



Nuriootpa High School

Curriculum Guide

Years 8 - 9



2020



Government
of South Australia
Department for Education

Course Selection Guide

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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

Since any Year 9 or 10 course 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.

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:

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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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Compulsory Subjects	Semesters
English	2
Indonesian, German or Language Support	1
Humanities and Social Sciences (1 Semester each of History and Geography)	2
Mathematics	2
Science	1
Agriculture 'Get Growing'	1
Physical Education	1
Home Economics/Health	1
Visual Arts/Design (Includes 1 Term of Digital Technologies)	1
Performing Arts (1 Semester each of Drama and Music)	1
Design, Technology and Engineering	1

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8ENG ENGLISH (Full year)

English has a direct role in the development of language and literacy skills and the year 8 English program is designed to create confident learners. Students are given opportunities to develop and apply their growing knowledge in a practical way with increasing confidence, relevance, accuracy and clarity. Students will participate in a range of activities related to reading, writing, speaking, listening, viewing analysing and creating. They will read and view a variety of texts, develop analytical skills and create a range of texts for different purposes. Students will investigate different aspects of media and language texts. They will develop effective group and speaking skills and make presentations and ICT skills are embedded into the program. Students will continue to develop their skills as listeners, speakers, readers, viewers, creators and writers. A specific SPAG (spelling, punctuation and grammar) program will run throughout the year.

Assessments in year 8 will consist of a minimum of 4 common assessments tasks per semester including:

Responding to texts
Creating texts

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

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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)
<div>German</div> <div>Indonesian</div>	<div>German</div> <div>Indonesian</div> <div>Spanish (Beginners)</div>	<div>German</div> <div>Indonesian</div> <div>Spanish (Beginners)</div>	<div>German</div> <div>Spanish</div>

8IND INDONESIAN

Year 8 Indonesian caters for beginners and also for those who have had some exposure to a language in primary school. Students will be encouraged to develop skills in speaking, reading and writing the Indonesian language. Studies in geography and history, daily life (including school and family life) religion, customs/traditions, animals and their environments and food will be undertaken, so that students have a wider appreciation of our nearest neighbour's way of life.

Students in Year 8 will choose either Indonesian or German for one Semester

8GRM GERMAN

Year 8 German caters for beginners and also for those who have some exposure to a language in primary school. Students will be encouraged to develop skills in speaking, reading and writing the German language. Students will gain a wider appreciation of everyday life in Germany and German speaking countries by investigating German culture, customs, history and geography and making comparisons with the Australian way of life.

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HUMANITIES AND SOCIAL SCIENCES (HASS)

8HIS HISTORY (Semester)

This Australian curriculum course covers world history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. Students will study three Depth Studies from the following list; The Vikings, Medieval Europe, Shogunate Japan, The Black Death and the Spanish Conquest of the Americas. Emphasis is placed upon developing skills and understandings that will allow students to be successful in later years, especially core research skills. This course will also cover the content for Australian Curriculum Civics and Citizenship.

8GGS GEOGRAPHY (Semester)

In this course students will develop a range of skills and concepts in the two sections: 'Landforms and Landscapes' and 'Changing Nations'. • Students will study geomorphic processes with a focus on the formation of volcanoes and valleys. In particular students will study the geological history of the Barossa Valley. • Students will develop an understanding of the concepts of Urbanisation and Migration within Nations. In particular, students will investigate issues of sustainability at local, national and international levels. This course will also cover the content for Australian Curriculum for Business and Economics.

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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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.

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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8MAT MATHEMATICS

Year	Semesters	Fees	Contact Teacher
8	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students consolidate their learning from primary school before further developing their knowledge, understanding and application of mathematical concepts. Students at year will undertake the curriculum set out under the Australian Curriculum including:

- Number and Place Value – working with whole numbers and powers
- Real Numbers – decimals, percentages, rates and ratios
- Money and Financial Mathematics – profit and loss
- Patterns and Algebra – working with and simplifying expressions
- Linear and non-Linear Relationships – use of graphs and graphing processes
- Geometric Reasoning – properties of shapes and their application
- Using Units of Measurement – perimeters, areas, volumes, time intervals
- Chance – elementary probability techniques
- Data Representation and Interpretation – working with elementary statistical techniques

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:

This is a compulsory subject and students will require a scientific calculator

8MNA ESSENTIAL MATHEMATICS

Year	Semesters	Fees	Contact Teacher
8	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

Students are identified by the school as needing support in their Mathematical learning. NAPLAN and PAT-m results are used to identify students who would benefit from intervention before continuing with the Australian Curriculum.

COURSE DESCRIPTION:

The first term will include diagnostic testing that identifies mathematical misconceptions and then appropriate intervention will be implemented to improve student's numeracy skills. When appropriate students will then work through the year 8 Mathematics Curriculum.

