime) whilst preparing a skills record and reflection to demonstrate their learning.

IMPORTANT CONSIDERATIONS:

As part of the course, students will be required to participate in rehearsals and performances outside of school hours.

There will also be potential theatre visits as opportunities arise. It is recommended that students have a large capacity digital storage device (external hard drive or USB) as most assessment is multi modal.

****Students can choose Drama A & B****

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PERFORMING ARTS—MUSIC

INSTRUMENTAL PROGRAM

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year (even if your music unit is in Semester 2) and continue for the full year.

Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. From 2019 students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. \$28 per lesson)

Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired for \$200 - \$250 per year, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.

Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from many music shops.

Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble.

The focus capabilities for these subjects are citizenship, personal development, communication and learning.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Music A	Music A	Music Advanced	Music
Music B	Music B	Music Experience	

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1MUS MUSIC ADVANCED 1&2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Refer to main music page	10 or 20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 10 Music 1 & 2 including a minimum of two years study on an instrument.

COURSE DESCRIPTION:

The focus of the music course is on further development of musical skills and knowledge through performance (ensembles and solo), aural and theoretical activities to enable students to write arrangements/song writing for small groups as well as some individual study topics. It prepares students for year 12 musicianship.

Students further develop solo performance and musicianship skills and extend the study of techniques of arranging. Students will engage in weekly theory and aural as well as perform as part of a class ensemble and as a solo instrumentalist for the class.

Students will negotiate with the classroom teacher at the beginning of the year, which focus they will undertake for future studies. This will determine the level at which they will be expected to undertake in theory and practical areas. Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

ASSESSMENT:

Solo Performance—Ensemble Performance (including parts testing) - Exam

IMPORTANT CONSIDERATIONS:

10 Credits per semester

Music Advanced Semester 2 can only be enrolled in if Semester 1 has been successfully completed

1MUE MUSIC EXPERIENCE 1 & 2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1 or 2	Refer to main music page	10 or 20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Year 10 OMUA Music A or by consultation with music staff.

COURSE DESCRIPTION:

This course prepares students for Stage 2 Ensemble, Stage 2 Music Tech and Stage 2 Music individual Study. Students will undertake an individual study in an area of musical interest and composition/songwriting, some theory and research topics. Students will continue to further develop skills on their chosen instrument and participate in the class ensemble and perform as a solo instrumentalist in class. Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

ASSESSMENT:

This will be tailored to the needs of the class. It will include: Solo Performance, Ensemble Performance, Recording, Theory/Aural tests, Stage Crewing and Music technology.

IMPORTANT CONSIDERATIONS:

For students wishing to undertake a more practical Music Experience course.

10 or 20 credit subject one semester/full year

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DESIGN, TECHNOLOGY and ENGINEERING

Technology is about ‘making and doing’ and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (*Science, Technology, Engineering and Mathematics*) focus whereby *Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.*

Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students ‘make’, they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Woodwork	Woodwork	Material Solutions: Creative Woodwork	Material Solutions: Furniture and Construction
Metalwork	Metalwork	Material Solutions: Furniture and Construction	Industrial Design & Entrepreneurial Solutions: Composite Materials
Electronics: Microcontrollers	Electronics: Microcontrollers	Material Solutions: Composite Materials	Material Solutions: Metalwork
Computer Aided Design (CAD)	Computer Aided Design (CAD)	Material Solutions: Metalwork 1 Metalwork2	Robotic and Electronic Systems: Electronics
Digital Technologies	Intro to Code	Integrated Learning: Automotive (Full year)	Digital Communication Solutions: 3D Computer Aided Design
	Car Maintenance	Robotic and Electronic Systems: Electronics / Microcontrollers	
		Digital Communication Solutions: 3D Computer Aided Design	
		Digital Communication Solutions: CSWA (CAD2)	
		Coding Digital Solutions	
		Intro to Web Design	

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1TWB MATERIAL SOLUTIONS: CREATIVE WOODWORK

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$60	10	David.Vaughan101@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in a Year 10 Materials Technology Studies unit, or with subject Coordinator's approval.

COURSE DESCRIPTION:

Creative Woodwork will look at traditional and contemporary ways to embellish wood using creative techniques, which could include:

- Wood Turning—Pen Making, Bowls and Platters, Spindle turning, Ornamental turning, Split turning
- Wood Carving—Ornamental, Decorative or Structural. Students will be encouraged to make use of the Computer Numerically Controlled Router and the designing software.
- Laminating—Decorative, Structural
- Marquetry—The use of thin veneers of coloured timber applied to a substrate to construct an artistic or geometric picture

Students will carry out a series of skills tasks in the above areas and then complete a major project that focuses on one or two only. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$60 for take home projects; This course leads to Stage 2 Material Solutions: Furniture Construction; Stage 2 Material Solutions: Metals or Stage 2 Industrial Design & Entrepreneurial Solutions: Composite Materials.

1TWA MATERIAL SOLUTIONS: FURNITURE CONSTRUCTION

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$60	10	David.Vaughan101@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Materials Technology Studies Unit, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

The course covers traditional methods of furniture construction; skills development with hand and portable power tools; selection and fitting of furniture hardware and assembly systems; a consideration of the design processes associated with project development. Computer Aided Design processes may be used as part of the drawing component of this course. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included. Students will have the opportunity to Investigate, test, produce, problem solve and evaluate a cabinet of their choice and will have the opportunity to use the CNC router in their design.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$60 for take home projects; This course leads to Stage 2 Material Solutions: Furniture Construction; Stage 2 Material Solutions: Metals or Stage 2 Industrial Design & Entrepreneurial Solutions: Composite Materials.

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1TCC INDUSTRIAL DESIGN & ENTREPRENEURIAL SOLUTIONS: COMPOSITE MATERIALS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$60	10	Rainer.Kahl980@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Materials Technology Studies Unit (Woodwork or Metalwork), or with Subject Coordinator's approval.

COURSE DESCRIPTION:

This unit provides an opportunity to develop skills in fabrication and/or construction through the Design, Make and Appraise system of learning as part of a sustainable materials course. Practical skills include a range of manufacturing techniques dependent upon the students project requirements and choice of recycled materials.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$60 for take home projects, depending on the project and materials chosen.

This course leads to Stage 2 Material Solutions: Metals or Composite Materials; Stage 2 Industrial Design & Entrepreneurial Solutions: Composite Materials; Stage 2 Material Solutions: Furniture Construction.



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1TMC MATERIAL SOLUTIONS: METALWORK 1

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$60	10	Kym.Hampel506@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Materials Technology Studies Unit (Woodwork or Metalwork), or with Subject Coordinator's approval.

COURSE DESCRIPTION:

This unit provides an opportunity to develop skills in Welding and Fabricating through the Design, Make and Appraise system of learning. Practical skills include Gas and Electric Welding and the fabrication of a Design Project of the student's choice.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$60 for take home projects; This course leads to Stage 1 Material Solutions: Metalwork 2; Stage 2 Material Solutions: Metals or Stage 2 Industrial Design & Entrepreneurial Solutions: Composite Materials; Stage 2 Material Solutions: Furniture Construction.

1TMD MATERIAL SOLUTIONS: METALWORK 2

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$60	10	Kym.Hampel506@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Materials Technology Studies Unit (Woodwork or Metalwork), or with Subject Coordinator's approval.

COURSE DESCRIPTION:

This unit provides an opportunity to develop skills in Fitting and Machining. Machine skills include the operation of the Lathe, Milling and Drilling machines and the use of Hydraulic Cropper Guillotine

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$60 for take home projects; This course leads to Stage 2 VET Engineering and Stage 2 Material Solutions: SACE Metals and Stage 2 Industrial Design & Entrepreneurial Solutions: Composite Materials; Stage 2 Material Solutions: Furniture Construction.

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1ELM ROBOTIC AND ELECTRONIC SYSTEMS: ELECTRONICS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	\$90	10	John.barkley61@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in Year 9 or 10 Electronics is required, or with Subject Coordinator's approval; The ability to work independently and progress positively using problem solving techniques is essential.

COURSE DESCRIPTION:

This course includes the development of skills and an understanding of the tools, materials, processes and systems used in electronics. Project design work will involve using PICAXE computer software to write control programs for PIC microcontrollers as well as circuit board design software for the creation of high quality Printed Circuit boards. All tasks will involve problem solving analysis, research and evaluation.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$90 for take home projects; This subject leads to Stage 2 Robot and Electronic Systems: Electronics (full year)

1TCA DIGITAL COMMUNICATION SOLUTIONS: 3D Computer Aided Design

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Invoiced Prior to 3D printing	10	Mandy.Linacredavis995@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in a Year 9 or 10 CAD course, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

Students will build on prior knowledge gained through Year 9 and Year 10 CAD.

Initially students will complete a series of skill tasks, developing their understanding of design concepts from isometric drawing, to 3D product, and back into a 3rd Angle projection working drawing, for manufacture.

The major piece of assessment will see students research into architectural design, with an emphasis on 'Micro Apartments and Living'. Students will develop a Folio of research into varying designs, including floor plans and furniture layouts. Students will produce a 3D architectural product with a 'walk-through' animation promoting their design all within industry standard software Solidworks.

ASSESSMENT:

Skills Task (30%)

Folio (20%)

3D Product and Digital animation (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost for any take home 3D projects should they choose to 3D print any projects. Students will have control of this at the design stage; Where this unit leads: Stage 2 Digital Communication Solutions: CAD course, and University degrees in areas such as Engineering, Architecture, Product Design.

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1TCB DIGITAL COMMUNICATION SOLUTIONS: 3D CAD CSWA

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Invoiced Prior to 3D printing	10	Mandy.Linacredavis995@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in a Year 9 or 10 CAD course, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

As a Certified SOLIDWORKS Associate (CSWA), you will stand out from the crowd in today's competitive job market. The CSWA certification is proof of your SOLIDWORKS® expertise with cutting-edge skills that businesses seek out and reward. This course is directed towards students who want to give themselves a qualification outside the normal school certificate. Students will work through many various tasks and feature designs in Solidworks, not focusing on one particular theme or product. They will learn a range of skills that will lead them to an 'end of course exam'. It is a tailored online exam with a time allowance of 3 hours. With concentration and focus in class, students may be able to complete the exam quicker. All students receive electronic certificates and personal listing on the CSWA directory* when they pass the exam.

ASSESSMENT:

Exam features hands-on challenges in many of these areas:

- Sketch entities—lines, rectangles, circles, arcs, ellipses and centrelines
- Sketch tools—offset, convert and trim
- Sketch relations
- Boss and cut features—extrudes, revolves, sweeps and lofts
- Fillets and chamfers
- Linear, circular and fill patterns
- Dimensions
- Feature conditions—start and end
- Mass properties
- Materials
- Inserting components
- Standard mates—coincident, parallel, perpendicular, tangent, concentric, distance and angle
- Reference geometry—planes, axis and mate references
- Drawing views
- Annotations

IMPORTANT CONSIDERATIONS:

This course will incur a cost for any take home 3D projects should they choose to 3D print any projects. Students will have control of this at the design stage; Where this unit leads: Stage 2 Digital Communication Solutions: CAD course, and University degrees in areas such as Engineering, Architecture, Product Design.

