Principal’s Introduction to the Curriculum Guide for 2016

The course information in this Curriculum Guide outlines the curriculum offered in our school. The curriculum is shaped by a number of factors such as the South Australian Certificate of Education (SACE), the International Baccalaureate Middle Years Program (IB MYP) and the Australian Curriculum.

Every year, the curriculum leaders review the curriculum generally. We also consider changes in specific subject offerings. The Curriculum Guide reflects changes that have been recommended as a result of these review processes.

We look forward to meeting students and parents at the course counselling sessions and advise you to consider carefully the information provided in the Curriculum Guide before you attend the course counselling.

Panayoula Parha
Principal

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Year 8 Curriculum Summary
Year 9 Curriculum Summary
Year 10 Curriculum Summary
What is the SACE?
All year 8 students must study subjects from the eight learning areas of the IBMYP and Australian curriculum. All subjects are assessed on a semester basis and there are 14 semesters in a year. There is some choice available within some learning areas.

All students study a full year (2 semesters) of:

- English or English as an Additional Language or Dialect (EALD)
- Mathematics
- Science
- Humanities
- Language: (students must choose one of the following languages: German, Greek, Italian, Japanese and Chinese.)

All students study a half year (semester) of:

- Systems Technology
- General Arts: Art and Drama or Music
- Health and Physical Education

One semester remains for student choice. Options are:

- Art: additional semester course
- Drama: additional semester course
- Food and Fabric Technology
- Wood and Metal Technology
- Health and Physical Education: choose a full year course in Health/PE
- Music: choose a full year course in instrumental music
Year 9 Curriculum Summary

All year 9 students must study subjects from the eight learning areas of the IBMYP and Australian curriculum. All subjects are assessed on a semester basis and there are 14 semesters in a year. There is some choice available within some learning areas.

All students study a full year (2 semesters) of:

- English or English as an Additional Language or Dialect (EALD)
- Mathematics
- Science
- Language: (students must continue the language chosen in year 8.)
- Humanities

Four semesters remain to be selected from the following:

Students select at least one from each area:

- Health and Physical Education:
  o A semester course of Health and Physical Education is compulsory.
  o Students may choose Outdoor Education as a second semester.

- The Arts:
  o Music – must choose full year instrumental music
  o Drama A and Drama B
  o Art: 2D and Art 3D
  o Design A and Design B
  o Media Arts A – Digital Art
  o Media Arts B – Film and Special Effects

- Technology:
  o Wood Technology
  o Metal Technology
  o Clothing and textiles
  o Information technology
  o Jewellery design
  o Technical Graphics
  o Flashing Plastics
  o Food and Nutrition
Year 10 Curriculum Summary

At year 10 students must study at least SIX of the learning areas for a full year. All eight learning areas are not a requirement of the IBMYP or the Australian Curriculum but highly recommended for a balanced course. Some students are ready to specialise at this stage.

Compulsory subjects:

All students study a full year (2 semesters) of:

- English / EALD
- Mathematics
- Science
- Language

And a semester of:

- Humanities: History or EALD Humanities for EALD students
- Health/Physical Education – Activity and Lifestyles

Four semesters remain to be selected from the following:

**Humanities:**
- Geography
- Introduction to Business and Law
- EALD Humanities

**Health and Physical Education:**
- Performance PE
- Outdoor Education

**The Arts:**
- Drama A and Drama B
- Music – must choose full year instrumental music
- Media Arts A – Video production
- Media Arts B – Film and Special Effects
- Art: 2D and Art 3D
- Design A and Design B

**Technology:**
- Woodwork 1 and 2
- Metal Fabrication
- Computer Aided Design and Drawing
- Programming Games & Entertainment
- Photographic Imaging
- Electronic Systems
- Fashion and You
- Food and Culture
- Food and Hospitality

**Science:**
- Science of the Mind
- Forensic Science
- Environmental Science
What is the SACE?

The SACE
The South Australian Certificate of Education (SACE) is generally based on two years of full time study, but students may take more than two years.

There is no time limit to complete the SACE but there are restrictions regarding Tertiary Entrance.
Questions should be directed to the Senior Campus Head – Ms Nikki Kotrotsos or Learning Community Leaders; Ms Wendy Jacobs and Mr Alex Naylor.

Promotion into Stage 1
Course Promotion
Promotion from Year 10 to Stage 1 is automatic if a student gains an achievement level 4 or better, in the majority of subjects that lead to Stage 1. Students who do not attain this level of achievement will be required to undertake a ‘Bridging Course’ in Semester 1 of Stage 1.

Subject Qualification
Most subjects in Stage 1 require successful completion at Year 10. Learning Area staff recommendation and a Level 4 or better, is the achievement level that qualifies a student for automatic promotion into the same, or related subject, at Stage 1 level. Other subjects without prerequisites may be taken through negotiation with the relevant Learning Area Coordinator.

Promotion into Stage 2
Promotion from Stage 1 into a Stage 2 course is dependent upon a student gaining a ‘C’ grade or better in Stage 1 subjects as well as satisfying subject specific prerequisites for selected Stage 2 subjects.

Course Planning
Course planning and subject choice will be guided by the work undertaken in the Personal Learning Plan (PLP).

Tertiary Entrance
For students considering tertiary education there are additional requirements that must be considered. These are found in the Tertiary Entrance Booklet (TEB) or the South Australian Tertiary Admissions Centre (SATAC) guides. For further information, please speak with the Senior Campus Head, Learning Community Leaders, Personal Learning Group teacher or Senior Campus Student Counsellor.

Vocational Education Programs
Students have the opportunity to select Vocational Educational Programs (VET) offered by the East Adelaide Cluster of Schools (EASC), which will contribute units towards their SACE.
School Constraints
Please note that every effort will be made to accommodate student choices but student demand, timetable management, staff and resources may preclude some requests.

Additional Costs for Subjects
The material and/or services related to SACE Courses are covered by the Material and Services Fee (ie School Fees). However, some subjects offer students the opportunity to undertake practical experiences which enrich the learning outcomes for students and these may incur additional costs which are not covered by the Material and Services Fee. Please read the subject choice information carefully to identify the full costs associated with these.

NOTE: Should there be outstanding monies owed to the School, students may not be permitted to be enrolled in subjects or VET courses where there are significant additional costs.

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<th>Stage 1 Bridging Course</th>
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For comprehensive information about the SACE requirements it is recommended that students and parents/caregivers visit the SACE Board website [www.sace.sa.edu.au](http://www.sace.sa.edu.au) and follow the following links:

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<td>Visual Arts – Design A</td>
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<td>Design B</td>
<td>Design B</td>
<td>Visual Arts – Design B</td>
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<td>Word Processing (Information Processing and Publishing)</td>
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<td><strong>Integrated Learning –</strong></td>
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<td>Pure Mathematics</td>
<td>Mathematical Methods</td>
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*Stage 2 2017 subject descriptions still to come through SACE*
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<td><em>Electronic Systems</em></td>
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<td><strong>Food and Culture</strong></td>
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<td><strong>Computer Aided Design and Drawing (CADD)</strong></td>
<td><strong>Computer Aided Design and Drawing (CADD)</strong></td>
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</table>
Year 8 Visual and Performing Arts Compulsory Semester

The Arts Curriculum

MYP Learning Area | Related Subjects | Year 8 Drama, Year 8 Visual Art
Selection Information | In Year 8, all students will complete a semester of Visual and Performing Arts. Students may also choose to complete one additional semester of Drama, Visual Art or Music.

Description
This is the compulsory semester of The Arts, which will involve students completing a term of Drama: Playmaking and Visual Art. The subject is designed to provide students with an introduction to The Arts, developing their core skills and knowledge required in both subject areas. Students also have the option to complete a semester of Drama, Music or Visual Arts.

Drama: Play Making Term Course
Students will explore scripted play texts on various themes and of diverse styles (eg comedy, television, puppetry scripts etc) in order to develop capabilities in speech, character work, teamwork and presentation. Students will also undertake a major assignment based on a specific research topic as well as attend a live theatre performance (when possible) to develop critical thinking skills and an appreciation of the professional application of their studies.

Visual Art Term Course
The compulsory term of Visual Arts will involve an introduction to the principles of Art and Design, and the fundamental skills involved in drawing, painting and printmaking. Students will make and create a range of art works such as drawings, paintings and portraits. Students will respond to works created by artists and designers, incorporating their style and ideas in their own work as they develop as young artists.

Additional Costs: All students must purchase visual diary for Visual Art. Students will be required to contribute towards the cost of tickets and/or travel to an exhibition, live theatre production or event, as negotiated with the teacher (approximately $20.00).

Assessment
Assessment is against the IBMYP Arts Criteria.

| Criterion A | Knowing and Understanding | Maximum 8
| Criterion B | Developing Skills | Maximum 8
| Criterion C | Thinking Creatively | Maximum 8
| Criterion D | Responding | Maximum 8

Future Study at NMHS
Year 9 Art
Year 9 Design
Year 9 Media Arts

Contact Teachers
Drama: Mr Mastrosavas
Visual Art: Mr Carter
Year 8 Visual Art

Description
Visual Art encompass a selection from the principle areas of painting, drawing, design, three-dimensional studies, printmaking and art appreciation. In both courses students will:

- identify and compare the works of artists, their themes and media used.
- develop and refine their skills in a range of practical areas and media.
- analyse, discuss and write about their own and others work, using appropriate terminology.
- be encouraged to develop competency in computer technology and improve their understanding of its use as a visual arts medium.
- will keep a developmental work book and be encouraged to plan works, compiling preparatory research studies and sketches.

This Semester Course of Visual Art will allow students to gain further experience in these areas and also explore principles of Design and Media.

Additional Costs: Must purchase a Visual Diary. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

Assessment
Assessment is against the IBMYP Arts Criteria.

<table>
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<td>Criterion D</td>
<td>Responding</td>
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</table>

Future Study at NMHS
- Year 9 Art
- Year 9 Design
- Year 9 Multimedia

Contact Teachers
Middle Campus: Ms Maddern, Mr P Carter
Year 8 Drama

In this semester course, students will expand on, but not repeat, the fundamental skills and knowledge covered in the compulsory term of Drama. The focus of this semester course will be Physical Theatre (Performance, Mime, Tableau, Dance Drama, Stage Fighting, Masks) and Chinese Theatre. A key aspect of the course will be responding, where students will analyse and respond to the work of other performers through viewing productions and attending live theatre performances.

In Drama: Semester, students:
- are introduced to a range of dramatic terms, conventions and ways of performing
- take part in short performances
- learn to view and discuss each other’s work thoughtfully and constructively
- attend live theatre performances and respond to what they have seen in discussion and writing
- learn to work cooperatively and productively with others in pairs and small groups
- learn to plan, organise, communicate, negotiate, make decisions and solve problems as part of a team
- learn to contribute positively to the working atmosphere of their class so that students can take creative risks, grow in confidence and develop new skills
- Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews

Students will study:
- basic performance skills
- improvisation
- dance-drama
- group work
- tableaux work
- mime
- character work
- stage-fighting
- page to stage process

Additional Costs: Students will be required to contribute towards the cost of tickets and/or travel for Live Theatre or Screen Productions as negotiated with the teacher. (Approximately $20.00)

Assessment
Assessment is against the IBMYP Arts Criteria.

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</table>

Future Study at NMHS
Year 9 Drama

Contact Teachers
Middle Campus: Ms Giles, Mr Mastrosavas

Additional Costs: Students will be required to contribute towards the cost of tickets and/or travel for Live Theatre or Screen Productions as negotiated with the teacher. (Approximately $20.00)
Description
It is expected that students entering this course will have a range of background and ability levels from absolute beginners through to advanced musicians.

Students are immediately put into a class band environment where they prepare songs for public performance at school assemblies and other functions regardless of each student's background or ability level. The remainder of the course is divided between developing students' musical literacy, composition, music history and exposure to music technology including Sibelius, Auralia, Musition and Garage Band. The primary homework expectation of students in Year 8 Music is regular practice on their chosen instrument(s) of a minimum of 15 minutes per day for the duration of the course. It is a requirement of the course that students undertake regular instrumental or vocal lessons either with a private tutor outside of the school or through one of the tutors available at NMHS.

Lessons available at NMHS include:
Violin, Viola, Cello, Flute, Clarinet, Saxophone, Trumpet, French horn, Trombone, Bass Guitar, Classical Guitar, Percussion, Steel-String and Electric Guitar*, Voice*, Piano*

Additional Costs: A software levy of $30 per annum
- Students choosing to undertake Steel-String and Electric Guitar*, Voice and Piano through the school are taught by carefully selected private tutors who charge between $20 and $30 per lesson for a weekly one-on-one lesson. All other instrumental lessons are generally group lessons provided through DECD's Instrumental Music Service and are provided at no charge.
- A range of brass, woodwind and orchestral stringed instruments are available for hire from the school at the cost of $40.00 a term.
- Incursion / Excursion costs of approximately $12/per term.

Assessment
Assessment is against the IBMYP Arts Criteria.

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</table>

Future Study at NMHS
Year 9 Music
Contact Teachers
Middle Campus: Mr Farnan, Mr Fawcett
Year 8 Music: Semester

Description
The semester course naturally provides less depth than the full year course of Year 8 Music. Nonetheless, successful completion of both subjects qualifies students for entry into Year 9 Music. It is expected that students entering this course will have a range of background and ability levels from absolute beginners through to advanced musicians.

Students are immediately put into a class band environment where they prepare songs for public performance at school assemblies and other functions regardless of each student's background or ability level. The remainder of the course is divided between developing students' musical literacy, composition, music history and exposure to music technology including Sibelius, Auralia, Musition and Garage Band. The primary homework expectation of students in Year 8 Music is regular practice on their chosen instrument(s) of a minimum of 15 minutes per day for the duration of the course. It is a requirement of the course that students undertake regular instrumental or vocal lessons either with a private tutor outside of the school or through one of the tutors available at NMHS.

Lessons available at NMHS include:
Violin, Viola, Cello, Flute, Clarinet, Saxophone, Trumpet, French horn, Trombone, Bass Guitar, Classical Guitar, Percussion, Steel-String and Electric Guitar*, Voice*, Piano*

Additional Costs: A software levy of $15 per annum.
- Students choosing to undertake Steel-String and Electric Guitar*, Voice and Piano through the school are taught by carefully selected private tutors who charge between $20 and $30 per lesson for a weekly one-on-one lesson. All other instrumental lessons are generally group lessons provided through DECD's Instrumental Music Service and are provided at no charge.
- A range of brass, woodwind and orchestral stringed instruments are available for hire from the school at the cost of $40.00 a term.
- Incursion / Excursion costs of approximately $12/per term.

Assessment
Assessment is against the IBMYP Arts Criteria.

Criterion A  Knowing and Understanding  Maximum 8
Criterion B  Developing Skills  Maximum 8
Criterion C  Thinking Creatively  Maximum 8
Criterion D  Responding  Maximum 8

Future Study at NMHS
Year 9 Music

Contact Teachers
Middle Campus: Mr Farnan, Mr Fawcett
# Year 9 Art A: Two Dimensional Studies

**The Arts Curriculum**

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<thead>
<tr>
<th>MYP Learning Area</th>
<th>The Arts</th>
<th>Related Subjects</th>
<th>Year 9 Art B: Three Dimensional Studies</th>
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</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Students may choose one or two semester courses from The Arts learning area</td>
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</table>

**Description**

In this subject students will:

- gain skills and develop an understanding of two-dimensional art forms including drawing, painting and printmaking.
- keep a Developmental Workbook, which will be used to document planning for practical work, analyse existing art work and reflect on their learning and skills development.
- analyse, discuss and write about their own work and the work of other artists using appropriate terminology.
- be encouraged to develop competency in computer technology and expand their understanding of its use as a visual arts medium.

This subject will include units from the following areas:

- **Drawing**: experimentation with techniques, media and styles to incorporate continuous line, tonal rendering, contrast, composition, perspective and texture through themes which will encompass recognition of skill development through observation, interpretation and imagination.
- **Painting**: colour theory and colour schemes will be related to studies of painting techniques to enable students to develop understanding of traditional and innovative painting methods.
- **Printmaking**: students may study one of the following techniques, relief printing (mono and/or multi colour process); stencil printing--hand cut paper, collage/montage.

**Additional Costs**: Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students. (approximately $15.00)

**Assessment**

Assessment is against the IBMYP Arts Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
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</table>

**Future Study at NMHS**

Year 10 Art

Year 10 Design

**Contact Teachers**

Middle Campus: Mr P Carter, Ms Maddern
# Year 9 Art B: Three Dimensional Studies

In this subject students will:

- develop skills and understanding of three-dimensional art forms including drawing, sculpture and ceramics.
- keep a Developmental Workbook, which will be used to document planning for practical work, analyse existing art work and reflect on their learning and skills development.
- analyse, discuss and write about their own work and the work of other artists using appropriate terminology.
- be encouraged to develop competency in computer technology and expand their understanding of its use as a visual arts medium.

This subject will include units from the following areas:

- **Drawing:** students will utilise drawing as a preparatory tool for preliminary 3D studies to depict elements of form, proportion, space and texture.
- **Sculpture:** students will link sculptural themes to the development of suitable modelling or construction techniques for studying form, spatial relationships and textures. Materials used may range from clay, paper-mache, fibres, wiremesh, metal, modroc, plaster and mixed media.
- **Ceramics:** students will study traditional hand construction methods which may range from modelling, slab-building, pinch bowl and coil techniques for functional or decorative forms. Knowledge of firing and glazing processes will be developed with studies of suitable decorative techniques and relevant design constraints.

### Additional Costs:
Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00).

### Assessment
Assessment is against the IB MYP Arts Criteria.

<table>
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<th>Criterion</th>
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</table>

### Future Study at NMHS
- Year 10 Art
- Year 10 Design

### Contact Teachers
- Middle Campus: Ms Maddern, Mr P Carter
Description

Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.

In this subject students will:
• be introduced to the design process and a range of the basic principles of design theory and practice.
• develop an understanding of effective design and the Design Process.
• create a variety of design solutions through documentation of the design process and the application of various practical skills, including the use of the Adobe Creative Suite 5.
• develop competent skills in drawing using a variety of art media and techniques, and an appreciation of design and designers in historical and cultural contexts.

Examples of specific design projects students may develop and create in this subject include:

**Graphic Design (Visual Communication)**
- Identity and Branding (Logo Design)
- CD/DVD Design
- Poster design
- Label Design
- Book Illustrations

**Environmental Design (Design of the built environment)**
- Interior Architecture
- Skateboard Parks
- Landscape Design

**Additional Costs:** Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

**Assessment**
Assessment is against the IBMYP Arts Criteria.

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**Future Study at NMHS**

<table>
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<th>Year 10 Art</th>
<th>Year 10 Design</th>
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**Contact Teacher**
Middle Campus: Ms Millard
Year 9 Design B: Graphic and Product

The Arts Curriculum

<table>
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<tr>
<th>MYP Learning Area</th>
<th>The Arts</th>
<th>Related Subjects</th>
<th>Year 9 Design A: Graphic and Environmental</th>
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Description

*Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.*

In this subject students will:

- be introduced to the design process and a range of the basic principles of design theory and practice.
- develop an understanding of effective design and the Design Process.
- create a variety of design solutions through documentation of the design process and the application of various practical skills, including the use of the Adobe Creative Suite 5.
- develop competent skills in drawing using a variety of art media and techniques, and an appreciation of design and designers in historical and cultural contexts.

Examples of specific design projects students may develop and create in this subject include:

**Graphic Design (Visual Communication)**
- Identity and Branding (Logo Design)
- CD/DVD Design
- Poster design
- Label Design
- Book Illustrations

**Product Design (Design of functional consumer products)**
- Watch design
- Packaging Design
- Fashion Design

**Additional Costs:** Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

**Assessment**

Assessment is against the IBDP Arts Criteria.

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**Future Study at NMHS**

- Year 10 Art
- Year 10 Design

**Contact Teacher**

Middle Campus: Ms Millard
Year 9 Drama A

The Arts Curriculum

<table>
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<tr>
<th>MYP Learning Area</th>
<th>The Arts</th>
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<tr>
<td>Selection Information</td>
<td>Students may choose to complete one semester of Drama A or both Drama A and B (2 semesters)</td>
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Description
In Year 9, Drama students will:

- continue to build a repertoire of skills and understandings about a range of processes, forms and purposes in drama
- consolidate and extend their skills in working with others in varied groups
- begin a formal study of acting, with an emphasis on realism and believability
- create, develop and sustain character in improvisations and scripted performances
- study play scripts with particular reference to theme, character and context
- experience the "page to stage" process by working in ensemble to present key scenes and full one-act productions to other classes
- are introduced to writing for performance and aspects of stagecraft, design and theatre technology
- continue to attend live theatre performances and further develop review writing skills
- Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews

Students will study:

- Theatre Games and Group Work
- Origins of Rituals
- Ceremonies and Celebrations
- Greek Theatre
- Stagecraft
- Characterisation
- Audience/Critical Skills
- Improvisation
- Scriptwriting
- Performance process through duologues
- Radio Drama
- Indigenous Theatre.

Additional Costs: Students will be required to contribute towards the cost of tickets and/or travel for Live Theatre or Screen Productions as negotiated with the teacher (approximately $20.00)

Assessment
Assessment is against the IBMYP Arts Criteria.

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Future Study at NMHS
Year 10 Drama A
Year 10 Drama B

Contact Teachers
Middle Campus: Ms Giles, Mr Mastrosavas
Year 9 Drama B

Description
In Year 9, Drama students will:

- continue to build a repertoire of skills and understandings about a range of processes, forms and purposes in drama
- consolidate and extend their skills in working with others in varied groups
- begin a formal study of acting, with an emphasis on realism and believability
- create, develop and sustain character in improvisations and scripted performances
- study play scripts with particular reference to theme, character and context
- experience the "page to stage" process by working in ensemble to present key scenes and full one-act productions to other classes
- are introduced to writing for performance and aspects of stagecraft, design and theatre technology
- continue to attend live theatre performances and further develop review writing skills
- Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews

In addition to the units described for Drama A, students will also study:
- Music Theatre (History, Features, Staging Conventions)
- Theatre Technology (Lighting, Sound, Projection technologies)
- Melodrama (History, Features, Staging Conventions, Scripts)
- Audience/Critical Skills (live theatre critique – Literacy)
- Screen Studies (Film Language, Production Roles, Making).

Additional Costs: Students will be required to contribute towards the cost of tickets and/or travel for Live Theatre or Screen Productions as negotiated with the teacher (approximately $20.00)

Assessment: Assessment is against the IBMYP Arts Criteria.

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Future Study at NMHS
Year 10 Drama A
Year 10 Drama B

Contact Teachers
Middle Campus: Ms Giles, Mr Mastrosavas

Selection Information
Students may choose to complete one semester of Drama A or both Drama A and B (2 semesters)
Year 9 Music (Full Year)

Description
It is expected that students entering this course will have the equivalent of a minimum of one year's regular tuition and practise on their chosen instrument. Students regularly rehearse in a class band environment where they prepare songs for public performance at school assemblies and other functions regardless of each student's background or ability level. The remainder of the course is divided between developing students' musical literacy, composition, music history and exposure to music technology including Sibelius, Auralia, Musition and Garage Band.

The primary homework expectation of students in Year 9 Music is regular practice on their chosen instrument(s) of a minimum of 20 minutes per day for the duration of the course. It is a requirement of the course that students undertake regular instrumental or vocal lessons either with a private tutor outside of the school or through one of the tutors available at NMHS.

Extra-curricular music at NMHS:
Students are encouraged to participate in the annual School Musical, the Jazz Band, the Drum Corps.

Additional Costs: A software levy of $30 per annum

- Students choosing to undertake Steel-String and Electric Guitar*, Voice and Piano through the school are taught by carefully selected private tutors who charge between $20 and $30 per lesson for a weekly one-on-one lesson. All other instrumental lessons are generally group lessons provided through DECD's Instrumental Music Service and are provided at no charge.
- A range of brass, woodwind and orchestral stringed instruments are available for hire from the school at the cost of $40.00 a term.
- Incursion / Excursion costs of approximately $12/per term.

Assessment
Assessment is against the IBMYP Arts Criteria.

| Criterion A | Knowing and Understanding | Maximum 8 |
| Criterion B | Developing Skills | Maximum 8 |
| Criterion C | Thinking Creatively | Maximum 8 |
| Criterion D | Responding | Maximum 8 |

Future Study at NMHS
Year 10 Music (Full Year)

Contact Teachers
Middle Campus: Mr Fawcett, Mr Farnan
Year 9 Digital Art (Media)

Description
The Year 9 Media Arts: Digital Art subject focuses on developing students’ knowledge, skills and techniques in the area of Digital Art. Digital Art involves the creation of artworks (still or video based) using digital technology for presentation to a specific audience. Students will combine traditional and digital mediums to produce digital works inspired by other artists and practitioners. In this subject students will:

- Be introduced to the various components of planning and creating digital art pieces for a target audience.
- Be introduced to the functions and use of digital art software including Illustrator CC, Photoshop CC and Premiere Pro CC as well as the use of Wacom digital tablets.
- Analyse their ideas, research appropriate topics and develop their conceptual drawings before making their final products.

The course will include assessment through visual studies, a folio and product presented in a multimodal format. Students will be required to work both collaboratively and independently on large scale products – students with strong time management skills and the ability to manage their own self directed learning will have an advantage in this course.

Additional Costs: Students must purchase a 8GB (minimum) SD card for storage of camera-based files. Students will also require a 8GB (minimum) USB for file storage.

Assessment
Assessment is against the IBMYP Arts Criteria.

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</table>

Future Study at NMHS
Year 10 Media Arts: Film & Special Effects
Year 10 Media Arts: Digital Art

Contact Teachers
Middle Campus: Ms Millard, Mr Fawcett
## Description
The Year 9 Media Arts: Film & Special Effects subject focuses on developing students’ knowledge, skills and techniques in the area of Film & Special Effects. Film & Special Effects involves the creation of short films for presentation to a specific audience. In this subject students will:

- Be introduced to the various components of planning and creating video productions for a purpose.
- Learn the pre-production planning, cinematography, digital video editing, manipulating soundtracks and post-production techniques.
- Be introduced to the functions and use of video editing software, utilising the “Green Screen” (Chroma Keying), DSLR cameras and lighting.
- Analyse their ideas, research appropriate topics and develop their conceptual drawings before making their final products.
- Apply and integrate special effect skills across their media products.
- Analysing and responding to existing film-based examples through the use of Google Sites.

The course will include assessment through practical skill development, an investigation and product presented in a multimodal format. Students will be required to work both collaboratively and independently on large scale products – students with strong time management skills and the ability to manage their own self directed learning will have an advantage in this course.

### Additional Costs:
Students must purchase a 8GB (minimum) SD card for storage of camera-based files. Students will also require a 8GB (minimum) USB for file storage.

### Assessment
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### Future Study at NMHS
- Year 10 Media Arts: Film & Special Effects
- Year 10 Media Arts: Digital Art

### Contact Teachers
- Middle Campus: Ms Millard, Mr Fawcett
Year 10 Art in Two Dimensions

Description
The subject has been designed to prepare students for the tasks and requirements of SACE Visual Art. Students will:
- develop and produce a range of practical work
- produce a Developmental Workbook, which will be utilised for planning, analysis, research, and reflection
- complete evaluations that will involve reflecting on the processes applied and quality of their final products.

This course will include units from the following areas:
- **Drawing**: experimentation with techniques, media and styles to incorporate continuous line, tonal rendering, contrast, composition, perspective and texture through themes which will encompass recognition of skill development through observation, interpretation and imagination.
- **Painting**: colour theory and colour schemes will be related to studies of painting techniques to enable students to develop understanding of traditional and innovative painting methods.
- **Printmaking**: students may study one of the following techniques, relief printing (mono and/or multi colour process); stencil printing—hand cut paper, collage/montage.