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 require a scientific calculator

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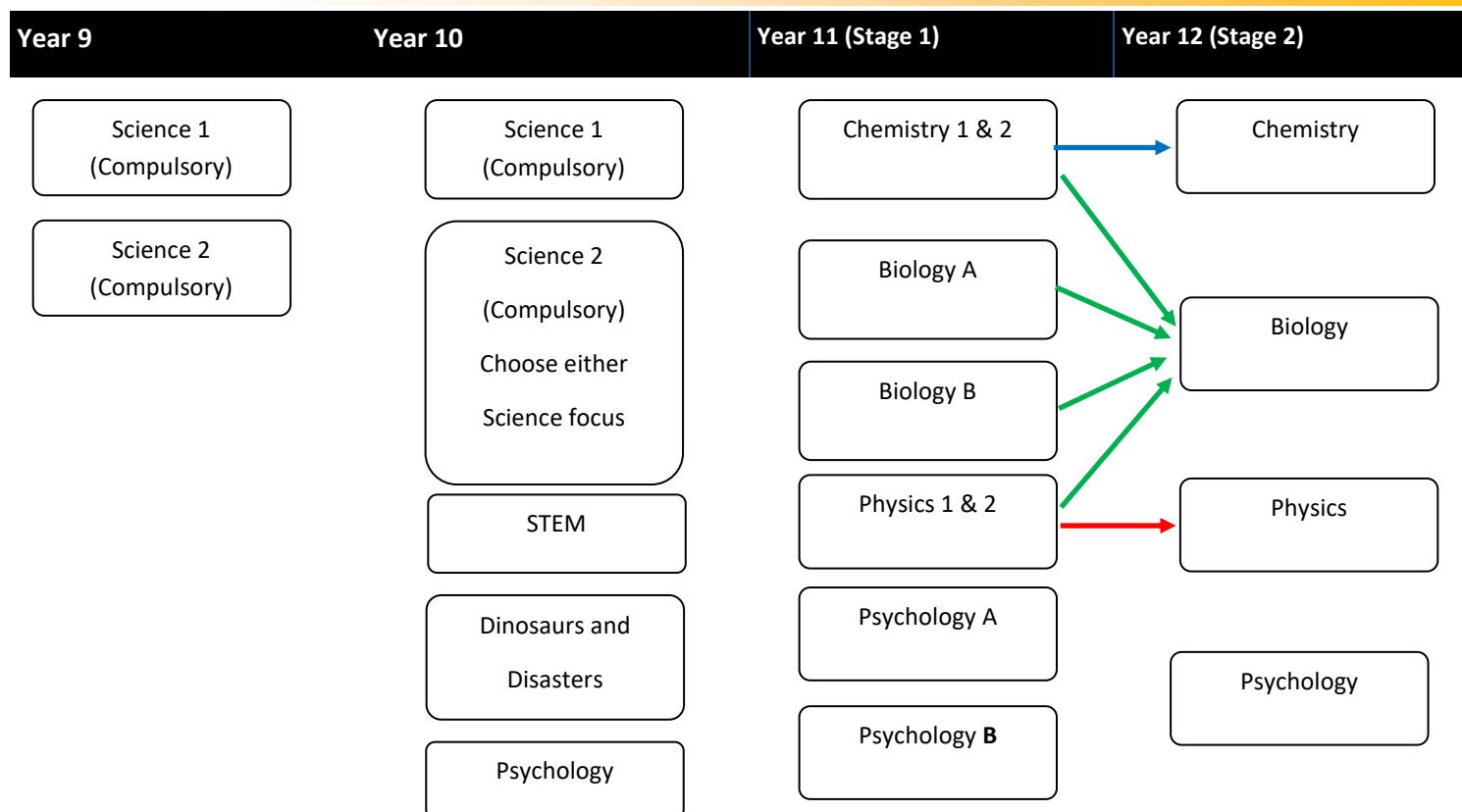
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SCIENCE (full year) includes 1 semester of Agriculture

This course incorporates the equivalent of one semester of Science and one semester of Agriculture. Students develop skills in investigating, describing and understanding the physical and biological environment. We aim to develop the students' interests so they will understand the relevance of Science in their everyday lives and the need to be environmentally responsible. Students will be involved in Agriculture centre projects working with animals and plants eg sheep, poultry, vines, pastures, vegetables. In the Science laboratory students will learn experimental procedures and theories relating to energy, chemistry, physical sciences, biology and agriculture.

SCIENCE



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8SCI SCIENCE

Year	Semesters	Fees	Contact Teacher
8	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Chemistry- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. Properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

Physics- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

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 participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. Past examples have been designing, building and testing rockets, bridges and towers, and coding Lego Mindstorms robots.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Nil



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AGRICULTURE ‘GET GROWING’

Students establish and maintain a vegetable garden at school (as a group task), and also grow a vegetable patch individually at home. Year 8 Agriculture includes learning about the history and development of agriculture across the world and within Australia or on a technological development within Agriculture, with a summative task focussed on researching a significant person within the development of Australian agriculture. Students study the formation of soils and the rock cycle and cells/organs through a number of our animal enterprises which can include poultry, goats, calves, sheep, aquaculture/aquaponics, beekeeping, and cattle.