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1DGT CODING DIGITAL SOLUTIONS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

1 Semester of Digital Technology at C+ or higher, is preferred but not essential.

COURSE DESCRIPTION:

Students are involved in creating new ways of generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product or prototype. Innovation may also include designing solutions that improve existing processes or products. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and coding, including the basic constructs involved in coding, array processing, and modularisation.

ASSESSMENT:

Project Skills (70%) Digital Solutions (30%) - Weightings can vary in negotiation with students according to the cohort's technology interests.

IMPORTANT CONSIDERATIONS:

None

1IWD INTRO TO WEB DESIGN

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

1 Semester of Digital Technology at C+ or higher, is preferred but not essential.

COURSE DESCRIPTION:

Students will use software such as Notepad++ and Adobe Dreamweaver to design a variety of websites for different purposes. They will learn and utilise languages including but not exclusive to HTML and CSS. They will analyse pre-existing website considering 'Design Principles'; Proximity, Repetition, Alignment and Contrast (PRAC). They will develop products that are visually appealing and functional. Additionally, they will discuss the advantages and potential issues with websites and digital emerging technologies with an issue analysis.

ASSESSMENT:

Practical Skills (40%) Issue Analysis (20%) Product and Documentation (40%)

IMPORTANT CONSIDERATIONS:

None

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1TAA INTEGRATED LEARNING: AUTOMOTIVE SYSTEMS

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1&2 (full year)	Dependent on project choice	20	Rainer.Kahl980@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or higher in 10 Automotive course, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

This course includes the development of skills and an understanding of the tools, materials, processes and systems used in the Automotive industry to design and undertake a related project. Components of the course include Lubrication - Inspection and service; Brake system— Inspection, repair and replacement; Investigation - Synthetic vs Mineral oils / Coolant types / Brake pad compositions. Major Product must be negotiated with the teacher and may include but is not limited to the following examples:

- Engine Rebuild
- Vehicle Lighting systems
- Wiring systems
- Exhaust system designs
- Panel / Body work
- Suspension system

All tasks will involve problem solving analysis, research and evaluation.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur costs for any take home projects (Students will have control of this at the design stage). This course leads onto Certificate II in Automotive at Nuriootpa TAFE.



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2RPA/B Research Project

The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social ethical understanding and intercultural understanding.

COMPULSORY STAGE 2 SUBJECT

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

The Research Project is a compulsory 10 credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE. Students may apply to complete the Stage 2 Research Project while in year 11. RP replaces one choice during semester 2 at Stage 1.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The Research Project can take many forms, for example community-based projects, technical or practical activities, work-related research and subject-related research.

Students receive a result in one of two forms:

- Research Project A -has an external assessment that may be undertaken in a range of formats.
- Research Project B -has an external assessment that **must** be undertaken in written form.
- Both RPA and RPB may be counted for a student's Australian Tertiary Admission Rank (ATAR)

ASSESSMENT:

Assessment Type 1: Proposal, Folio and Discussion 30%

Assessment Type 2: Research Outcome 40% (RPA—1500 words; RPB - 2000 words)

Assessment Type 3: Research Review (RPA) or Research Evaluation (RPA) 30%

IMPORTANT CONSIDERATIONS:

To be eligible to apply to do the Research Project in Year 11, a student must have achieved at least a B in Year 10 English, successfully completed Semester 1 subjects and achieved at least a B in Stage 1 English.

Students planning to go to University to do courses that require analysis and evaluation should consider doing RPB.

At course counselling time, all students select Research Project and it is not until the students have begun their research that a decision about RPA or RPB is made.

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CROSS DISCIPLINARY STUDIES

The focus capabilities for these subjects are personal development, work and learning. In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, and safe and sustainable workplace practices.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
	Personal Learning Plan	Workplace Practices	Workplace Practices
		Community Studies	Community Studies
		Research Project	Research Project

1WED WORKPLACE PRACTICES

Year	Semesters	Fees	CREDITS	Contact Teacher
11	1	Nil	10	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislations and unions. They also investigate the dynamic nature of work related and workplace issues, cultures, and/or environments. They demonstrate and apply work skills and, where relevant, industry skills in a work related context. Includes the following areas of study:

This course includes the following areas of study:

Industry and Work Knowledge

Vocational Learning and/or Vocational Education and Training (VET)

25-30 hours work placement

For the Industry and Work Knowledge component, students undertaking Workplace Practices A (10-credits), study two topics.

Topics are chosen from

Topic 1: Future Trends in the World of Work

Topic 2: Workers' Rights and Responsibilities

Topic 3: Career Planning

Topic 4: Workplace Health and Safety

Topic 5: Negotiated Topic

ASSESSMENT:

School Based Assessment

40 % Folio, 40% Performance, 20% Reflection

IMPORTANT CONSIDERATIONS:

Students are required to complete a work placement to gain practical experience. Students can count part-time, casual or volunteer work as a part of their practical component.

Year 12

Subject Selection

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Compulsory Subjects	Semesters	Credits
Research Project (unless completed in Year 11)	1	10

ALL CHOICE SUBJECTS ARE 20 SACE CREDITS AND ARE 2 SEMESTERS AT STAGE 2

Choice Subjects
ENGLISH
English Literary Studies
English
Essential English
LANGUAGES
German
Indonesian
Spanish
Workplace Practices
HASS
Modern History
Society and Culture
Ancient Studies
Legal Studies
Tourism
Women's Studies
Business Innovation
MATHEMATICS
Mathematical Methods
Specialist Mathematics
General Mathematics

Choice Subjects
SCIENCE
Chemistry
Biology
Physics
Psychology
Agricultural Production
HEALTH AND PHYSICAL EDUCATION
Physical Education
Sports Studies
Child Studies
Food and Hospitality
Health
Outdoor Adventure
VISUAL AND PERFORMING ARTS
Visual Arts—Art
Design
Creative Arts-Drama
Music
DESIGN, TECHNOLOGY AND ENGINEERING
Material Solutions: Furniture Construction
Material Solutions: Composite Materials
Material Solutions: Metalwork
Robotic and Electronic Systems: Electronics
Digital Communication Solutions: 3D Computer Aided Design

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2RPA/B Research Project

The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social ethical understanding and intercultural understanding.

COMPULSORY STAGE 2 SUBJECT

Year	Semesters	Fees	CREDITS	Contact Teacher
12	1	Nil	10	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

The Research Project is a compulsory 10 credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE. Students may apply to complete the Stage 2 Research Project while in year 11.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The Research Project can take many forms, for example community-based projects, technical or practical activities, work-related research and subject-related research.

Students receive a result in one of two forms:

- Research Project A -has an external assessment that may be undertaken in a range of formats.
- Research Project B -has an external assessment that **must** be undertaken in written form.
- Both RPA and RPB may be counted for a student's Australian Tertiary Admission Rank (ATAR)

ASSESSMENT:

Assessment Type 1: Proposal, Folio and Discussion 30%

Assessment Type 2: Research Outcome 40% (RPA—1500 words; RPB - 2000 words)

Assessment Type 3: Research Review (RPA) or Research Evaluation (RPA) 30%

IMPORTANT CONSIDERATIONS:

To be eligible to apply to do the Research Project in Year 11, a student must have achieved at least a B in Year 10 English, successfully completed Semester 1 subjects and achieved at least a B in Stage 1 English.

Students planning to go to University to do courses that require analysis and evaluation should consider doing RPB.

At course counselling time, all students select Research Project and it is not until the students have begun their research that a decision about RPA or RPB is made.

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ENGLISH

In English, students develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce multimedia texts emerging through the growth of information communication technologies.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
English	English Literary Studies	English Literary Studies	English Literary Studies
	English	English	English
	Essential English	Essential English	Essential English

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2ELS ENGLISH LITERARY STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

B grade or better in Stage 1 English.

COURSE DESCRIPTION:

English Literary studies has strong focus on text analysis and “classic literature” texts. English Literary Studies is recommended for those students who excel in English and may be considering studying English at University.

In the subject students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Responding to Texts (50%)

(analysing a range of texts, which may include film, spoken, written and media.)

Creating Texts(20%)

EXTERNAL ASSESSMENT 30%: Examination (15%)

Critical Reading (15%)

IMPORTANT CONSIDERATIONS:

This subject involves a large amount of reading of a wide range of text types.

STUDENTS WHO PERSISTENTLY FAIL TO ATTEND CLASSES OR SUBMIT ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

STUDENTS WHO CONSISTENTLY FAIL ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

2ESH ENGLISH

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

C+ grade or better in Stage 1 English

COURSE DESCRIPTION:

In English, students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Responding to text (30%)

(analysing a range of texts, which may include film, spoken, written and media.)

Creating Texts (40%)

(4 assessments, 1 of which is a final writers statement is reflecting on your own creative pieces.)

EXTERNAL ASSESSMENT: Comparing Texts(30%) This is a 2000 word comparative analysis of 2 text types.

IMPORTANT CONSIDERATIONS:

This course has a more even distribution between responding to and creating texts.

STUDENTS WHO PERSISTENTLY FAIL TO ATTEND CLASSES OR SUBMIT ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

STUDENTS WHO CONSISTENTLY FAIL ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

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2EES ESSENTIAL ENGLISH

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

B grade or better in Stage 1 English.

COURSE DESCRIPTION:

In Year 12 (Stage 2) Essential English students study and create texts across a range of personal, social, cultural, community, and/or workplace contexts. They extend their communication skills, consider and respond to information, ideas, and perspectives in texts, examine the effect of language choices, analyse the role of language and create oral, written, and multimodal texts

ASSESSMENT:

School Assessment (70%)

Assessment Type 1: Responding to Texts (30%) (analysing a range of texts, which may include film, spoken, written and media.)

Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

Assessment Type 3: Language Study (30%) This is the study of how language is used in different context (eg: workplace, sport etc)

IMPORTANT CONSIDERATIONS:

STUDENTS WHO PERSISTENTLY FAIL TO ATTEND CLASSES OR SUBMIT ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

STUDENTS WHO CONSISTENTLY FAIL ASSESSMENT TASKS WILL BE WITHDRAWN FROM THIS SUBJECT.

Modified SACE

A modified SACE Stage 2 English option is available for those students with additional needs which will impact upon their ability to meet the standards of Stage 2 English subjects. The program is negotiated with the student and teacher and will enable students to meet the Literacy requirements of SACE.

Please contact the SACE Co-ordinator for further information.