Additional Costs: Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

Assessment
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</table>

Future Study at NMHS
Stage 1 Art A
Stage 1 Art B

Contact Teacher
Middle Campus: Mr P Carter, Ms Maddern
Year 10 Art in Three Dimensions

Description
The subject has been designed to prepare students for the tasks and requirements of SACE Visual Art. Students will:
- develop and produce a range of practical work
- produce a Developmental Workbook, which will be utilised for planning, analysis, research, and reflection
- complete evaluations that will involve reflecting on the processes applied and quality of their final products.

This course will include units from the following areas:
- **Drawing**: students will utilise drawing as a preparatory tool for preliminary 3D studies to depict elements of form, proportion, space and texture.
- **Sculpture**: students will link sculptural themes to the development of suitable modelling or construction techniques for studying form, spatial relationships and textures. Materials used may range from clay, paper mache, fibres, wire mesh, metal, modroc, plaster and mixed media.
- **Ceramics**: students will study traditional hand construction methods which may range from modelling, slab-building, pinch bowl and coil techniques for functional or decorative forms. Knowledge of firing and glazing processes will be developed with studies of suitable decorative techniques and relevant design constraints.

**Additional Costs**: Students will be required to purchase an A3 sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

**Assessment**
Assessment is against the IBMYP Arts Criteria.

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</table>

**Future Study at NMHS**
- Stage 1 Art A
- Stage 1 Art B

**Contact Teacher**
Middle Campus: Ms Maddern
Year 10 Design A: Graphic and Environmental

**MYP Learning Area** | The Arts | **Related Subjects** | Year 10 Design B: Graphic and Product
--- | --- | --- | ---
**Selection Information** | Students may choose to complete one semester of Design or both Design A and B (2 semesters)

**Description**

*Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.*

In this subject students will continue to develop their knowledge of the design process and understanding of design principles. Students will:

- develop competent skills in drawing using a variety of art media and techniques.
- develop an appreciation of design and designers in historical and cultural contexts.
- produce a range of design solutions, through the effective application of the design process.
- utilise and develop a range of practical skills (particularly in the Adobe Design Suite CS5) in order to produce design solutions.

The following are examples of design projects students may develop and create in these courses:

**Graphic Design (Visual Communication)**
- Magazine layout and advertising design
- Stamp design
- Designing a mural for an interior space

**Environmental Design (Design of the built environment)**
- Zoo Enclosures
- Architectural drawings such as floor plans and elevations

**Additional Costs:** Students will be required to purchase an A3 Sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

**Assessment**

Assessment is against the IBMYP Arts Criteria.

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<th>Criterion</th>
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</table>

**Future Study at NMHS**

Stage 1 Design A
Stage 1 Design B

**Contact Teacher**

Middle Campus: Ms Millard
Year 10 Design B: Graphic and Product

Description

*Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.*

In this subject students will continue to develop their knowledge of the design process and understanding of design principles.

Students will:
- develop competent skills in drawing using a variety of art media and techniques.
- develop an appreciation of design and designers in historical and cultural contexts.
- produce a range of design solutions, through the effective application of the design process.
- utilise and develop a range of practical skills (particularly in the Adobe Design Suite CS5) in order to produce design solutions.

The following are examples of specific design projects students may develop and create in these courses.

**Graphic Design (Visual Communication)**
- Magazine layout and advertising design
- Poster design

**Product design (Design of functional consumer products)**
- Clock designs
- Designing of shopping bags

Additional Costs: Students will be required to purchase an A3 Sketchbook. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $15.00)

Assessment

Assessment is against the IBMYP Arts Criteria.

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Future Study at NMHS
- Stage 1 Design A
- Stage 1 Design B

Contact Teacher
- Middle Campus: Ms Millard
### Year 10 Drama: Semester

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>The Arts</th>
<th>Related Subjects</th>
<th>Year 10 Drama: Full Year</th>
</tr>
</thead>
</table>

#### Selection Information

It is highly recommended that students who wish to pursue Drama at Stage 1 select the **Year 10 Drama: Full Year** course. Students who only complete **Year 10 Drama: Semester** must undertake an application process in order to be considered for Stage 1 Drama.

#### Description

This course is a semester unit for students who enjoy Comedy and Drama, and who want to explore advanced acting techniques, skills and elements of production. Students will explore Comedy and what makes us laugh. Students will undertake practical and performance workshops exploring slapstick, clowning and lazzi. In particular, students will study Commedia dell’arte, a highly energetic, physical and entertaining style of comedy. Students also examine Tragedy and build on their skills by exploring Realism and the essential skills required in portraying realistic characters for serious drama as seen in film and television and live, dramatic theatre.

Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews. The review-writing component involves attending a public performance and there will be ticket and travel costs to be met associated with this.

#### Additional Costs:

Required excursions: $30.00 for attendance and transport to a live, professional Drama production (usually in evenings).

#### Assessment

Assessment is against the IBMYP Arts Criteria.

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#### Future Study at NMHS

- **Stage 1 Drama**
- **Stage 1 Creative Arts**

#### Contact Teachers

Middle Campus: Ms Giles, Mr Mastrosavas
Year 10 Drama: Full Year

Description
The full-year Drama course is for students who are passionate about Drama, and are interested possibly pursuing it at a senior level. Students will develop advanced acting techniques, skills and elements of production. Students will apply the knowledge and skills gained throughout the year, in a public performance, in either an off-stage or on-stage role. Students will experience the rehearsal process, as they collaborate to create a class production, which is presented on the Senior Campus to parents, family and friends.

In the first semester, students will explore Comedy and what makes us laugh, and participate in practical workshops exploring slapstick, clowning and lazzi. They will also examine Tragedy and build on their skills by exploring Realism and the essential skills required in portraying realistic characters for serious drama as seen in film and television and live, dramatic theatre.

In second semester, students will be taken on an exciting and challenging journey from text to public performance. There is an initial focus on Shakespeare and Elizabethan Theatre where students undertake practical workshops exploring Shakespearean movement, gesture and language.

Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews. The review-writing component involves attending a public performance.

Additional Costs: Required excursions: $30.00 for attendance and transport to a live, professional Drama production.

Assessment
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Future Study at NMHS
Stage 1 Drama
Stage 1 Creative Arts

Contact Teachers
Middle Campus: Ms Giles, Mr Mastrovasas
Year 10 Drama: Stagecraft

Selection Information
To be eligible for Stage 1 Drama you must complete Year 10 Drama: Full Year. Students who only complete Year 10: Stagecraft must undertake an application process in order to be considered for Stage 1 Drama.

Description
Stagecraft is a semester course and caters for students who are interested in the technical elements in Theatre and Film such as Set Design, Costume Design, Lighting, Sound and Special Effects, Make-up and Hair design, Stage Management, Props design and creation, and Publicity and House Management. Within this subject students will learn about the importance of the behind-the-scenes components of productions, developing knowledge and understanding of who manages these areas and how they are integrated. Where possible these skills will be applied to major school productions such as The School Musical, or Year 10, 11 or 12 productions.

Throughout this course there is a balance of practical and theory tasks, with the opportunity for students to investigate a specific area of interest. Students will undertake practical assessments, where they will develop technical skills required to create a product in their chosen area. This could be in the areas such as Costume Design, Lighting, Makeup and Special effects etc. Students will also examine the practical application of technical elements in films, stage productions, documentaries and events. Throughout the course the students will be required to maintain an Arts Process Journal demonstrating evaluation and reflection, undertake written assignments, oral presentations and theatre reviews.

Pathways – students will be able to extend their skills and interests with future studies in Stage 1 Drama or Stage 1 Creative Arts – The School Musical, or Event Creation and Management.

Additional Costs: Required excursions: $30.00 for attendance and transport to a live, professional Drama production (usually in the evenings).

Assessment
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Future Study at NMHS
Stage 1 Drama
Stage 1 Creative Arts

Contact Teachers
Middle Campus: Ms Giles, Mr Mastrovasavas
Year 10 Music (Full Year)

Description
It is expected that students entering this course will have the equivalent of a minimum of two years' regular tuition and practise on their chosen instrument.

Students regularly rehearse in a class band environment where they prepare songs for public performance at school assemblies and other functions. The remainder of the course is divided between developing students' musical literacy, composition, music history and exposure to music technology including Sibelius, Auralia, Musition and Garage Band.

The primary homework expectation of students in Year 10 Music is regular practice on their chosen instrument(s) of a minimum of 25 minutes per day for the duration of the course. It is a requirement of the course that students undertake regular instrumental or vocal lessons either with a private tutor outside of the school or through one of the tutors available at NMHS.

Extra-curricular music at NMHS:
Students are encouraged to participate in the annual School Musical, the Jazz Band, the Drum Corps.

Additional Costs: A software levy of $30 per annum.

- Students choosing to undertake Steel-String and Electric Guitar*, Voice and Piano through the school are taught by carefully selected private tutors who charge between $20 and $30 per lesson for a weekly one-on-one lesson. All other instrumental lessons are generally group lessons provided through DECD's Instrumental Music Service and are provided at no charge.
- A range of brass, woodwind and orchestral stringed instruments are available for hire from the school at the cost of $40.00 a term.
- Incursion / Excursion costs of approximately $12/per term.

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Future Study at NMHS
Stage 1 Music Experience
Stage 1 Music Advanced

Contact Teachers
Middle Campus: Mr Fawcett, Mr Farnan
The Arts Curriculum

Year 10 Digital Art (Media)

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>The Arts</th>
<th>Related Subjects</th>
<th>Year 10 Film &amp; Special Effects</th>
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<tbody>
<tr>
<td>Selection Information</td>
<td>Students may choose one or two semester courses from the Arts learning area</td>
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Description
The Year 10 Media Arts: Digital Art subject focuses on expanding students’ knowledge, skills and techniques in the area of Digital Art. Digital Art involves the creation of artworks (still or video based) using digital technology for presentation to a specific audience. Students will combine traditional and digital mediums to produce digital works inspired by other artists and practitioners. In this subject students will:

- Continued development of skills relating to the various components of planning and creating digital art pieces for a target audience.
- Advanced knowledge and skills in the use of Illustrator CC, Photoshop CC and Premiere Pro CC as well as the use of Wacom digital tablets.
- In-depth analysis of their ideas, research appropriate topics and develop their conceptual drawings before making their final products.

The course will include assessment through visual studies, a folio and product presented in a multimodal format. Students will be required to work both collaboratively and independently on large scale products – students with strong time management skills and the ability to manage their own self directed learning will have an advantage in this course. Students who have completed either Media Arts courses in Year 9 will also have an advantage.

Additional Costs: Students must purchase a 8GB (minimum) SD card for storage of camera-based files. Students will also require a 8GB (minimum) USB for file storage.

Assessment
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Future Study at NMHS
Year 11 Creative Arts: Film & Special Effects
Year 11 Integrated Learning: nmhsLIVE Productions
Year 11 Media Studies: Journalism

Contact Teachers
Middle Campus: Ms Millard, Mr Fawcett
Senior Campus: Mr Almond, Mr Schutt
Year 10 Film & Special Effects (Media)

Description
The Year 10 Media Arts: Film & Special Effects subject focuses on further extending students’ development of knowledge, skills and techniques in the area of Film & Special Effects. Film & Special Effects involves the creation of short films for presentation to a specific audience. In this subject students will:

- Continued development of skills relating to the various components of planning and creating video productions for a purpose.
- Detailed understanding of pre-production planning, cinematography, digital video editing, manipulating soundtracks and post-production techniques.
- Further development of the use of video editing software, utilising the “Green Screen” (Chroma Keying), DSLR cameras and lighting.
- In-depth analysis of their ideas, research appropriate topics and develop their conceptual drawings before making their final products.
- Detailed application and integration of special effect skills across their media products.
- In-depth analysis and response to existing film-based examples through the use of Google Sites.

The course will include assessment through practical skill development, an investigation and product presented in a multimodal format. Students will be required to work both collaboratively and independently on large scale products – students with strong time management skills and the ability to manage their own self directed learning will have an advantage in this course.

Additional Costs: Students must purchase a 8GB (minimum) SD card for storage of camera-based files. Students will also require a 8GB (minimum) USB for file storage.

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Future Study at NMHS
Year 11 Creative Arts: Film & Special Effects
Year 11 Integrated Learning: nmhsLIVE Productions
Year 11 Media Studies: Journalism

Contact Teachers
Middle Campus: Ms Millard, Mr Fawcett
Senior Campus: Mr Almond, Mr Schutt
**Stage 1 Visual Arts – Art A**  
**10 Credits**

<table>
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<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Personal Development</th>
<th>Related Subjects</th>
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<tr>
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<td>Stage 1 Visual Arts – Art B, Stage 1 Visual Arts – Design A and Stage 1 Visual Arts – Design B</td>
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<table>
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<tr>
<th>Assumed Knowledge</th>
<th>Nil</th>
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<tr>
<td>Prerequisite</td>
<td>A level 4 or better in any unit of Year 10 Art or Year 10 Design</td>
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**Description**

In the course students will produce resolved practical work accompanied by a practitioner’s statement, will develop and document the creative process for these works in an A3 folio. Students will also research and investigate an area of arts of their choice in an A3 visual study. These tasks have been designed to develop students’ artistic knowledge and skills, and enable students to learn from the broader arts community. The Stage 1 Visual Arts course has been designed to prepare students for the requirements of Stage 2 and continue to develop their skills as artists.

Students participate in a workshop run by practicing artists and attend art exhibitions, to engage with the wider artistic community. The broad area of Art includes painting, printmaking, sculpture, photography, audio-visual works and or installations, ceramics, textiles, mixed media or video. They will learn to analyse other practitioners’ work and interpret works of art from different cultures and contexts.

Students are able to focus on the area of art that interests them in both the visual study and folio. All students will produce work in response to an exhibition, which the class will attend in the first term of the course.

**Additional Costs:** One A3 Folio. Course may involve attending an exhibition or event (approximately $15.00)

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>One Folio of 20 A3 sheets documentation of their visual thinking and supports their one or two works of art.</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
<td>Students produce one or two Practicals one which is a resolved work and a practitioners’ statement of 250 words.</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
<td>One Visual Study including research analysis and practical work between 8-12 A3 Pages/750 words/3-4 Minute oral.</td>
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**Future Study at NMHS**

- Stage 1 Art or Design
- Stage 2 Visual Arts – Art
- Stage 2 Visual Arts – Design

**Contact Teachers**

- Middle Campus: Ms Maddern
- Senior Campus: Mr Almond, Ms Stirling-Phillips
### Stage 1 Visual Arts – Art B

**10 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 Visual Arts - Art A, Stage 1 Visual Arts – Design A and Stage 1 Visual Arts – Design B</th>
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<tbody>
<tr>
<td>Assumed Knowledge</td>
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<td>Prerequisite</td>
<td>A level 4 or better in any unit of Year 10 Art or Year 10 Design</td>
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</table>

**Description**

Stage 1 Visual Arts B, can be studied as a continuation of Visual Arts A or as a standalone subject. If students are studying Visual Art for the full year, this course will enable them to expand and refine their skills, in preparation for Stage 2 Visual Art. Themes and artists studied in this course will be based on a different exhibition studied in Visual Arts A.

In the course students will produce resolved practical work accompanied by a practitioner’s statement, will develop and document the creative process for these works in an A3 folio. Students will also research and investigate an area of arts of their choice in an A3 visual study. These tasks have been designed to develop students’ artistic knowledge and skills, and enable students to learn from the broader arts community. The Stage 1 Visual Arts course has been designed to prepare students for the requirements of Stage 2 and continue to develop their skills as artists.

Students participate in a workshop run by practicing artists and attend art exhibitions, to engage with the wider artistic community. The broad area of Art includes painting, printmaking, sculpture, photography, audio-visual works and or installations, ceramics, textiles, mixed media or video. They will learn to analyse other practitioners’ work and interpret works of art from different cultures and contexts.

Students are able to focus on the area of art that interests them in both the visual study and folio. All students will produce work in response to an exhibition, which the class will attend in the first term of the course.

**Additional Costs:** One A3 Folio. Course may involve attending an exhibition or event (approximately $15.00)

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Students produce one Folio of 20 A3 sheets that documents their visual thinking and supports their one or two works of art.</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
<td>One or two Practicals one which is a resolved work and a practitioners’ statement of 250 words.</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
<td>One visual study including research analysis and practical work between 8-12 A3 sheets and 750 words or a digital recording of 3-4 minutes.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

- Stage 1 Art or Design
- Stage 2 Visual Arts – Art

**Contact Teachers**

- Middle Campus: Ms Maddern
- Senior Campus: Mr Almond, Ms Stirling-Phillips
- Stage 2 Visual Arts – Design
Stage 1 Visual Arts – Design A  10 Credits

The Arts Curriculum

Focus Capabilities | Communication, Learning, Personal Development | Related Subjects | Stage 1 Visual Arts – Design B
---|---|---|---
Assumed Knowledge | Nil | | |
Prerequisite | A level 4 or better in any unit of Year 10 Art or Year 10 Design | | |

Description

*Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.*

In this course, there are three areas of study: Visual Study, Folio, Practical and Practitioner’s Statement. Throughout these three areas, students will investigate work from other designers and design movements from a range of historical periods, analyse design products from a variety of sources, use the design process to create innovative and creative practical work and evaluate their ideas, skills and learning.

In this subject, students will:

- be able to focus on areas within design that interest them.
- develop their own design briefs and complete the design process in order to develop innovative practical solutions.
- Study design areas including: branding design, architecture, landscape design, product design and/or environmental design.
- focus on a specific era in design that will influence work produced throughout the course and concentrate on developing students understanding and use of the three areas of study: Visual Study, Folio, Practical and Practitioner’s Statement.

Additional Costs: One A3 Folio. Course may involve attending an exhibition or event (approximately $15.00)

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
<th>40%</th>
<th>One Folio of 20 A3 sheets that documents their visual thinking and supports their one or two works of design.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
<td>One or two Practicals one which is a resolved work and a practitioners’ statement of 250 words.</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
<td>One visual study including research analysis and practical work between 8-12 A3 sheets and 750 words or digital recording of 3-4 minutes.</td>
</tr>
</tbody>
</table>

Future Study at NMHS

Stage 1 Visual Arts – Design
Stage 2 Visual Arts – Design
Stage 2 Visual Arts – Art

Contact Teachers

Middle Campus: Ms Millard
Senior Campus: Ms Stirling-Phillips
Stage 1 Visual Arts – Design B

10 Credits

**Focus Capabilities**
Communication, Learning, Personal Development

**Related Subjects**
Stage 1 Visual Arts – Design A

**Assumed Knowledge**
Nil

**Prerequisite**
A level 4 or better in any unit of Year 10 Art or Year 10 Design

**Description**
Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.

In this course, there are three areas of study: Visual Study, Folio, Practical and Practitioner’s Statement. Throughout these three areas, students will investigate work from other designers and design movements from a range of historical periods, analyse design products from a variety of sources, use the design process to create innovative and creative practical work and evaluate their ideas, skills and learning.

In this subject, students will:
- be able to focus on areas within design that interest them.
- develop their own design briefs and complete the design process in order to develop innovative practical solutions.
- Study design areas including: branding design, architecture, landscape design, product design and/or environmental design.
- focus on a specific era in design that will influence work produced throughout the course and concentrate on refining students technical skills and techniques.

**Additional Costs:** One A3 Folio. Course may involve attending an exhibition or event (approximately $15.00)

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- **Folio** 40% One Folio of 20 A3 sheets that documents their visual thinking and supports their one or two works of design.
- **Practical** 30% One or two Practicals one which is a resolved work and a practitioners’ statement of 250 words.
- **Visual Study** 30% One visual study including research analysis and practical work between 8-12 A3 sheets and 750 words or digital recording of 3-4 minutes.

**Future Study at NMHS**
Stage 1 Visual Arts – Design
Stage 2 Visual Arts – Design
Stage 2 Visual Arts – Art

**Contact Teachers**
Middle Campus: Ms Millard
Senior Campus: Ms Stirling-Phillips
Stage 1 Drama 1 or S  10 Credits

**The Arts Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Learning, Citizenship, Work, Personal Development</td>
<td>Stage 1 Drama 2, Stage 1 Event Creation &amp; Management, Stage 1 The School Musical</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

Students wishing to study Stage 2 Drama are strongly advised to complete a full year of Stage 1 Drama. Knowledge of Comedy, Tragedy, related theories and practitioners

**Prerequisite**

Nil

**Description**

Students participate in planning, rehearsal and performance of dramatic work. Students will explore in depth innovator Stanislavski and "Method Acting" through workshops, texts and finally apply their acquired skills to improvisations and text based performance work. Students will also explore the historical perspectives of Australian Realist Drama with a specialist study of a core text, undertaking in depth character studies, analysis of plot line, action and dialogue. Finally students will apply Realist techniques to selected scene work. Students will develop their critical understanding of production roles and artistic direction, design and acting by attending live performances of professional productions and discussing and writing about them in a critical and analytical way. Each student will also undertake a major Individual Investigation and demonstrate their knowledge and understanding by creating product or presentation in an area of personal interest.

**Additional Costs:** Required excursions: $30.00 for attendance and transport to a live, professional drama production (usually in the evenings).

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Performance</th>
<th>30%</th>
<th>Two minor performances based on Stanislavski Improvisation and Method Acting application to Australian Realist scene work between 5 – 10 minutes duration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
<td>This should be a maximum of 2,000 words and includes a Review and a Report on the Stanislavski Workshops and/or Australian Drama scene work.</td>
</tr>
<tr>
<td>Investigation and Presentation</td>
<td>50%</td>
<td>A major, individual project made up of a focused investigation and application of a negotiated, personal area of interest. This will include a Record of the Investigation materials and sources, reflective commentary on Application and Development, and a final Evaluation of the project. Duration 10 minutes maximum.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 1 Drama 2
Stage 2 Drama
Stage 2 Creative Arts

**Contact Teachers**

Middle Campus: Mr Mastrosavas, Ms Giles
Senior Campus: Ms Nicolle
# Stage 1 Drama 2  
## 10 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Learning, Citizenship, Work, Personal Development</td>
<td>Stage 1 Drama 1, Stage 1 Event Creation and Management, Stage 1 The School Musical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>(From Drama 1) Realist conventions of Drama, Method Acting theory and practice, critical performance analysis, ability to investigate and create original performance work</td>
<td>A ‘C’ grade or better in Stage 1 Drama 1</td>
</tr>
</tbody>
</table>

### Description
Students will examine the innovators of twentieth century Anti-Realist Drama and the key movement of Absurdist as evidenced in "The Bald Prima Donna" by Eugene Ionesco. Students will explore the theoretical, social origins and staging conventions of Absurdist Theatre and apply them through enactment of selected scenes. Students will complete a Folio of work which will comprise a comparative essay which examines Realism and Absurdism, a critical review of a live theatre production, and a production Report based on the Group Production. Students will participate in an onstage or offstage capacity on a Group production which will be presented to the general viewing public. A Production Report will be completed based upon the “page to stage” aspects of this production. Students will also complete and Individual Investigation into the role of the Designer (Lighting, Set, props and decor, costume) in productions. The designs will be connected to another text of the Absurdist theatre.

### Additional Costs:
Required excursions: $30.00 for attendance and transport to a live, professional Drama production.

### Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>50%</td>
<td>This will take the form of a Group Production. Each student will assume either an onstage or offstage role (stage management, lighting, sound, set, props or makeup, hair and costume design, publicity.)</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
<td>This should be a maximum of 2,000 words and includes a Review, a Production Report and a Comparative Essay.</td>
</tr>
<tr>
<td>Investigation and Presentation</td>
<td>30%</td>
<td>A minor individual project made up of a focused investigation and application of a Design Based project using another Absurdist text. This will include a Record of the Investigation materials and sources, reflective commentary on Application and Development, and a final Evaluation of the project. Duration of 10 minutes.</td>
</tr>
</tbody>
</table>

### Future Study at NMHS
- Stage 2 Drama
- Stage 2 Creative Arts

### Contact Teachers
- Middle Campus: Mr Mastrosavas, Ms Giles
- Senior Campus: Ms Nicolle
Stage 1 Music Advanced 1  10 Credits

The Arts Curriculum                     Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 Music Advanced 2  (20 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>This program is designed for students with a substantial background in music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 4 or better in Year 10 Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. This program is designed for students with a substantial background in music. Students wishing to study Stage 2 Music must complete a full year of Music Advanced.

Content
- Public performance (both solo performance and ensemble performance)
- Theory and aural
- An understanding of the music software program Sibelius

Additional Costs: Students hiring instruments from school will pay a hire fee of $30.00 per term.
This course may involve attending a performance or event, which may be at some cost to the students (approximately $15.00)

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Presentation</td>
<td>30%</td>
<td>Public performance (both solo performance and ensemble performance).</td>
</tr>
<tr>
<td>Skills Development</td>
<td>30%</td>
<td>Theory and aural.</td>
</tr>
<tr>
<td>Folio</td>
<td>60%</td>
<td>Research projects, Written reviews of music performances.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
- Stage 2 Ensemble Performance
- Stage 2 Solo Performance
- Stage 2 Music Individual Study

Contact Teachers
- Middle Campus: Mr Farnan
- Senior Campus: Mr Fawcett
Stage 1 Music Advanced 2  10 Credits

The Arts Curriculum                     Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Work, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 Music Advanced 1 (10 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>This program is designed for students with a substantial background in music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 4 or better in Year 10 Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
Students completing a full year will complete two 10 credit semesters of Stage 1 Music Advanced. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. This program is designed for students with a substantial background in music. Students wishing to study Stage 2 Music must complete a full year of Music Advanced.

Content
- Public performance (both solo performance and ensemble performance)
- Theory and aural
- An understanding of the music program Sibelius

Additional Costs: Students hiring instruments from school will pay a hire fee of $30.00 per term.
This course may involve attending a performance or event, which may be at some cost to the students (approximately $15.00)

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

<table>
<thead>
<tr>
<th>Skills Presentation</th>
<th>30%</th>
<th>Public performance (both solo performance and ensemble performance).</th>
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</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
<td>Theory and aural.</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Research projects, Written reviews of music performances.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Ensemble Performance
Stage 2 Solo Performance
Stage 2 Music Individual Study

Contact Teachers
Middle Campus: Mr Farnan
Senior Campus: Mr Fawcett
Stage 1 Music Experience 1  10 Credits

**The Arts Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Personal Development, Citizenship, Communication and Learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>This program is designed for students with limited experience or knowledge in some aspects of music</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A minimum of one year’s experience with an instrument is required</td>
</tr>
</tbody>
</table>

**Description**

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. Students wishing to study Stage 2 Music must complete a full year of Music Experience.

**Content**

- Public performance (both solo performance and ensemble performance)
- Theory and aural
- An understanding of the music program Sibelius

**Additional Costs:** Students hiring instruments from school will pay a hire fee of $30.00 per term.

This course may involve attending a performance or event, which may be at some cost to the students (approximately $15.00)

**Assessment**

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

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<tr>
<th>Assessment Type</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Skills Development</td>
<td>30%</td>
<td>Theory and aural.</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Research projects, Written reviews of music performances.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

- Stage 2 Ensemble Performance
- Stage 2 Solo Performance
- Stage 2 Music Individual Study

**Contact Teachers**

- Middle Campus: Mr. Farnan
- Senior Campus: Mr. Fawcett
### Stage 1 Music Experience 2 10 Credits

**Description**
Students completing a full year will complete two 10 credit semesters of Stage 1 Music Experience. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. Students wishing to study Stage 2 Music must complete a full year of Music Experience.