Biology- Cells and systems: Cells have specialised structures and functions. Body systems, such as the circulatory system, contain organs which carry out specialised functions.

Earth and space sciences- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

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



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8PES HEALTH AND PHYSICAL EDUCATION

Students will be exposed to skills and games in Softball, Sports Education (where students take on the organisational roles in a season of Soccer), Track and Field, Dance or Gymnastics, Field Games and Minor Games. Students are required to change into the PE uniform for each lesson. Students will be issued with a booklet which contains information on the course and homework exercises for each unit of work

8HES HOME ECONOMICS/HEALTH (Semester)

Students will be exposed to a variety of areas throughout this course. Students will undertake a term of health, including the Shine SA course, 5 weeks of textiles and 5 weeks of cooking. Assessment will include practical performance during the textiles and cooking components, with reflections to compliment. Students will also complete a number of written tasks throughout the course.

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	VET Hospitality Cert 1	
		VET Hospitality Cert 2	
		Certificate III Fitness	

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VISUAL ART/DESIGN

Students are given the opportunity to explore ideas and concepts in both Art and Design. Art encourages students to express their ideas, as well as explore and develop media techniques, 2D and 3D practices. Within the Design course, the emphasis is on problem solving, idea generation and understanding the design process and the role of design in society. Students will also learn about and respond to art and design works from different historical and cultural contexts.

DIGITAL TECHNOLOGIES (1 Term)

Students gain knowledge and skills around ICT and computational thinking within Digital Technologies. Students will gain knowledge in:

- Digital Information Systems - eg. Daymap and Email
- Computer awareness around data management, social media and cyber safety
- Computer software programs such as Adobe Creative Suite, Web Design/User Interface
- Digital drawing and image manipulation
- Web page design and construction
- Internet research
- Introduction to coding
- Computational thinking

ART/DESIGN (1 Semester)

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	
	Creative Craft	Photography	
	Photography	Digital Imaging	
	Digital Imaging		

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PERFORMING ARTS (SEMESTER)

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			

PERFORMING ARTS—MUSIC

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	

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. 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. Guitar students must have their own instrument, a lead and a spare set of strings. Drum students must have their own instrument or practice pad and sticks.

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.

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8TES DESIGN, TECHNOLOGY and ENGINEERING (SEMESTER)

At Year 8 level Design, Technology and Engineering encompasses Material Products (Woodwork and Metalwork), Systems Technology (Electronics), Communication Products (3D Computer Aided Design) and Digital Technologies across the curriculum. The implementation of STEM (*Science, Technology, Engineering and Mathematics*) plays a crucial role within product development and creates opportunities for Year 8 students to apply all aspects of STEM into their task work.

Through 4 x 5 week rotations of Woodwork, Metalwork, Electronics and 3D CAD, Year 8 students are given the opportunity to experience a wide range of activities through designing, investigating, making and evaluating a variety of models and projects. The use and application of Digital Technologies is embedded across all aspects of the Technologies curriculum through the use of specific curriculum software (i.e. Circuit Wizard 2, RealPCB, Solidworks and DayMap) and the specific use of BYOD and Mobile devices for educational applications is strongly supported.

At the conclusion of Year 8 Design and Digital Technologies, all Year 8 students will have had a productive practical experience, which then leads them to more confidently select full semester long subjects of combinations of either Woodwork, Metalwork, Electronics and 3D Computer Aided Design in Year 9.

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	Material 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	Industrial Design Solutions: 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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Compulsory Subjects	Semesters
English	2
History	1
Mathematics	2
Science	2
Physical Education	1
Home Economics/Health	1

Choice Subjects	Semester
LANGUAGES	
German	2
Indonesian	2
HASS	
Geography	1
Issues in Society	1
AGRICULTURE	1
HEALTH AND PHYSICAL EDUCATION	
Food Tech	1
Textiles	1
VISUAL ARTS	
Drawing and Painting	1
Sculpture and Printmaking	1
Design	1

Choice Subjects	Semester
PERFORMING ARTS	
Drama A—Physical Theatre and Comedy	1
Drama B - Improvisation and Scripted Theatre	1
Dance	1
Music	1
DESIGN, TECHNOLOGY and ENGINEERING	
Digital Technologies	1
Electronics	1
Metalwork	1
Woodwork	1
CAD	1

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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. They learn to apply their skills to understand and produce a range of texts including oral, written and multimodal. Students 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 follow a spelling, vocabulary, grammar and comprehension program.

Assessments in year 9 will consist of a minimum of 4 common assessments tasks per semester including:

- Responding to texts
- Creating texts
- Critical Reading or Examination

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

9ENG ENGLISH

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sam.Eccles815@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students will continue to develop their skills as listeners, speakers, readers, viewers, creators and writers. An outline of the common expectations is sent home at the beginning of the year. A specific SPAG (spelling, punctuation and grammar) program will run throughout the year.