Community Studies B is available as an option for those students unable to meet the requirements of Stage 2 English. Please contact the SACE Co-ordinator for further information.

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LANGUAGES

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
German	German	German	German
Indonesian	Indonesian	Indonesian	Indonesian
	Spanish (Beginners)	Spanish (Beginners)	Spanish

2GRM STAGE 2 GERMAN (continuers)

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Stage 1 German Semester 1 and 2

COURSE DESCRIPTION:

Students will continue to develop and improve their reading, writing and oral skills and increase their knowledge of grammatical structures. They will respond to a variety of texts, which could include film, song, short stories and magazine articles. There will be major in depth study on an aspect of German culture or society.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Folio 50%

EXTERNAL ASSESSMENT: In depth study 50%

IMPORTANT CONSIDERATIONS:

Universities may offer bonus points to students who pass Stage 2 foreign languages. These points are added to the aggregate score. Check the SATAC Guide or individual Universities to see how these points could enhance a student's ATAR.

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2IND STAGE 2 INDONESIAN (continuers)

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in stage 1 Indonesian semester 1 and 2.

COURSE DESCRIPTION:

This course is designed to increase student's knowledge and understanding of Indonesian

language and culture. Skills such as reading, writing, listening and speaking in Indonesian are integral aspects of the course. Researching in Indonesian, on a chosen topic, is an additional skill that is required. Students will read and respond to texts in both English and Indonesian. There is an emphasis on preparing well-structured and accurate written responses (including essays, articles, diaries, letters) in Indonesian and English.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Folio 50%

EXTERNAL ASSESSMENT: In depth study 50%

2SPN STAGE 2 SPANISH (beginners)

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in stage 1 Spanish (both semesters).

COURSE DESCRIPTION:

This a fun bur rigerous course with the emphasis on oral interaction in Spanish. Topics covered in stage 1 will be reinforced. Additionally students will learn some more complex aspects of vocabulary or grammar. Students will increase their awareness of Spanish speaking countries, their peoples, customs, history, films and current affairs.

ASSESSMENT:

Role plays or interviews, researched presentations, a piece of correspondence, a written response, a piece of personal writing and a text analysis (either written or oral). There are at least two spoken assessments per semester.

SCHOOL BASED ASSESSMENT: 70%

EXTERNAL ASSESSMENT EXAMINATION: 30%

IMPORTANT CONSIDERATIONS:

The 30% external assessment comprises of a 2 hour written and a 10 minute oral examination on 2 separate days. Students have the opportunity to join with other schools on annual or biannual trips to Spain.

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CROSS DISCIPLINARY STUDIES

The focus capabilities for these subjects are personal development, work and learning. In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, and safe and sustainable workplace practices.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
	Personal Learning Plan	Workplace Practices	Workplace Practices
		Community Studies	Community Studies
		Research Project	Research Project

2WPC WORKPLACE PRACTICES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislations and unions. They also investigate the dynamic nature of work related and workplace issues, cultures, and/or environments. They demonstrate and apply work skills and, where relevant, industry skills in a work related context. Includes the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)
- 50-60 hours work placement

For the Industry and Work Knowledge component, students undertaking Workplace Practices A (10-credits), study two negotiated topics; Workplace Practices (20-credits), study the three topics from the list below:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated Topics

Students also undertake either a practical investigation based on a product, task or service in which they have been involved, or an issues investigation of a local, national or global issue. (this is the external assessment)

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (25%) Folio (25%) Performance (20%) Reflection

EXTERNAL ASSESSMENT: (30%) Investigation—Research and Practical

IMPORTANT CONSIDERATIONS:

Students are required to complete a work placement to gain practical experience. Students can count part-time, casual or volunteer work as part of their practical component.

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HUMANITIES AND SOCIAL SCIENCES

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Aboriginal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Geography	Geography	Geography	History
History	History	History	Society and Culture
Issues in Society (Choice Subject)	Big History	Ancient Studies	Ancient Studies
	Women, Culture and Society	Legal Studies	Legal Studies
		Society and Culture	Tourism
		Tourism	Women's Studies
		Women's Studies	Business Innovation
		Business Innovation	
		Media Studies	
		Economics	

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2MOH MODERN HISTORY

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

B-/C+ Grade or better in Stage 1 HASS class and English classes. Evidence of very strong reading and writing/essay skills needs to be shown.

COURSE DESCRIPTION:

Students will study significant nations and events of the 20th Century'. They are;

- Modern Nations: Germany 1918 – 1948 (Topic 3), topics include; the liberal experiment, the road to dictatorship and the Nazi state in peace and war.
- The World Since 1945: The Changing World Order 1945 – Present (Topic 7), topics include; the origins of the superpower rivalry, the nature of the Cold War, the end of the Cold War, the consequences of the Cold War.

During the year students will undertake **five (5) folio tasks** which will make up **50%** of their overall result. Folio assignments may include historical reports, research assignments, debates, scripted role plays, oral presentations, essays, or multimodal presentations.

ASSESSMENT:

School Based Assessment:

Folio 50%

Historical Study 20%

External Assessment:

Examination 30%

IMPORTANT CONSIDERATIONS:

Students must also complete an **individual historical study** which focuses on a period of modern (post 1750s) historical significance, the historical study can be written or multimodal, it will make up **20%** of their overall result. All students will then sit a **two (2) hour external examination** in November, 2018 which will only focus on the Nation Study (Germany) conducted throughout the year, the exam will make up **30%** of their final result.

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2SOR SOCIETY AND CULTURE

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

Students require skills of research, reporting and communication.

COURSE DESCRIPTION:

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Students work on contemporary social issues individually and in groups. Students study three topics related to Culture, Contemporary Challenges and Global Issues. They also undertake an independent investigation on a topic of individual interest. The focus capabilities for this subject are citizenship, communication and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Interaction

EXTERNAL ASSESSMENT: (30%) Investigation

IMPORTANT CONSIDERATIONS:

Completion of Stage One Society and Culture is not a pre-requisite. The content we look at can be controversial and an open mind is an advantage.

2ANT ANCIENT STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in a Stage 1 HASS or English unit. Strong reading and writing skills are an advantage.

COURSE DESCRIPTION:

This course consists of three major topics studying the literature, history, culture and society of Ancient Greece and/or Ancient Rome. Students typically study Homer's Odyssey and Trojan War mythology, the Greek and Persian Wars, and the end of the Roman Republic. Students also have the opportunity to study any aspect of the Ancient World that interests them. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Skills and Applications Tasks (20%) Connections Tasks

School-based assessment tasks will be varied, often incorporating ICT and also allow for a wide range of student interests and skills. Students are encouraged to think broadly about the Ancient World and to make connections between the Ancient and Modern worlds

EXTERNAL ASSESSMENT: (30%) Inquiry, which can be written or multi-modal

IMPORTANT CONSIDERATIONS:

There is no exam.

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2LEG LEGAL STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in stage 1 Legal Studies

COURSE DESCRIPTION:

Legal Studies introduces the relationships between law, society and the individual. Content includes the Australian Legal System, Constitutional Government, Lawmaking and Justice Systems. Students develop skills of careful and precise communication, articulation and evaluation of arguments, and reasoning. Tasks include short answers, essays, student generated assignments and debates. The focus capabilities for this subject are citizenship, personal development and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Inquiry

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

Nil

2TOS TOURISM

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Some	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in a stage 1 HASS subject would be an advantage

COURSE DESCRIPTION:

In Tourism students develop an understanding of the nature of tourists, tourism and the tourist industry. They investigate local, national and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impact of tourism. A student's understanding of the sustainable management of tourism is central to the subject. This subject consists of four themes and three topics. This structure enables students to focus on a range of aspects associated with tourism. The exam is based on source analysis activities rather than essays.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (20%) Folio (25%) Practical Activity(25%) Fieldwork

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

Fees include:

Fieldwork is a mandatory component of the course and consequently there will be costs associated with an excursion.

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2WOM WOMEN'S STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in a Year 11 Women's Studies, English or History

COURSE DESCRIPTION:

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a perfect course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes even shocking social issues and inequalities - some that exist in other countries as well as others that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss the topics that you are most interested in.

The course will be based around examining and analysing a range of key women's issues including Representations of Women in Cultural Texts, Women and Work, Family Life and Caring, Women and the Law, Women's Struggles, Achievements and Empowerment, Women, Culture and Society, and Development and Globalisation.

Tasks types are varied, and will include analytical and persuasive essays, and could also include presentations, role-plays, short films / documentaries, newspaper articles and more.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (20%) Text Analysis (20%) Essay (30%) Folio

EXTERNAL ASSESSMENT: (30%) Issues Analysis

IMPORTANT CONSIDERATIONS:

Nil

2BUE BUSINESS INNOVATION

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Tanya.Bowley405@schools.sa.edu.au

PREFERRED BACKGROUND:

C or better in any year 11 HASS subject

COURSE DESCRIPTION:

Students develop the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students learn in an environment, in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Students work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

ASSESSMENT:

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

SCHOOL BASED ASSESSMENT: Four Business Skills tasks (70%)

EXTERNAL ASSESSMENT: One Business plan and one Pitch (30%)

IMPORTANT CONSIDERATIONS: Students should be prepared to work in groups and contribute to class discussion.

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MATHEMATICS

At stage 2 Nuriootpa High School offers three different subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation. It also provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series.

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that has been designed to not be taken as a stand-alone subject.

Calculators

Students who intend to enrol in Specialist Mathematics, Mathematical Methods or General Mathematics courses will need their own graphics calculator.

Graphics calculators need to be SACE board approved for use in exams. Details of SACE board approved calculators can be obtained www.sace.sa.edu.au

The following approved Casio graphics calculators are the schools preferred calculator.

- Fx-CG50 (Latest model)
- Fx-CG20
- Fx-9860G AU PLUS
- Fx-9860G AU

Note: The fx-9860 GII is not an approved calculator. Please do not purchase this calculator.

SACE NUMERACY REQUIREMENTS

Completion of 10 or 20 credits of stage 1:

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics with a C grade or better

will meet the numeracy requirement of the SACE.

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Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Mathematics	Mathematics	Specialist Mathematics	Specialist Mathematics
Essential Mathematics	General Mathematics	Mathematical Methods	Mathematical Methods
	Essential Mathematics	General Mathematics	General Mathematics
		Essential Mathematics	

2MSC SPECIALIST MATHEMATICS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 11 Specialist Mathematics

COURSE DESCRIPTION:

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

ASSESSMENT:

Skills and Applications tasks 50%

Investigation 20%

Exam 30%

IMPORTANT CONSIDERATIONS:

Specialist Mathematics must be studied in conjunction with Mathematical Methods

Specialist Mathematics is a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

A revision Guide is required to be purchased (approx. \$40)

An approved GRAPHICS CALCULATOR is required

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2MHS MATHEMATICAL METHODS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C+ or higher in 2 semesters of stage 1 Mathematical Methods.