**Content**
- Public performance (both solo performance and ensemble performance)
- Theory and aural
- An understanding of the music program Sibelius

**Additional Costs:** Students hiring instruments from school will pay a hire fee of $30.00 per term.
This course may involve attending a performance or event, which may be at some cost to the students (approximately $15.00)

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Presentation</td>
<td>30%</td>
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</tr>
<tr>
<td>Skills Development</td>
<td>30%</td>
<td>Theory and aural.</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Research projects, Written reviews of music performances.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 2 Ensemble Performance
- Stage 2 Solo Performance
- Stage 2 Music Individual Study

**Contact Teachers**
- Middle Campus: Mr Farnan
- Senior Campus: Mr Fawcett

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### Focus Capabilities
- Personal Development, Citizenship, Communication and Learning

### Assumed Knowledge
This program is designed for students with limited experience or knowledge in some aspects of music

### Prerequisite
A minimum of one years’ experience with an instrument is required

### Related Subjects
- Stage 1 Music Experience 1
**Stage 1 – Creative Arts: Film & Special Effects - Genres**

**Focus Capabilities**
- Learning & Communication

**Related Subjects**
- Stage 1 – Integrated Learning: nmhsLIVE Productions A or B
- Stage 1 - Media Studies: Journalism

**Assumed Knowledge**
Students who have completed either Media Arts: Digital Art or Media Arts: Film & Special Effects in either Year 9 or 10 will have an advantage, but it is not required

**Prerequisite**
Nil

**Description**
Creative Arts: Film & Special Effects - Genres is a subject looking at genres (different types/styles of films) such as comedy, action, romance, horror or sci-fi.

Students apply the knowledge and understanding they develop through their research and analysis of these genres to the creation of their own short films, developing a broad range of practical skills. Students will be able to select their own genre to focus on in the development of their product, ideally working in small groups.

The subject will also have a focus on computer-generated imagery (CGI) and animated special effects. This will include a focus on post-production techniques using Adobe Premiere and After Effects. The subject is designed for students who have a keen interest in film development and special effects as well as have the ability to work independently on large products. Students will be required to complete one media product, with supporting documentation, an investigation and a skills assessment task.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>50%</td>
<td>Students will create one product during the semester (individually or as part of a group).</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students will investigate a genre and apply this knowledge to their product.</td>
</tr>
<tr>
<td>Skills Assessment</td>
<td>30%</td>
<td>Students will create a 5-minute video based on the development of skills related to their product.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 1 or 2 – Integrated Learning: nmhsLIVE Productions
- Stage 1 or 2 – Media Studies: Journalism
- Stage 1 or 2 – Creative Arts: Film & Special Effects

**Contact Teachers**
- Middle Campus: Mr Fawcett, Ms Millard
- Senior Campus: Mr Almond, Mr Schutt
**Stage 1 – Creative Arts: Film & Special Effects - Practitioners**  
10 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Learning &amp; Communication</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students who have completed either Media Arts: Digital Art or Media Arts: Film &amp; Special Effects in either Year 9 or 10 will have an advantage, but it is not required</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil.</td>
<td></td>
</tr>
</tbody>
</table>

**Description**
Creative Arts: Film & Special Effects - Practitioners is a subject which focuses on film, looking at practitioners (the key people involved in making a film) such as producers, directors and special effects artists, enabling students to learn from these successful practitioners working in the film industry.

Students apply the knowledge and understanding they develop through their research and analysis of these practitioners to the creation of their own short films, developing a broad range of practical skills. Students will be able to select their own practitioner to focus on in the development of their product, ideally working in small groups.

The subject will also have a focus on computer-generated imagery (CGI) and animated special effects. This will include a focus on post-production techniques using Adobe Premiere and After Effects. The subject is designed for students who have a keen interest in film development and special effects as well as have the ability to work independently on large products. Students will be required to complete one media product, with supporting documentation, an investigation and a skills assessment task.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

**Additional Costs:** Must purchase 1 A3 Display Folder. Students must purchase a 4GB (minimum) SD card for storage of digital files.

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Product</td>
<td>50%</td>
<td>Students will create one product during the semester (individually or as part of a group).</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students will investigate a genre and apply this knowledge to their product.</td>
</tr>
<tr>
<td>Skills Assessment</td>
<td>30%</td>
<td>Students will create a 5-minute video based on the development of skills related to their product.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 2 – Integrated Learning: nmhsLIVE Productions
- Stage 2 – Media Studies: Journalism
- Stage 2 – Creative Arts: Film & Special Effects

**Contact Teachers**
- Middle Campus: Mr Fawcett, Ms Millard
- Senior Campus: Mr Almond, Mr Schutt
Stage 1 Creative Arts – The School Musical - Off Stage  10 Credits

The Arts Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Work, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 Creative Arts – The School Musical – On Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Research skills, technical, construction or crafting skills, organisational skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>No specific prerequisite but prior experience in back stage work in a musical, community theatre production, or Year 10 production (“Page to Stage” or “The School Musical”) would be an advantage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description

Students must nominate an area of back stage interest such as: orchestral musician, stage management, costume design and management, set and props making and management, lighting or sound design and operation, make-up and hair design and management, publicity and foyer display and multimedia technologies. Students will also undertake a study in the production elements of musicals and an extensive historical and thematic analysis of the current school musical. Each student must provide a record of evidence of their involvement and complete the required assignments. Where possible VET connections will be made and students will be encouraged to attend commercial productions, discuss them and the practices required to create viable presentations.

Additional Costs: Students are required to view a professional musical production (live or recorded) and to respond to it in an analytical and connected manner to a key investigation task. Ticket and transport fee approximately $30.00.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of learning through the following assessment types:

<table>
<thead>
<tr>
<th>Product</th>
<th>60%</th>
<th>Folio</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product And Record: All students who will be involved in the School Musical and will be assessed in their specific practical areas. Each student will also maintain a Record of Evidence (Developmental Workbook) with backup materials, notes on evolving learning and development, along with sketches, ideas, designs, notes and articles acquired as part of their study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Investigation: Genre Study. This is an investigation into the specific features of Musicals as a genre and how those features find expression in the current musical. A comparison with other music-theatre genres such as opera, operetta, musical comedy, music-theatre, cabaret etc is required and the identification of how those features find expression in the current musical.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Skills Assessment: Each student identifies and area of expertise in which they would like to develop their skills. The student investigates this area and then practically explores the area. A final report will outline the learning undertaken.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Future Study at NMHS

Stage 2 Drama
Stage 2 Creative Arts – School Musical
Stage 2 Creative Arts – Event Creation and Management

Contact Teachers

Middle Campus: Mr Mastrosvas, Ms Giles
Senior Campus: Ms Nicolle
Stage 1 Creative Arts – The School Musical - On Stage  20 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Work, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 Creative Arts – The School Musical – Off Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Performance skills (singing, acting or dancing), research skills, organisational skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>After enrolment students will be required to complete an <strong>AUDITION</strong> process to satisfy the presenting teacher of their capabilities in the on stage areas of singing, acting and dancing. It is an advantage to have completed some performance experience such as Year 10 Page to Stage, The School Musical or other community theatre work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**
Students will audition for the Musical Production Team. To be successful, a student must show proficiency or potential in singing, acting and dance auditions. Students will also undertake a study in the production elements of musicals and an extensive historical and thematic analysis of the current school musical. This will be delivered through tutorials, viewings and practical workshops. Students must provide a Record of Evidence of their involvement and complete the required assignments outlined below. Where possible VET connections will be made and students will be encouraged to attend commercial productions, discuss them and the practices required to create viable presentations.

**Additional Costs:** Students are required to view a professional musical production (live or recorded) and to respond to it in an analytical and connected manner to a key investigation task. Ticket and transport fee approximately $30.00.

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of learning through the following assessment types:

<table>
<thead>
<tr>
<th>Product</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product 1: Workshop (20%): Each student elects an area of practical skills to present as workshop to the cast and crew along with a Record of Evidence of their investigation and evaluation.</td>
<td></td>
</tr>
<tr>
<td>Product 1: Musical and Record (40%): Students involved in the School Musical are assessed in their specific performance areas. Each student will maintain a Record of Evidence (Developmental Workbook)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Folio</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Two Investigations – Genre Study (20%) and a Practitioner Study (20%).</td>
<td></td>
</tr>
<tr>
<td>2: Skills Assessment – Investigation of an area of expertise. A final report will outline the learning undertaken.</td>
<td></td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Stage 2 Drama
Stage 2 Creative Arts – School Musical
Stage 2 Creative Arts – Event Creation and Management

**Contact Teachers**
Middle Campus: Mr Mastosavas, Ms Giles
Senior Campus: Ms Nicolle
Description
In this course students will be introduced to and explore the planning, organisation and management required in staging major and minor events; there will be a strong focus on the use of Arts modalities (posters, lighting, venue design, costuming) in these events. Students will explore local events such as the Adelaide Film Festival, the Fringe Festival, Womadelaide or the Credit Union Christmas Pageant and identify the key creative artists and their materials, techniques and processes, along with practitioners and the organisational conditions required to produce successful public events.

Additional Costs: Approximately $30.00 associated with entry to a major event such as the Tourism Expo to critique operations.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of learning through these assessment types:

<table>
<thead>
<tr>
<th>Product</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product and Record: Students describe an event using diverse arts modalities which they design and manage. They produce a plan of research, schedule, a plan of approach, outcomes and sketches. Students present a proposal of the intended event. Students then proceed with the final product which is presented as a virtual, hypothetical, or actual event. A Record of materials used to create the event concept must be presented.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Folio</th>
<th>40%</th>
</tr>
</thead>
</table>
| 1: Investigation (20%) – Each student nominates an existing arts event. They investigate the arts aspects of the event and one of the key managerial aspects of that event (a practitioner within the event) and examine their tasks, roles, responsibilities, training etc.
| 2: Skills Assessment (20%) – Students individually select an area, practitioner or event which further extends their knowledge and understanding of the field of arts event management. A record of the findings is presented along with a reflective analysis and evaluation of those findings and how they might be applied in current or future events or career pathways. |
Stage 2 Visual Arts – Art  20 Credits

The Arts Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
<th>Stage 2 Visual Arts - Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Learning and Personal Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assumed Knowledge

Students will be expected to have sound literacy skills

Prerequisite

Students must have studied art or design at Year 11 and achieved a ‘C’ grade or better. Students who do not meet these requirements must attend an interview with The Arts Coordinator and subject teacher.

Description

Students express their ideas through practical work using: drawings; sketches; photographs; and or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their historical and cultural contexts. The broad area of Art includes Painting, printmaking, sculpture, photography, audio visual works and or installations, ceramics, textiles, mixed media or video. Practical works will be resolved and may include a suite of works.

Additional Costs: Three A3 Folios. Course may involve attending an exhibition or event (approximately $15.00)

Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Students produce one folio of 60 A3 pages that documents their visual learning in support of their two works of art.</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
<td>Students produce two practicals which must be resolved works of art and two practitioners’ statements of 500 words one for each of the practicals.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Visual Study: Students produce one visual study of 20 A3 pages and 2000 words based on research, analysis and the development of visual thinking and or technical skills.</td>
</tr>
</tbody>
</table>

Contact Teachers

Senior Campus: Ms Stirling-Phillips, Mr Schutt
Stage 2 Visual Arts – Design  

20 Credits

**Description**

*Design in The Arts develops students’ problem-solving, critical and creative thinking skills and allows students to develop visual solutions to design briefs.*

Students express their ideas through practical work using: drawings; sketches; diagrams; models; prototypes; photographs; and audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their historical and cultural contexts. The broad area of design includes graphic communication; e.g. branding; illustration; and advertising, environmental design: e.g. sustainable interior and exterior design, product design: e.g. toy, fashion, stage, furniture and engineering drawing. It emphasises defining the problem through a brief, problem solving approaches and the generation of solutions and or concepts and the skills to complete resolutions.

**Additional Costs:** Three A3 folios. Course may involve attending an exhibition or event (approximately $15.00)

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Students produce one folio of 60 A3 pages that documents their visual learning in support of their two works of design.</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
<td>Students produce two practicals which must be resolved works of design and two practitioners’ statements of 500 words, one for each of the practicals.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Visual Study: Students produce one visual study of 20 A3 pages and 2000 words based on research, analysis and the development of visual thinking and or technical skills. This can also be a digital recording of 12 minutes.</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus: Ms Stirling-Phillips, Mr Schutt
Stage 2 Drama 20 Credits

Focus Capabilities
Communication, Learning, Citizenship, Work, Personal Development

Related Subjects
Stage 2 Creative Arts: The School Musical On Stage

Assumed Knowledge
Theory and Practice as outlined in content of Stage 1 Drama 1 and 2 or substantial knowledge and practice as outlined in content of The School Musical Stage 1 (10 or 20 credit). Independent research and presentation skills

Prerequisite
Stage 1 Drama with a ‘C’ grade or better

Description
This subject will involve additional contact time outside of the regular timetabled lessons for the Group Performance. There will also be attendances to live productions for critical review purposes. The course has a focus on the practical application of theoretical knowledge of dramatic texts and innovators, and therefore, students need to have an existing knowledge and experience of creating performance narratives. Extensive critical analysis is also required.

Additional Costs:
$50.00 for attendance and transport to professional drama productions (usually in the evenings).

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Group Presentation**
Students work in groups to analyse and understand the theory and practices of a nominated dramatic innovator. Students create an original response to these in groups but are assessed individually.

**Folio**
A total of 4,000 words of writing or 20 minutes oral or equivalent multi-modal format. The total is made up of two reviews and one report based upon experiences and reflective learning gained through the Group Performance or Individual Presentation.

**Interpretative Study**
In depth study of a dramatic text and its themes; students interpret that text in an original manner by outlining their own approach to the text as actor, director or designer. Total 1500 words or 9 minutes oral or equivalent multi-modal format.

**External Assessment**
Group Performance or Individual Presentation – students nominate to participate in either an on stage or off stage capacity for a text based group performance; students are required to perform for 10 to 15 minutes on stage, while off stage students must deliver a 15 minute presentation in addition to their practical commitment. Alternatively, a student may work independently to create an Individual Presentation of 15 minutes duration.

Contact Teacher
Senior Campus: Ms Nicolle
### Stage 2 Music Ensemble Performance

**10 Credits**

#### Focus Capabilities

| Personal Development, Citizenship, Communication, Learning. | Related Subjects |

#### Assumed Knowledge

- Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

#### Prerequisite

- Students completing this course must have completed a full year of Stage 1 Music.

### Description

This subject that develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Participation in regular rehearsals and performances, some of which may be outside school hours will be required. In general, students participate in one of the following throughout the subject: small ensemble of two or more performers, orchestra, band, choir, vocal ensemble, or with a solo performer (as an accompanist), performing arts production (as a singer or an instrumentalist).

It is recommended that students participate in a school ensemble however, if there is not a suitable school ensemble students may participate in a community ensemble, at the teacher’s discretion. In general, students are required to perform on only one instrument or the voice and in only one ensemble.

Students must prepare and present three public performances. When preparing for performance, teachers and students must ensure that the program includes: either works of contrasting character or an extended work with a number of contrasting sections, works that allow students to extend their performance techniques on their instrument or voice and a minimum of 20 minutes of repertoire.

**Additional Costs:** Students hiring instruments from school will pay a hire fee of $30.00 per term. Students will also participate in a Band Tour to various country schools. This will incur a fee of approximately $150 for transport and accommodation.

### Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
<td>Internally Assessed Performance.</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
<td>Internally Assessed Performance.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>30%</strong></td>
<td>Final Performance.</td>
</tr>
</tbody>
</table>

#### Contact Teacher

Senior Campus: Mr Fawcett
Description
This subject allows instrumentalists and vocalists to address the technical and musical demands of performing approved extended work(s) in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part). Students’ skills on a chosen instrument or the voice are extended and developed as they apply these skills, musical understanding and aesthetic awareness in performance. Students also develop skills in preparing and presenting works for performance.

Additional Costs: Students hiring instruments from school will pay a hire fee of $30.00 per term. Students will also participate in a Band Tour to various country schools. This will incur a fee of approximately $150 for transport and accommodation.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>20%</td>
<td>Students perform approximately one quarter to a half of their approved work. Students provide evidence of their learning in relation to accuracy, technique, and musicianship.</td>
</tr>
<tr>
<td>Second Performance</td>
<td>30%</td>
<td>Second public performance of the remaining half to three quarters of the approved work not presented in the first performance. Students provide evidence of their learning in relation to accuracy, technique, and musicianship.</td>
</tr>
<tr>
<td>Commentary</td>
<td>20%</td>
<td>Students also write a commentary that provides opportunities for them to analyse and demonstrate an understanding of the form and structure of their chosen work. Students provide evidence of their learning in relation to analysis and understanding.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Final public performance students perform the total repertoire of the work(s).</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Fawcett
Stage 2 Music Individual Study 10 Credits

The Arts Curriculum

Focus Capabilities

Personal Development, Citizenship, Communication, Learning.

Related Subjects

Assumed Knowledge

Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

Prerequisite

Students completing this course must have completed a full year of Stage 1 Music.

Description

This subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning. Students undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have special talent. The topic should be realistically achievable by the student, and appropriate resources should be available.

Suggested Topics

Students negotiate and plan with their teacher the topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics are:

- Tutoring
- Community
- Musical Instrument
- Music and Culture
- Music Industry

Additional Costs: Students will also participate in a Band Tour to various country schools. This will incur a fee of approximately $150 for transport and accommodation.

Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Folio: Regular entries in a folio to show evidence of developing the individual study.

Product: Individual Study Product. Negotiated study in the areas of: tutoring, community, musical instrument, music and cultures and music industry.


Contact Teacher

Senior Campus: Mr Fawcett
Stage 2 Musicianship 10 Credits

Description
Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:

**Theory, Aural Recognition, and Musical Techniques:** Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

**Harmony:** Students learn to harmonise a melody by applying theoretical knowledge. Students undertake one of the following three options: *Option A: Countermelody. Option B: Jazz-related Harmony. Option C: Four-part Vocal Style.*

**Arrangement:** Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills. Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

Additional Costs: Students will also participate in a Band Tour to various country schools. This will incur a fee of approximately $150 for transport and accommodation.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
<td>Skills assessment in theory, aural recognition, harmonisation. Completed under teacher supervision, with recorded and written questions.</td>
</tr>
<tr>
<td>Arrangement</td>
<td>40%</td>
<td>Melody Arrangement (created and presented). 200 word written supporting statement.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>1¾-hour External Examination: Part 1 – Theory, Aural Recognition, Musical Techniques. Part 2 – Harmony</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Fawcett
Stage 2 Music Solo Performance  

10 Credits

The Arts Curriculum

**Description**
Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from a specific list. This 10-credit subject develops students’ skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects. Students prepare and present public performances.

**Additional Costs:** Students hiring instruments from school will pay a hire fee of $30.00 per term. Students will also participate in a Band Tour to various country schools. This will incur a fee of approximately $150 for transport and accommodation.

**Assessment**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Final Performance: Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment.

**Contact Teacher**
Senior Campus: Mr Fawcett
Stage 2 Creative Arts: Film & Special Effects  

20 Credits

**Focus Capabilities**  
Learning & Communication

| Related Subjects | Stage 2 – Integrated Learning: nmhsLIVE Productions  
| Stage 2 - Media Studies: Journalism |

| Assumed Knowledge | Students who have completed Digital Media & Animation A or B or have completed a media based subject at Stage 1 will have an advantage but it is not essential |

| Prerequisite | Nil. |

**Description**  
Creative Arts: Film & Special Effects is a subject based on the development of knowledge and understanding as well as research and analysis skills based on practitioners who work in film-based products. Students will then apply this understanding to the creation of their own products, developing a broad range of practical skills. Students will complete two products, which includes a focused investigation and development of skills. Examples include short films focusing differing genres, abstract video and music videos.

The subject is designed for students who have a keen interest in film and special effects as well as have the ability to work independently on large products, which follow on from Stage 1 Film & Special Effects A & B.

Students will be required to complete two film based products of their choice, with supporting documentation, two Investigations and a Practical Skills task.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

**Additional Costs:** Must purchase 1 A3 Display Folder. Course may involve attending an exhibition or event, which may be at some cost to the students (approximately $40.00). Students must purchase a 4GB (minimum) SD card for storage of digital files.

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>50%</td>
<td>Students will create two products during the year based on film/video.</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students will investigate a practitioner who works in a genre or style they would like to apply to their product.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Students will create a 12-minute presentation based on the development of skills related to their products.</td>
</tr>
</tbody>
</table>

**Contact Teachers**  
Senior Campus: Mr Almond, Mr Schutt
Stage 2 Creative Arts – The School Musical – Off Stage  10 Credits

**Focus Capabilities**
Communication, Learning, Citizenship, Work, Personal Development

**Related Subjects**
Stage 2 Creative Arts: The School Musical On Stage

**Assumed Knowledge**
Some technical stagecraft knowledge, interest and capabilities. Personal research skills, time management skills and the ability to respond to direction.

**Prerequisite**
No specific prerequisite but prior experience in back stage work in a musical, community theatre production, or Stage 1 Creative Arts - “The School Musical – Off stage” would be an advantage

**Description:**
Students develop proficiency or potential in an area from: technical stagecraft areas; in orchestra, stage management, lighting design and production, sound production, costume design and making, set design and making, props design and making, advertising and marketing, media projection/video production and hair/makeup design and execution. Students will also undertake a study in the production elements of musicals and an extensive historical and thematic analysis of the current school musical. This will be delivered through structured tutorials, video exemplars and practical workshops. Students must provide a Record of Evidence of their involvement and complete the required assignments.

**Additional Costs:**
Students are required to view a professional musical production (live or recorded) and to respond to it in an analytical and connected manner to a key investigation task. Ticket and transport fee approximately $30.00.

**Assessment**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>50%</td>
<td>Students will complete one practical task which is their practical contribution in the school musical. Students also prepare and present a record of the materials used to support the investigation, development, and production of their product.</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students complete one investigation which can relate to the product being created. This is teacher negotiated.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Practical Skills: Students complete one major Practical Skills project which consists of an in depth, focused Investigation, Application and Development and a final Evaluation phase. Students maintain an extensive Record of Evidence for this entire task.</td>
</tr>
</tbody>
</table>

**Contact Teacher**
Senior Campus: Ms Nicolle
### Stage 2 Creative Arts – The School Musical – On Stage 10 Credits

#### The Arts Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Learning, Citizenship, Work, Personal Development</td>
<td>Stage 2 Creative Arts – The school Musical Off Stage</td>
</tr>
</tbody>
</table>

#### Assumed Knowledge

Performance knowledge and capabilities in acting, dancing and singing. Personal research and time management skills. Ability to take direction.

#### Prerequisite

After enrolment, students will be required to complete an **AUDITION** process and satisfy the presenting teacher of their capabilities in the ON STAGE areas of singing, acting and dancing. It is an advantage to have prior experience in performance work through Drama, community theatre, musicals (eg Stage 1 Creative Arts – The School Musical – On Stage) or other performance modes.

---

#### Description

This is a 20 credit course undertaken across two semesters. Students will audition for the Musical Production Team with prepared and supplied pieces. To be successful, a student must show proficiency or potential in singing, acting and dance auditions. Students will also undertake a study in the production elements of musicals and an extensive historical and thematic analysis of the current school musical, and a special study of the 20th Century musical genre, opera, cabaret and other music theatre forms. This will be delivered through tutorials; video exemplars and practical workshops.

**Additional Costs:** Students are required to view a professional musical production (live or recorded) and to respond to it in an analytical and connected manner to a key investigation task. Ticket and transport fee approximately $30.00.

#### Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>50%</td>
<td>Students will complete two practical tasks one of which will be their practical performance in the school musical. The other will be a workshop relating to some aspect of skills development for the musical. Students also prepare and present a record of the materials used to support the investigation, development, and production of these products.</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students complete two investigations which can relate to the products being created. One investigation has a vocational focus based on a topic of interest to the student. These are teacher negotiated.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Practical Skills – Students complete one major Practical Skills project which consists of an in depth, focused Investigation, Application and Development and a final Evaluation phase. Students maintain an extensive Record of Evidence for this entire task.</td>
</tr>
</tbody>
</table>

#### Contact Teacher

Senior Campus: Ms Nicolle
Stage 2 Creative Arts: Event Creation and Management 20 Credits

Focus Capabilities  | Communication, Learning, Citizenship, Work, Personal Development  | Related Subjects
---|---|---
Assumed Knowledge  | Independent research skills, personal time management skills
Prerequisite  | Nil pre-requisites but completion of Stage 1 Event Management, or Stage 1 The School Musical or experience in other community Arts events is an advantage. Drama at a ‘C’ grade or better is an advantage but not necessary

Description:
This full year course introduces students to the artistic, creative and organisational needs for producing events. There is a strong focus on the use, planning and management of Arts modalities and their impact in creating major events. Hence students with an interest in visual arts (advertising, venue design, lighting), performing arts (dance, acting, music), media arts (projections, film, video, sound) and general event management (planning, organisation, budgets, timelines) will benefit from this course. They will also explore the concept, planning, development, presentation and evaluation phases of producing events. By the end of the course students will have a broad overview of knowledge and practical skills required in events management.

Additional Costs: Students will attend a major event to examine its planning structures, organisation, layout, signage, merchandising, presentational modes, public safety factors etc. An entrance fee will be required of $20 - $30.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

- **Product**: Students will complete TWO practical tasks which result in a product based on selected creative arts modes used for a hypothetical (or actual) event. Students also prepare and present a record of the materials used to support the investigation, development, and production of these products.

- **Investigation**: Students complete ONE investigation which can relate to the products being created or to a topic of interest to the student. These are teacher negotiated.

- **External Assessment**: PRACTICAL SKILLS- Students complete ONE major Practical Skills project which consists of an in depth, focused Investigation, Application and Development and a final Evaluation phase. Students maintain an extensive Record of Evidence for this entire task.

Contact Teacher
Senior Campus: Ms Nicolle
**Stage 1 Accounting 1/S**  
**10 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Work</th>
<th>Related Subjects</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>A level 4 or better in English or a ‘C’ grade or better in Stage 1 English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

The subject gives students the opportunities to develop an understanding of the successful management of financial affairs in business and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

Topics studied may include: The Environment of Accounting, Keeping Cash Records, Double Entry and Financial Reports.

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
<th>75%</th>
<th>Theory tests, practical exercises.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Assignments and Oral presentations</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 2 Accounting

**Contact Teachers**

Middle Campus: Ms Rowe  
Senior Campus: Ms Thursby, Ms Sarantaugas
### Stage 1 Accounting 2 10 Credits

**The Business and Enterprise Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Work</th>
<th>Related Subjects</th>
<th>Stage 1: Accounting 1/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Theory and practical work covered in Accounting 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A ‘C’ grade or better in Accounting 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Students must have satisfactorily completed Stage 1 Accounting 1 as this course builds on the theory and practical work covered during the first semester. Students are given the opportunity to further develop an understanding of the successful management of financial affairs in business and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

Topics studied may include: The Environment of Accounting, Keeping Cash Records, Financial Reports, Analysis and Interpretation of Financial Reports.

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
<th>75%</th>
<th>Theory tests and practical exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Assignments and oral presentations</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 2 Accounting

**Contact Teachers**

Middle Campus: Ms Rowe
Senior Campus: Ms Thursby, Ms Sarantaugas
Stage 1 Desktop Publishing (Information Processing and Publishing)  10 credits

The Business and Enterprise Curriculum                         Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning</th>
<th>Related Subjects</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Nil</th>
</tr>
</thead>
</table>

| Prerequisite       | Nil                     |

Description
A practical based subject where students learn and develop skills in using software for Desktop Publishing (Publisher) and Wordprocessing (Microsoft Word). Students create hard copy (paper) and electronic text-based publications and documents

Topics
- **Business Publishing** – combines the use of software (Publisher and Word) with the elements and principles of design and an understanding of the processes and procedures involved in using information to produce business documents, such as reports, advertisements, brochures and invitations.