ASSESSMENT:

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

- 2 Responding to texts
- 2 Creating texts

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 9 English will affect the choices of English subject offered at Year 10. Teachers will make recommendations for each student as to which English pathway they should study: Y10 Literary Studies, Y10 English or Y10 Essential English.

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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	Spanish
	Spanish (Beginners)	Spanish (Beginners)	

9GNA GERMAN

Year	Semesters	Fees	Contact Teacher
9	1 each	Nil	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 German

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 are encouraged to begin working independently. There is a strong focus on developing oral, written and communication skills. Topics may include housing and holiday plans, clothes and food shopping, weekend activities, invitations, festivals and Austria.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Students wishing to continue onto Year 10 German should consider completing a full year of Year 9 German.

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9INA INDONESIAN

Year	Semesters	Fees	Contact Teacher
9	1 each	Nil	Jennifer.Howard671@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 Indonesian.

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 are encouraged to begin working independently. There is a strong focus on developing oral, written and communication skills. Topics may include school, food and markets, Asian neighbours, religion, work, town directions and transportation. Students may have the opportunity to participate in excursions.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Students wishing to continue onto Year 10 Indonesian should consider completing a full year of Year 9 Indonesian.



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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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9GGS GEOGRAPHY

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Giles.Bartram510@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

The focus of this Australian Curriculum course is on consolidating and adding to the skills introduced in Year 8. One half of the course covers Biomes and Food Security. This includes topics such as climate, soils, vegetation, endangered species, water and food production on a national and global scale. The other half of the course covers the theme of Inter-connections. This includes concepts such as the ways that humans interact with one another and with specific environments. Other areas for study include the way that transportation and communication services affect how and where we live and our relationships with other countries. This may include an assignment on issues related to tourism and recreation

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.

9HIS HISTORY

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Giles.Bartram510@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This Australian curriculum course consolidates and builds on the research and analytical skills developed in Year 8. The major subject matter is Australian History though students will also investigate significant global issues like Imperialism and Slavery. Other major topic headings include the development of an independent Australian identity that led to Federation. There is also a specific focus on the causes and consequences of the First World War. There will be a particular focus on Australian involvement and students are able to apply for the Premier's ANZAC Spirit School Prize as part of their studies.

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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9SOC ISSUES IN SOCIETY

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Giles.Bartram510@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This Australian curriculum course consolidates and builds on the research and analytical skills developed in both Year 8 HASS subjects. This is a broad Humanities course with a focus on 21st Century learning aimed at challenging students to learn through project based learning as well as develop their critical and creative thinking skills. It is therefore designed to extend students and connect their learning to the real world and other subject areas.

Specific issues studied might include migration, city planning, population growth and sustainable futures as well as Australia's past and present relationship with Asia.

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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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.

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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9MNA ESSENTIAL MATHEMATICS

Year	Semesters	Fees	Contact Teacher
9	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students consolidate their learning from primary school before further developing their knowledge, understanding and application of mathematical concepts. Students at year will undertake the curriculum set out under the Australian Curriculum including:

- Number and Place Value – working with whole numbers and powers
- Real Numbers – decimals, percentages, rates and ratios
- Money and Financial Mathematics – profit and loss
- Patterns and Algebra – working with and simplifying expressions
- Linear and non-Linear Relationships – use of graphs and graphing processes
- Geometric Reasoning – properties of shapes and their application
- Using Units of Measurement – perimeters, areas, volumes, time intervals
- Chance – elementary probability techniques
- Data Representation and Interpretation – working with elementary statistical techniques

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 will require a scientific calculator

9MAA MATHEMATICS

Year	Semesters	Fees	Contact Teacher
9	2	Nil	Andrew.Turnbull99@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 Mathematics

COURSE DESCRIPTION:

Students at year 9 will undertake the curriculum set out under the Australian Curriculum including:

- Real Numbers – Large and Small – numbers, power laws, time scales
- Money and Financial Mathematics – working with simple interest
- Pythagoras and Trigonometry – application of the relevant theorem and techniques
- Patterns and Algebra – working with more complex expressions
- Geometric Reasoning – working with enlargements, similarity and scales
- Using Units of Measurement – areas, surface areas, volumes of more complex shapes
- Chance – more probability techniques, especially related to multiple events
- Data Representation and Interpretation – working with more complex statistical techniques
- Linear and non-Linear Relationships – further use of graphs and graphing processes.