COURSE DESCRIPTION:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics

ASSESSMENT:

Skills and Applications tasks 50%

Investigation 20%

Exam 30%

IMPORTANT CONSIDERATIONS:

Mathematical Methods is a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

A revision Guide is required to be purchased (approx. \$40)

An approved [GRAPHICS CALCULATOR](#) is required

2MGM GENERAL MATHEMATICS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C+ or higher in 2 semesters of stage 1 General Mathematics or Mathematical Methods.

COURSE DESCRIPTION:

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. Stage 2 General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

ASSESSMENT:

Skills and Applications tasks 40%

Investigation 30%

Exam 30%

IMPORTANT CONSIDERATIONS:

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

A revision Guide is required to be purchased (approx. \$40)

An approved [GRAPHICS CALCULATOR](#) is required

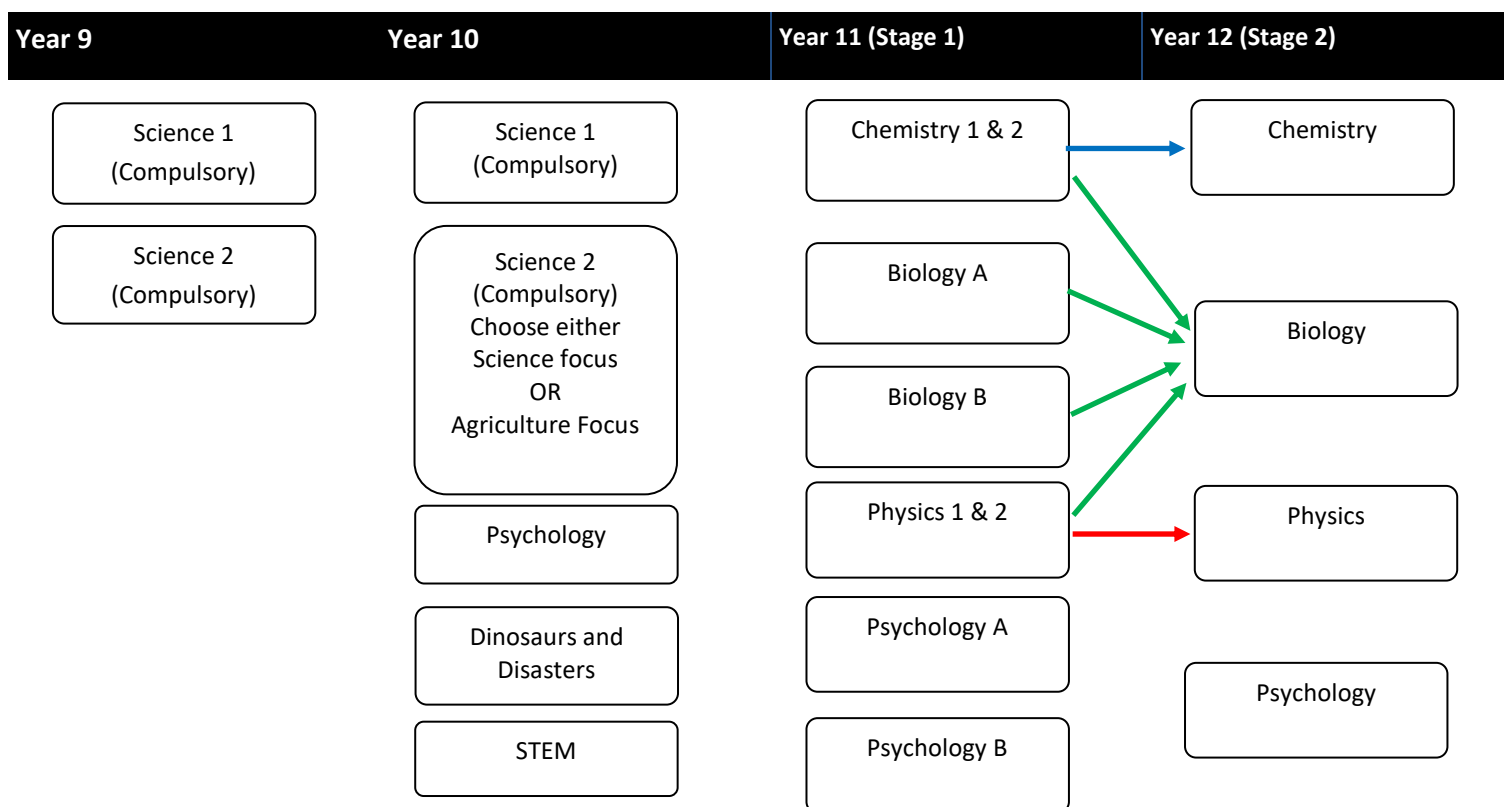
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SCIENCE

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and Chemistry.



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2BIG BIOLOGY

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Angus.Magarey340@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Biology, Chemistry and Physics.

COURSE DESCRIPTION:

The students develop the basic biological concepts for an understanding of social issues. Students learn to apply knowledge to both specific and general problems. Other skills to be developed include the ability to manipulate biological equipment, to design suitable experiments, and to interpret data. The course reflects recent developments in biological knowledge and techniques.

Topics Include:

DNA & Proteins

Students investigate the structure of DNA and processes in the transmission of genetic material to the next generation of cells and to offspring. They study how interactions between genes and environmental conditions influence an organism's characteristics. Students relate gene expression to protein production and explore some of the many roles that proteins have in a functioning cell and organism.

Cells As The Basis For Life

Students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and processes required for cell survival. They investigate the importance of enzymes in cell metabolism and ways in which energy is transformed and transferred in the biochemical processes of photosynthesis and respiration. They also consider the importance of culturing cells, and chemicals that interfere with cell metabolism.

Homeostasis

Students examine some of the body systems, including the nervous, endocrine (hormonal), and excretory systems that play interdependent roles in the regulation of body processes such as body temperature, blood glucose levels, carbon dioxide levels in blood, and water balance. They relate the structure of the cells, tissues, and organs of these systems to their function. Students examine how biotechnology has contributed to advances in the treatment of the malfunctioning of the nervous and endocrine systems.

Evolution

Students examine the biological evidence for understanding the changes in species described in the theory of evolution by natural selection. Through the investigation of appropriate contexts, students explore ways in which models and theories have developed over time. This includes changes in the understanding of natural selection, evolution, and population genetics, and the technologies used to investigate them. Students investigate ways in which science contributes to contemporary debate about local, regional, and global issues, including evaluation of risk and action for sustainability.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

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2CME CHEMISTRY

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Damien.Jones711@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in Stage 1 Chemistry 1 and 2

COURSE DESCRIPTION:

Through the study of 4 key ideas and concepts students develop their chemistry investigation skills, skills in problem solving and Chemical understanding. Chemistry provides background knowledge and skills necessary for those students who wish to pursue further study and/or employment in chemical industries and many other areas.

TOPICS INCLUDE:

Monitoring the environment –Population growth and increased industrialisations has led to increasing demands on the environment. Students will investigate the impact of fossil fuel use and effect of combustion products on global warming, ocean acidity and photochemical smog. They will explore chromatography, atomic spectroscopy and volumetric titrations to extend application and understanding of stoichiometry and use of specialised glassware.

Managing Chemical Processes – The chemical industry produces a range of chemicals that allow for materials to be modified or replaced and unknown chemicals to be developed. Students will explore energy use and factors that influence reaction rates and equilibrium laws to predict and explain conditions to optimise chemical processes.

Organic and Biological Chemistry –This is an important area of research for medical technology, genetic engineering and development of pharmaceuticals. Students will examine the physical and chemical properties of a range of functional chemical groups: alcohols, aldehydes, ketones, carboxylic acids, amines, esters and amides. From this they will explore the biologically important compounds: carbohydrates, triglycerides and proteins.

Managing Resources – Human consumption of energy and other resources have been ever increasing and have been linked to new understandings and new technologies. Students will consider energy resources such as fossil fuels and the greater use of renewable fuels. **They will examine material resources such as natural minerals, water and soil as well as synthetic polymers.** They also examine the benefits and problems associated with recycling of materials.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses. (

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2PYS PHYSICS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in stage 1 Physics 1 and 2 and a good knowledge of Mathematics

COURSE DESCRIPTION:

The students develop the basic physics concepts necessary to develop an understanding of various physical phenomenon and real-world applications. It provides training in logical thinking, analytical powers, skills in problem-solving, and the capacity to deal with abstract concepts. Students learn to conduct investigations, report their observations in precise language and correct mathematical form, and with accurate graphical presentation.

Topics include:

Motion and Relativity: The motions of various situations are studied, including projectiles, skydiving, collisions, and spacecraft propulsion, such as solar sails and ion drives. Objects moving in a circle and the force of gravity can also be applied to satellites and comets. Einstein's theory of relativity and the effects of time dilation when objects are moving close to the speed of light are applied to clocks in satellites used for GPS.

Electricity and Magnetism: Electric and magnetic forces can be used to explain the motion of charged particles and applications, such as photocopiers, electric motors, electromagnets, maglev trains, induction cooktops, transformers, security systems and various particle accelerators.

Light and Atoms: Light has both wave and particle properties and has a wide variety of applications, including microwave ovens, TV signals, mobile phone signals, blu-ray players, digital cameras, smoke detectors, X-rays and CT scanners. Knowledge of the structure of the atom and spectra can be used to identify elements in stars and has many applications in forensic science, mineralogy, virtual reality glasses, LASERS, and optic fibre communication. The standard model includes a large number of sub-atomic particles and some of these can be used to explain the four basic forces of the universe. These particles are being researched in the large hadron collider and some of these particles are used in medical applications, such as PET scanners.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

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2PSC PSYCHOLOGY

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Asher.Rohde892@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil —although a background in stage 1 Psychology would be an advantage.

COURSE DESCRIPTION:

This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to not only be effective personally and socially, but also in their dealings within their chosen career fields or pathways, as an understanding of interpersonal skills is essential to future success.

Topics include:

Introduction to Psychology: Psychology is distinct from other fields that study human behaviour. Empirical investigations in psychology may be experimental, quantitative, observational or qualitative. All investigation designs and methods of assessing psychological responses have advantages and disadvantages. All research involving humans has ethical dimensions.

Social Cognition: Social cognition refers to the processes involved in interpreting, analysing, remembering, and using information about the social world. Social cognition includes person perception, attributions, stereotypes, and attitudes. This topic focuses on person perception and attitudes.

Learning: The study of learning includes imprinting, habituation, classical conditioning (also known as Pavlovian conditioning), operant conditioning, learning through insight, and learning through observation or instruction. This topic focuses on classical conditioning, operant conditioning, and observational learning.