- **Digital Presentation** – involves the use of software appropriate to produce personal and business presentations for a target audience.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type 1</th>
<th>50%</th>
<th>Practical Skills – Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 2</td>
<td>30%</td>
<td>Product and Documentation</td>
</tr>
<tr>
<td>Assessment Type 3</td>
<td>20%</td>
<td>Issues Analysis</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Desktop Publishing and Word Processing

Contact Teachers
Middle Campus: Ms Rowe
Senior Campus: Ms Thursby, Ms Chesson
**Stage 1 Business and Enterprise A**  
10 Credits

**The Business and Enterprise Curriculum**  
**Home**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship</th>
<th>Related Subjects</th>
<th>Stage 1 Business and Enterprise B, Accounting 1/S, Accounting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td>Prerequisite</td>
<td>A level 4 or better in English</td>
</tr>
</tbody>
</table>

**Description**  
This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

**Core Topic**  
Introduction to Business and Enterprise

**Option Topics**  
Establishing a Business
Technology for Business
Marketing

**Additional Costs:** Nil

**Assessment**  
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
<th>70%</th>
<th>Extended writing tasks, response to stimulus materials, multi-media presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>15%</td>
<td>Assignment and/or oral presentation</td>
</tr>
<tr>
<td>Issues Study</td>
<td>15%</td>
<td>Investigation written in report format of 1000 words</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**  
Stage 1 Business and Enterprise B  
Stage 2 Business and Enterprise

**Contact Teachers**  
Middle Campus: Ms Rowe  
Senior Campus: Ms Rowe, Ms Thursby, Ms Jacobs
Stage 1 Business and Enterprise B  10 Credits

**The Business and Enterprise Curriculum**  
**Home**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship</th>
<th>Related Subjects</th>
<th>Stage 1: Business and Enterprise A, Accounting 1/S, Accounting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 4 or better in Year 10 English or a ‘C’ grade or better in Stage 1 English or in Business and Enterprise A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

**Core Topic**  
Business and Enterprise in Practice

**Option Topics**  
Financial Planning and Management  
Employment Relations  
Global Business

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>70%</td>
<td>Extended writing tasks, response to stimulus materials, multi-media presentation</td>
</tr>
<tr>
<td>Practical</td>
<td>15%</td>
<td>Assignment and/or oral presentation</td>
</tr>
<tr>
<td>Issues Study</td>
<td>15%</td>
<td>Investigation written in report format of 1000 words.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**  
Stage 2 Business and Enterprise

**Contact Teachers**  
Middle Campus: Ms Rowe  
Senior Campus: Ms Rowe, Ms Thursby, Ms Jacobs
Stage 1 Workplace Practices A 10 Credits

**Focus Capabilities**
Communication, Citizenship, Personal Development, Work, Learning

**Related Subjects**
Stage 1 Workplace Practices B

**Assumed Knowledge**
Students should have completed PLP where they have explored possible career pathways and goals

**Prerequisite**
Nil

**Description**
The main focus of Workplace Practices in Stage 1 is Barista training and coffee making. The Barista training component allows students to develop coffee making skills and knowledge, and develop workplace employability skills. Students will complete this training in Vibe Coffee Bar, a small café on the Senior Campus, which is used primarily by Workplace Practices students.

A major component of the course is Performance, where students must complete 25-30 hours of vocational learning. This is completed in the form of training, and practical work in Vibe Coffee Bar. Students can also negotiate to complete VET, volunteer work and work experience as their Vocational Learning (students cannot use VET units of competency for Workplace Practices if already being used for SACE Credits).

Workplace Practices A provides students with an introduction to coffee making and the role of a Barista. The Introduction to Barista Folio Task involves both practical and theory based work where students will be required to create a Blog. The Career Planning Folio Task involves students completing career exploration and goal setting tasks.

**Additional Costs:** Nil

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Career Investigation / Barista Presentation or Blog</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
<td>Written/Oral Workplace Reflection.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Stage 1 Workplace Practices B
Stage 2 Workplace Practices

**Contact Teachers**
Middle Campus: Ms Rowe
Senior Campus: Ms Rowe, Mr Schutt, Ms Ashby
Stage 1 Workplace Practices B  10 Credits

The main focus of Workplace Practices in Stage 1 is Barista training and coffee making. The Barista training component allows students to develop coffee making skills and knowledge, and develop workplace employability skills. Students will complete this training in Vibe Coffee Bar, a small café on the Senior Campus, which is used primarily by Workplace Practices students.

A major component of the course is Performance, where students must complete 25-30 hours of vocational learning. This is completed in the form of training and practical work in Vibe Coffee Bar. Students can also negotiate to complete VET, volunteer work and work experience as their Vocational Learning (students cannot use VET units of competency for Workplace Practices if already being used for SACE Credits).

Workplace Practices B has a specific focus on the role of a barista and coffee making. Students will complete barista training, focusing more specifically on skills application and business management. They will create a how-to-guide on creating latte art, and present a business launch for Vibe Coffee Bar. The business launch task will focus on students working in management teams to review, market and advertise their own business.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Latte Art How to Guide and Folio, Business Launch Presentation and Folio</td>
</tr>
<tr>
<td>Performance</td>
<td>30%</td>
<td>25-30 Hours of Vocational Learning, Written/Video/Oral Journal of workplace</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
<td>Written/Oral Workplace Reflection</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Workplace Practices B
Stage 2 Workplace Practices

Contact Teachers
Middle Campus: Ms Rowe
Senior Campus: Ms Rowe, Mr Schutt, Ms Ashby
Stage 2 Accounting        20 Credits
The Business and Enterprise Curriculum            Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Work:</th>
<th>Related Subjects</th>
<th>Stage 2 Economics, Stage 2 Business and Enterprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A ‘C’ grade or better in Stage 1 English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
The study of Accounting gives students opportunities to develop an understanding of the successful management of financial affairs in business, and gain knowledge and practical skills related to accounting processes for organisational and business applications. Students develop a conceptual understanding, which they then apply to practical exercises. They also learn how to interpret financial information and how to convey this information to interested users.

Students study the following three sections:
Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

Additional Costs: Students may choose to purchase the following:
Accounting Studies Workbook (Approximate Cost $50.00)
Accounting Studies Past Exams and Answers (Approximate Cost $20.00)

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
<td>Theory and practical tests.</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
<td>Written Report from financial information provided.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>2 hour external examination: Problem questions, short answer and extended response questions.</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Ms Thursby, Ms Sarantaugas
Stage 2 Desktop Publishing and Word Processing  20 Credits
(Information Processing and Publishing)

The Business and Enterprise Curriculum

Focus Capabilities | Communication, Learning, Work | Related Subjects
---|---|---
Assumed Knowledge | Nil |
Prerequisite | Nil |

Description
A practical based subject where students learn and develop skills in using software for Desktop Publishing (Publisher and Photoshop) and Word Processing (Microsoft Word).
The Practical Skills focus is on using the design process in a variety of applications to complete text-based information processing and publishing tasks. Tasks include:
- Brochures
- Business Letters
- Newsletters
- Itineraries for holidays
- Menus
- Wine Lists and Recipes
- DVD Covers

Issues and Understanding tasks may include topics such as copyright and intellectual property, comparisons of laptop and desktop computers, and recycling of e-waste.
The Product and Documentation Task requires students to complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating. The task may include producing the cover, contents page and articles for a magazine, a program for a sporting event or advertising material for a real estate agent.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

- Practical Skills: 5 Practical Tasks.
- Issues Analysis: 2 Research Reports.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product and Documentation: Research, Product Completion and Evaluation.</td>
<td>30%</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Ms Thursby, Ms Chesson, Ms Rowe
Stage 2 Business and Enterprise  20 Credits

The Business and Enterprise Curriculum

Focus Capabilities | Communication, Citizenship, Learning. | Related Subjects | Stage 2 Accounting, Stage 2 Economics
Assumed Knowledge | Nil
Prerequisite | A ‘C’ grade or better in Stage 1 English

Description
This subject provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. Students are required to engage with the business community in order to gain information for assessment tasks.

Core Topic
- The Business Environment

Option Topics
- People, Business and Work
- Business, Law and Government

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>20%</td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Reports, Tests, Assignments (4 Tasks).</td>
<td></td>
</tr>
<tr>
<td>Investigation of a Current Business Issue.</td>
<td></td>
</tr>
<tr>
<td>Report.</td>
<td></td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Ms Rowe, Ms Thursby, Ms Jacobs
Description
Students investigate current workplace issues, develop industry specific skills, reflect on their practical learning and complete vocational learning.

Topics
- Finding Employment
- Changing Nature of Work
- Work in Australian Society

A major component of the Workplace Practices course is Performance, where students must complete 50-60 hours of vocational learning. This can be in the form of work experience, volunteer work or participation and completion of VET (students cannot use VET units of competency for Workplace Practices if already being used for SACE Credits). This is an important aspect of the course where students develop industry skills and knowledge, explore possible career pathways, engage with the wider community and reflect on their practical learning. Students are required to complete these hours during the mid-semester holidays (unless another time is negotiated with school). The required 50-60 hours can be completed in two blocks of work placement, at different workplaces. Students may choose to complete 25-30 hours at Vibe Coffee Bar, a small café on the Senior Campus used by Workplace Practices students.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
<td>Discussion, Reflection, Resume, Cover Letter, Interview.</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
<td>50-60 Hours of Vocational Learning, Written/Video/Oral Journal.</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
<td>Written/Oral Reflection, Discussion.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Investigation: Written or Oral Investigation (Practical or Issues Based).</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Mr Schutt, Ms Thursby
Stage 1 Cross Disciplinary Studies – Their Spirit Our History  10 Credits

Cross Disciplinary Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Personal Development and Work</th>
<th>Related Subjects</th>
<th>Stage 1 Geography, Stage 1 Australian and International Politics, Stage 1 Legal Studies, Stage 1 History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Sound literacy and social inquiry skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
Through the examination of wars, economics, politics, history, geography and laws, students will discover what has shaped our Australian society. Students will analyse the human qualities of courage, mateship, and sacrifice and the relevance of this in identifying Australia’s national identity. The importance of certain landings and wars such as Gallipoli, World War 1, II, and the Korean War will be explored. The shaping of Australia’s history will be analysed through the use of historical data, examination of rituals, diary entries and letters, paintings, poems, and commemorative ceremonies.

Additional Costs: School excursion to the Australian War Memorial in Canberra. There may be associated costs for local excursions. Access to internet is required and students will require the purchase of additional internet credit.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Group Project</th>
<th>40%</th>
<th>Group Oral or written task. Individual Report (maximum 750 words) or 5 minute oral.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Application Task</td>
<td>30%</td>
<td>1 or 2 tasks of a maximum 1000 word written assignment or 6 minute oral presentation.</td>
</tr>
<tr>
<td>Analysis</td>
<td>30%</td>
<td>1000 word written task, eg an article, web based presentation.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Cross Disciplinary Studies with a view to including an overseas trip to visit important and relevant historical sites.

Contact Teachers
Senior Campus:  Ms Marano, Mr Tripney
Description
The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1. 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
- make informed decisions about their personal development, education, and training.

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 and learning goals.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>60%</td>
</tr>
<tr>
<td>Reflection</td>
<td>40%</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Semester 2 Subject Research Project

Contact Teachers
Middle Campus: Ms Andrews
Senior Campus: Mr Tripney
Stage 1 Integrated Learning – Sports Studies A

Cross Disciplinary Curriculum
Health and Physical Education Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Learning, Citizenship, Personal development, Work</td>
<td></td>
</tr>
</tbody>
</table>

Assumed Knowledge
Students are expected to have an interest in Physical Activity and Sports Performance

Prerequisite
This course is recommended for students who have passed any of the Year 10 PE courses successfully

Description
Integrated Learning (Sports Studies) requires students to apply their knowledge and skills to sporting and physical activity practicals and theory tasks, which lead to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives, physical activity, sport and the community.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

This course is designed for students who have a keen interest in sport, physical activity, coaching and umpiring. Students will negotiate two practical activities, organise and run a small sided tournament, design and implement a coaching program, undertake an entry level officiating course and reflect upon their learning throughout the course.

Additional Costs: The integrated learning subject requires students to reflect and evaluate their development of the SACE capabilities on an ongoing basis. Students should be aware of this reflection and evaluation component when choosing this subject.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical</th>
<th>60%</th>
<th>1 Field Sport and 1 Court Sport Both will be assessed through a mixture of teacher, self and peer assessment with the guidance of practical skills checklists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity</td>
<td>20%</td>
<td>Student directed sports tournament for the chosen court sport, students will be assessed upon their ability to organise and run the tournament.</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
<td>Students will compile a folio of their learning this will include; class notes, assignments, reflections. At the end of the course students will discuss their learning within small group discussions using the folio of learning as evidence.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Research Project
Stage 2 Integrated Learning

Contact Teacher
Middle Campus: Mr Allan
Senior Campus: Mr Prideaux
Stage 1 Integrated Learning: nmhsLIVE Productions A   10 Credits

Cross Disciplinary Curriculum

Description
Integrated Learning (nmhsLIVE Productions) is a subject based on an ‘in-house’ production company focused on the development of promotional materials for the school and wider community. Students will work as a class and in small groups to plan, develop, advertise and publish promotional videos for the school and wider community.

The subject is designed for students who have a keen interest in video-based media and have the ability to work both collaboratively and independently on large-scale productions.

Students will be assessed against the practical, group activity as well as the folio & discussion during the development of the promotional videos and associated advertising material. Students will develop skills in using Adobe Premiere Pro and Adobe After Effects as well as time and project management skills.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
<td>The development of advertising material and promotional videos.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>30%</td>
<td>Working as a group in the development and planning of the promotional videos and advertising.</td>
</tr>
<tr>
<td>Folio &amp; Discussion</td>
<td>20%</td>
<td>The collection of supporting materials and a journal relating to the development of the promotional videos.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 or 2 – Integrated Learning: nmhsLIVE Productions
Stage 1 or 2 – Media Studies: Journalism

Contact Teachers
Middle Campus: Mr Fawcett, Ms Millard
Senior Campus: Mr Almond, Mr Tripney
Description
Integrated Learning (nmhsLIVE Productions) is a subject based on an ‘in-house’ production company focused on the development of promotional materials for the school and wider community. Students will work as a class and in small groups to plan, develop, advertise and publish the Norwood Morialta High School Yearbook for 2016.

The subject is designed for students who have a keen interest in print media and have the ability to work both collaboratively and independently on large-scale productions.

Students will be assessed against the practical, group activity as well as the folio & discussion during the development of the school yearbook and associated advertising material. Students will develop skills in using Adobe InDesign and Adobe Photoshop as well as time and project management skills.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
<td>The development of advertising material and sections of the school yearbook.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>30%</td>
<td>Working as a group in the development and planning of the yearbook and advertising.</td>
</tr>
<tr>
<td>Folio &amp; Discussion</td>
<td>20%</td>
<td>The collection of supporting materials and a journal relating to the development of the yearbook.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 – Integrated Learning: nmhsLIVE Productions
Stage 2 – Media Studies: Journalism
Stage 2 – Creative Arts: Film & Special Effects

Contact Teachers
Middle Campus: Mr Fawcett, Ms Millard
Senior Campus: Mr Almond, Mr Tripney
Description
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students choose a topic of interest, learn and apply research processes and the knowledge and skills specific to their research topic. They then record their research and evaluate what they have learnt.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Proposal, research and development and discussion</td>
</tr>
<tr>
<td>Outcome</td>
<td>40%</td>
<td>Product or report</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Evaluation: 10 min Multi-modal (no ATAR Score) or 1500 word essay (ATAR)</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Tripney
Stage 2 Integrated Learning – Sports Studies  
20 Credits

Cross Disciplinary Curriculum
Health and Physical Education Curriculum

Description
Integrated Learning (Sports Studies) requires students to apply their knowledge and skills to sporting and physical activity practicals and theory tasks, which lead to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives, physical activity, sport and the community.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

This course is designed for students who have a keen interest in sport and physical activity. Students will negotiate three practical activities to complete throughout the semester, with students background and the teachers expertise and experience being factors of consideration.

Students cannot choose this subject with Physical Education. The integrated learning subject requires students to reflect and evaluate their development of the SACE capabilities on an ongoing basis. Students should be aware of this reflection and evaluation component when choosing this subject.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
<td>Sports specific fitness and skill development.</td>
</tr>
<tr>
<td>Group activity</td>
<td>20%</td>
<td>Planning and carrying out peer activity that encourages physical activity and fitness development.</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
<td>Tests, assignment based on sport performance and self reflection activities.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Research based assignment related to Sports Performance (Fitness, training and coaching).</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Mr Tripney
**Focus Capabilities**

Integrated Learning (nmhsLIVE Productions) is a subject based on an ‘in-house’ production company focused on the development of promotional materials for the school and wider community. Students will work in groups to complete two major productions as well as an individual media piece of their choosing. Examples include promotional videos for not-for-profit organisations, a magazine based around student interests, video and print based promotion for upcoming school events.

The subject is designed for students who have a keen interest in video and print media as well as have the ability to work both collaboratively and independently on large-scale productions.

Students will be assessed against the practical, group activity as well as the folio & discussion for each of the major productions.

Students are able to complete other media based subjects if they wish; however a meeting with the subject teacher is recommended to ascertain student suitability for multiple media subjects.

**Assessment Costs:** Nil

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
<td>The creation of two major media products.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
<td>Working as a group in the development and planning of the major media products.</td>
</tr>
<tr>
<td>Folio &amp; Discussion</td>
<td>20%</td>
<td>The collection of supporting materials and a journal relating to the development of the two major media products.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>2000 word or 12.5 minute presentation on the development and production of an individual, short media-based piece.</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus: Mr Almond, Mr Tripney
Year 8 Language and Literature (English)

Description
This course provides students with an introduction to various texts and text types covered in English from Years 8 to 12. It focuses on the conventions of these texts; the ways in which these texts are traditionally produced, and what makes them unique and different to other types of texts. Students will engage with a variety of texts for enjoyment and for study.

Language and Literature (English) focuses on three interrelated strands: literature, language and literacy.

The literature strand:
Students read and view a balance of literary and non-literary texts and learn to respond to these creatively and analytically.

- **Literary texts include novels, short stories, films and poetry.**
- **Non-literary texts can include newspapers, magazines, advertisements and multi-modal texts.**

The language strand:
- Students develop their knowledge of the English language and how it works. Students further their knowledge of vocabulary, punctuation, sentence structures, parts of speech, dialogue punctuation and other formalities of the English language.

The literacy strand:
- Students are introduced to the various text types and their particular conventions are made explicit. They learn about language features to help them to become effective, precise and creative in their written and oral language use.

Additional Costs: There may be excursions with associated costs (approximately $10.00)

Assessment
Assessment is against the IB MYP Language and Literature Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B Organising</td>
<td>8</td>
</tr>
<tr>
<td>C Producing Text</td>
<td>8</td>
</tr>
<tr>
<td>D Using Language</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
English to Year 12

Contact Teacher
Middle Campus: Ms Forbes
Year 9 Language and Literature (English)

**Description**
This course builds on the work done in Year 8. A wide and increasingly more challenging range of texts and activities will be encountered including Australian and indigenous literature and literature from other countries and times.

Students engage increasingly with more formal modes of written communication, and across the year build towards developing substantial skills of responding to and composing a wide range of texts for a specific purposes and audiences.

It is a significant and challenging year that builds and develops students for Year 10 and beyond. The study of English provides skills and knowledge for students to become effective and informed communicators in education, the workplace and in their own personal interactions.

**Additional Costs:** There may be excursions and projects with associated costs (approximately $10.00)

**Assessment**
Assessment is against the IBMYP Language and Literature Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Analysing</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Organising</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Producing Text</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using Language</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
English to Year 12

**Contact Teacher**
Middle Campus: Ms Forbes
Description
This course is intended to provide students with a bridge between the English studied at Year 8 and Year 9 and the work requirements of SACE Stage 1. It is a period of essay writing consolidation, creative experimentation and formal and informal oral skills development. The selection of texts is a balance between the study of classic literature and publications with contemporary relevance, creating an engaging yet challenging course of study for Year 10 students. The study of English provides skills and knowledge for students to become effective and informed communicators in education, the workplace and in their own personal interactions.

Students are encouraged to become critical thinkers to explore different interpretations of texts. Students create and present their own imaginative and analytical texts, analyse and write poetry and explore the many ways in which language can be used to persuasive effect in a variety of situations and for different purposes.

By end of Year 10 students should be familiar with the range of written and oral skills required of them at Stage 1 English.

**Additional Costs:** There may be excursions and projects with associated costs (approximately $10.00)

**Assessment**
Assessment is against the IBMYP Language and Literature Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Analysing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Organising</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Producing Text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using Language</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
English to Year 12

**Contact Teacher**
Middle Campus: Ms Forbes
**Stage 1 English**  
**20 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding &amp; intercultural understanding</td>
<td>Stage 1 Essential English</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**  
Yr 10 English

**Prerequisite**  
A level 4 or better in Year 10 English in order to achieve success in Stage 1 English.

**Description**  
Stage 1 English students respond to and create texts. They analyse connections between purpose, context, and audience and how these are achieved through language and stylistic choices. They also undertake intertextual studies, analysing connections between texts and evaluating similarities and differences. Students will complete a range of tasks from each assessment type and will undertake common tests each term.

**Note:** This subject allows students to achieve the literacy requirement in the SACE. Students must achieve a ‘C’ grade or better in this subject to meet the compulsory 20-credit literacy requirement.

**Additional Costs:** Nil

**Assessment**  
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning by producing:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to Texts</td>
<td>40%</td>
<td>Written, oral, and/or multimodal texts that are informational, analytical, imaginative, interpretive, and/or persuasive in purpose (800 words or 5 min. presentation)</td>
</tr>
<tr>
<td>Creating Texts</td>
<td>30%</td>
<td>Written, oral, and/or multimodal texts that focus on precision, fluency, and coherence appropriate for audience and context (800 words or 5 min. presentation)</td>
</tr>
<tr>
<td>Intertextual Studies</td>
<td>30%</td>
<td>Written responses or created text that connect two or more texts (1000 words; an oral response or created text: maximum of 6 minutes)</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 2 English Literature Studies
- Stage 2 English

**Contact Teachers**
- Middle Campus: Ms Williams
- Senior Campus: Ms Marano
Description
This subject develops students’ skills in communication, comprehension, language and text analysis, and creating texts. In this subject students will respond to and create texts. Students will complete a range of assessment tasks over the year.

This subject allows students to achieve the literacy requirement in the SACE. Students who required to achieve a ‘C’ grade or better in this subject meet the compulsory 20-credit literacy requirement.
Note: EALD students may undertake this subject.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Responding to Texts</th>
<th>Written, oral, and/or multimodal responses to a text or texts. Responses will be in the format of short answers and/or extended responses (600 words or 4 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Texts</td>
<td>Informational, analytical, imaginative, interpretive, and/or persuasive assessment types (600 words or 4 minutes)</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 English Pathways

Contact Teachers
Middle Campus: Ms Williams
Senior Campus: Ms Marano
Description
This subject focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes.

Students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
<td>Written responses to shared novel, film, play and poetry texts (1000 words or max 6 min oral).</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
<td>Critical essay (2,000 words).</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Creative written and oral tasks responses (1000 words or max 6 min oral).</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A three hour external examination.</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Marano
Stage 2 English Communications  20 Credits

**Focus Capabilities**  Communication, Citizenship, Personal Development, Work and Learning

**Assumed Knowledge**  Nil

**Prerequisite**  A ‘C’ grade or better in Stage 1 English

**Description**
This subject focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

**Additional Costs:** Nil

**Assessment:**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Written responses and oral response to shared novel, play, and film texts.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Creative written and oral responses.</td>
</tr>
<tr>
<td>Communication Study</td>
<td>30%</td>
<td>Comparison of two examples of communication from the mass media and a practical application.</td>
</tr>
<tr>
<td><strong>External Assessment Folio</strong></td>
<td>30%</td>
<td>Response to an example of communication, text production with a writer's statement.</td>
</tr>
</tbody>
</table>

**Contact Teacher**
Senior Campus:  Ms Marano
**Stage 2 English Pathways**  
20 Credits

**Focus Capabilities**  
Communication, Citizenship, Personal Development, Work and Learning  
**Related Subjects**

**Assumed Knowledge**  
Nil

**Prerequisite**  
A ‘C’ grade or better in Stage 1 English Pathways

**Description**  
The study of English Pathways provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In this course, students read, view, compose, listen, speak, and use information and communication technologies in appropriate ways for different purposes.

**Additional Costs:** Nil

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>30%</td>
<td>Written, multi-modal responses to shared novel, play and film texts.</td>
</tr>
<tr>
<td>Text Production</td>
<td>40%</td>
<td>Creative responses in written, oral or multi-modal forms.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Language Study: Written or multi-modal response to an independent analysis of a language type.</td>
</tr>
</tbody>
</table>

**Contact Teacher**  
Senior Campus: Ms Marano
Year 8, Year 9, Year 10 Language and Literature (EALD)
(English as an Additional Language or Dialect)

Placement of a student into a Middle School EALD course will occur after consultation with the EALD teacher.

Description
Language and Literature (EALD) focuses on three interrelated strands: literature, language and literacy. Students develop their language skills to use English that is accurate and appropriate in a variety of contexts. Students study a range of texts which includes short stories, poetry, media and multi-modal texts. Students learn to comprehend, respond and interpret these texts critically and creatively. There is a focus on cultural knowledge and idiomatic use of English.

Students further develop their proficiency in the productive and receptive use of the English language. Students learn how to construct a variety of imaginative, factual and visual texts by understanding the unique features of each. Students develop their knowledge of vocabulary, punctuation, sentence structure and pronunciation.

In all three year levels students will engage in a variety of learning experiences which will include:
- Oral language development with a focus on group and class discussions, presentations to the class, reading aloud and interviews
- Text composition with a focus on journal writing, blogs, advertisements and brochures, narrative, exposition, creative personal recount
- Response to texts focusing on summary writing, justifying personal opinion
- Language study with a focus on developing grammatical accuracy in both productive and receptive tasks.

Additional Costs: There may be excursions with associated cost.

Assessment
Assessment is against the IBMYP Language and Literature Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Title</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Organising</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Producing Text</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using Language</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
EAL/Essential English/EAL Studies to Year 12 Middle Campus: Ms Marano
Stage 1 English as an Additional Language      20 Credits

Focus Capabilities

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding &amp; intercultural understanding</td>
<td>Stage 1 Essential English</td>
</tr>
</tbody>
</table>

Assumed Knowledge

Nil

Prerequisite

SACE Eligibility criteria must be met to undertake EAL

Description

This course is designed for students who speak English as an additional language. Within this subject students read and view a variety of texts such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, and the everyday texts of work, family, and community life. The Interactive Study involves an oral interview with one or more people about an issue or an aspect of cultural life. As part of this study, students choose an idea, opinion, or perspective that arises in at least two texts and individually present, explain, and discuss their opinion, or perspective with reference to the texts. For the language study, students identify and analyse aspects of language used in one or more texts.

Additional Costs: Nil

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through:

- Responding to Texts: A written response (600 words or 5 minutes)
- Interactive Study: A presentation, explanation, and discussion which are assessed separately-maximum of 5 minutes.
- Language Study: A written text (800 words or 5 minutes).

Future Study at NMHS

<table>
<thead>
<tr>
<th>Contact Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 ESL</td>
</tr>
<tr>
<td>Stage 2 ESL Studies</td>
</tr>
</tbody>
</table>
Stage 2 English as a Second Language Studies (ESL Studies)  20 Credits

Focus Capabilities
Literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding & intercultural understanding

Assumed Knowledge
Stage 1 ESL or Stage 1 English

Prerequisite
A ‘B’ grade at Stage 1 ESL is recommended as the minimum level of competence. SACE eligibility criteria must be met.