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 require a scientific calculator

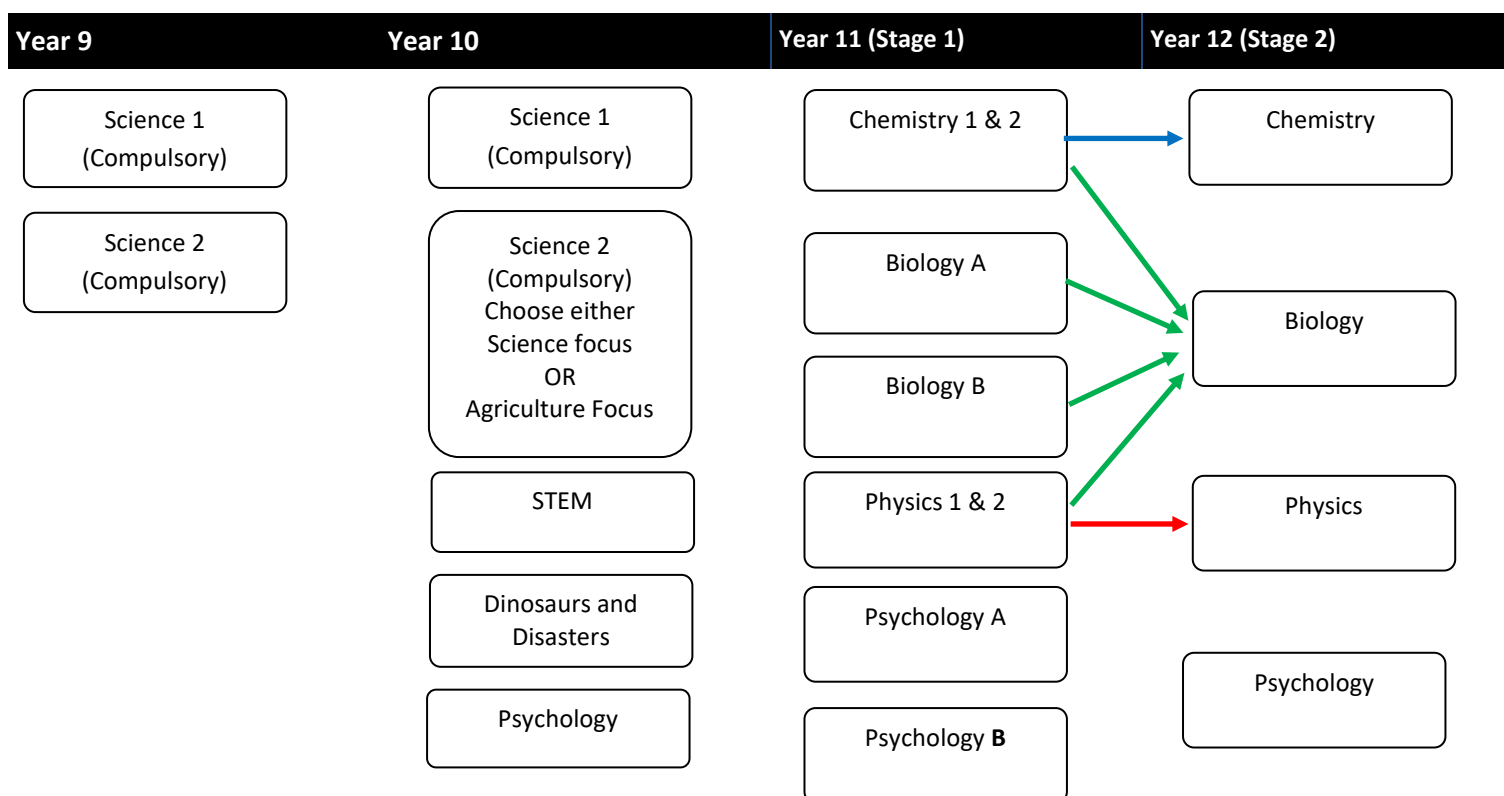
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SCIENCE

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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9SC1 SCIENCE 1

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Topics include:

Biology – Ecosystems consist of interdependent organisms whose interactions can be examined with food webs for a range of habitats- responses occur when there are changes to these environments. There are different types of foods and the human digestive system is a coordinated system that processes food, providing essential requirements for life.

Earth Science – The theory of plate tectonics explains global patterns of continental movement and geological activity which shape the earth's surface, including sea-floor spreading, earthquakes and volcanoes.

Chemistry - Chemical reactions, such as corrosion, combustion, photosynthesis and respiration are important in living and non-living systems and involve energy transfer. All matter is made up of atoms and their subatomic structure determines how they react chemically and what types of nuclear radiation they may give out-nuclear fission is used as one type of energy source and raises issues involving sustainability.

Physics – The energy transfer of heat can be explained using particle and wave models and a good understanding of these processes can help minimise energy wastage. The energy transfer of sound and all of its properties can be explained using wave and particle models. These models can enable a better understanding of sound in musical instruments, the ear and a range of other phenomena.

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. An example of this is designing, building and testing an earthquake-proof building.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Nil

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9SC2 SCIENCE 2

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Chris.Gambell297@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Topics include:

Biology - Body systems such as the nervous system and endocrine system enable humans to respond to our environment. All living things in a community adapt to respond to changes in their environment to improve their survival.

Chemistry - Acids and bases have several properties and their reactions are important in living and non-living systems, including the home and industry. Everyday substances such as metals and plastics have various properties, raising some important issues and problems involving sustainability-such as landfill, Acid Rain and the Greenhouse Effect.

Physics – There are various factors that affect the transfer of energy in electric circuits. There are a number of useful electrical devices and a particle model can give an understanding of how these devices work. Light has various uses and properties and a wave model can enable a better understanding of how light works in mirrors, lenses, various instruments and the human eye.