Personality: The study of personality includes different conceptions of personality, personality assessment, and cultural and individual differences in personality. This topic focuses on theories of personality, including Psychodynamic, Humanistic and Trait theories, and personality assessment.

Psychobiology of Altered States of Awareness: The study of the biological basis of altered states of consciousness includes sleep, dreams, meditation, and hypnosis, the effects of psychoactive drugs, and arousal and stress. This topic focuses on two issues of relevance to young people, sleep and stress.

Healthy Minds: This topic examines the ways in which we currently determine if someone has a psychological disorder and different types of therapies. The focus of this topic is to make students familiar with a small number of mental disorders, in particular anxiety disorders and depression.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (2 x 1500 word Practical Investigations)
(40%) Skills and Applications tasks (5 Tests and 1 Assignment)

EXTERNAL ASSESSMENT: (30%) Examination (2 hours)

IMPORTANT CONSIDERATIONS: NIL

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AGRICULTURE

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle and barramundi. Year 10 agriculture students can choose to be involved in the school's very successful winemaking program.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
<div>Agriculture A (Productivity Focus)</div> <div>Agriculture B (Sustainability Focus)</div>	<div>Livestock and Aquaculture</div> <div>Vines and Wines</div> <div>Wine and Vine Management</div>	<div>Agriculture A</div> <div>Agriculture B</div>	<div>Agricultural Production</div>

2AHD AGRICULTURAL PRODUCTION

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Science or Agriculture subject. Study of Agriculture in year 10 or stage 1 is desirable, but not essential

COURSE DESCRIPTION:

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. The topics in Stage 2 Agricultural Production extend students skills, knowledge, and understanding of agricultural principles and practices. Topics that are studied include Winemaking and Viticulture, Animal Production, Aquaculture and Soils. Agricultural Production includes a focus on agribusiness and enterprise productivity, and will also include a Science as a Human Endeavour (SHE) focus.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(30%) 3 x Agricultural Reports (including a SHE task) with a word limit of 1500 words.

(40%) 3 X Agricultural Applications

EXTERNAL ASSESSMENT:

(30%) Production Investigation with an enterprise focus and a maximum word count of 2000 words

IMPORTANT CONSIDERATIONS:

Nil

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HEALTH AND PHYSICAL EDUCATION

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- 'participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Home Economics/Health (Compulsory)	Health and Physical Education (1 X Compulsory) -Recreation -Sports and Games -Lifestyles -Dance	Physical Education A	Physical Education
Physical Education (Compulsory)	Child Studies	Physical Education B	Sports Studies
Food Tech	Food Tech	Outdoor Education	Child Studies
Textiles	Food Tech Bakery Industry Focus	Health	Food and Hospitality
	Physical Education Boys	Food and Hospitality 1	Health
	Physical Education Girls	Food and Hospitality 2	Outdoor Adventure
	Outdoor Education	Child Studies	
		Certificate III Fitness	

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2PHE PHYSICAL EDUCATION

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$270	20	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Successful completion of Stage 1 Physical Education A and/or B. (Beneficial to have completed both)

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on energy systems, biomechanics, movement analysis, psychology, skill acquisition and training principles, with these theory concepts embedded in the practical components. The practical components are yet to be confirmed, but are likely to include aquatics and volleyball.

ASSESSMENT:

Students will complete 4 assessments throughout the year, including 1 external assessment task. They are:

- 2 Diagnostics Reports (30%)
- Improvement Analysis (40%)
- Group Dynamics Task (30%) (External Assessment)

IMPORTANT CONSIDERATIONS:

This is a new course in 2020, meaning finer details may be subject to change. The aquatics camp is a compulsory part of the course taking place in June and will cost approximately \$220. Students could be required to purchase a study book for approximately \$50 at the start of the year.



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2SPS SPORTS STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$220	20	Brad.West971@schools.sa.edu.au

PREFERRED BACKGROUND:

Successful completion of stage 1 Physical Education A or B is strongly recommended .

COURSE DESCRIPTION:

Sports Studies is a 20 credit subject which would suit students who have an interest and positive attitude towards physical activity and coaching development. Students undertaking this course would have an interest in careers associated with sport and recreation or would like to pursue leadership in Sport.

The subject consists of the following key areas of study:

Practical Skills Application

- Touch Football
- Basketball, Softball/Baseball
- Aquatics Camp (sailing)

Group Activity

- Plan, organise, implement and evaluate a coaching unit to be undertaken with a Year 8 Physical Education Class

Major Project

- Students will investigate and develop an individual fitness and nutrition program to undertake over 6 weeks and analyse their individual results

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (40%) Practical (30%) Group Activity

EXTERNAL ASSESSMENT: (30%) Major Project

IMPORTANT CONSIDERATIONS:

The sailing camp is a compulsory part of this course and will cost approximately \$220.

Students will also have approx. 5 external fitness sessions, each session will have a cost of approx. \$10.

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2CSD CHILD STUDIES

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$30	20	Fiona.Ramsey906@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at year 12 if they have not attained a C grade or higher in stage 1 Child Studies. Otherwise an interview with the coordinator is required.

COURSE DESCRIPTION:

The focus for this subject is on children's growth and development from conception to eight years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. It is a very active, practical course that involves looking at various aspects of children's everyday lives, such as toys, clothing, storytelling, play-time, nutrition and safety. Links will be formed with the community and local child care groups and facilities. A 2000 word analytical investigation in an area of interest is an important part of the assessment in this subject.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Practical Activity (20%) Group Activity

EXTERNAL ASSESSMENT: (30%) Investigation

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of \$30

2FOH FOOD AND HOSPITALITY

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$50	20	Louise.Ohalloran0@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at year 12 if they have not attained a C grade or higher in stage 1 Food and Hospitality A or B. Otherwise an interview with the coordinator is required.

COURSE DESCRIPTION:

Food and Hospitality Studies focuses on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

ASSESSMENT:

A 2000 word analytical investigation in an area of interest is an important part of the assessment in this subject

SCHOOL BASED ASSESSMENT: (50%) Practical Activity (20%) Group Activity

EXTERNAL ASSESSMENT: (30%) Investigation

IMPORTANT CONSIDERATIONS:

Students are involved in a number of catering tasks. Students may be required to be involved in some out of school hours work. Please note this course will incur a cost of \$50 to offset the overall cost of materials

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2HEA HEALTH

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$120	20	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Passing grade or better in stage 1 Health.

COURSE DESCRIPTION:

It is expected that students have a high level of interest in Health related topics and are keen, active inquiry learners about issues around health. An ability to work collaboratively with others and contribute towards agreed outcomes is essential.

ASSESSMENT:

It is expected that students have a high level of interest in Health related topics and are keen, active inquiry learners about issues around health. An ability to work collaboratively with others and contribute towards agreed outcomes is essential.

ASSESSMENT:

This subject enables students to demonstrate their learning via School Based Assessment (70%) and an External Assessment (30%).

1. Complete one group investigation and presentation (30%) based around health promotion in the community. They will choose a contemporary health issue and evaluate its validity, appropriateness and effectiveness for individuals or the community. They will then present their research and evaluation in a presentation format to an audience.

2. Students will conduct two Issues analysis (20%), where they will understand, critically analyse and present evidence of their understanding on a current health trend or issue.

They will use a variety of primary and secondary sources which could include guest speakers and field work.

3. Two Practical activities (20%) allow students to participate in health promotion activities beyond the classroom and could include an undertaking of a community course (e.g. Certificate in First Aid). The External Assessment (30%), gives students the opportunity to directly involve themselves in a personal or community activity to promote health outcomes for individuals or communities. Students will use a variety of primary and secondary sources in their written investigation of 2000 words.

IMPORTANT CONSIDERATIONS:

Additional costs for this course will relate to relevant training and development courses eg Senior First Aid Certificate (Approximately \$120) or excursions.

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20ED OUTDOOR ADVENTURE

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	approx. \$500	20	Peter.Welford625@schools.sa.edu.au

PREFERRED BACKGROUND:

Successful completion of Year 10 / Stage 1 Outdoor Education

COURSE DESCRIPTION:

Outdoor Education is a 20 credit subject which would appeal to students who have an interest and appreciation of the value of the outdoors, in particular through outdoor activities such as camping, bushwalking, aquatics, cycle touring and in the environment and its conservation. A good level of fitness is essential to complete each human powered activity / journey. In addition, the ability to work collaboratively with others is essential, whilst interacting sensitively with the environment and contributing towards agreed learning goals.

Course Work will include a study of Planning & Risk Management (camp craft, equipment selection, care & use, map reading, first aid and an awareness of the potential hazards and risk assessment in outdoor activities) and Environment & Conservation, which will consider issues relating to the conservation of the natural environment, in particular, the impact of outdoor activities on ecosystems and cultural / indigenous perspectives. Students will undertake a variety of outdoor pursuits to prepare them for a 3 day human powered journey, which they will plan, organise and conduct under teacher supervision. **The subject consists of the following 3 key areas of study:**

Practical Inquiry

Students negotiate with the teacher to undertake at least 2 of the following outdoor activities / pursuits:

Aquatic activities such as snorkeling, kayaking, sailing

Land-based activities such as orienteering, bushwalking, cycle touring

School ski trip (early term 3)

Connections

Students work collaboratively with others within a learning community (school) or the wider community to undertake at least 1 project:

As a Mentor: Plan, organise and implement a series of lessons for primary or middle school students, for example in survival / bush craft, the sport of orienteering

As a Volunteer: Undertake a small project (minimum 6 hours) which makes a positive contribution to a program / organisation such as the Barossa Bush Gardens, Trees for Life, CFS, Meals-on-Wheels, Friends of the Heysen Trail / Mt Lofty Botanic Gardens, local council

Personal Endeavour

Students each undertake their own planning and organisation for the groups' 3 day human powered journey, under teacher supervision.

They will individually contribute to the success and safety of the trip through their own preparations when it comes to their fitness goals, equipment selection and use, menu planning and food preparation, route plans and awareness of the context of the local community in which they will traverse. On completion, students will review their role and contribution towards the groups' goals and overall success.

ASSESSMENT:

In each key area of study, students articulate the depth, extent and focus of their learning that has taken place. Evidence may be presented in a range of forms including journals, blogs, reports, photo stories, oral presentations and skills demonstrations and reviews. The evidence is then discussed with their teacher as they make connections with a selected capability. Written evidence should be no more than 2000 words or up to 12 minutes for an oral presentation.

School Based Assessment: Practical Inquiry 40% and Connections 30%

External Assessment: Personal Endeavour 30% (Please note there is no end of year examination in this subject).

Please note: as this course is an Integrated Learning subject, only 1 such choice can be studied at Stage 2 and count towards an ATAR score (if desired).