Description
This course aims to further develop the student's communicative competence in spoken and written English for social and academic purposes. There is an emphasis on preparation for tertiary study.

Students critically examine and analyse issues and arguments in a range of increasingly technical texts including fiction and non-fiction, spoken and written and multi modal texts. Students will produce coherent and cohesive fictional and non-fictional texts in response to issues in texts that they have read and viewed or listened to. They will write formal essays and produce a variety of letters, ranging from formal to informal. Students learn to write technically and objectively and to respond creatively to written and visual texts. Students will select an investigation topic, formulate an investigation question or hypothesis and conduct their investigation. Students will develop time management skills, study skills and academic writing skills. They will develop oral language skills, including how to explain points clearly, substantiate arguments, and present their opinions on their investigation with authority. They will learn to maintain an appropriate tenor for their tutorial and to enhance their talks through the use of various visual resources.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>20%</td>
<td>Interactive discussion with teacher (max. 6 mins.). Written report from analysis of issue (500 words).</td>
</tr>
<tr>
<td>Production</td>
<td>20%</td>
<td>Formal essay (800 words) and written creative response to text (400 words).</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
<td>Written research report (1200 words). Oral tutorial presentation (10mins).</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>3 hour External Examination – Listening comprehension and written paper consisting of essay and formal letter.</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus:  Ms Marano
Stage 2 English as a Second Language (ESL)  

**Focus Capabilities**  
Communication, Personal Development  

**Assumed Knowledge**  
Stage 1 ESL or Stage 1 English  

**Prerequisite**  
SACE Eligibility criteria must be met  

**Description**  
This subject aims to further develop the student’s communicative competence in spoken and written English for a variety of purposes, including career goals, post-secondary study and work. It develops the student’s ability to communicate proficiently in everyday and academic English. In this subject, students continue to build on existing linguistic skills as they develop their English language competence in a range of increasingly formal contexts. This subject consists of the following areas of study:

**Additional Costs:** Nil  

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th><strong>School-based Assessment</strong></th>
<th><strong>Weighting</strong></th>
<th><strong>Assessment Type</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>20%</td>
<td>Presentation of a procedure/demonstration (6 minutes). Written magazine article on a leisure activity (500 words).</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
<td>A written creative response to a text (500 words). A presentation on issues arising in a film study (6 minutes).</td>
</tr>
<tr>
<td>Language Application</td>
<td>20%</td>
<td>Interview of an individual.</td>
</tr>
</tbody>
</table>

**External Assessment**  
30% Investigative Study: Written research report on a contemporary issue(900 words)  

**Contact Teacher**  
Senior Campus: Ms Marano
Year 8 Physical Education

Description
The fundamental aim of Physical Education is to provide for involvement in physical activity in a way which promotes immediate and long term health benefits to the participant.

Students will learn to:
- appreciate and understand the value of physical activity and its relationship to a healthy active lifestyle
- work to their optimal level of fitness
- develop the major skills necessary to participate successfully in a variety of physical activities.
- experience enjoyment and satisfaction through physical activity
- develop social skills and demonstrate the importance of teamwork and cooperation in group activities
- demonstrate knowledge and understanding in a variety of physical activities and evaluate their own and others' performance
- identify and participate in group activities which promote self confidence and cooperation
- critically assess and develop effective strategies and behaviours to promote safety
- demonstrate knowledge and understanding of smoking, alcohol and drugs and associated health implications

Additional Costs: Nil

Assessment
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 HPE

Contact Teacher
Middle Campus: Mr Allan
Year 8 Extension Physical Education

Health and Physical Education Curriculum

Description
The fundamental aim of Physical Education is to provide for involvement in physical activity in a way which promotes immediate and long term health benefits to the participant. This subject aims to extend students beyond that which is offered in the Core subject to provide greater opportunities to develop specific skills, knowledge and understandings relevant to Physical Education.

Students will learn to:
- appreciate and understand the value of physical activity and its relationship to a healthy active lifestyle
- work to their optimal level of fitness
- develop the major skills necessary to participate successfully in a variety of physical activities.
- experience enjoyment and satisfaction through physical activity
- develop social skills and demonstrate the importance of teamwork and cooperation in group activities
- demonstrate knowledge and understanding in a variety of physical activities and evaluate their own and others' performance
- identify and participate in group activities which promote self-confidence and cooperation
- critically assess and develop effective strategies and behaviours to promote safety

Additional Costs: Nil

Assessment
Assessment is against the IB MYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Planning for Performance</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Applying and Performing</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 HPE

Contact Teacher
Middle Campus: Mr Allan
Description
The fundamental aim of Physical Education is to provide for involvement in physical activity in a way which promotes immediate and long
term health benefits to the participant. This subject will have a specialist focus on rowing to prepare each student to become a successful
member of the NMHS rowing program.

Students will learn to:
• Row and understand all concepts related to rowing.
• Appreciate and understand the value of physical activity and its relationship to a healthy active lifestyle
• Work to their optimal level of fitness
• Develop the major skills necessary to participate successfully in a variety of physical activities.
• Experience enjoyment and satisfaction through physical activity
• Develop social skills and demonstrate the importance of teamwork and cooperation in group activities.
• Demonstrate knowledge and understanding in a variety of physical activities and evaluate their own and others’ performance
• Critically assess and develop effective strategies and behaviours to promote safety

Additional Costs: There is a $500 course fee for students in this program to cover bus transport, coaches, rowing camp and rowing SA
registration.

Assessment
Assessment is against the IB MYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
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<tr>
<td>Criterion B</td>
<td>Planning for Performance</td>
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</tr>
<tr>
<td>Criterion C</td>
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</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>8</td>
</tr>
</tbody>
</table>
Description
The fundamental aim of Physical Education is to provide for involvement in physical activity in a way which promotes immediate and long term health benefits to the participant.

Students will participate in:
- European Handball
- Dance
- Badminton
- Australia’s National Sports or Hockey

Health Component:
- Developing skills in self-confidence and decision making
- Relationships and sexuality
- Male and female reproductive systems. Sexually transmitted diseases
- Safe sex practices including the importance of saying no, contraception

Additional Costs: Nil

Assessment
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
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<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>8</td>
</tr>
</tbody>
</table>
Year 9 Outdoor Education

Health and Physical Education Curriculum

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Health and Physical Education</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Students can select one semester in this subject</td>
<td></td>
</tr>
</tbody>
</table>

Description
This course focuses on the interrelationship of human beings and the natural environment developing an awareness of environmental issues through observation and evaluation. By participating in a camp and field trips, students are able to develop knowledge and skills while reflecting on their personal, group, and social development. This community focused, criteria based assessment unit offers students the opportunity to:

- demonstrate skills and knowledge in Indoor Rock Climbing (Introduction) and knot tying skills.
- complete a three day camp at Kuitpo with bushwalking, bike riding and high ropes.
- learn about aspects of the natural environment through an intensive Environmental Studies unit with the possibility of a steep terrain hike over the summits of Black Hill and Morialta.
- demonstrate positive attitudes and behaviour towards the natural environment and its conservation. They will develop and apply these skills throughout the program where a minimal impact approach toward the environment will be delivered.
- demonstrate a sense of responsibility towards other people, and be aware of the need for group members to rely on each other in the outdoors.
- be familiar with appropriate equipment as well as techniques for the safe use, care and maintenance of tents, cooking stoves, compasses and climbing gear.
- experience a range of aquatic activities at Port Noarlunga e.g. surfing, snorkelling and wave skiing. The emphasis will be on developing surf safety and awareness.
- undertake a variety of navigational tasks e.g. orienteering and geocaching to develop confidence in the use of map/compass and GPS.

Additional Costs: $200.00 to cover compulsory practical components for instructors, transport, accommodation and equipment.

Assessment
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>D</td>
<td>Reflecting and Improving Performance</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 10 Outdoor Education

Contact Teacher
Middle Campus: Mr Allan
**Year 10 Performance – Extension PE**

**Health and Physical Education Curriculum**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Health and Physical Education</th>
<th>Related Subjects</th>
<th>Year 10 Activity and Lifestyles Core PE</th>
<th>Year 10 Activity and Lifestyles for Girls (girls only) – Core PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Students must receive a 5 or better in year 9 PE and need to have also selected one of the Activity and Lifestyle – Core PE courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Students considering Stage 1 and 2 studies of PE must complete a Semester unit in this course with a minimum pass of 5 or greater.

In this unit students will develop an understanding of body systems and develop a range of skills to a higher level of proficiency. This includes a study of body systems and their relationship to human movement and performance (skeletal/ muscular/ cardio-respiratory and energy systems). Fitness and training principles will be examined and applied to selected practical situations based upon student/class interest.

Students will participate in three practical topics:
- **Training Routine**
- **Team Sport Unit:** One sport will be selected from Touch, Volleyball, Baseball, Indoor Cricket
- **Individual Sport Unit:** Badminton, Table Tennis or Tennis

Students will work on developing practical skills and technical proficiency in these activities and engage in related activities to apply the processes and principles that affect their performance. More specifically they will examine components of fitness in conjunction with training principles and methods as well as energy systems of the body.

**Additional Costs:** There may be a cost of approximately $40.00 if community facilities or other agencies are used.

**Assessment**

Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Year 10 Activity and Lifestyles

**Contact Teacher**

Middle Campus: Mr Allan
Year 10 Activity and Lifestyles for Girls – Core PE

Description
Both of the Activity and Lifestyle courses cover the same topics. They provide students with a variety of physical activities to encourage:

• an awareness of the benefits and value of being physically fit throughout life
• skills to develop personal plans for fitness programmes
• an awareness of the facilities relating to physical activity available in the local community
• students to be regularly physically active

Topics

• Minor and Social Games /Activities
• Team or Individual sport (which may include a community linked activity)
• Community Health
• Cheerleading or negotiated Movement Composition topic

The following activities may be selected within the above units:

Archery       Ten Pin Bowling       Lawn Bowls
Softball      Ultimate Frisbee      Futsal
Golf          Korfball
Indoor Netball Fitness Centre Activities

Students will identify and evaluate healthy concepts through self-awareness and interaction with people in the community.

Additional Costs: This course may require the use of local community facilities and or other services at an approximate cost of $50.00

Assessment
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and Understanding</td>
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</tr>
<tr>
<td>B</td>
<td>Planning and Performance</td>
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</tr>
<tr>
<td>C</td>
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</tr>
<tr>
<td>D</td>
<td>Reflecting and Improving Performance</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Health, Stage 1 Sports Studies, Stage 1 Child Studies

Contact Teacher
Senior Campus: Mr Allan
Description
Both of the Activity and Lifestyle courses cover the same topics. They provide students with a variety of physical activities to encourage:
- An awareness of the benefits and value of being physically fit throughout life
- Skills to develop personal plans for fitness programmes
- An awareness of the facilities relating to physical activity available in the local community
- Students to be regularly physically active
- Students will identify and evaluate healthy concepts through self-awareness and interaction with people in the community

Topics
- Minor and Social Games /Activities
- Team or Individual sport (which may include a community linked activity)
- Community Health
- Skipping or negotiated movement composition topic

The following activities may be selected within the above units:
- Archery
- Softball
- Indoor netball
- Ten Pin Bowling
- Ultimate Frisbee
- Fitness Centre Activities
- Futsal
- Lawn Bowls
- Golf
- Korfbal

Students will identify and evaluate healthy concepts through self-awareness and interaction with people in the community.

Additional Costs: This course may require the use of local community facilities and or other services at an approximate cost of $50.00.

Assessment
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Planning for Performance</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Applying and Performing</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Health, Sports Studies, Child Studies

Contact Teachers
Senior Campus: Mr Allan
Year 10 Outdoor Education

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Health and Physical Education</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Students can choose a one semester unit in this subject.</td>
<td></td>
</tr>
</tbody>
</table>

**Description**
This course is a study of the natural environment, developing an awareness of environmental issues through observation and evaluation. By participating in a camp and field trips, students are able to develop knowledge and skills while reflecting on their personal, group, and social development. Outdoor Education offers students the chance to be involved in a wide range of outdoor adventure activities that may include:
- Rock Climbing (indoor and outdoor at Morialta)
- Canoe skill day at West Lakes
- Canoe Camp Murray River

The emphasis is on team skills and the development of self-confidence, through achievement in the face of challenge and sometimes adversity. Specific skills are taught within the framework of each activity, enabling students to be independent participants in those activities for life. Experiences in navigation, First Aid and camp planning to foster learning by doing and develop a focus on positive lifestyle choices and a respect for environmental conservation.

**Additional Costs:** Students who choose this subject must participate in the practical application of the skills learnt in the course. The cost for the practical components of the course is $260.00 to cover instructors, transport, accommodation and equipment used during this unit of work.

**Assessment**
Assessment is against the IBMYP Health and Physical Education Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Planning for Performance</td>
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<td>Criterion C</td>
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</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and Improving Performance</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Stage 1 Outdoor Education

**Contact Teacher**
Senior Campus: Mr Allan
### Stage 1 Physical Education A 10 Credits

**Health and Physical Education Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Personal Development, Communication, Learning</th>
<th>Related Subjects</th>
<th>Stage 1 Physical Education B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Year 10 Performance Physical Education or Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A Level 5 or better in Performance PE and or a level 6 or better in Activity and Lifestyle Core PE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Description

In Physical Education A students will select two sports that they will undertake and extended training and development program for. In selecting these sports students will need to consider the development of skills and techniques required for Stage 2 Physical Education and meet the selection criteria (at least one team based and one individual). Students will also look at two theoretical units within the course; Body In Action (Components of Fitness, Energy system, training principles and methods) and Sports Injuries.

**Additional Costs:** Nil

#### Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the practical components of Physical Education is completed via the use of practical assessment checklists and observation</td>
<td></td>
</tr>
<tr>
<td>Sport A = 30%</td>
<td></td>
</tr>
<tr>
<td>Sport B = 30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Folio</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will compile a folio of their learning that will include</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>Issues Analysis</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

- **Stage 1 Physical Education B**
- **Stage 2 Physical Education**

**Contact Teacher**

Senior Campus: Mr Allan
# Stage 1 Physical Education B  
## 10 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Personal Development, Communication, Learning</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Year 10 Performance Physical Education or Equivalent</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 5 or better in Performance PE and or a level 6 or better I Activity and Lifestyle Core PE</td>
<td></td>
</tr>
</tbody>
</table>

### Description
Students will select 2 sports that they will undertake and extended training and development program for. In selecting these sports students will need to consider the development of skills and techniques required for Stage 2 Physical Education and meet the selection criteria (at least 1 team based and 1 individual). Students will also look at 2 theoretical units within the course; Body In Action (Biomechanics and Skill Acquisition) and Sports Nutrition

### Additional Costs: Nil

### Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
<th>Description</th>
</tr>
</thead>
</table>
| Practical       | 60%       | Assessment of the practical components of Physical Education is completed via the use of practical assessment checklists and observation  
Sport A = 30%  
Sport B = 30% |
| Folio           | 40%       | Students will compile a folio of their learning that will include  
Assignments  
Issues Analysis  
Exam |

### Future Study at NMHS
- Stage 1 Physical Education B
- Stage 2 Physical Education

### Contact Teacher
- Senior Campus: Mr Allan
**Stage 1 Integrated Learning – Sports Studies A**  
**10 Credits**

**Health and Physical Education Curriculum**  
**Cross Disciplinary Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Personal development, Work</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td>Students are expected to have an interest in Physical Activity and Sports Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>This course is recommended for students who have passed any of the Year 10 PE courses successfully</td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Integrated Learning (Sports Studies) requires students to apply their knowledge and skills to sporting and physical activity practicals and theory tasks, which lead to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives, physical activity, sport and the community.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

This course is designed for students who have a keen interest in sport, physical activity, coaching and umpiring. Students will negotiate two practical activities, organise and run a small sided tournament, design and implement a coaching program, undertake an entry level officiating course and reflect upon their learning throughout the course.

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
</table>
| Practical                 | 60%       | 1 Field Sport and 1 Court Sport  
Both will be assessed through a mixture of teacher, self and peer assessment with the guidance of practical skills checklists |
| Group activity            | 20%       | Student directed sports tournament for the chosen court sport, students will be assessed upon their ability to organise and run the tournament |
| Folio and Discussion      | 20%       | Students will compile a folio of their learning this will include; class notes, assignments, reflections. At the end of the course students will discuss their learning within small group discussions using the folio of learning as evidence |

**Future Study at NMHS**

<table>
<thead>
<tr>
<th>Stage 2 Research Project</th>
</tr>
</thead>
</table>

| Stage 2 Integrated Learning |
|

**Contact Teachers**

Middle Campus: Mr Tripney  
Senior Campus: Mr Allan
## Stage 1 Health S  10 Credits

### Description
Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. The courses are designed to suit the needs of the group and aspects of topics are negotiated.

### Content
**For a 10-credit subject, students complete the study of:**
- At least one core concept
- One option study

**Core Concepts**
- Core Concept 1: Ways of Defining Health
- Core Concept 2: Health Literacy

**Option Studies**
- Option Study 1: Health and Participation in an Active Lifestyle
- Option Study 2: The Effects of Alcohol, Tobacco, and other Drugs on Health
- Option Study 3: Health and the Environment
- Option Study 4: Contemporary Health Priorities in Australia
- Option Study 5: Health and Relationships
- Option Study 6: Mental and Emotional Health
- Option Study 7: Growing up Healthy

### Additional Costs:
Nil

### Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Investigation</td>
<td>25%</td>
</tr>
<tr>
<td>Research Investigation</td>
<td></td>
</tr>
<tr>
<td>Group Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td>Investigations</td>
<td>50%</td>
</tr>
<tr>
<td>Two multi-modal tasks</td>
<td></td>
</tr>
</tbody>
</table>

### Future Study at NMHS
- **Stage 2 Health**

### Contact Teachers
- Senior Campus: Mr Allan, Ms Liapis
Stage 1 Outdoor Education A 10 Credits

Focus Capabilities | Personal Development, Communication, Citizenship | Related Subjects | Stage 1 Outdoor Education B
---|---|---|---
Assumed Knowledge | An interest and knowledge of the outdoors and natural environment
Prerequisite | Nil

Description
In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. All students are required to attend the 6 day camp program as a compulsory part of this course, they will also be required to attend practical training sessions that utilise the Tuesday and Thursday afternoon flexible delivery times.

- 6-day Innes National Park Camp
- 3-days surfing
- 3-days cycle touring
- 3½ day training sessions

Additional Costs: $350

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

| Practical | 60% | All assessment for this assessment type is conducted during the 6 day Innes National Park camp.
|---|---|---
| 30% surfing (3 days)
| 30% cycling (3 days)
| Folio | 20% | Students will compile a folio of their learning that will include
| Class notes
| Assignment
| Power Point Presentations
| Discussions
| Journal | 20% | Students will compile a reflective journal upon their experiences during the 6 Day Innes National Park camp.

Future Study at NMHS
Stage 1 Outdoor Education B
Stage 2 Outdoor Education

Contact Teacher
Senior Campus: Mr Allan
Stage 1 Outdoor Education B 10 Credits

Health and Physical Education Curriculum

Description
In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. All students are required to attend the 6 day camp program as a compulsory part of this course; they will also be required to attend practical training sessions that utilise the Tuesday and Thursday afternoon flexible delivery times.

- 6-day Grampians National Park Camp
- 3-days bushwalking
- 3-days rock climbing
- 3½ day training sessions

Additional Costs: $350

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

| Practical | 60% | All assessment for this assessment type is conducted during the 6 day Grampians National Park camp. 30% bushwalking (3 days) 30% rock climbing (3 days) |
| Folio | 20% | Students will compile a folio of their learning that will include: Class notes Assignment Power Point Presentations Discussions |
| Journal | 20% | Students will compile a reflective journal upon their experiences during the 6 Day Grampians National Park camp. |

Future Study at NMHS
Stage 2 Outdoor Education

Contact Teacher
Senior Campus: Mr Allan
Stage 1 Child Studies  10 Credits

Focus Capabilities

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship, Personal Development, Work, Learning.</th>
<th>Related Subjects</th>
</tr>
</thead>
</table>

Assumed Knowledge

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Nil</th>
</tr>
</thead>
</table>

Prerequisite

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
</table>

Description

Stage 1 Child Studies can be studied as a 10-credit subject.

Through Child Studies students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. Students explore the concepts of child development and needs, the rights of children, the value of play, concepts of childhood and families, and the roles of parents, caregivers and governments in the health and well-being of children.

Students also investigate contemporary issues related to children such as migration, Indigenous communities, disabilities and the impact of technology.

Additional Costs: Cost may be incurred for excursions and materials for individual practical tasks and assignments.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical Activities</th>
<th>50%</th>
<th>Working as individuals to design and make items for use by children within the wider community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity</td>
<td>25%</td>
<td>Working as a team to promote and produce healthy foods for young children</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Conducting an investigation into contemporary issues facing parents and caregivers</td>
</tr>
</tbody>
</table>

Future Study at NMHS

Stage 2 Child Studies
Stage 2 Food and Hospitality

Contact Teacher

Senior Campus: Mr Allan
Stage 1 Food and Hospitality 10 Credits

Description
In Food and Hospitality, students focus on the industry and develop an understanding of contemporary issues related to this. Students develop skills in using technology and safe work and food handling practices in line with current legislation. Students develop and establish cooperative working relationships and learn the value of working independently while responding positively to instructions and directions during practical lessons.

Students participate in collaborative activities; develop critical thinking and problem solving skills in both a local and global context.

Content
Through research and practical tasks, students study one or more of the following areas:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Additional Costs: Cost may be incurred for excursions and materials for individual practical tasks and assignments.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activities</td>
<td>50%</td>
<td>Designing and making suitable food products connected to prior research</td>
</tr>
<tr>
<td>Group Activity</td>
<td>25%</td>
<td>Working as a group to plan, prepare and host a speciality food business</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Conducting research into the future of the Food and Hospitality Industry</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Food and Hospitality

Contact Teacher
Senior Campus: Mr Allan
Stage 2 Physical Education  20 Credits

Health and Physical Education Curriculum        Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship, Personal Development, Work, Learning</th>
<th>Related Subjects</th>
<th>Stage 2 Sports Studies, Stage 2 Outdoor Education</th>
</tr>
</thead>
</table>

Assumed Knowledge
Stage 1 Physical Education A and B.

Prerequisite
A ‘B’ grade or better in any Stage 1 Physical Education subject, including a minimum of a B in the theory component of the course

Description
Students studying this subject will be aiming to:
• acquire a deeper appreciation of physical activity as it relates to lifestyle and health both at the personal and community levels
• prepare for long term active participation in physical activity

Content
3 Theory Modules
• Exercise Physiology (approximately 25 hours study)
• Skill Acquisition and Biomechanics of Movement (approximately 15 hours study)
• Student Directed Issues Analysis of a sporting based topic (approximately 10 hours study)

3 Practical Modules
• Seek higher standards of skilled performance in selected physical activities
• Experience opportunities for personal development through activities designed to develop initiative and leadership.

Students will need to work for approximately 18 – 20 hours on each of three selected sports. The selection will be guided by the cohort of student and their particular skills, expertise, gender balance, class size and facilities / equipment.
Possible choices include: badminton, netball, touch, basketball, indoor soccer, European handball and volleyball.
Please note: that there is a compulsory Aquatics unit on kayaking.

Additional Costs:
Aquatics $35.00

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Practical Performance for 3 Sports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1 Practical</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2 Folio</td>
<td>20%</td>
<td>Theory Course work assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issues Analysis (1,000 words).</td>
</tr>
</tbody>
</table>

| External Assessment     | 30%       | 2 hour External Examination.     |

Contact Teacher
Senior Campus:  Mr Allan
Stage 2 Integrated Learning – Sports Studies 20 Credits

Health and Physical Education Curriculum
Cross Disciplinary Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Personal Development, Work, Citizenship</th>
<th>Related Subjects</th>
<th>Physical Education, Outdoor Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students are expected to have a strong interest in Physical Activity and Sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Successful completion of Stage 1 Physical Education or Stage 1 Sports Studies is an advantage but not essential</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
Integrated Learning (Sports Studies) requires students to apply their knowledge and skills to sporting and physical activity practicals and theory tasks, which lead to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives, physical activity, sport and the community.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

This course is designed for students who have a keen interest in sport and physical activity. Students will negotiate three practical activities to complete throughout the semester, with students background and the teachers expertise and experience being factors of consideration.

Students cannot choose this subject with Special Interest Football or Physical Education.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
<td>Sports specific fitness and skill development.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
<td>Planning and carrying out peer activity that encourages physical activity and fitness development.</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
<td>Tests, assignment based on sport performance and self reflection activities.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Research based assignment related to Sports Performance (Fitness, training and coaching).</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Tripney, Mr Allan
Stage 2 Health  20 Credits

**Focus Capabilities**  Communication, Citizenship, Personal Development, Learning

**Assumed Knowledge**  General interest in health issues and satisfactory literacy and numeracy skills

**Prerequisite**  A ‘C’ grade or better in a Stage 1 Health and Personal Development subject is recommended

**Description**

Students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

For a 20-credit subject, students complete the study of:

- at least one core concept
- three option studies

**Additional Costs:** First Aid Course $100.00

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Additional Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Investigation and Presentation</td>
<td>30%</td>
<td>Research Investigation, Oral presentation and Written Report</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>20%</td>
<td>Research Investigations</td>
</tr>
<tr>
<td>Practical Activities</td>
<td>20%</td>
<td>Practical Investigation and Report, First Aid Course and Report</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Investigation</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus:  Mr Allan, Ms Liapis
**Stage 2 Outdoor Education**  
**20 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development, Communication, Citizenship</td>
<td>Stage 2 Sports Studies, Stage 2 Physical Education, Stage 2 Tourism</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**  
Previous studies in outdoor education, General like of the outdoors and natural environment, moderate to high personal fitness

**Prerequisite**  
Nil

**Description**  
At Stage 2 students continue their development in the areas of practical ability, ecology and biodiversity, human impacts and management, risk evaluation and safety management and trip planning. Culminating with students using these skills to organise, undertake and review a self-reliant camping experience. Students as part of this course will need to undertake 3 extended stay camping programs that utilise weekend time and a series of training days that utilise the Tuesday and Thursday afternoon flexible delivery time.

- Term 1 – Rock-climbing 5 days – Mt Arapiles
- Term 2 – Cycle Touring 5 days – Flinders Ranges
- Term 3 – Self Reliant – Students Choice

**Additional Costs:** $800.00

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
<td>Students will compile a folio of their learning throughout the year, this folio will include the Environmental Study Assignment, Environmental Investigation, Planning Principles Assignment and Group Dynamics Assignment</td>
</tr>
</tbody>
</table>
| Group Practical         | 30%       | Student’s assessment in this assessment type will be conducted during the extended stay camping program.  
- Rock-climbing 15%; Cycle Touring 15% |
| Individual Practical    | 20%       | Students will be assessed within 3 areas for the individual practical  
- Planning; Practical Execution; Practical Execution |
| External Assessment     | 30%       | Investigation: Based on study of an environmental issue or experience that is related to the group practical or individual practical, or to student’s experiences of outdoor activities |

**Contact Teacher**  
Senior Campus: Mr Allan
Stage 2 Child Studies  20 Credits

Focus Capabilities | Personal Development, Citizenship, Learning | Related Subjects | Stage 2 Health, Stage 2 Nutrition, Stage 2 Psychology

Assumed Knowledge | Students should have good literacy skills due to the reading, writing and analysing requirements of the course

Prerequisite | Nil

Description
The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

Content
Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues of understanding diet and lifestyle effects.
- Economic and Environmental Influences of community support for children and their families.
- Political and Legal Influences of providing support for children with a variety of needs.
- Socio-cultural Influences of parent support on children’s education.
- Technological Influences on parenting styles.