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. An example of this is designing, building and testing a gingerbread person that has LEDs that light up because of conductive 'dough'.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Nil

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AGRICULTURE

Year 9 students can choose to study Agriculture in the first and/or second semester. 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, beekeeping, goats, cattle and aquaculture/aquaponics.

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



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9AGA AGRICULTURE PRODUCTIVITY 'TURN DIRT INTO DOLLARS'

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course is designed to teach students about maximising productivity and income from an agricultural enterprise. Students will run a group vegetable patch as a small enterprise to generate an income. Students will plan, prepare and grow their crops aiming to maximise production and profit from their enterprise. Students will learn about various animal and plant enterprises which may include field crops, vines, pastures, cattle, aquaculture, poultry and sheep. This subject will examine the structure and function of plant and animal systems which are essential to maximise production. Students will develop specific practical skills and carry out field experiments as part of their assessment. An emphasis will be placed on research skills, knowledge and problem solving. Students will be expected to work safely and responsibly when involved in practical agricultural projects and tasks.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

This subject has a **PRODUCTIVITY FOCUS**.

9AGB AGRICULTURE SUSTAINABILITY 'FARMING INTO THE FUTURE'

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Josh.Bottrall910@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course will look at a number of agricultural enterprises, including practical management of sheep, cattle, winemaking and aquaculture with a particular emphasis on sustainability. Students will investigate the environmental considerations which are related to the management of these enterprises. Issues such as water, soil and waste management will be examined. Students will be focusing on practical activities related to animal and plant management and they will be required to research and report on an environmental issue of interest to them. Students will be expected to work safely and responsibly in practical activities performed in the Agriculture area.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

This subject has a **SUSTAINABILITY FOCUS**

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HEALTH AND PHYSICAL EDUCATION

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.

All students in Year 9 complete one semester of Home Economics and one semester of Health & PE.

Additionally, they can also choose one semester of Food Studies &/or one semester of Textiles

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	VET Hospitality Cert 1	
		VET Hospitality Cert 2	
		Certificate III Fitness	

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9HEH HOME ECONOMICS/HEALTH

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Emphasis will be placed on developing skills and knowledge that will enable students to make responsible health related decisions including good food choices to avoid common lifestyle diseases. The Home Economics unit will involve preparing healthy versions of popular 'fast foods' along with improving food preparation skills. It will be based on the 'Australian Guide to Healthy Eating'. The Health unit covers information in the areas of development of self, sexuality, disease and disability, self-esteem, community health and drugs

ASSESSMENT:

Practical performance during cooking task, practical evaluations and Health assignments.

IMPORTANT CONSIDERATIONS:

This is a compulsory subject

9PES PHYSICAL EDUCATION

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This is a practical performance unit. Students will be involved in both team and individual activities. Students will study six practical topics in a range of sports designed to improve their skills, sportsmanship and teamwork. Topics include badminton, fitness, basketball, table tennis and footy codes. An extended unit of sports education (SEPEP) will also be undertaken for cricket or netball.

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.

IMPORTANT CONSIDERATIONS:

This is a compulsory subject

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9FOD FOOD TECH

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course is designed to develop skills and knowledge in food selection and preparation. Students will participate in a comprehensive overview of the food groups within the 'Australian Guide to Healthy Eating'. Foods from a variety of the food groups will be prepared with different cookery methods, promoting healthy eating and using a variety of kitchen appliances.

Topics include: Production methods, eastern cuisine, bush foods and baking

ASSESSMENT:

Students will undertake a number of practicals with assessment including planning, practical skills and evaluations. Students will complete 4 theory assignments linked to the practical units, including analysis of eastern cuisine.

IMPORTANT CONSIDERATIONS:

Nil

9TEX TEXTILES

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Rhys.Lacey309@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students will use a range of technology in order to design and create textile articles such as cushions, aprons, bags and a free choice article. Skill development is a focus of this course, using sewing machines and hand sewing techniques. Tasks will require students to identify appropriate tools, techniques and safety procedures for each process. Products will then be evaluated for accuracy, quality and creativity. The environmental impact of production systems for several natural fibres will also be investigated.

ASSESSMENT:

Through practical projects and written assignments.

IMPORTANT CONSIDERATIONS:

Please note that students will need to supply some of their own fabric requirements for this course.

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VISUAL ART/DESIGN

Students are given the opportunity to explore ideas and concepts in both Art and Design. Art encourages students to express their ideas, as well as explore and develop media techniques, 2D and 3D practices. Within the Design course, the emphasis is on problem solving, idea generation and understanding the design process and the role of design in society. Students will also learn about and respond to art and design works from different historical and cultural contexts.