IMPORTANT CONSIDERATIONS:

Students must be able to meet the costs associated with each outdoor activity (transport, hire of equipment, camp fees, food, etc.). As a rough guide First Aid Course \$120, 3 day camps from \$120 - \$200, day trip exercises \$50 - \$100 each.

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VISUAL ARTS AND DESIGN

Arts learning plays an important role in helping us understand ourselves. Arts express and celebrate our sense of identity and heritage in our multi-cultural society. Many of the skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience in drama, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

VISUAL ARTS

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drawing and Painting	Drawing and Painting	Visual Art: Drawing and Painting A or B	Visual Arts: Art
Sculpture and Printmaking	Sculpture and Printmaking	Visual Art: Sculpture and Printmaking	Visual Arts: Design
Design	Design	Design	
	Creative Craft	Photography	
	Photography	Digital Imaging	
	Digital Imaging		

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2VAA VISUAL ARTS - ART

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

20 credits of stage 1 Visual Art (Art) or Visual Art (Design) at a C grade or better.

COURSE DESCRIPTION:

Students decide upon an area of study in Visual Art- 2D studies in drawing, painting, photography, digital art, and 3D studies in sculpture. Students research, understand and reflect upon visual art works in their cultural and historical contexts. There is an emphasis on student autonomy and self direction in this course.

ASSESSMENT:

As per SACE performance standards

ASSESSMENT TYPE 1: 2 Major Practicals (30%)

ASSESSMENT TYPE 2: Folio (40%)

EXTERNAL ASSESSMENT: Assessment type 3: Visual Study—Research and Investigation (30%)

IMPORTANT CONSIDERATIONS:

Students can only study EITHER Visual Arts—Art OR Visual Arts - Design

Students will need to purchase an A3 Visual Arts Diary and Display folder. This course may include workshops and excursions

2VAD VISUAL ARTS - DESIGN

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

20 Credits of stage 1 Visual Arts (Art) or Visual Arts (Design) at a C grade or better.

COURSE DESCRIPTION:

The area of Design includes communication (graphic) design, environmental design and product design. It emphasises defining the problem, problem solving, the generation of solutions and/or concepts and the skills to communicate resolutions. There is an emphasis on student autonomy and self direction in this course.

ASSESSMENT:

As per SACE performance standards

ASSESSMENT TYPE 1: 2 Major Practicals (30%)

ASSESSMENT TYPE 2: Folio (40%)

EXTERNAL ASSESSMENT: Assessment type 3: Visual Study—Research and Investigation (30%)

IMPORTANT CONSIDERATIONS:

Students can only study EITHER Visual Arts—Art OR Visual Arts - Design

Students will need to purchase an A3 Visual Arts Diary and Display folder.

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PERFORMING ARTS—DRAMA

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Drama A—Physical Theatre and Comedy	Theatre in Education	Creative Arts—Drama A	Creative Arts—Drama
Drama B— Improvisation and Scripted Theatre	Experimenting with Theatre Styles	Creative Arts - Drama B	
Dance			

2CVD CREATIVE ARTS - DRAMA

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Nil	20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

While there are no pre-requisites it is preferred that students have completed at least a semester of Drama in Year 11 at a 'C' grade or better

COURSE DESCRIPTION:

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, digital media, film and video or community performances.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

ASSESSMENT:

Product Folio x 2 50%

Students undertake a role in Group Production as designated by the teacher and maintain a **DIGITAL RECORD** to support their individual and collaborative role in the investigation, development, production and evaluation of the final product. **Folios should be a maximum of 6 minutes multi modal presentation, summarising rehearsals and the final production, with commentary. Please note, there are 2 Product Folios completed throughout the year.**

Inquiry x 2 20%

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques and processes of the work of these practitioners in the creative arts. Students may present their evidence of learning in written, oral or multi modal form. An inquiry should be a maximum of **1000 words of written or a maximum of 6 minutes for an oral presentation, or the equivalent in multi modal form. Evidence of appropriate referencing is essential. Please note, there are 2 inquiries completed throughout the year.**

Skills assessment 30% Externally Assessed

Students undertake an individual skill extension which could include refining their skills with voice, acting techniques, auditioning, warm up choreography, stage make-up, film production, script writing, set design etc. The skills record and evaluation should consist of a maximum of **twelve** pieces of evidence that best illustrate the key phases of skills exploration and application, and the students' evaluate the response. **The combined evidence should be a maximum of 12 minutes of recorded oral communication, or the equivalent in multi modal format.**

IMPORTANT CONSIDERATIONS:

As part of the course, students will be required to participate in rehearsals and performances outside of school hours. There will be potential theatre visits as opportunities arise. It is recommended that students have a large capacity digital storage device (external hard drive/USB) as most assessment is multi modal.

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PERFORMING ARTS—MUSIC

INSTRUMENTAL PROGRAM

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year.

Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. From 2019 students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. \$28 per lesson)

Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired for \$200 - \$250 per year, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.

Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from many music shops.

Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble. Students will be expected to take part in extra curricular events once skills have developed to a suitable standard.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Music A	Music A	Music Advanced	Music
Music B	Music B	Music Experience	

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2MUS MUSIC

Year	Semesters	Fees	CREDITS	Contact Teacher
11	2	Refer to main music page	20	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

Satisfactory completion of Stage 1 Music 1 and/or 2.

COURSE DESCRIPTION:

Students who have other relevant music experience will be required to have an interview with the Arts Coordinator. Stage 2 Music may be undertaken as one or more 10-credit subjects. When studied in pairs they count as an acceptable 20-credit subject for ATAR calculation. Units can include Musicianship (exam), Ensemble Performance (moderated performance), Music Individual Study, Composing and Arranging, Solo Performance (moderated performance) or Performance Special Study (moderated performance).

ASSESSMENT:

This is dependant on the course selected

Theory—Exam

IMPORTANT CONSIDERATIONS:

Students may be expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider depending upon the units selected.



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DESIGN, TECHNOLOGY and ENGINEERING

Technology is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (Science, Technology, Engineering and Mathematics) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.

Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'make', they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.

Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Woodwork	Woodwork	Material Solutions: Creative Woodwork	Material Solutions: Furniture and Construction
Metalwork	Metalwork	Material Solutions: Furniture and Construction	Industrial Design & Entrepreneurial Solutions: Composite Materials
Electronics: Microcontrollers	Electronics: Microcontrollers	Material Solutions: Composite Materials	Material Solutions: Metalwork
Computer Aided Design (CAD)	Computer Aided Design (CAD)	Material Solutions: Metalwork 1 Metalwork2	Robotic and Electronic Systems: Electronics
Digital Technologies	Intro to Code	Integrated Learning: Automotive (Full year)	Digital Communication Solutions: 3D Computer Aided Design
	Car Maintenance	Robotic and Electronic Systems: Electronics / Microcontrollers	
Please Note: All subjects offered at Year 12 require a payment contribution to cover individual projects. Please refer to Special Requirements in the individual subject outlines.		Digital Communication Solutions: 3D Computer Aided Design	
		Digital Communication Solutions: CSWA (CAD2)	
		Coding Digital Solutions	
		Intro to Web Design	

****NEW in 2020**** Stage 2 students can select TWO Technology subjects to count towards their ATAR score (40-credits), however, they cannot be both from the same Subject Strand (i.e. cannot choose Woodwork AND Metalwork).

2020 Technology Subject Strands: Digital Communication Solutions, Robotic and Electronic Systems, Industrial and Entrepreneurial Design and Material Solutions.

Contact: John Barkley (Head of Technology) - john.barkley601@schools.sa.edu.au

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2TSW MATERIAL SOLUTIONS: FURNITURE CONSTRUCTION

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$120	20	David.Vaughan101@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Woodwork and/or Creative Woodwork. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

This subject includes: principles and practices in contemporary and traditional methods of leg and rail construction and solid carcass construction; material preparation using hand and machine processes; finishing techniques; designing of a product with either aesthetic or functional constraints or both; students generate either hand drawn or CAD drawings; consider aspects of aesthetics and function in product design. The assessment covers skills, designing, knowledge and understanding, and issues associated with Woodwork. Students will carry out two Skills tasks, Design and produce ONE project, test suitable materials related to the project, complete a photographic or video journal of their construction and evaluate the final product.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a \$120 cost for the take home project.

NOTE: Regardless of ATAR score or SACE credits, a student can only choose ONE Year 12 Material Solutions subject (i.e. Furniture Construction OR Metalwork - *a student cannot choose both*). However, this 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Technology subject from a different subject Strand (*refer bottom of Page 132*).

2TSM MATERIAL PRODUCTS: METALWORK

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$120	20	Rob.Moresi706@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Metalwork 1 and/or Metalwork 2, or Stage 1 Composite Materials. Otherwise an interview with the course coordinator is required.

COURSE DESCRIPTION:

Students will be expected to undertake a major project and pay for materials. Passing completion of Metalwork 1 or 2 at Stage 1 level is advised, given the nature of the course requirements at Stage 2 level.

This unit includes: principles and practices of Metal Fabrication methods of joining similar and dissimilar metals, controlling distortion, using conventional gas, arc and MIG welding procedures. The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology. Consideration of aesthetics and function in product design.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a \$120 cost for the take home project.

NOTE: Regardless of ATAR score or SACE credits, a student can only choose ONE Year 12 Material Solutions subject (i.e. Metalwork OR Furniture Construction - *a student cannot choose both*). However, this 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Technology subject from a different subject Strand (*refer bottom of Page 132*).

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2TSC INDUSTRIAL DESIGN & ENTREPRENEURIAL SOLUTIONS: COMPOSITE MATERIALS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$120	20	Rob.Moresi706@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Metalwork 1 and/or Metalwork 2, Stage 1 Composite Materials, Stage 1 Furniture Construction or Stage 1 Creative Woodwork. Otherwise an interview with the course coordinator is required.

COURSE DESCRIPTION:

Students will be expected to undertake a major project and pay for materials. **Costs will be determined through the project design stage depending on the amount of self sourced materials/products used.**

This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution. Examples of contexts for Industry or entrepreneurial design solutions include:

architecture	agricultural equipment	aerospace
construction	health and aged care equipment	food industry
transport (e.g. automotive)	maritime equipment	product design
media, entertainment and music industries.		

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

On average, this course will incur a \$120 cost for the take home project.

NOTE: This 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Design, Technology and Engineering subject from a different subject Strand (*refer bottom of Page 132*) providing a total of 40-credits.

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2TSE ROBOTIC AND ELECTRONIC SYSTEMS: ELECTRONICS

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	\$120	20	John.Barkley601@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Electronics. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

Students will be expected to undertake a major electronics project, so therefore need a good understanding of components and their function. Students will be expected to use computer programming software to write control programs for PIC microcontrollers and produce high quality Printed Circuit Boards in line with the National Electrotechnology Certificate II standards/outcomes. A sound knowledge of associated tools, materials, processes and systems used in electronics is also necessary to meet SACE outcomes. Design work will involve problem solving, analysis, research and evaluation.