Additional Costs: Cost may be incurred for excursions and materials for individual practical tasks and assignments.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activities</td>
<td>50%</td>
<td>Designing and making suitable developmental aids for children connected to prior research and planning</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
<td>Working as a group to plan, prepare and host events aimed towards promoting healthy eating in children including visits to local pre-schools</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Investigation: Conducting research into contemporary issues that could affect parents, caregivers or children</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Allan
Stage 2 Food and Hospitality       20 Credits

Description
Students focus on the industry and develop an understanding of contemporary techniques and issues related to it. Students develop skills in using technology and safe work and food handling practices in line with current legislation. Students develop and establish cooperative working relationships and learn the value of working independently while responding positively to instructions and directions during practical lessons. Students participate in collaborative activities, develop critical thinking and problem solving skills in both a local and global context. The focus of the course is on the contemporary and changing nature of this industry. Students will critically examine attitudes and values about the industry and the influences of economic, environmental, legal, political, socio-cultural and technological factors at local, national and global levels. Students may be required to participate in activities outside of school hours, both within the school and in the wider community.

Areas of Study
1. Contemporary and Future Issues based on current food trends.
2. Economic and Environmental Influences on personal food choices.
3. Political and Legal Influences on food safety.
4. Socio-cultural Influences on careers in the industry and food styles.
5. Technological Influences available to improve the catering experience.

Additional Costs: Cost may be incurred for excursions and materials for individual practical tasks and assignments.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activities</td>
<td>50%</td>
<td>Designing and making suitable food products connected to prior research and planning</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
<td>Working as a group to plan, prepare and host events within the school community</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Investigation: Conducting research into contemporary issues faced by the Food and Hospitality Industry</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Allan
Year 8 Humanities (Individuals and Societies)

Humanities Curriculum

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Humanities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Humanities is a compulsory full year subject at Year 8.</td>
<td>Students study a semester of History and a semester covering units in Economics, Civics and Citizenship, and Geography.</td>
</tr>
</tbody>
</table>

Description
This course encourage students to broaden their own perspectives and understanding of societies past and present, and equip them to become informed, active, responsible citizens, with a skills base appropriate for the 21st century.

History: The Medieval World
Students study Medieval Europe to learn about the great changes that occurred between 590 CE to 1500 CE in both the western and eastern worlds. Students also study a unit on Japan under the Shoguns’ (c.794 – 1867) as a point of comparison and in order to be informed about the history of countries in our region.

Geography: Landforms and landscapes, changing nations

Civics and Citizenship: Government in Australia
The three levels of government and responsibilities of each; the voting system in Australia; the meaning of democracy as a political system and how it compares with other systems of government.

Economics: Role of Producers and Consumers
Students consider the use and allocation of available resources and how the decisions made by consumers and producers can be ethical or unethical and the impact of these decisions on sustainability.

Additional Costs: There may be excursions and projects with associated costs (approximately $10.00)

Assessment
Assessment is against the IBMYP Humanities Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking Critically</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 Humanities
Year 10 History, Year 10 Geography
Year 10 Introduction to Business and Law

Contact Teacher
Middle Campus: Ms Forbes
Year 9 Humanities (Individuals and Societies)

Description
In this subject students learn to think clearly about current issues confronting them and their world. Students undertake three humanities disciplines of History, Geography and Civics and Citizenship. Students develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environment in which they live. They learn to act as responsible citizens of local and global communities.

Content
- **History: The Modern World and Australia, 1750 to 1918**
  - Industrial Revolution
  - The great thinkers of enlightenment
  - Migration of the World
  - Australian Settlement 1788-1918
  - World War One
- **Geography**
  - Biomass and food security
  - Geographies of interconnections
- **Civics and Citizenship Human Rights**
  - Universal Declaration of Human Rights post WW2
- **Civics and Citizenship Youth and The Law**
  - How laws are made
  - Australia’s Legal System

Additional Costs: There may be excursions and projects with associated costs (approximately $20.00)

Assessment
Assessment is against the IBMYP Humanities Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and Understanding</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Investigating</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Thinking Critically</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 10 History, Year 10 Geography
Year 10 Introduction to Business and Law

Contact Teacher
Middle Campus: Ms Forbes
Year 10 History

Humanities Curriculum

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Australia in the Modern World 1919 – present</th>
<th>Related Subjects</th>
<th>Year 10 Geography, Year 10 Introduction to Business and Law, Year 10 EALD History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>History is a <strong>compulsory</strong> single semester subject at Year 10. Students may elect to study a further Humanities subject in the alternate semester and can choose from Geography or Introduction to Business and Law.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**
This course engages students to gain a general understanding of Australia’s history in the context of world events. Skills of historical inquiry and critical interpretation of primary and secondary sources will be developed. The course will guide students to develop a deeper understanding of the causes and consequences of change locally and globally. Students will develop their understanding of time and place as critical to understanding events in history and the effects of the past on the present, and the present on the future.

**Topics**
- An overview of Australia 1919 – present: significant turning points affecting Australia
- WW2: its causes and courses
- Struggles for freedom and rights: civil rights movements, indigenous population.
- Popular culture 1954 – present: changes and influences

**Additional Costs** There may be excursions and projects with associated costs (approximately $20.00)

**Assessment**
Assessment is against the IBMYP Humanities Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking Critically</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Stage 1 History, Stage 1 Geography, Stage 1 Tourism
Stage 1 Society and Culture, Stage 1 Legal Studies
Stage 1 Australian and International Politics

**Contact Teacher**
Middle Campus: Ms Forbes
# Year 10 EALD History

## Description:
The EALD History course covers topics from the Year 10 Australian Curriculum: History but may include other topics as required. There is equal emphasis given to language skills and content knowledge. The historical skills of historical inquiry and critical interpretation of primary and secondary sources will be developed using EALD teaching methodologies.

This compulsory unit will be undertaken in either semester one or two.

## Topics will include:
- An overview of Australia 1919 – present
- WW2: its causes and courses
- Struggles for freedom and rights: civil rights, indigenous population.
- The migration experience

## Additional Costs:
There may be excursions and projects with associated costs (approximately $20.00)

## Assessment
Assessment is against the IBMYP Humanities Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking Critically</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

## Selection Information:
History is a **compulsory** single semester subject at Year 10. **Only eligible students can enrol in EALD Humanities.** Students may elect to study a further Humanities subject in the alternate semester and can choose from Geography or Introduction to Business and Law.

## Future Study at NMHS
- Stage 1 History
- Stage 1 Society and Culture

## Contact Teacher
Middle Campus: Ms Forbes
### Year 10 Geography

**Description**
Geography is the integrated study of the earth’s places, peoples, societies and environments and the relationship between them. Geography is concerned with the investigation of physical and social processes with a particular focus on natural, social and built environmental regions of the world. Topics will be considered from a political, economic, environmental and socio-cultural perspective. Students will engage in an investigation and develop research skills.

**Topics include:**
- Environmental change and management
- Geographies of human wellbeing

**Additional Costs:** There may be excursions and projects with associated costs (approximately $20.00)

**Assessment**
Assessment is against the IB MYP Humanities Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Area/Task</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and Understanding</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Investigating</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Thinking Critically</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 1 Geography, Stage 1 Tourism
- Stage 1 Society and Culture

**Contact Teacher**
Middle Campus: Ms Forbes
**Year 10 Introduction to Business and Law**

**Humanities Curriculum**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Humanities: Introduction to Business and Law</th>
<th>Related Subjects</th>
<th>Year 10 History, Year 10 Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection Information</strong></td>
<td>Students can select this subject as an additional semester of Humanities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

This course gives students an introduction to Business, Law and Politics subjects offered at senior level and tertiary level and an understanding of the business world and how laws and government work.

In considering the many social and ethical issues which arise in both business interactions and law in society, students have opportunities to develop an understanding of the complex interactions of interest groups, and an awareness of the needs, interdependence and power relationships of individuals and groups in society.

Studies in this area of the curriculum will prepare students to develop an awareness of changing social, political, business and global environments. It will also prepare students for their future roles as citizens, workers, employers, entrepreneurs and consumers.

**Topics will include:**
- Markets
- Workers’ Rights and Responsibilities
- Legal processes in Australia
- Making and changing laws, and the role of pressure groups

**Additional Costs:** There may be excursions and projects with associated costs.

**Assessment is against the IBMYP Humanities Criteria.**

<table>
<thead>
<tr>
<th><strong>Criterion A</strong></th>
<th>Knowing and Understanding</th>
<th><strong>Maximum 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion B</strong></td>
<td>Investigating</td>
<td><strong>Maximum 8</strong></td>
</tr>
<tr>
<td><strong>Criterion C</strong></td>
<td>Communicating</td>
<td><strong>Maximum 8</strong></td>
</tr>
<tr>
<td><strong>Criterion D</strong></td>
<td>Thinking Critically</td>
<td><strong>Maximum 8</strong></td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 1 Business and Enterprise, Stage 1 Economics
Stage 1 Accounting, Stage 1 Legal Studies
Stage 1 Australian and International Politics

**Contact Teacher**

Middle Campus: Ms Forbes
**Stage 1 Australian and International Politics**  
10 Credits

**Focus Capabilities**  
Communication, Citizenship, Learning.

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td><strong>Stage 1 Legal Studies</strong></td>
</tr>
<tr>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite**  
A level 4 or better in Year 10 English and/or Humanities

**Description**  
This course introduces the concept of power and the relationship of the state with its citizens. It looks at structures, processes and procedures open to those in positions of power. It looks at active citizenship and individual participation in decision making.

**Additional Costs:** Students may attend some excursions (approximately $10.00)

**Assessment**  
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Investigations and Research Investigations; Tests and Assignments. (1000 words written or Oral Presentation, maximum 6 minutes)</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>40%</td>
<td>Oral Presentations, Youth Parliament. (1000 words written or Oral Presentation, maximum 6 minutes)</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Students decide on presentation format on an option study.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 2 Legal Studies
- Stage 2 Australian and International Politics

**Contact Teachers**
- Middle Campus: Ms Williams
- Senior Campus: Ms Marano
Stage 1 Legal Studies A  10 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship, Learning</th>
<th>Related Subjects</th>
<th>Stage 1 Legal Studies B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stage 1 Australian and International Politics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Nil</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>A level 4 or better in Year 10 Humanities</th>
</tr>
</thead>
</table>

Description
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Topics
- The Australian Parliamentary and Legal System
- Civil Law
- Analysis of Trials
- Sources of Law
- Courtroom Procedures
- Criminal and Adversarial System
- Examination of Criminal Statutes

Additional Costs: Students may attend some excursions (approximately $10.00)

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Short answer questions; Interpretation of Media Articles; Case Studies; Court Visit. (800 words written, or Oral Presentation, maximum 5 minutes)</td>
</tr>
<tr>
<td>Issues Study</td>
<td>30%</td>
<td>Presentation and drafting of a bill. (1000 words written or Oral Presentation, maximum 6 minutes).</td>
</tr>
<tr>
<td>Presentation Folio</td>
<td>20%</td>
<td>Role Play, eg court hearing. (Oral presentation, maximum 6 minutes)</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Legal Studies B
Stage 2 Legal Studies

Contact Teachers
Middle Campus: Ms Williams
Senior Campus: Ms Marano, Ms Dodd, Mr Nguyen
**Stage 1 Legal Studies B**

**10 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship, Learning</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td>Stage 1 Legal Studies A</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 4 or better in Year 10 Humanities or a ‘C’ grade or better in a Stage 1 English or Humanities subject</td>
<td>Stage 1 Australian and International Politics</td>
</tr>
</tbody>
</table>

**Description**

Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

**Core Topics**
- Australian Government
- The Constitution
- Australia and International Treaties

**Choice of Two Option Topics for an Issues Study**
- Young People and the Law
- Family Law
- Environmental Law
- Motor and the Law

**Additional Costs:** Students may attend some excursions (approximately $10.00)

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Short answer questions; Interpretation of Media Articles; Case Studies; Court Visit. (800 words written or Oral Presentation, maximum 5 minutes)</td>
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<tr>
<td>Issues Study</td>
<td>30%</td>
<td>Presentation and drafting of a bill,(1000 words written or Oral Presentation, maximum 6 minutes)</td>
</tr>
<tr>
<td>Presentation Folio</td>
<td>20%</td>
<td>Role Play eg court hearing,(Oral Presentation, maximum 6 minutes)</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

- Stage 2 Legal Studies

**Contact Teachers**

- Middle Campus: Ms Williams
- Senior Campus: Ms Marano, Ms Dodd, Mr Nguyen
# Stage 1 Economics A

**10 Credits**

## Humanities Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Citizenship, Personal Development, Work, Learning</td>
<td>Stage 1 Economics B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should have good literacy skills due to the language requirements of the course as well as an ability to investigate the impact of change on individuals, communities, business and governments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>A level 4 or better in Year 10 English or Year 10 Humanities</td>
</tr>
</tbody>
</table>

## 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. 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 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.

## Topics

- The Economic Problem
- Economic Systems
- The Market Economy/Price Mechanism
- Choice negotiated with class from: Employment and Unemployment, Trade in a Global Economy or the impact of Inflation (Price Rises).

## Additional Costs

Nil

## Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
<tr>
<td>Essays, Investigations, Group Work.</td>
<td></td>
</tr>
<tr>
<td>Response to Stimuli, Tests, Practice Exam.</td>
<td></td>
</tr>
<tr>
<td>Study of a Current Issue.</td>
<td></td>
</tr>
</tbody>
</table>

## Future Study at NMHS

<table>
<thead>
<tr>
<th>Stage 1 Economics B</th>
<th>Stage 2 Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Williams</td>
<td>Ms Jacobs</td>
</tr>
</tbody>
</table>

## Contact Teachers

- **Middle Campus**: Ms Williams
- **Senior Campus**: Ms Marano, Ms Jacobs
**Stage 1 Economics B**

**10 Credits**

**Humanities Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
<th>Stage 1 Economics A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Citizenship, Personal Development, Work, Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

Nil

**Prerequisite**

A level 4 or better in Year 10 Humanities or Year 10 English or a ‘C’ grade or better in a Stage 1 English or Humanities subject

**Description**

This course enables students to understand how an economy operates and the way in which it functions. Students develop an understanding of different economic institutions, and can assess the degree to which these 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.

This course focuses on the issues that arise from the uneven distribution of income not only within a nation such as Australia but also between nations. Students will develop an understanding of the theoretical models that are used to describe inequality as well as the changing issues that are associated with this area of study. They will 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.

**Topics**

- Globalisation and the Australian Economy
- Income Distribution
- Poverty in Australia
- The Developing World

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
<th>40%</th>
<th>Essays, Case Studies, Group Work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
<td>Response to Stimuli, Tests, Practice Exam.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 2 Economics

**Contact Teachers**

Middle Campus: Ms Williams
Senior Campus: Ms Marano, Ms Jacobs
Stage 1 Geography  10 Credits

Focus Capabilities | Communication, Citizenship, Learning
Assumed Knowledge | Nil
Prerequisite | A level 4 or better in Year 10 Humanities

Description
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture and urban planning. Through the study of geography, students develop an understanding of the spatial interrelationships of people, places and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on such interactions.

Additional Costs: Urban Adelaide excursion (approximately $10.00)

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

| Skills and Applications Tasks | 40% | Mapping skills. |
| Inquiry | 20% | Profile of a Less Economically Developed Country (LFDC). |
| Fieldwork | 20% | Practical Investigation into human impacts on the Adelaide coastline. |
| Investigation | 20% | Issues related to Megacities. |

Future Study at NMHS
Stage 2 Geography
Stage 2 Tourism

Contact Teachers
Middle Campus: Ms Williams
Senior Campus: Ms Marano, Ms Kearsley
# Stage 1 Society and Culture

**10 Credits**

## Humanities Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship, Personal Development, Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>A level 4 or better in Year 10 Humanities or a ‘C’ grade or better in a Stage 1 English or Humanities subject</td>
</tr>
</tbody>
</table>

### Description

Students investigate current issues in society through primary and secondary sources. Students explore issues from social, political, historical, religious, philosophical, economic, legal, geographical, environmental and cultural factors. In this course students learn to recognise and respect cultural differences, ethical beliefs, personal identity and values. Topics are undertaken in consultation with the class and may have a local perspective.

### Additional Costs:

Students may attend some excursions (approximately $10.00)
Access to internet is required and students will require the purchase of additional internet credit.

### Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Source Analysis</th>
<th>Identify 2 to 4 primary and or secondary sources. Students negotiate the form eg discussion, mock debate. May include observations and recordings from field trips to cultural or social events or centres, a study of cultural artefacts, or interaction with guest speakers and other people in the school or the local community. (Maximum 800 word written or Oral Presentation, maximum 5 minutes, or equivalent in multi modal form.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity (2)</td>
<td>25% Investigation of a contemporary social or cultural issue in a group (Maximum 750 words written or Oral Presentation, maximum 5 minutes, or equivalent in multi modal form).</td>
</tr>
<tr>
<td>Individual Activity</td>
<td>25% Investigation of a contemporary social or cultural issue (Maximum 1000 words written or Oral Presentation, maximum 6 minutes, or equivalent in multi modal form).</td>
</tr>
</tbody>
</table>

### Future Study at NMHS

**Stage 2 Society and Culture**

**Contact Teachers**

Middle Campus: Ms Williams
Senior Campus: Ms Marano
Stage 1 Tourism 10 Credits

**Focus Capabilities**
Communication, Citizenship, Learning

**Related Subjects**
Stage 1 Geography

**Assumed Knowledge**
Nil

**Prerequisite**
A level 4 or better in Year 10 Humanities or a 'C' grade or better in a Stage 1 English or Humanities subject

**Description**
Students develop an understanding of the nature of tourists, tourism and the tourism 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 impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

**Additional Costs:** An excursion to Adelaide Zoo (approximately $10.00)

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>25%</td>
<td>Use of secondary resources to identify and evaluate an area of the employment in tourism industry.</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>25%</td>
<td>Tourism on the Great Barrier Reef sources analysis – test conditions.</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
<td>Students utilise primary sources and practical tourism skills to evaluate the sustainability of a tourist attraction.</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Independent Research and Report on negotiated topic.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 2 Tourism
- Stage 2 Geography

**Contact Teachers**
- Middle Campus: Ms Williams
- Senior Campus: Ms Marano, Ms Kearsley
Stage 1 History                    10 Credits

**Humanities Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship, Personal Development, Work, Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A level 4 or better in Year 10 Humanities or a ‘C’ grade or better in a Stage 1 English or Humanities subject</td>
</tr>
</tbody>
</table>

**Description**

This subject provides the opportunity to examine issues such as freedom, globalisation, conflict and environmental impacts along with creative works such as art and music. The selection of regions or the ability to discover local history allows for a diverse analysis. Students interpret historical texts and analyse historical questions.

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Argumentative essay, report, oral presentation. Interpret understanding of historical events. (Maximum 1000 words written or Oral Presentation, maximum 6 minutes).</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>40%</td>
<td>Analysis study of historical primary and secondary sources. (Maximum 1000 words written or Oral Presentation, maximum 6 minutes)</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Individual investigation which examines a historical event, group, individual or phenomenon. (Maximum 1000 words written or Oral Presentation, maximum 6 minutes)</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 2 Modern History

**Contact Teachers**

Middle Campus: Ms Williams  
Senior Campus: Ms Marano
Stage 1 Media Studies: Journalism A 10 Credits

Focus Capabilities
- Learning & Communication

Related Subjects
- Stage 1 Creative Arts: Film & Special Effects A & B
- Stage 1 Integrated Learning: nmhsLIVE Productions A & B

Assumed Knowledge
- This subject has a literacy focus; students with strong analytical and writing skills will have an advantage. Students who have completed a media course at either year 9 or year 10 will have an advantage in the practical assessment.

Prerequisite
- Nil

Description
- Media Studies: Journalism A will focus on the genre of Documentary with students working in small groups to produce a product. Through Media Studies students will develop media literacy and production skills by observing media practices, interacting with and producing media based products. Students will be assessed against their knowledge and understanding of media texts, their ability to research and analyse, their production and evaluation skills. Students will spend time interacting with a media based product of their choice through the duration of this course. Students will be assessed through a range of different tasks in a variety of differing modes (oral presentation, presentations to camera, written tasks, investigations and productions).

- In this subject, the topics of Documentaries and Media & the Global Community will be covered. Documentaries will again be covered in Stage 2 Media Studies. This gives the students the opportunity to develop skills that will apply directly to their Year 12 Media Studies course. This subject is designed for students who have a keen interest in Journalism and the study of the media and have the ability to work both collaboratively and independently on large-scale productions.

- Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

Assessment Costs: Nil

Assessment
- Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Critical explorations of issues relating to the media.</td>
</tr>
<tr>
<td>Interaction Study</td>
<td>20%</td>
<td>Students personally interact with a form of media and document their interactions.</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
<td>In small groups students create a documentary on a topic of their choosing.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
- Stage 1 or 2 – Integrated Learning: nmhsLIVE Productions
- Stage 1 or 2 – Creative Arts: Film & Special Effects

Contact Teachers
- Middle Campus: Mr Fawcett, Ms Millard
- Senior Campus: Mr Almond, Ms Marano
Stage 1 Media Studies: Journalism B  
10 Credits

Description
Media Studies: Journalism B will focus on the genre of TV News with students working in small groups to produce a product. Through Media Studies students will develop media literacy and production skills by observing media practices, interacting with and producing media based products. Students will be assessed against their knowledge and understanding of media texts, their ability to research and analyse, their production and evaluation skills. Students will spend time interacting with a media based product of their choice through the duration of this course. Students will be assessed through a range of different tasks in a variety of differing modes (oral presentation, presentations to camera, written tasks, investigations and productions).

In this subject, the topics of TV News and Careers in the Media will be covered. TV News will again be covered in Stage 2 Media Studies. This gives the students the opportunity to develop skills that will apply directly to their Year 12 Media Studies course. This subject is designed for students who have a keen interest in Journalism and the study of the media and have the ability to work both collaboratively and independently on large-scale productions.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
<td>Critical explorations of issues relating to the media.</td>
</tr>
<tr>
<td>Interaction Study</td>
<td>20%</td>
<td>Students personally interact with a form of media and document their interactions.</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
<td>In small groups students create a TV News segment on a topic of their choosing.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 or 2 – Integrated Learning: nmhsLIVE Productions
Stage 1 or 2 – Creative Arts: Film & Special Effects

Contact Teachers
Middle Campus: Mr Fawcett, Ms Millard
Senior Campus: Mr Almond, Ms Marano
### Focus Capabilities
Communication, Citizenship, Personal Development, Work, Learning

### Related Subjects
- Stage 2 Legal Studies
- Stage 2 Modern History
- Stage 2 English Studies

### Assumed Knowledge
Nil

### Prerequisite
A ‘B’ grade or better in Stage 1 English or any Stage 1 Humanities subject

### Description
This course enables students to demonstrate attitudes associated with informed citizenship and an engaged awareness of political issues.

The course is divided into a compulsory core section of four topics:
- The Australian Constitution and Federation
- Political Representation, Parliament and the Executive
- Voting and Elections
- Political Parties

The option topic will be a study of the United Nations and Human Rights.

### Additional Costs:
Students may attend some excursions and be involved in entering competitions (approximately $15.00)

### Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Essay responses, short answer questions and research investigations.</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>Focus on a major issue of student’s own choice.</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>20%</td>
<td>Some timed pieces and some student generated.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A two hour external examination: two essays.</td>
</tr>
</tbody>
</table>

### Contact Teacher
Senior Campus: Ms Marano
Stage 2 Legal Studies  
20 Credits

Description
This course explores the relationship between the legal system and society. It examines the social function of the law and the status of the individual within the legal system with the aim of increasing students’ understanding of the system.

Topics
- The Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Additional Costs: Students may attend some excursions (approximately $10.00)

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Research Investigations, Assignments and Oral presentations (combined folio 5000 words).</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
<td>1,500 word (or equivalent) response to issue of own choice.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A three hour external examination.</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Ms Marano, Ms Dodd
**Stage 2 Economics**  
20 Credits

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students should have good literacy skills due to the language requirements of the course as well as an ability to investigate and evaluate the impact of change on individuals, communities, business and governments</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A ‘C’ grade or better in Stage 1 Economics A or B, Stage 1 English or any Stage 1 Humanities subject</td>
</tr>
</tbody>
</table>

**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. 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.

**Content**

Five key areas of study:

- **The Economic Problem:** Resources, Economic Systems
- **Microeconomics:** The Price Mechanism, Market Structures
- **Macroeconomics:** Economic Objections, Economic Policy Tools
- **Globalisation:** Trade
- **Poverty and Inequality:** Developing Nations

**Additional Costs:** Students may choose to purchase: Economics Past Exams and Answers (approximately $20.00) and Essentials Workbook (approximately $40.00)

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Essays, Media Analysis, Case Study</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
<td>Tests, Essay under supervision, Responses to Stimuli</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A two hour external examination: Part A – multiple choice questions, response to stimuli and extended response questions; Part B – one essay from a range of questions.</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus: Ms Marano, Ms Jacobs
# Stage 2 Geography

**Humanities Curriculum**

### Focus Capabilities
- Communication, Learning, Work

### Related Subjects
- Stage 2 Society and Culture, Stage 2 Tourism

### Assumed Knowledge
- Students need literacy and ICT skills to access required resources

### Prerequisite
- Nil

### Description
This subject deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture and urban planning. Students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

### Additional Costs:
Fieldwork excursion (approximately $20.00)

### Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>25%</td>
<td>Independent Investigation into local geographical issue based on primary research and practical geography skills.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
<td>Independent inquiry into contemporary geographical issue based on secondary research.</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
<td>Various assessments on: Population, Resources, and Development and Mapping skills.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>30%</strong></td>
<td>A two hour external examination: short-answer and extended response questions.</td>
</tr>
</tbody>
</table>

### Contact Teachers
Senior Campus: Ms Marano, Ms Kearsley
Stage 2 Society and Culture  

**Humanities Curriculum**

**Focus Capabilities**  
Communication, Citizenship, Personal Development, Work and Learning

**Related Subjects**  
Stage 2 Geography, Stage 2 Legal Studies, Stage 2 Australian and International Politics, Stage 2 Economics, Stage 2 Business and Enterprise

**Assumed Knowledge**  
An awareness of contemporary issues in societies and cultures within a local and global context

**Prerequisite**  
Nil

**Description**  
The tasks take topics from the following three areas: Culture, Contemporary Challenges and Global Issues. This subject examines and questions contemporary issues that affect societies around the world. A range of assessment types are undertaken to cater for a range of abilities. In this subject you will be introduced to and examine major beliefs, power and cultural systems. You will examine factors that affect or resist change and examine whether there are ways to resist change. You will analyse ways to consider changing perceptions and analyse ways in which society deals with ethical issues. We also examine the effects of technologies on society and how context plays a part in this. We evaluate social and environmental issues, globalisation and the distribution of power and how we participate as citizens within this macro and micro environment.

**Additional Costs**  
Students may attend some excursions (approximately $10.00)  
Access to internet is required and students will require the purchase of additional internet credit.