ART/DESIGN (1 Semester)

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		

9ATA DRAWING AND PAINTING

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 Art/Design

COURSE DESCRIPTION:

The focus of the course is on an in-depth and skill based approach to drawing, painting and two-dimensional studies. It also aims to further develop the expressive creative and imaginative aspects of art through the use of a variety of media. Students will analyse and respond to a variety of contemporary, historical and cultural artworks. Possible topics include

- Media exploration through technical development
- Investigations into portraiture
- Exploration of landscape

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 in the curriculum.

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9ATB SCULPTURE AND PRINTMAKING

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 Art/Design

COURSE DESCRIPTION:

The focus of the course is on an in-depth and skill based approach to printmaking, mixed media, sculpture and three dimensional studies. It also aims to further develop the expressive creative and imaginative aspects of art through the use of a variety of media. Students will analyse and respond to a variety of contemporary, historical and cultural artworks.

ASSESSMENT:

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

Assessment tasks may include:

- Wood
- Clay
- Cardboard
- Wire
- Lino Prints

IMPORTANT CONSIDERATIONS:

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

9DSS DESIGN

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

C Grade or better in Year 8 Art/Design

COURSE DESCRIPTION:

The focus of the course is for students to embark on a journey in communication, through graphic design, product design and environmental design. Students will use the design process to tackle problem solving and idea generation, which will help to develop further skills in designing and drawing practices. During this process students will research into current trends using critical and creative thinking skills to analyse and respond to a variety of design works and then create their own.

ASSESSMENT:

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

Assessment tasks may include:

- Technical drawing
- Interior design
- Signs/symbols/logos
- Typography
- Mechanical drawing
- Rendering

IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included in 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			

9DRA DRAMA A—PHYSICAL THEATRE AND COMEDY

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This subject is essentially about working together to refine performance and expressive skills in voice and movement to convey dramatic action in a Children's Theatre production. Students will devise, interpret and perform physical theatre, melodrama and comedy improvisations for a specialised audience. They will experiment with the elements of drama (character, situation, conflict, time, voice, movement, mood, focus and tension) in order to direct, rehearse and produce performances in which they will develop and sustain different characters. Students will experiment with dramatic devices including costumes, props, make-up, music, slideshows, dance, narration, mime and set design to support their performances. Theory tasks will be undertaken including a character study, script writing, a research project, a review and evaluation reports. Opportunities to attend live theatre shows will be encouraged.

ASSESSMENT:

Performance 70%

Folio Response Work 30%

IMPORTANT CONSIDERATIONS:

Potential Theatre Visits

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9DRB DRAMA B—IMPROVISATION AND SCRIPTED THEATRE

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This subject is essentially about refining performance and expressive skills in characterisation, voice and movement to convey dramatic action in both improvised and scripted performances. Students will investigate the characters and situations presented in scripts to go beyond the words on the page in order to create a meaningful three dimensional performance. They will read, interpret and perform a range of scripts. They will look at a broad range of career pathways in theatre and will experiment with dramatic devices such as direction, design, technical theatre and staging to support their performances. Theory tasks will be undertaken including a character study, a research project, a review and evaluation reports. Opportunities to attend live theatre shows will be encouraged.

ASSESSMENT:

Performance 70%

Folio Response Work 30%

IMPORTANT CONSIDERATIONS:

Potential Theatre Visits

9DAN DANCE

Year	Semesters	Fees	Contact Teacher
9	1	Nil	Alex.Hoffmann376@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Modern dance skills are developed with an emphasis on good posture, learning and perfecting new ways of moving and building student confidence. Students learn effective methods and processes of composing their own dances and have numerous opportunities to perform in small and large groups. Dance is a very energetic subject so students must be prepared to be physical. The focus of the semester will be on warming up, skill building, dance styles, skill development, choreography, history and stagecraft.

ASSESSMENT:

Performance 70%

Folio Response Work 30%

IMPORTANT CONSIDERATIONS:

Potential performance excursions.

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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. 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	

Students wishing to continue with Music through to Year 11 are encouraged to choose Music A and B in Year 9.

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9MUA MUSIC A

Year	Semesters	Fees	Contact Teacher
9	1	Refer to main music page	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

There is no prior knowledge required to enrol in Year 9 Music A, however prior experience is an advantage.

COURSE DESCRIPTION:

The focus of the music course is to further develop and build upon skills learnt in year 8. These include, but are not limited to solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process. Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. They will further familiarise themselves with and develop their ability to use music based computer software and recording equipment. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class

ASSESSMENT:

Solo Performance—Aural Training—Ensemble Participation—Theory Development

IMPORTANT CONSIDERATIONS:

Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

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

9MUB MUSIC B

Year	Semesters	Fees	Contact Teacher
9	1	Refer to main music page	Sue.Clark993@schools.sa.edu.au

PREFERRED BACKGROUND:

This subject is NOT suitable for students without a music background.

COURSE DESCRIPTION:

The focus of the music course is to further develop and build upon skills learnt in semester 1. These include, but are not limited to solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process. Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. They will further familiarise themselves with and develop their ability to use music based computer software and recording equipment. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class.