This unit includes: principles and practices associated with Electronics and PIC microcontrollers; microcontroller programming; printed circuit board design, construction, assembly; and safety issues in electronics.

The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a \$120 cost for take home projects. **This subject can be used to support an ATAR score.**

1TEC COMMUNICATION PRODUCTS: 3D Computer Aided Design

Year	Semesters	Fees	CREDITS	Contact Teacher
12	2	Invoiced prior to 3D printing	20	Mandy.Linacredavis995@schools.sa.edu.au

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Computer Aided Design. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

This course will provide students with the opportunity to become product, graphic or industrial designers, or engineers. Students continue to develop their existing skills and knowledge using market leading 3D software 'Solidworks' to design and ultimately manufacture a prototype product. The course leads directly to Architecture, Engineering and Graphic Design at University and TAFE institutions. Solidworks offers users the chance to develop their knowledge and skills in geometry, mathematical concepts, and production design, making 'organic' 3D models a reality when their prototype is printed through a variety of desktop 3D printers. Students will be required to present their work through digital media, and as part of their pieces of assessment they will be required to use screen capturing software and develop a simple 'walk-through' tutorial on how to create a 3D product in CAD. The course will culminate with a display of their CAD render drawings and their 3D printed prototype. A folio of work will be kept for later use by the students.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a cost for take home 3D products. Students will have control of this at the design stage and will be invoiced prior to 3D printing agreed products. **This subject can be used to support an ATAR score.**

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VOCATIONAL EDUCATION TRAINING

FREQUENTLY ASKED QUESTIONS ABOUT VET AND SACE

WHAT IS VET?

VET stands for Vocational Education and Training. VET is education and training that provides students with skills for work within trades and other industry. In other words, VET is training that builds your skill and knowledge for employment.

VET is generally education offered by TAFE colleges and other Registered Training Organisations (RTO's).

Students are able to undertake VET as part of the South Australian Certificate of Education (SACE)

Students can gain a maximum of 150 credits from VET, 90 credits in Stage 1 and 60 credits in Stage 2.

For SACE students studying VET each 70 hours of accredited VET will be recognised as 10 SACE credits. Each 35 hours will be recognised as 5 SACE credits.

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET. VET courses at Nuriootpa High School can require students to be offsite and these courses usually have costs associated with them.

HOW CAN VET HELP ME?

Under the current policy, you can:

- Explore vocational pathways;
- Acquire industry specific competencies;
- Undertake an Australian School-Based Apprenticeship (ASBA) or Traineeship within a broad curriculum.

The SACE Board of South Australia recognises VET and it may count toward your SACE completion.

HOW CAN I ACCESS VET?

- Selecting subjects at Nuriootpa High School which deliver VET competencies as part of the course
- Students enrol in VET courses which are taught off campus, purchased VET
- Students who are completing an Australian School Based Apprenticeship (ASBA) or traineeship

HOW DOES VET CONTRIBUTE TO THE SACE IN ITS OWN RIGHT?

VET can be undertaken both within and outside of school through training programs that are based on nationally endorsed training packages. These training packages incorporate national competency standards and are endorsed within the Australian Quality Training Framework. The variety of units of competency offered is tailored to meet individual needs. The school is able to help you to understand how this process operates, and will be able to form links with the appropriate registered training organisations.

If you complete VET independently of your SACE studies, you can be granted status towards completing the SACE. For every 70 nominal hours of VET that you successfully complete, status for 10 SACE credits will be granted. To claim status in the SACE, you must provide the school with documents from your registered training organisation to show that you have successfully completed the VET you have undertaken.

VET SUBJECTS AT NHS

Most VET subjects require students to undertake extended work placement. This may be for a week or more during school time or holidays. Students will be required to catch up on work for other subjects that they miss whilst on work placement.

Students at Stage 1 should select a maximum of one from the following to avoid too much time in extended work placements:

WHAT SUBJECTS AT NURIOOTPA HIGH SCHOOL THROUGH KENTTC HAVE VET COMPETENCIES IN THEIR CURRICULUM?

- Automotive Pathways - Cert I / Cert II - NHS
- Health Services Assistance - Cert II / Cert III - NHS
- Hospitality - Kitchen Operations - Cert I & Cert II - NHS
- Sports and Recreation - Cert II / III - KHS
- Doorways 2 Construction - Cert I / II / III - KHS

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SCHOOL DELIVERED PROGRAMS—KAPUNDA-EUDUNDA-NURIOOTPA TRADE TRAINING CENTRES (KENTTC)

CERTIFICATE III—FITNESS

Year	Semesters	Fees	CREDITS	Contact Teacher
Age 16+	2	POA	20	Alex.Hoffmann376@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students will engage in the following focus areas: plan and deliver fitness programs, advice healthy eating programs and work effectively in sport, fitness and recreation environment. Students will undertake theory components on anatomy and physiology, fitness appraisals and principals to programming. The practical components in this course are explicitly linked to the theory topics. Instruct movement programs for children, community and groups will be the three practical units undertaken in this course. Students will explore the connection between the theory concepts covered and their application to practical contexts throughout the year.

Students will work independently, with some level of autonomy in fitness, leisure, aquatic and community centres. Each student is expected to undertake 15 hours of work placement in gyms or fitness centres.

ASSESSMENT:

Students will complete eight theoretical assessment tasks for the course. They are:

PAP1, CS2, SPOA, EAE12, CLD13, GRPEX14, C3FA, F3PGEX.

IMPORTANT CONSIDERATIONS:

This course will be run as a full day each week from 2020 to support KENTTC group

Potential off site excursions



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VET ENGINEERING CERT II (Full year)

Year	Semesters	Fees	CREDITS	Contact Teacher
Age 16+	1 & 2	Funded through TGSS	20	Brad Westley309@schools.sa.edu.au

PREREQUISITE:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Metalwork 1 and/or Metalwork 2. Otherwise an interview with the course coordinator is required.

COURSE DESCRIPTION:

This is a **FULL YEAR** course, delivered at Barossa TAFE for one full day per week. The course focuses on the following area of study: Competencies from the Engineering Metal Trades Training Package (MEM05), Industry and Work Knowledge, and Vocational Learning. These areas of study provide students with both theoretical and practical opportunities to develop their knowledge and understanding of the world of work in general, while also addressing their interests in particular focus industries.

ASSESSMENT:

External Assessment: TAFE workbooks—Completion of required Certificate II and III units of competence

IMPORTANT CONSIDERATIONS:

One full day per week studied at Barossa TAFE; Several weeks of work placement during the year (school holidays)

VET AUTOMOTIVE CERT II (Full year)

Year	Semesters	Fees	CREDITS	Contact Teacher
Age 16+	1 & 2	Funded through TGSS	20	Brad Westley309@schools.sa.edu.au

PREREQUISITE:

Students should not choose this subject at Year 12 level, if they have not attained a 'Pass Achieved' (PA) result in Stage 1 Automotive. Please note: This subject is **ONLY** designed for students who are enrolled in the Automotive Program (Starts in Year 11).

COURSE DESCRIPTION:

This **FULL YEAR** course leads on from stage 1 Automotive, and focuses on the following areas of study: Competencies from the Automotive Industry Retail, Service and Repair Training Package (AUR10112), Industry and Work Knowledge, and Vocational Learning. These areas of study provide students with both theoretical and practical opportunities to develop their knowledge and understanding of the world of work in general, while also addressing their interests in particular focus industries. Units of competency from Certificate II Automotive Mechanical are embedded in this SACE course. Example Units studied: Apply safe working practices, Carry out servicing operations, Use and maintain basic measuring devices, Suspension and brake components, Remove and tag vehicle body components, Carry out workshop practice activities and Inspect and service engines

ASSESSMENT:

External Assessment: TAFE workbooks—Completion of required Certificate II units of competence

IMPORTANT CONSIDERATIONS:

One full day per week studied at Barossa TAFE and NHS Automotive Trade Training Centre. 4 weeks of work placement during the year (school holidays)

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SCHOOL DELIVERED PROGRAMS—KAPUNDA-EUDUNDA-NURIOOTPA TRADE TRAINING CENTRES (KENTTC)

DOORWAYS 2 CONSTRUCTION

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Certificate I KENTTC is a VET Cooperative arrangement between Kapunda, Eudunda, and Nuriootpa schools. Students at Nuriootpa High School can start Doorways 2 construction as a VET course operated at the Kapunda High School TTC site. Doorways 2 Construction is a semester course commencing in the 2nd semester of year 10 each year. Students must be able to travel to Kapunda for this course. Students complete a 'Passport to Safety' module. There is a workplace placement requirement of four (4) weeks by the end of the Cert 1. This course can lead to a career pathway in the construction industry. Students must supply their own steel capped safety boots (compulsory to wear to all training activities). Full Doorways to Construction uniform must be worn as per industry standards. Full attendance, a "can do" attitude and a desire to learn about the industry and relevant skills is necessary.

Course Details:

- Plan and organise work
- Work effectively in the industry
- Conduct workplace communication
- Read and interpret plans
- Use construction tools and equipment
- Work safely in the construction industry
- Apply WHS requirements ,procedures
- Apply basic levelling procedures
- Undertake basic estimation and costing
- Carry out measurements
- Undertake a basic construction project

ASSESSMENT:

Students must demonstrate competency in each unit to gain a passing grade.

IMPORTANT CONSIDERATIONS:

Students must complete a 'Passport to Safety' module. Students will gain their 'White Card' through this course which allows access to work sites. The first half of this Certificate course is completed in Semester 2 of Year 10 and leads to the completion of Certificate 1 in Semester 1 year 11. Doorways 2 Construction Plus (incorporating some Cert II and some Cert III competencies) begins in Semester 2 of year 11 and is completed in Semester 1 of year 12. Both certificate courses provide a minimum of 20 SACE credit points.

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HAIR AND MAKE-UP DIRECTIONS

A course to introduce you to the hair, beauty and make-up industry.

This course will explore skin care, make-up, nails, blow-drying, braiding, long hair styling, basin services and salon skills.

From this course you can further your studies in Certificate II in Salon Assistant (SHB20216), Certificate II in Retail Cosmetics (SHB20116) or Certificate III in Make-Up (SHB30215).

Fee: APPROX \$630

SACE Credits: This course may entitle you to SACE credits*

Duration: 1 term, 1 day per week

For more information please see Mr Smith Nuriootpa High School VET coordinator or visit the Tafe SA website <https://www.tafesa.edu.au/courses/hair-beauty>



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CERTIFICATE II FOOD PROCESSING - Café Culture

Certificate II in Kitchen Operations KENTTC is a VET Cooperative arrangement between Kapunda, Eudunda, and Nuriootpa schools.