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Magazine articles, multi-modal presentations, sources analysis, role plays. (Each folio maximum 1500 words written or Oral Presentation, maximum 7 minutes, or equivalent in multi modal form)</td>
</tr>
<tr>
<td>Interaction</td>
<td>20%</td>
<td>Group Activity. (Social action and 600 word reflection) and Photo Essay (oral activity).</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Investigation. (Individual – maximum 2000 words on a contemporary issue of choice.</td>
</tr>
</tbody>
</table>

**Contact Teacher**  
Senior Campus: Ms Marano
Stage 2 Tourism  

20 Credits

**Humanities Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Citizenship, Communication, Learning</th>
<th>Related Subjects</th>
<th>Stage 2 Geography, Stage 2 Society and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Literacy and IT skills required to access the required resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism 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 impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

**Additional Costs:** Excursion to Clipsal 500 V8 Supercar race (approximately $10.00)

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
<td>Interpretation and evaluation of secondary sources. Ecotourism research report, Sources Analysis tests.</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
<td>Activities that utilise practical tourism skills including primary research and presentation of tourism information, including fieldwork and itinerary planning.</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>Independent Research on contemporary tourism issue.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>30%</td>
<td>A two hour external examination: short answer, extended answer and sources analysis.</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus: Ms Marano, Ms Kearsley
**Focus Capabilities**
Communication, Citizenship, Personal Development, Work, Learning

**Related Subjects**
Stage 2 Australian and International Politics, Stage 2 Legal Studies

**Assumed Knowledge**
Nil

**Prerequisite**
A ‘B’ grade or better in Stage 1 English or any Stage 1 Humanities subject.

**Description**
Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students’ research and review sources within a framework of inquiry and critical analysis. Students will study one **Thematic Study** which may be “Revolutions and Turmoil” at one **Depth Study** which may be “The War to End all Wars”.

**Individual History Essay** – students choose a key area for inquiry from one of eleven topics. Students develop skills essential to historical inquiry.

**Additional Costs:** Nil

**Assessment**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Argumentative Essay, Imaginative Reconstruction, Source Analysis.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A three hour external examination.</td>
</tr>
</tbody>
</table>

**Contact Teacher**
Senior Campus: Ms Marano
**Stage 2 Media Studies: Journalism**  
**20 Credits**

**Focus Capabilities**  
Learning & Communication

**Related Subjects**  
Stage 2 - Creative Arts: Film & Special Effects  
Stage 2 – Integrated Learning: nmhsLIVE Productions

**Assumed Knowledge**
This subject has a literacy focus; students with strong analytical and writing skills will have an advantage. Students who have completed Media Studies: Journalism A or B will have an advantage.

**Prerequisite**  
Nil.

**Description**
Media Studies: Journalism will focus on TV News and Documentaries with students working independently to produce their products. Through Media Studies students will develop media literacy and production skills by observing media practices, interacting with and producing media based products. Students will be assessed against their knowledge and understanding of media texts, their ability to research and analyse, their production and evaluation skills. Students will spend time interacting with a media based product of their choice through the duration of this course. Students will be assessed through a range of different tasks in a variety of differing modes (oral presentation, presentations to camera, written tasks, investigations and productions).

In this subject, the topics of TV News and Documentaries will be covered. This subject is designed for students who have a keen interest in Journalism and the study of the Media and have the ability to work both independently on large-scale productions.

Students wishing to complete multiple media-based subjects will need to organise a meeting with the subject teacher to ascertain suitability.

**Additional Costs:** Nil

**Assessment**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Students will complete two explorations and an interaction study.</td>
</tr>
<tr>
<td>Products</td>
<td>40%</td>
<td>Students will individually create a Documentary and a TV News segment.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>2,000 words written or 12.5-minute oral/multimodal presentation on a topic that has been the subject of public debate or coverage within the past 12 months.</td>
</tr>
</tbody>
</table>

**Contact Teachers**
Senior Campus: Mr Almond, Ms Marano
## Year 8 and Year 9 Languages

### Description

Students may choose to continue the language studied at primary school if it is available or they may choose a different language to begin studying at Year 8 level. Once a language course has begun students cannot change the chosen language.

Through the language programs students learn the language of a culture and reflect upon and explore cultural perspectives. Students develop their speaking, reading, listening, viewing and writing skills through a range of activities. Content is organised into units based on topics or themes relevant to the students and often based around current textbooks developed for languages. The non-alphabetic languages, Chinese and Japanese, also focus on the learning of the characters in the writing system. Students are encouraged to use information and communication technology to communicate with young people using the target language.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

### Additional Costs:

Students may purchase workbooks in each of the following languages:

- **Chinese:** a workbook for each year level 8, 9 and 10 – approximately $30.00 - $35.00 each. Chinese Dictionary – approximately $25.00 each
- **German:** one workbook across year 8 and 9 – approximately $30.00 - $35.00 each. German Dictionary – approximately $25.00
- **Italian:** a workbook for year level 8 – approximately $30.00 - $35.00 each. Dictionary – approximately $25.00 each.
- **Japanese:** a workbook for each year level 8, 9 and 10 – approximately $30.00 each
- **Modern Greek:** a workbook for year 8 level – approximately $25.00-$30.00. Dictionary – approximately $25.00 each

### Assessment

Assessment is against IBMYP Language Acquisition Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Comprehending spoken and visual text</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using language</td>
<td>8</td>
</tr>
</tbody>
</table>

### Future Study at NMHS

All languages offered lead to Year 11 and Year 12 at the senior campus.

### Contact Teacher

Middle Campus: Ms Tooulou
Year 10 Chinese

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Language Acquisition</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Languages are a compulsory full year subject in Year 10</td>
<td></td>
</tr>
</tbody>
</table>

**Description**
This course is designed for Year 10 students who have been studying Chinese in Years 8 and 9 and who intend to continue into SACE Stage 1 and Stage 2 study. The Chinese language program focuses on developing student’s capability to communicate effectively in Chinese. Through a range of learning activities students will improve reading, speaking, listening, viewing, writing and ICT skills which support their development of oral, visual and written literacy. The students develop an understanding of cultural differences and make connections between Australian and Chinese culture, extending their understanding of language and culture in general.

At Year 10 the program caters for both background and non-background students of Chinese. Topics covered for **background students** include: Family, Women’s changing status, Comparisons between Eastern and Western Education and Environment. Topics covered for **non-background students** include: Travel, shopping and descriptions.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00
A workbook approximately $30.00 each and Chinese Dictionary – approximately $25.00 each

**Assessment**
Assessment is against the IBMYP Language Acquisition Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Comprehending spoken and visual text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 1 Chinese
- Stage 2 Chinese

**Contact Teachers**
- Middle Campus: Ms Tooulou, Ms Lieu, Ms Zheng
- Senior Campus: Ms Tooulou, Ms Zheng
Year 10 German

Languages Curriculum                                Home

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Language Acquisition</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Languages are a compulsory full year subject in Year 10</td>
<td></td>
</tr>
</tbody>
</table>

**Description**
This course is designed for Year 10 students who have been studying German in Years 8 and 9 and who intend to continue into SACE Stage 1 and Stage 2 study. The emphasis of the German Course is on developing student’s capability to communicate effectively in German and to reflect and explore cultural perspectives. The students develop an understanding of cultural differences and make connections between Australian and German culture, extending their understanding of language and culture in general. Through a range of learning activities students will improve reading, speaking, listening, viewing and writing skills which supports their development of oral, visual and written literacy. Students continue to improve their ICT skills through word processing in German, creating multimedia presentations and searching for information in a language other than English. Topics covered may include; the environment, Berlin and its history and youth issues.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 and German Dictionary – approximately $20.00

**Assessment**
Assessment is against the IBMYP Language Acquisition Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Comprehending spoken and visual text</td>
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<tr>
<td>B</td>
<td>Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using language</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 1 German
- Stage 2 German

**Contact Teachers**
- Middle Campus: Ms Tooulou, Ms Schwarz
- Senior Campus: Ms Tooulou, Ms Lazar
Year 10 Modern Greek

This course is designed for Year 10 students who have been studying Modern Greek in Years 8 and 9 and who intend to continue into SACE Stage 1 and Stage 2 study. The emphasis of the Modern Greek Course is on developing student's capability to communicate effectively in Modern Greek and to reflect and explore cultural perspectives. The students develop an understanding of cultural differences and make connections between Australian and Modern Greek culture, extending their understanding of language and culture in general. Through a range of learning activities students will improve reading, speaking, listening, viewing and writing skills which supports their development of oral, visual and written literacy. Students continue to improve their ICT skills through word processing in Modern Greek, creating multimedia presentations and searching for information in a language other than English. Topics covered include: Travel, Celebrations, Clothing and Fashion, Technologies and the Internet, Famous People, Environment, Leisure Activities and, Healthy Lifestyles, Migration and Cultural Exchange.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 and Modern Greek Dictionary – approximately $25.00

Assessment
Assessment is against the IBMYP Language Acquisition Criteria.

| Criterion A | Comprehending spoken and visual text | Maximum 8 |
| Criterion B | Comprehending written and visual text | Maximum 8 |
| Criterion C | Communicating | Maximum 8 |
| Criterion D | Using language | Maximum 8 |

Future Study at NMHS
Stage 1 Modern Greek
Stage 2 Modern Greek

Contact Teachers
Middle Campus: Ms Tooulou, Ms Batzavalis
Senior Campus: Ms Tooulou, Ms Batzavalis
Year 10 Italian

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Language Acquisition</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>Languages are a compulsory full year subject in Year 10</td>
<td></td>
</tr>
</tbody>
</table>

**Description**
This course is designed for Year 10 students who have been studying Italian in Years 8 and 9 and who intend to continue into SACE Stage 1 and Stage 2 study. The emphasis of the Italian course is on developing student’s capability to communicate effectively in Italian and to reflect and explore cultural perspectives. The students develop an understanding of cultural differences and make connections between Australian and Italian culture, extending their understanding of language and culture in general. Through a range of learning activities students will improve reading, speaking, listening, viewing and writing skills which supports their development of oral, visual and written literacy. Students continue to improve their ICT skills through word processing in Italian, creating multimedia presentations and searching for information in a language other than English. Topics covered include: Self and Leisure, travel and tourism, Italian music and film, Italian cuisine.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 and Italian Dictionary – approximately $20.00

**Assessment**
Assessment is against the IBMYP Language Acquisition Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Comprehending spoken and visual text</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Comprehending written and visual text</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
- Stage 1 Italian
- Stage 2 Italian

**Contact Teachers**
- Middle Campus: Ms Tooulou
- Senior Campus: Ms Tooulou, Ms Moffa
Year 10 Japanese

Description
This course is designed for Year 10 students who have been studying Japanese in Years 8 and 9 and who intend to continue into SACE Stage 1 and Stage 2 study. The emphasis of the Japanese course is on developing student's capability to communicate effectively in Japanese and to reflect and explore cultural perspectives. The students develop an understanding of cultural differences and make connections between Australian and Japanese culture, extending their understanding of language and culture in general. Through a range of learning activities students will improve reading, speaking, listening, viewing and writing skills which supports their development of oral, visual and written literacy. Students continue to improve their ICT skills through word processing in Japanese, creating multimedia presentations and searching for information in a language other than English. Topics covered include: Healthy Lifestyles, Travel and Tourism, Traditional and Modern lifestyles in Japan.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 and a workbook at an approximate cost of $30.00

Assessment
Assessment is against the IBOYP Language Acquisition Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Comprehending spoken and visual text</td>
<td>8</td>
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<tr>
<td>B</td>
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<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using language</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS:
Stage 1 Japanese Continuers
Stage 2 Japanese Continuers

Contact Teachers
Middle Campus: Ms Tooulou, Ms Du
Senior Campus: Ms Tooulou, Mr Haga
Stage 1 Chinese Continuers 1 and 2  
10 Credits each

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship</th>
<th>Related Subjects</th>
<th>Stage 1 Chinese Continuers 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students should have good literacy skills due to the language requirements of the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Level 4 or better in Year 10 Chinese. Eligibility criteria to apply for entry into Chinese at Continuers Level: Students who have had more than one year's education from the age of five (pre-school, primary, secondary) in a country where Chinese is a major language of communication or a medium of instruction are not eligible to enrol in a continuers level program unless it can be demonstrated that special circumstances apply. Applications for enrolment are made via the school to the SACE Board who makes decisions on the status of the application.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
Chinese at Continuers Level is designed for students who have been studying Chinese in years 8-10. In Chinese at Continuers Level, students develop their skills to communicate meaningfully. Students develop an understanding of how Chinese is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Chinese, students have opportunities to: interact with others, create texts in Chinese, analyse texts to interpret meaning and examine relationships between language, culture and identity. At Stage 1 students explore a range of topics through three themes: the Individual, the Chinese-speaking Communities and the Changing World. Topics covered include: Self and personal identity, Careers and occupations and Places of Interest in China. Students undertake an investigation on a cultural or social aspect associated with 'The Chinese-speaking Communities' or 'The Changing World' themes. Different topics covered each semester depending on relevant events.

*Note: Stage 1 Chinese Continuers 1 (or equivalent) is necessary in order to study Stage 1 Chinese Continuers 2.*

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>20%</td>
<td>Possible spoken task may include conversation, interview, discussion.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Possible written task may include blog, diary entry, email, letter, brochure, report.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysis of a text(s) in Chinese with a response in Chinese/English.</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
<td>An oral OR written OR Multi-modal response in Chinese and a reflective response in English.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Chinese Continuers 2
Stage 2 Chinese Continuers

Contact Teachers
Middle Campus: Ms Toulou, Ms Lieu
Senior Campus: Ms Toulou, Ms Zheng
Stage 1 Chinese Background 1 and 2

10 Credits each

Languages Curriculum

Focus Capabilities

| Communication, Citizenship | Related Subjects |
|----------------------------|-----------------
| Stage 1 Chinese Background 2 |

Assumed Knowledge

Students should have good literacy skills due to the language requirements of the course

Prerequisite

Level 4 or better in Year 10 Chinese or equivalent

Description

Chinese at Background Speakers Level is designed for students who have a background in the language and who have had more than one year’s education in a country where Chinese is spoken. In Chinese at Background Speakers Level students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills. The students have opportunities to: interact with others, create texts in Chinese, analyse, evaluate and respond to texts and examine relationships between language, culture, and identities. Students extend, and develop their ideas and opinions on the prescribed themes and contemporary issues through critical engagement with a range of sources and perspectives.

This course is organised around four prescribed themes (China and the World, Modernisation and Social Change, the Overseas Chinese-speaking Communities and Language in Use in Contemporary China) and a number of prescribed contemporary issues. Students undertake an individual investigation on a cultural or social aspect of, or issue related to, a prescribed theme or contemporary issue. Different topics are covered each semester depending on relevant events.

*Note: Stage 1 Chinese Background 1 (or equivalent) is necessary in order to study Chinese Background 2.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Interaction</th>
<th>20%</th>
<th>Possible spoken task may include discussion, interview, debate, speech, talk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text production</td>
<td>20%</td>
<td>Possible written task may include blog, diary entry, email, essay, brochure, report, review.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysis and evaluation of a text(s) in Chinese with a response in Chinese/English.</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
<td>An oral OR written OR Multi-modal response in Chinese/English and a reflective response in English. One response must be in English.</td>
</tr>
</tbody>
</table>

Future Study at NMHS

Stage 1 Chinese Background 2
Stage 2 Chinese Background

Contact Teachers

Middle Campus: Ms Tooulou, Ms Zheng
Senior Campus: Ms Tooulou, Ms Zheng

155
Stage 1 German Continuers 1 and 2  10 Credits each

Languages Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship</th>
<th>Related Subjects</th>
<th>Stage 1 German Continuers 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students should have good literacy skills due to the language requirements of the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Level 4 or better in Year 10 German</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

German at Continuers Level is designed for students who have been studying German in years 8-10. In German at Continuers Level, students develop their skills to communicate meaningfully. Students develop an understanding of how German is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In German, students have opportunities to: interact with others, create texts in German, analyse texts and examine relationships between language, culture and identity.

At Stage 1 students explore a range of topics through three themes: the Individual, the German-speaking Communities and the Changing World. Topics covered include: Self-image, Family and Relationships, Daily life, Leisure activities, School and Peer pressure, Future Plans and Employment, Traditions and Cultural diversity, Tourism and Hospitality and Youth issues. Students undertake an individual investigation on a cultural or social aspect or issue associated with ‘The German-speaking Communities’ or ‘The Changing World’.

*Note: Stage 1 German Continuers 1 (or equivalent) is necessary in order to study and Stage 1 German Continuers 2.*

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 per excursion. Student Workbook – approximately $35.00.

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>20%</td>
<td>Possible spoken task may include conversation, interview, discussion.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Possible written task may include blog, diary entry, email, letter, brochure, report.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysis of a text (s) in German with a response in German/English.</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
<td>An oral OR written OR Multi-modal response in German and a reflective response in English.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS Contact Teachers**

Stage 1 German Continuers 2  
Middle Campus: Ms Tooulou, Ms Schwarz

Stage 2 German Continuers  
Senior Campus: Ms Tooulou, Ms Lazar
Description
Modern Greek at Continuers Level is designed for students who have been studying Modern Greek in years 8-10. In Modern Greek at Continuers Level, students develop their skills to communicate meaningfully. Students develop an understanding of how Modern Greek is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Modern Greek, students have opportunities to: interact with others, create texts in Modern Greek, analyse texts and examine relationships between language, culture and identity.

At Stage 1 students explore a range of topics through three themes: the Individual, the Modern Greek-speaking Communities and the Changing World. Topics covered include: Family, Relationships, World of Work, Travel and Celebrations. Students undertake an individual investigation on a cultural or social aspect or issue associated with ‘The Modern Greek-speaking Communities’ or ‘The Changing World’. Different topics are covered each semester depending on relevant events.

*Note: Stage 1 Modern Greek Continuers 1 (or equivalent) is necessary in order to study Stage 1 Modern Greek Continuers 2.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>20%</td>
<td>Possible spoken task may include conversation, interview, discussion.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Possible written task may include blog, diary entry, email, letter, brochure, report.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysis of a text (s) in Modern Greek with a response in Modern Greek/English.</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
<td>An oral OR written OR Multi-modal response in Modern Greek and a reflective response in English.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Greek Continuers 2
Stage 2 Greek Continuers

Contact Teachers
Middle Campus: Ms Toulou, Ms Batzavalis
Senior Campus: Ms Toulou, Ms Batzavalis
Stage 1 Italian Continuers 1 and 2 10 Credits each

Languages Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
<th>Assumed Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Citizenship</td>
<td>Stage 1 Italian Continuers 2</td>
<td>Students should have good literacy skills due to the language requirements of the course</td>
</tr>
<tr>
<td>Prerequisite</td>
<td></td>
<td>Level 4 or better in Year 10 Italian</td>
</tr>
</tbody>
</table>

Description
Italian at Continuers Level is designed for students who have been studying Italian in years 8-10. In Italian at Continuers Level, students develop their skills to communicate meaningfully. Students develop an understanding of how Italian is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Italian, students have opportunities to: interact with others, create texts in Italian, analyse texts and examine relationships between language, culture and identity.

At Stage 1 students explore a range of topics through three themes: the Individual, the Italian-speaking Communities and the Changing World. Topics covered include: Family, Places of Interest in Italy, Technology and communication, Regional Cuisine, Made in Italy, Italian film and music. Students undertake an individual investigation on a cultural or social aspect or issue associated with 'The Italian-speaking Communities' or 'The Changing World'. Different topics are covered each semester depending on relevant events.

*Note: Stage 1 Italian Continuers 1 (or equivalent) is necessary in order to study Italian Continuers 2.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 per excursion. Workbook – approximately $35.00

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

| Interaction | 20% | Possible spoken task may include conversation, interview, discussion. |
| Text Production | 20% | Possible written task may include blog, diary entry, email, letter, brochure, report. |
| Text Analysis | 20% | Analysis of a text (s) in Italian with a response in Italian/English. |
| Investigation | 40% | An oral OR written OR Multi-modal response in Italian and a reflective response in English. |

**Future Study at NMHS**
Stage 1 Italian Continuers 2
Stage 2 Italian Continuers

**Contact Teachers**
Middle Campus: Ms Tooulou
Senior Campus: Ms Moffa, Ms Tooulou
Stage 1 Japanese Beginners 1 and 2  10 Credits each

**Languages Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Related Subjects</strong></td>
<td>Stage 1 Japanese Beginners 2</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

Students should have good literacy skills due to the language requirements of the course.

**Prerequisite**

Eligibility criteria to apply for entry into Japanese at Beginners Level:

Japanese at Beginners level is designed for senior secondary students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1. Applications for enrolment are made via the school to the SACE Board who makes decisions on the status of the application.

**Description**

Japanese at Beginners Level is designed for students with little or no previous knowledge and/or experience of Japanese before undertaking Stage 1. It is designed as a 2-year course for students who wish to begin their study of Japanese at senior secondary level. Students will have studied Japanese at Beginners level for 200 to 240 hours by the time they have completed Stage 2.

In Japanese at Beginners Level students develop their language skills and intercultural understanding at an intensive rate. Students explore the three themes of Relationships, Lifestyles, and Experiences from the perspectives of ‘The Personal World’ and ‘The Japanese speaking Communities’. Students develop and apply their skills of listening, speaking, reading and writing and intercultural knowledge, understanding, and skills to: interact with others, create texts and analyse texts in Japanese. Topics are organised to suit students’ needs and interests and include: Family life, home and neighbourhood, Friends, recreation and pastimes, People, places and communities, Future plans and aspirations and Holidays, travel and tourism. Different topics are covered each semester depending on relevant events.

*Note: Stage 1 Japanese Beginners 1 is necessary in order to study and Stage 1 Japanese Beginners 2.*

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 per excursion

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Interaction</th>
<th>50%</th>
<th>Conversation/role plays and spoken presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Production</td>
<td>25%</td>
<td>Possible written task may include article, blog, diary entry, email, letter, postcard, invitation.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>25%</td>
<td>Analysis of a text(s) in Japanese with a response in Japanese/English.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

- Stage 1 Japanese Beginners 2
- Stage 2 Japanese Beginners

**Contact Teachers**

- Middle Campus: Ms Toulou
- Senior Campus: Ms Toulou, Mr Haga
### Description

Japanese at Continuers Level is designed for students who have been studying Japanese in years 8-10. In Italian at Continuers Level, students develop their skills to communicate meaningfully. Students develop an understanding of how Japanese is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Japanese, students have opportunities to:

- interact with others,
- create texts,
- analyse texts and examine relationships between language, culture and identity.

At Stage 1 students explore a range of topics through three themes: the Individual, the Japanese-speaking Communities and the Changing World. Topics covered include:

- Personal identity,
- daily life in Japan,
- social issues,
- significant Japanese person.

Students undertake an individual investigation on a cultural or social aspect or issue associated with ‘The Japanese-speaking Communities’ or ‘The Changing World’. Different topics are covered each semester depending on relevant events.

*Note: Stage 1 Japanese Continuers 1 (or equivalent) is necessary in order to study and Japanese Continuers 2.*

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

### Additional Costs:

Students may participate in two excursions at an approximate cost of $30.00 per excursion

### Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>20%</td>
<td>Possible spoken task may include conversation, interview, discussion.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Possible written task may include blog, diary entry, email, letter, brochure, report.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysis of a text(s) in Japanese with a response in Japanese/English.</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
<td>An oral OR written OR Multi-modal response in Japanese and a reflective response in English.</td>
</tr>
</tbody>
</table>

### Focus Capabilities

Communication, Citizenship

### Related Subjects

Stage 1 Japanese Continuers 2

### Assumed Knowledge

Students should have good literacy skills due to the language requirements of the course.

### Prerequisite

Level 4 or better in Year 10 Japanese

Eligibility criteria to apply for entry into Japanese at Continuers Level:

Students who have had **more than one year's education from the age of five** (pre-school, primary, secondary) in a country where Japanese is a major language of communication or a medium of instruction are **not** eligible to enrol in a continuers level program unless it can be demonstrated that special circumstances apply. Applications for enrolment are made via the school to the SACE Board who makes decisions on the status of the application.
Stage 2 Chinese Background  

20 Credits

**Languages Curriculum**

**Focus Capabilities**  
Communication, Citizenship

**Related Subjects**  
Chinese Continuers

**Assumed Knowledge**  
Chinese at Background Speakers Level is designed for students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken

**Prerequisite**  
Stage 1 Chinese Background 1 and 2 with a ‘C’ grade or better

---

**Description**

In Stage 2 Chinese at Background Speakers Level students further develop and apply linguistic and intercultural knowledge, understanding and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

Stage 2 Chinese at Background Speakers Level is organised around four prescribed themes and a number of prescribed contemporary issues. These prescribed themes are China and the World, Modernisation and Social Change, the Overseas Chinese-speaking Communities and Language in Use in Contemporary China. Students extend, and develop their ideas and opinions on the prescribed themes and contemporary issues through critical engagement with a range of sources and perspectives. Students undertake an in-depth study to extend their understanding of an aspect or aspects of one of the prescribed themes or contemporary issues, or to explore links between themes or contemporary issues.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 per excursion

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Three to Five Assessments (Interaction, Text Production, Text Analysis).</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
<td>An oral presentation, a written response, a reflective response in English.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

**Contact Teachers**

Senior Campus: Ms Toulou, Ms Zheng
Stage 2 Chinese Continuers  20 Credits

Languages Curriculum  Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Citizenship</th>
<th>Related Subjects</th>
<th>Chinese Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Chinese at Continuers Level is designed for students who have studied the language for 300-400 hours by the time they have completed Stage 1, or who have an equivalent level of knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Satisfactory completion of Stage 1 Chinese Continuers 1 and 2 with a ‘C’ grade or better. Eligibility criteria to apply for entry into Chinese at Continuers Level: Students who have had more than one year's education from the age of five (pre-school, primary, secondary) in a country where Chinese is a major language of communication or a medium of instruction are not eligible to enrol in a continuers level program unless it can be demonstrated that special circumstances apply. Applications for enrolment are made via the school to the SACE Board who makes decisions on the status of the application.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description
In Stage 2 Chinese at Continuers Level, students continue to develop their skills to communicate meaningfully. Students further develop an understanding of how Chinese is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts.
In Chinese Continuers, students have opportunities to:
• interact with others to exchange information, ideas, opinions and experiences
• create texts in Chinese to express information, feelings, ideas and opinions
• analyse texts to interpret meaning
• examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

At Stage 2 students explore a range of topics through three themes: the Individual, the Chinese-speaking Communities and the Changing World. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Chinese-speaking Communities’ or ‘The Changing World’ themes.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Three to Five Assessments (Interaction, Text Production, Text Analysis).</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
<td>An oral presentation, a written response, a reflective response in English.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

Contact Teachers:
Senior Campus: Ms Toulou, Ms Zheng
Stage 2 German Continuers  
20 Credits

Description
In Stage 2 German at Continuers Level, students continue to develop their skills to communicate meaningfully. Students further develop an understanding of how German is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts.
In German Continuers, students have opportunities to:

- interact with others to exchange information, ideas, opinions and experiences
- create texts in German to express information, feelings, ideas and opinions
- analyse texts to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

At Stage 2 students explore a range of topics through three themes: the Individual, the German-speaking Communities and the Changing World. Topics covered include: Nature and the environment, Recycling, The Arts, Fairy Tales and Legends, German Literature, German History (Reunification) Tourism and studying abroad. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The German-speaking Communities’ or ‘The Changing World’ themes.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Three to Five Assessments (Interaction, Text Production, Text Analysis).</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
<td>An oral presentation, a written response, a reflective response in English.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

Contact Teachers:
Senior Campus: Ms Toulou, Ms Lazar
Stage 2 Modern Greek Continuers  20 Credits

Languages Curriculum                                Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Citizenship</td>
<td></td>
</tr>
</tbody>
</table>

Assumed Knowledge
Modern Greek at Continuers Level is designed for students who have studied the language for 300-400 hours by the time they have completed Stage 1, or who have an equivalent level of knowledge

Prerequisite
Stage 1 Modern Greek Continuers 1 and 2 with a ‘C’ grade or better

Description
In Stage 2 Modern Greek at Continuers Level, students continue to develop their skills to communicate meaningfully. Students further develop an understanding of how Modern Greek is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Modern Greek Continuers, students have opportunities to:

- interact with others to exchange information, ideas, opinions and experiences
- create texts in Modern Greek to express information, feelings, ideas and opinions
- analyse texts to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

At Stage 2 students explore a range of topics through three themes: the Individual, the Modern Greek-speaking Communities and the Changing World. Topics covered include: Migration, Employment, Environment, Relationships, History and Literature. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Modern Greek-speaking Communities’ or ‘The Changing World’ themes.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Three to Five Assessments (Interaction, Text Production, Text Analysis).</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
<td>An oral presentation, a written response, a reflective response in English.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

Contact Teachers:
Senior Campus:  Ms Toulou, Ms Batzavalis
Stage 2 Italian Continuers  

20 Credits

Focus Capabilities | Communication, Citizenship
---|---
Assumed Knowledge | Italian at Continuers Level is designed for students who have studied the language for 300-400 hours by the time they have completed Stage 1, or who have an equivalent level of knowledge
Prerequisite | Stage 1 Italian Continuers 1 and 2 with a ‘C’ grade or better

Description
In Stage 2 Italian at Continuers Level, students continue to develop their skills to communicate meaningfully. Students further develop an understanding of how Italian is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Italian Continuers, students have opportunities to:
- interact with others to exchange information, ideas, opinions and experiences
- create texts in Italian to express information, feelings, ideas and opinions
- analyse texts to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

At Stage 2, students explore a range of topics through three themes: the Individual, the Italian-speaking Communities and the Changing World. Topics covered include: Travel, Youth in Italy, Relationships, Food and Diet and Italian Passions Technology and Internet, Youth in Italy. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Italian-speaking Communities’ or ‘The Changing World’ themes.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

Additional Costs: Students may participate in two excursions at an approximate cost of $30.00 per excursion

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

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</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Contact Teachers:
Senior Campus: Ms Tooulou, Ms Moffa
Stage 2 Japanese Beginners  20 Credits

**Focus Capabilities**  Communication, Citizenship

**Related Subjects**

**Assumed Knowledge**
Japanese at Beginners Level is designed for students who completed Stage 1 Japanese at Beginners level.