ASSESSMENT:

Solo Performance—Aural Training—Ensemble Participation—Theory Development

IMPORTANT CONSIDERATIONS:

Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

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

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DESIGN, TECHNOLOGY and ENGINEERING

Design, Technology and Engineering at Year 9 level 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*. Year 9 students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students ‘design and 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	Material 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	Industrial Design Solutions: 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	

Please Note:
All subjects offered at Year 9 require a payment contribution to cover individual projects. Please refer to Special Requirements in the individual subject outlines.

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9TEW WOODWORK

Year	Semesters	Fees	Contact Teacher
9	1	\$40	David.Vaughan101@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This Woodwork course will be based on the DMA approach (design, make, appraise) and will also include information associated with Woodwork, a materials study and machine and tool usage. The STEM philosophy is used to encourage students to Investigate, test, produce, problem solve and evaluate a small cabinet with a drawer. The course include Computer Aided Design using Solidworks CAD software and hand drawn annotated sketches. Students develop a major project, which involves special joint making processes (Box/Finger, Halving and Rebate Joints are the focus). Creativity in the construction of the cabinet with drawers is expected.

ASSESSMENT:

Joint construction and testing

Materials Investigation

Major Project

Project portfolio

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$40 for take home projects. Students will have control of this at the design stage.

9TEM METALWORK

Year	Semesters	Fees	Contact Teacher
9	1	\$40	Kym.Hampel506@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Courses will be based on the DMA approach (design, make, appraise) and will also include information associated with metalworking, a materials study and machine/tool use. Courses include either Computer Aided Design using Solidworks CAD software or hand drawn annotated drawings. Through practical projects students will gain a deeper insight into Metalwork techniques including Mig Welding, sheet metal cutting/folding, lathe work and increasing their machine use. Creativity is an expected quality.

ASSESSMENT:

Materials Investigation

Skills Tasks

Major Project

Project portfolio/Evaluation

IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$40 for take home projects. Students will have control of this at the design stage.

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9TEE ELECTRONICS

Year	Semesters	Fees	Contact Teacher
9	1	\$50	John.Barkley601@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course is based on students using STEM approaches in designing, making and evaluating microcontroller operated electronics products and will also include information associated with the technology being studied, a materials study and applied systems and mathematics. This course links to Computer Aided Design using Solidworks CAD software and the Electronic studies incorporates PICAXE programming and robotic systems. The involvement of STEM principles leads to the development of automated projects.

ASSESSMENT:

Illumination project (includes PCB design and production, CNC Desktop engraving, PICAXE Programming)

Motorised Project (includes PCB design and production, Gearbox design and assembly, 3D printing, sustainable housing)

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 \$50 for take home projects. Students will have control of this at the design stage.

9CAD COMPUTER AIDED DESIGN

Year	Semesters	Fees	Contact Teacher
9	1	Invoiced prior to 3D printing	Mandy.Linacredavis995@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Courses will be based on the RDMA approach (research, design, make, appraise) and will also include information associated with the technology being studied and cross curricular links to STEM (Science, Technology, Engineering and Mathematics). Students will complete a series of skills tasks to re-engage with skills from Year 8, followed by investigations into aerodynamics and design of vehicles. Students will evaluate the effectiveness of their designs with simulation tools within currently used 3D software, together with the potential to 3D print and race their vehicles against each other, evaluating the physical performance of their design. All courses in Computer Aided Design use Solidworks CAD software.

ASSESSMENT:

Skill Task

E-Racer portfolio, research and design

Personal Design projects

IMPORTANT CONSIDERATIONS:

This course will incur a cost for take home projects based on what the student chooses to have 3D printed. Specific and individual invoices will be sent home. Students will have control of this at the design stage.

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9DIT DIGITAL TECHNOLOGIES

Year	Semesters	Fees	Contact Teacher
9	1	NIL	Ally.Royall901@schools.sa.edu.au

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course is based on the Australian Curriculum's requirements for Digital Technology delivery in SA schools. The course has integrated components linking to programming, app development, micro:bit coding, and creating digital solutions to real work problems. This course will also introduce them to computational thinking concepts which they can then use throughout the curriculum. The collection, management and analyses of data will also be looked at. The focus of the course content will be driven by individual student learning programs and collaboration work to create a technology project.

ASSESSMENT:

Programming activities; Personal Technology Project; Data Analysis

IMPORTANT CONSIDERATIONS:

Suited to students with an interest in technology and the development of it; Year 10 Digital Technologies and has links to Year 10 Computer Aided Design.



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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 One Plans.

Special Education Subject Choices 2018	Middle Years Years 8 –9	Senior Years Years 10-12	High Needs Years 8-12
Curriculum	ACARA <ul style="list-style-type: none"> • Literacy • Numeracy • HASS • Life Skills • Science • 2 Mainstream Subject Choice 	Stage 1 & 2 Modified SACE <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 	ACARA + Stage 1 & 2 Modified SACE <ul style="list-style-type: none"> • Sensory • Literacy • Numeracy • Science • Health/PE (Swimming) • Art • Lifeskills (Cooking) • Personal Learning Plan • Research Project