Students at Nuriootpa High School can start Kitchen Operations as a VET course operated at the Nuriootpa High School TTC site.

Certificate II Food Processing – Café Culture is a Semester course commencing in semesters of year 11.

There is a workplace placement requirement of 35-40 hours by the end of the Cert I. This course can lead to a career pathway in the Hospitality and Service industries. Students are required to supply their own industry standard attire (compulsory to wear to all training activities).

Full attendance, a “can do” attitude and a desire to learn about the industry and relevant skills is necessary.

Course Details:

Core units (4)

FDFOHS2001A Participate in OHS processes

FDFOP2063A Apply quality systems and procedures

FDFOP2064A Provide and apply workplace information

MSMENV272 Participate in environmentally sustainable work practices

Elective Units (9)

FDFFS2001A Implement the food safety program & procedures

FBPBEV002 Manufacture and roast ground coffee

FBPOPR2029 Operate a baking process

FDFOP2004A Clean and sanitise equipment

FBPPBK2002 Operate a pastry forming and filling process

FBPOPR2046 Operate a production process

SITHFAB005 Prepare and Serve Espresso Coffee (Including pre-requisite unit - SITXFSA001 Use hygienic practices for food safety)

FBPOPR2048 Pre-process raw materials

FBPRBK2003 Assist in sponge cake production

Total Nominal Hours 595

Total SACE Credits 85

ASSESSMENT: Competency based assessment will be conducted during practical sessions as well as during practical assessment. Students are required to achieve a minimum of a pass in theory assessments to be deemed competent. Successful achievement of all assessment tasks will earn a competency achieved grade.

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KITCHEN OPERATIONS

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Certificate II in Kitchen Operations KENTTC is a VET Cooperative arrangement between Kapunda, Eudunda, and Nuriootpa schools. Students at Nuriootpa High School can start Kitchen Operations as a VET course operated at the Nuriootpa High School TTC site. Kitchen Operations is a FULL YEAR course commencing in semester 1 of year 11. There is a workplace placement requirement of two (2) weeks by the end of the Cert I. This course can lead to a career pathway in the Hospitality and Service industries. Students are required to supply their own industry standard attire (compulsory to wear to all training activities). Full attendance, a “can do” attitude and a desire to learn about the industry and relevant skills is necessary.

Course Details:

- Work Effectively With Others
- Use Hygienic Practices For Food Safety
- Participate In Safe Work Practices
- Use Food preparation equipment
- Maintain the quality of perishable items
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use cookery skills effectively
- Prepare Sandwiches
- Produce appetisers and salads
- Produce stocks, sauces and soups
- Prepare vegetable, fruit, egg and farinaceous dishes

ASSESSMENT:

Competency based assessment will be conducted during practical sessions as well as during practical assessment. Students are required to achieve a minimum of a pass in theory assessments to be deemed competent. Successful achievement of all assessment tasks will earn a competency achieved grade.

IMPORTANT CONSIDERATIONS:

Full year course

40 SACE stage 1 Credits

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OFF CAMPUS VET PROGRAMS

The school supports students selecting VET that is delivered off campus. The list below is not exhaustive and students may identify other VET courses which can contribute towards SACE. Generally these courses are available to Year 11 and 12 students. More information can be found on the 'Work Ready' website. www.skills.sa.gov.au. **It is important to note the courses are partly user pays and students need to check costs, location of courses and delivery times prior to selecting VET as a choice subject.** Students need to be well organised and catch up work missed at school whilst attending VET courses off campus. Students need to have an interview with the VET Coordinator before starting these courses. It is the student's

Responsibility to ensure results from the VET courses are credited towards their SACE results. If you are interested in these courses or wish to explore others, please contact the VET coordinator.

REQUIREMENTS FOR STUDENTS WHO ACCESS COURSES OFF CAMPUS

- Student onus to research details, location, costing, contact details, then submit a VET counselling form at their counselling interview.
- Being able to balance VET commitments with other subjects and complete all work set in every lesson.
- Commit to pay for required prior to enrolment.
- Arranging own transport to and from TAFE as required.
- Attendance at TAFE and work placement as required.
- Student onus to submit Statements of Results to Student Services for a accreditation to SACE.

OTHER VET COURSES TAFE SA

Please check the TAFE SA website for other courses—www.tafesa.edu.au

OTHER RTO's (Registered Training Organisations)

Students are welcome to research course details, location, costing and contact details of other courses to complete their SACE. Funding support for offsite VET Courses Most off site VET courses cost money however the school subsidizes the cost to parents and students. **In 2019 this subsidisation will be 60% paid by the school until the school hit a ceiling of \$1000.00. A requirement of this subsidisation is that a commit to pay form MUST be signed for ANY course.**

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OFF CAMPUS VET PROGRAMS

TRAINING GUARANTEE

Training Guarantee (TG) is a Federal government initiative which may pay 100% of student fees for approved courses where there is a recognised labour shortage; the participants are over 16 and have identified a career pathway. TG students are required to complete 140 hours of work placement over two years.

Hair and Beauty:

- Directions in Hair and Beauty - Cert I
- Hair - Cert II/III
- Salon Assistant Cert II
- Beauty Focus - Cert II/III
- Nail Technology - Cert II/III

Animal Studies:

- Animal Studies - Cert I

Construction:

- Doorways 2 Construction - Cert 1 & Cert II - KHS

Community Services:

- Children's Services (Child Care Services Training) - Cert III
- Community Services - Youth Work Focus - Cert II
- Early Childhood Education and Care - Cert III
- Individual Support (ageing/disability) - Cert III

Hospitality and Food Services industry:

- Kitchen Operations - Cert II
- Hospitality - Cert II/III - Front of House
- Commercial Cookery - Cert III
- Nutrition and Dietetic Assistance - Cert II

Information Technology:

- Information Technology Media Digital Systems - Cert II & Cert III
- Information Technology Media Game Maker - Cert III
- Computer Repair and Assembly - Cert I

Other Areas or online:

- Theatre Production - Cert I - Faith Lutheran College
- Sport and Recreation - Cert II/III
- Fitness - Cert III/IV
- Business - Cert II/III
- Tourism - Cert III
- Education Support—Cert III

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA)

- Australian School Based Apprenticeships (ASBA's) as the name suggests are a combination of attending school and doing an Apprenticeship or Traineeship on a part time basis.
- The school's Career Pathways Manager and VET coordinator work together with the relevant parties to set up/organise the ASBA, this is normally done prior to it commencing.
- ASBA's give students the chance to gain valuable work skills, accredited training and it counts towards their SACE, and they get paid whilst they do it.
- The hours of work and training can be during school time, after school, on weekends and over school holidays. The amount of days/times is negotiated on a case by case basis.
- The number of school subjects a student undertakes is normally decreased with the formal training they do as an ASBA replacing dropped subjects. Students are on a pathway to successfully complete their SACE.
- Generally students commence an ASBA in year 10, 11 or 12, under special circumstances they can start as a year 9. ASBA's can commence at any time during the year.
- The Apprenticeship or Traineeship can be completed prior to finishing school or roll over to full time, this depends on what qualification the student is undertaking.
- The time spent doing an ASBA comes off the full time Apprenticeship/Traineeship on a pro-rata basis when the student completes their secondary schooling.
- The accredited training is usually done either at the employer's premises, externally at a training provider such as TAFE, or sometimes a combination of both.
- Most ASBA opportunities come about via work experience, existing casual/part time jobs, family businesses, eg tradespeople or farmers, or through word of mouth.
- There's a huge range of jobs ASBA's can be done in eg; vehicle & transport, building, engineering, agriculture/horticulture, child care, aged care, hospitality, hairdressing, office/admin the list is endless.
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SCHOOL BASED APPRENTICESHIPS—FAQ

Does an Australian School-Based Apprentice get paid?

Yes, students are paid for the time spent in the workplace. The relevant industry Award covers School Based Apprentices wages and conditions.

How long does an Australian School-Based Apprenticeship take to complete?

The length of Apprenticeships or Traineeships whether they are School Based or full time varies depending on the qualification being undertaken. ASBA's receive credit for their School Based Apprenticeship on a pro rata basis, which is dependent on how many hours they work each week. If the ASBA is not completed prior to the student completing year 12, their employer is required to offer them ongoing employment. Apprenticeships and Traineeships are competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off' earlier than the nominal completion date.

How much time does a School-Based Apprentice spend away from school?

The amount of time away from school is negotiated on a case by case basis with the employer, school and student. It can vary from missing no time at school to not requiring to be at school at all. School timetables usually allow more time to be spent away from school the higher the year level, ie a year 12 would normally be able to spend more time away from school than a year 10 student. ASBA's can work during school time, on weekends, during school holidays or blocks of time (eg a number of weeks in a row). Awards require students to be employed for a minimum of 7.5 hours per week.

How can I meet with the Career Pathways Manager?

Contact Nicholas Mathew on 8562 1299 or 0439 859 0375 - email: nicholas.mathew@sa.gov.au

A great start to your career If you are interested, speak to the VET Coordinator or the Career Pathways Manager who will be able to put you on the right track and can assist you in choosing the most suitable subjects or relevant people to contact.

Australian Apprenticeships website: www.australianapprenticeships.gov.au

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SPECIAL EDUCATION

MODIFIED SACE

From years 8 -12 students are offered a broad range of modified Australian Curriculum and SACE subjects which are tailored to best suit their individual needs. Students can work towards a Modified SACE Certificate with relevant learning in each of the SACE areas. All curriculum outcomes are aligned to their One Plan Goals. Effective and functional communication is vital for students, now and in the future. We offer various communication methods to accommodate the individual needs of all our students.

In years 10-12 we offer a school-based work experience program that aims towards teaching skills and ethics designed to help students make the transition smoothly from school to work.

In-school, small group and independent external work experience opportunities may be identified as suitable options for students based on their individual ability and mobility. Work experience can be undertaken in blocks of time or an ongoing weekly basis.

Special Education Subject Content 2020

The content taught in each subject at each year level is based upon the student's individual ability and their Negotiated Education Plan goals.

Special Education Subject	Middle Years	Senior Years	High Needs
Curriculum	<p>ACARA</p> <ul style="list-style-type: none"> • Literacy • Numeracy • HASS • Life Skills • Science • 2 Mainstream Subject Choice 	<p>Stage 1 & 2</p> <p>Modified SACE</p> <ul style="list-style-type: none"> • Personal Learning Plan • Research Project • Business & Enterprise • Literacy • Numeracy • Creative Arts • Society and Culture • Science • 2 Mainstream Subject Choice 	<p>ACARA + Stage 1 & 2</p> <p>Modified SACE</p> <ul style="list-style-type: none"> • Sensory • Literacy • Numeracy • Science • Health/PE (Swimming) • Art • Lifeskills (Cooking) • Personal Learning Plan • Research Project