**Prerequisite**
Stage 1 Japanese Beginners 1 and 2 with a ‘C’ grade or better.
Eligibility criteria to apply for entry into Japanese at Beginners Level:
Japanese at Beginners level is designed for senior secondary students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1. Applications for enrolment are made via the school to the SACE Board who makes decisions on the status of the application.

**Description**
Stage 2 at Japanese at Beginners Level is designed for students who have completed Stage 1 Japanese Beginners. Students will have studied Japanese at Beginners level for 200 to 240 hours by the time they have completed Stage 2.

In Stage 2 Japanese at Beginners Level students explore the three themes of Relationships, Lifestyles, and Experiences from the perspectives of ‘The Personal World’ and ‘The Japanese speaking Communities’. Students develop and apply their skills of listening, speaking, reading and writing and intercultural knowledge, understanding, and skills to interact with others, create texts and analyze texts in Japanese. Topics are organised to suit students’ needs and interests and include: Family life, home and neighbourhood, Friends, recreation and pastimes, People, places and communities, Future plans and aspirations and Holidays, travel and tourism.

From 2016 bonus points will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs:** Students may participate in two excursions at an approximate cost of $30.00 per excursion

**Assessment**
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>30%</td>
<td>Interacting in spoken Japanese and presentation and discussion in Japanese.</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
<td>Writing texts in Japanese and responding to written texts in Japanese.</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
<td>Analysing spoken texts and analysing written texts.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

**Contact Teachers**
Senior Campus: Ms Tooulou, Mr Haga
Stage 2 Japanese Continuers  

**20 Credits**

**Languages Curriculum**

**Focus Capabilities**: Communication, Citizenship

**Assumed Knowledge**: Japanese at Continuers Level is designed for students who have studied the language for 300-400 hours by the time they have completed Stage 1, or who have an equivalent level of knowledge.

**Prerequisite**: Stage 1 Japanese Continuers 1 and 2 with a ‘C’ grade or better

**Description**

In Stage 2 Japanese at Continuers Level, students continue to develop their skills to communicate meaningfully. Students further develop an understanding of how Japanese is used appropriately by using the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. In Japanese Continuers, students have opportunities to:

- interact with others to exchange information, ideas, opinions and experiences
- create texts in Japanese to express information, feelings, ideas and opinions
- analyse texts to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

At Stage 2, students explore a range of topics through three themes: the Individual, the Japanese-speaking Communities and the Changing World. Topics covered include: Personal identity, Cities in Japan, Significant Japanese People and Technology. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with The Japanese-speaking Communities’ or ‘The Changing World’ themes.

From 2016 **bonus points** will be awarded for language study at Stage 2 as part of the SA Language, Literacy and Mathematics Bonus Scheme for entry into Flinders University, The University of Adelaide and the University of South Australia.

**Additional Costs** Students may participate in two excursions at an approximate cost of $30.00 per excursion

**Assessment**

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
<td>Three to Five Assessments (Interaction, Text Production, Text Analysis).</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
<td>An oral presentation, a written response, a reflective response in English.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>An oral examination and a written examination.</td>
</tr>
</tbody>
</table>

**Contact Teachers:**

Senior Campus: Ms Tooulou, Mr Haga
Year 8 Mathematics

Mathematics Curriculum                      Home

This course is a general course which follows the Australian Curriculum guidelines.

Description
Students learn how to solve everyday problems involving rates, ratios and percentages, apply index laws to whole numbers and define rational and irrational numbers. They evaluate perimeters and areas of common shapes and the volume of three dimensional objects. Students are able to name the features of circles and calculate the areas and circumferences of circles. Students factorise and simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships and explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students determine complementary events and calculate the sum of probabilities.

All Year 8 students will attend the World of Maths Roadshow, an interactive session to work collaboratively to solve real-life problems using mathematics.

All Year 8 students will have access to HOTmaths, an interactive online learning environment to support their learning.

Topics include:
- Whole Numbers
- Number Patterns
- Fractions
- Decimals
- Percentages
- Integers and Indices
- Algebra
- Ratio and Rates
- Line Graphs
- Linear Equations
- Geometry
- Measurement
- Statistics and Probability
- Coordinate Geometry

Additional Costs: All students are invited to participate in a number of Maths competitions at a cost of approximately $6.00 each.
All students are expected to own and use a named, scientific calculator.

Assessment
Assessment is against the IBMYP Mathematics Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating Patterns</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying Mathematics in Real-world Contexts</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 Mathematics

Contact Teacher
Middle Campus: Ms Clifford
This course is a general course which follows the Australian Curriculum guidelines. Students who have demonstrated a need for extra support may be grouped together to work on modified material with a pathway to Essential Mathematics. Students who demonstrate both high level problem solving skills and a passion for Mathematics will be extended with advanced material.

**Description**

Students solve problems involving simple interest, apply index laws to numbers, express numbers in scientific notation, and explain the use of relative frequencies to estimate probabilities. Students calculate areas of shapes and the volume and surface area of prisms. Using Pythagoras’ Theorem and trigonometry students find unknown sides and angles of right-angled triangles and apply ratio and scale factors to similar figures. They are able to simplify a range of algebraic expressions and describe the relationship between graphs and equations. Students sketch linear and non-linear graphs and determine the gradient and midpoint of a line segment.

All Year 9 students will have access to HOTmaths, an interactive online learning environment to support their learning.

**Topics include:**
- Financial Mathematics
- Algebra – Expanding and Factorising
- Non-linear relationships, Quadratics
- Pythagoras’ Theorem
- Geometric Reasoning
- Measurement
- Statistics and Probability
- Trigonometry

**Additional Costs:** All students are invited to participate in a number of Maths competitions at a cost of approximately $6.00 each. All students are expected to own and use a named, scientific calculator.

**Assessment**

Assessment is against the IBMYP Mathematics Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Knowing and Understanding</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Investigating Patterns</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying Mathematics in Real-world Contexts</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Year 10 Mathematics

**Contact Teacher**

Middle Campus: Ms Clifford
Year 10 Mathematics

This course is a general course which follows the Australian Curriculum guidelines. Students who have demonstrated a need for extra support may be grouped together to work on modified material with a pathway to Essential Mathematics. Students who demonstrate both high level problem solving skills and a passion for Mathematics will be extended with advanced material.

Description
Students solve problems involving linear equations, inequalities and make connections between algebraic and graphical representations of relations. Students solve surface area and volume problems of composite solids, recognise relationships between parallel and perpendicular lines, and apply deductive reasoning to proofs.

Students use a range of strategies to solve equations, consolidate their understanding of factorising and expanding algebraic expressions, apply algebraic and graphical techniques to find solutions to simultaneous equations and make the connection between equations and their graphs. They describe the statistical relationship of data containing two variables where the independent variable is time, investigate the independence of events and evaluate statistical reports. Students develop their skills at working with Indices and Surds as well as the elements of trigonometry of right angled triangles to calculate unknown angles and use Pythagoras’ Theorem to solve problems.

A major aspect of this course will be the use of computing and graphic calculator technology as an aid to understanding and computation.

Topics include:
- Real Numbers
- Pythagoras’ Theorem
- Statistics and Probability
- Algebra – Expanding and Factorising
- Geometric Reasoning
- Trigonometry
- Linear and Non-linear relationships, Quadratics
- Measurement

Additional Costs: All students are invited to participate in a number of Maths competitions at a cost of approximately $6.00 each. All students are expected to own and use a named, scientific calculator. All students have the option of paying for HOTmaths, an interactive online learning environment ($13 per student).

Assessment
Assessment is against the IBMYP Mathematics Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and Understanding</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Investigating Patterns</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Applying Mathematics in Real- world Contexts</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
- Stage 1 Pure Mathematics
- Stage 1 General Mathematics
- Stage 1 Essential Mathematics

Contact Teacher
Middle Campus: Ms Clifford
**Stage 1 Essential Mathematics**

**20 Credits / 10 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Personal Development</th>
<th>Related Subjects</th>
<th>Stage 1 General Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**
In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

**Stage 1 Essential Mathematics consists of the following list of six topics:**

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing
- Topic 7: Open Topic

**Additional Costs:** Nil

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment type 1</th>
<th>Skills and Applications tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment type 2</td>
<td>Folio</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Stage 2 Essential Mathematics

**Contact Teacher**
Middle or Senior Campus: Ms Clifford
Stage 1 General Mathematics                    20 Credits

Focus Capabilities | Communication, Learning, Personal Development | Related Subjects | Stage1 Essential Mathematics
Assumed Knowledge | Nil
Prerequisites | A level 4 or better in Year 10 Standard Mathematics including at least a 4 in Criteria A Knowledge and Understanding; A level 6 or better in Pre Applications

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.

Stage 1 General Mathematics consists of the following list of six topics:
Topic 1: Investing and borrowing
Topic 2: Measurement
Topic 3: Statistical Investigation
Topic 4: Applications of Trigonometry
Topic 5: Linear and Exponential Functions and their Graphs
Topic 6: Matrices and Networks
Topic 7: Open Topic C

Additional Costs: All students of these courses are expected to own a graphic calculator, preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS (approximate cost $200.00)

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

Assessment type 1 | Skills and Applications tasks
Assessment type 2 | Mathematical Investigation

Future Study at NMHS
Stage 2 Essential Mathematics
Stage 2 General Mathematics

Contact Teacher
Middle or Senior Campus: Ms Clifford
**Stage 1 Pure Mathematics  30 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Communication, Learning, Personal Development</th>
<th>Related Subjects</th>
</tr>
</thead>
</table>

**Assumed Knowledge**
Nil

**Prerequisites**
Completion of Year 10 Mathematics (not Pre Mathematical Applications) with a level 5 or better including a level 5 in the Knowing and Understanding criteria. Entry into this course without achieving this grade will only occur by way of teacher recommendation and coordinator approval

**Description**
At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof, and problem solving in a variety of contexts.

**Streams**
- Pure Mathematics (30 credits)
  Pure Mathematics consists of 3 semesters of mathematics and students proceed onto one year 12 subject – Stage 2 Mathematical Methods (provided required pre requisite grades achieved)
- Pure Mathematics – Pre Specialist (30 credits)
  Pre Specialist consists of 3 semesters of mathematics and students proceed onto two year 12 subjects – Stage 2 Specialist Mathematics AND Mathematical Methods (provided required pre requisite grades achieved)

**Additional Costs:** All students of these courses are expected to own a graphic calculator, preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS (approximate cost $200.00)

**Content covered within Pure Mathematics**

<table>
<thead>
<tr>
<th>Topic 1: Functions and Graphs</th>
<th>Topic 7: Arithmetic and Geometric Sequences and Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Polynomials</td>
<td>Topic 8: Geometry</td>
</tr>
<tr>
<td>Topic 3: Trigonometry</td>
<td>Topic 9: Vectors in the Plane</td>
</tr>
<tr>
<td>Topic 4: Counting and Statistics</td>
<td>Topic 10: Further Trigonometry</td>
</tr>
<tr>
<td>Topic 5: Growth and Decay</td>
<td>Topic 11: Matrices</td>
</tr>
</tbody>
</table>

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

**Future Study at NMHS**
Stage 2 Essential Mathematics  Stage 2 General Mathematics  Stage 2 Mathematical Methods  Stage 2 Specialist Mathematics

**Contact Teacher**
Middle or Senior Campus: Ms Clifford

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Description
Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. All topics are heavily graphic calculator dependent.

Stage 2 Mathematical Studies or Stage 2 Mathematical Methods are listed as an Assumed or Required Knowledge subject for many high end or science based University courses. Students should do a thorough research of University websites before selecting a Stage 2 Mathematics course.

Content
• Topic 1: Working with Statistics (Normal and Binomial Distributions)
• Topic 2: Working with Functions and Graphs Using Calculus (Differential and Integral)
• Topic 3: Working with Linear Equations and Matrices.
All topics require the effective and efficient use of a graphic calculator.

Additional Costs: Students are expected to purchase the following:
• Revision Guide (Approximate cost $25.00)
• Graphic Calculator (Approximate cost $200.00) preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>25%</td>
<td>2 Investigations</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
<td>8 Tests/Assignments</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>3 hour External Examination</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Clifford
Stage 2 Specialist Mathematics  
20 Credits

Focus Capabilities | Communication, Citizenship, Personal Development, Work, Learning. | Related Subjects | Stage 2 Mathematical Studies
--- | --- | --- | ---
Assumed Knowledge | Stage 1 Pure Mathematics 1, 2 and 3 |  |
Prerequisites | Students must have attained a ‘B’ grade or better in Pure Mathematics 1, 2 and 3 and must also be studying Stage 2 Mathematical Studies |  |

Description
Specialist Mathematics is designed to be taken in conjunction with, and cannot be taken without, Stage 2 Mathematical Studies.

Through the study of Specialist Mathematics students gain insight, understanding, knowledge, and skills that are pre-requisites for tertiary courses in Mathematical Sciences, Engineering, Computer and Physical Sciences and Surveying. Students envisaging careers in other related fields such as Statistics, Economics and Commerce, particularly Finance, may also benefit from studying this subject.

Content
- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations

Additional Costs: Students are expected to purchase the following:
- Revision Guide (Approximate cost $25.00)
- Graphic Calculator (Approximate cost $200.00) preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS

Assessment
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<td>25%</td>
<td>2 Investigations</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
<td>7 Tests/Assignments</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>3 hour External Examination</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Clifford
Description
In this course students participate in a wide variety of problem-solving activities and express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Stage 2 Mathematical Studies or Stage 2 Mathematical Methods are listed as an Assumed or Required Knowledge subject for many high end or science based University courses. Students should do a thorough research of University websites before selecting a Stage 2 Mathematics course.

Content
- Topic 1: Working with Statistics (Normal and Binomial Distributions)
- Topic 2: Algebraic Models from Data – Working from Observation
- Topic 3: Calculus – Describing Change (Differential)
- Topic 4: Linear Models – Managing Resources

All topics require the effective and efficient use of a graphic calculator.

Additional Costs: Students **are expected** to purchase the following:
- Revision Guide (Approximate cost $25.00)
- Graphic Calculator (Approximate cost $200.00) preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS.

Assessment
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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations</td>
<td></td>
</tr>
<tr>
<td>Tests/Assignments</td>
<td></td>
</tr>
<tr>
<td>3 hour External Examination</td>
<td></td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Clifford
Focus Capabilities | Communication, Citizenship, Personal Development, Work, Learning. | Related Subjects | Stage 2 Mathematical Methods
---|---|---|---
Assumed Knowledge | Stage 1 Mathematical Applications A and B | Prerequisites | Stage 1 Mathematical Applications A and B at a ‘B’ grade or better

Description
This course enables students to appreciate, experience and understand Mathematics as a growing body of knowledge in contemporary situations and provides them with opportunities to learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts. All topics are heavily dependent on the effective and efficient use of a graphic calculator.

Students interested in further studies in Business Management, Commerce and Statistics or those who want to improve their own understanding of money management (eg Share Investments, Superannuation, Taxation and Loans) should consider this course.

Content
For a 10 Credit subject, students complete one semester. For a 20 Credit subject, students complete a full year.

Topics:
- Share Investments
- Matrices
- Investment and Loans
- Statistics and Working with Data

Additional Costs: Students are expected to purchase the following:
- Revision Guide (Approximate cost $20.00)
- Graphic Calculator (Approximate cost $220.00) preferably a Casio fx-CG20 AU, Casio fx9860G AU or a Casio fx9860G AU PLUS.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Investigations (3 Projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td>4 Tests/Assignments each semester</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Clifford
Description
In Year 8, students are introduced to cells as microscopic structures that explain properties of living systems and analyse the relationship between structure and function at cell, organ and system level. Students explore changes in matter at a particle level to distinguish between chemical and physical change and use this model to explain and predict the properties of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems, including the role of heat and kinetic energy in the rock cycle.

IBMYP Science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out investigations to test them, analyse data and apply their scientific knowledge to evaluate results, constitutes the framework within which specific content is presented.

Topics include:
- Working Scientifically
- Cells
- Elements, compounds and mixtures
- Rocks
- Growth and Reproduction
- Physical and Chemical change
- Energy
- Living Systems
- Exploration and Mining

Additional Costs: There are some excursions e.g. the Zoo at a cost of approximately $8.00. All students are invited to participate in a number of Science competitions:
- Science and Engineering Challenge – no cost
- Online Big Science Competition – $7.00
- UNSW Science Competition – $8.00

Assessment
Assessment is against the IBMYP Science Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>D</td>
<td>Reflecting on the impacts of Science</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 Science

Contact Teacher
Middle Campus: Mr Felstead
Year 9 Science

In Year 9, students are introduced to the idea of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change. Students are introduced to the concept of the conservation of matter and begin to develop a better understanding of energy transfer and apply their understanding of energy and forces to explain global features and events in terms of geological processes. They will also analyse how biological systems function and respond to external changes with reference to the relationship between biotic and a biotic components of ecosystems.

Students pose questions that can be investigated using a range of inquiry skills, design methods that include the control and accurate measurement of variables. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results to be able to evaluate their method and the quality of their data, and explain specific actions to improve the quality of their evidence.

Topics include:
- Science skills
- The atom
- Reaction types
- Important Materials
- Electrical Energy
- Electromagnetic Radiation
- Heat, Light and Sound
- Body Coordination
- Disease
- Ecosystems
- Plate Tectonics

Additional Costs: There are some excursions e.g. the Zoo at a cost of approximately $8.00. All students are invited to participate in a number of Science competitions:
- Science and Engineering Challenge – no cost
- Online Big Science Competition – $7.00
- UNSW Science Competition – $8.00

Assessment
Assessment is against the IBMYP Science Criteria.

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</table>

Future Study at NMHS
Year 10 Science
Year 10 Science of the Mind (Option)
Year 10 Forensic Science (Option)
Year 10 Environmental Science (Option)

Contact Teacher
Middle Campus: Mr Felstead
Year 10 Science

Description
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Chemistry Topics
Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

Earth Science Topics
Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Physics Topics
Students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

Biology Topics
Students build on concepts learned in the Biological sciences and Earth and space sciences sub-strands across Years 6–9 and explore genetics and the theory of evolution.

Additional Costs: All students are encouraged to participate in a number of Science competitions (approximately $12.00)

Assessment
Assessment is against the IBMYP Science Criteria.

<table>
<thead>
<tr>
<th>criterion</th>
<th>description</th>
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</tbody>
</table>

Future Study at NMHS
Stage 1 Biology, Stage 1 Physics, Stage 1 Chemistry
Stage 1 Nutrition, Stage 1 Scientific Studies, Stage 1 Psychology

Contact Teacher
Middle Campus: Mr Felstead
Year 10 Environmental Science (Option)

Description
Students learn that knowledge of science helps them understand and shape the world in which we live, as well as learn to care for it and conserve it. They gain an awareness of how they can initiate and participate in informed discussions to argue and act for protection and conservation of our environment. In this course there is an emphasis on the biological sciences. Students discover the impact organisms have on ecosystems, explore the flow of matter and energy, and the effect of change and continuity. They learn to take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge, and applying their learning to solving environmental problems. Students who have shown an interest in working with community groups on environmental projects will find the course beneficial.

Topics include:
- Defining the Environment and Community
  - Sustainability
  - Food chains and food webs
- Plant and Animal Diversity
  - Biodiversity
  - Effect of introduced species
  - Impact of reducing biodiversity
- Human Impact on Ecosystems
  - Water testing
  - Soil Testing

Additional Costs: Several excursions are programmed to sites including Urrbrae Wetlands Project. Each excursion may cost approximately $5.00. All students are invited to participate in a number of Science competitions.

Assessment
Assessment is against the IBMYP Science Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
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</tbody>
</table>

Future Study at NMHS
Stage 1 Biology, Stage 1 Nutrition

Contact Teacher
Middle Campus: Mr Felstead
**Year 10 Forensic Science (Option)**

**Science Curriculum**

**Home**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Science</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection Information</strong></td>
<td>This unit runs for one semester. Students may choose to do this as an optional 3rd Semester of Science</td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Students acquire an understanding of a broad range of scientific concepts that can be used to examine, analyse and interpret evidence as part of Forensic Science Investigation. Through an interdisciplinary approach, students gain an awareness of biology by examining how the principles of genetics can be used in forensic science to discriminate between fingerprints, blood groupings and DNA fingerprints; the basics of chemistry that underpin flame tests, students learn about the properties of metal elements and an understanding of physics to explain the principles of light when using spectrosopes.

Students use an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge, and applying their learning to related ideas and issues. They construct evidence-based arguments and select appropriate formats to communicate science ideas for specific purposes to a range of audiences.

**Topics include:**

**Biology Topics**
- Microscopic analysis
  - Examination and identification of fibres
  - Examination and identification of hairs
- Blood Groups
- DNA Fingerprinting
- Latent Fingerprints

**Chemistry Topics**
- Flame Colours - Identifying metal ions
- Thin Layer Chromatography

**Physics Topics**
- Fluorescence under UV light
- Using Light – Spectrosopes

**Additional Costs:** Excursions are programmed into the Forensic Science course such as Flinders University. Each excursion may cost approximately $6.00.

**Assessment**

Assessment is against the IB MYP Science Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
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</table>

**Future Study at NMHS**

Stage 1 Biology, Stage 1 Psychology
Stage 1 Nutrition

**Contact Teacher**

Middle Campus: Mr Felstead
**Year 10 Science of the Mind (Option)**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

**Selection Information**
This unit runs for one semester. Students may choose to do this as an optional 3rd Semester of Science.

**Description**
Science of the Mind is an introduction to Psychology and aims to show students how Psychology is connected to both life sciences and the humanities. The study of psychology enables students to understand their own behaviour and the behaviours of others. Students are given an insight into biological factors (hormones, brain structure, genetic inheritance); basic processes (perception, cognition, emotion); personal factors (intelligence, personality) that help provide an explanation of human behaviour. Integral to this are the cultural and social aspects of our lives that influence who we are and how we act, specifically at particular stages of development such as adolescence.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences. At the completion of this unit students should be able to reflect on how they have benefited from studying this unit and look at how society, in general, benefits from the study of behaviour.

**Topics Include:**
- How vulnerable the human brain is to psychoactive drugs, hormones, nutrition, disease and medicines.
- Mental processes and behaviour
- How the brain works
- Human nervous system
- Reflex action: stimulus and response model
- Endocrine system: hormones
- Mental Disorders
- Thinking, problem solving and memory
- How people learn

**Additional Costs:** Nil

**Assessment**
Assessment is against the IB MYP Science Criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
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<th>Maximum 8</th>
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<tbody>
<tr>
<td>Criterion B</td>
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<td>Criterion D</td>
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<td>Maximum 8</td>
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</tbody>
</table>

**Future Study at NMHS**
- Stage 1 Biology
- Stage 1 Psychology, Stage 1 Nutrition

**Contact Teacher**
Middle Campus: Mr Felstead
Stage 1 Biology A 10 Credits

Description
Students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Topics
- Cellular Biology
- Ecology
- Classification

Note: Biology A and B are independent programs of work, it is not necessary to have completed Biology A in order to study Biology B.

Additional Costs: Adelaide Zoo Excursion (approximately $10.00)

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
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<tbody>
<tr>
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<tr>
<td>Skills and Applications Tasks</td>
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<tr>
<td>Tests/Assignments/Oral Presentations.</td>
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</table>

Future Study at NMHS
Stage 1 Biology B
Stage 2 Biology

Contact Teacher
Senior Campus: Mr Felstead
Stage 1 Biology B 10 Credits

Science Curriculum                     Home

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Learning, Communication, Citizenship and Personal Development and Work.</th>
<th>Related Subjects</th>
<th>Stage 1 Biology A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students should have good literacy skills due to the language requirements of the course and a sound understanding of the experimental process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Level 4 or better in Year 10 Compulsory Science with a Level 4 in Criteria A “Knowing and Understanding” or a Level 5 or better in Environmental or Forensic Science with a Level 5 in Criteria A “Knowing and Understanding”</td>
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<td></td>
</tr>
</tbody>
</table>

Description
Students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Topics
- Adaptations
- Natural Selection and Evolution
- Cellular Reproduction and Genetics

Note: Biology A and B are independent programs of work, it is not necessary to have completed Biology A in order to study Biology B.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

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<tr>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Biology B
Stage 2 Biology

Contact Teacher
Senior Campus: Mr Felstead
Stage 1 Chemistry 1  10 Credits

**Focus Capabilities**
Learning, Communication, Citizenship and Personal Development and Work

**Related Subjects**
Stage 1 Chemistry 2

**Assumed Knowledge**
A sound understanding of the experimental process. It is recommended that Stage 1 Chemistry students also study Pure Mathematics subjects

**Prerequisites**
Level 5 or better in Year 10 Compulsory Science with a Level 5 in Criteria A “Knowing and Understanding”. Entry into this course without achieving this grade will only occur by way of coordinator approval.

**Description**
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

**Topics**
- Physical Properties of Materials
- Atomic Structure and the Periodic Table
- Bonding
- Organic Chemistry

**Note:** Satisfactory completion of Chemistry 1 is required in order to study Chemistry 2. Therefore to enrol in Chemistry 2 you must have also enrolled in Chemistry 1.

**Additional Costs:** Students are required to have access to Stage 1 Essentials Chemistry Workbook $52.00 and students are encouraged to participate in the RACI Chemistry competition (approximately $8.00)

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

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<thead>
<tr>
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</table>

**Future Study at NMHS**
- Stage 1 Chemistry 2
- Stage 2 Chemistry

**Contact Teacher**
Senior Campus:  Mr Felstead
Stage 1 Chemistry 2  10 Credits

**Description**
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

**Topics**
Acids and Bases  
Redox and Electrochemistry  
Chemical Quantities  
Ions in Solution

**Additional Costs:** Students are required to have access to Stage 1 Essentials Chemistry Workbook $52.00 and students are encouraged to participate in the RACI Chemistry competition (approximately $8.00)

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

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<tr>
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</table>

**Future Study at NMHS**
Stage 2 Chemistry

**Contact Teacher**
Senior Campus: Mr Felstead
**Stage 1 Physics A**  
10 Credits

**Science Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Learning, Communication, Citizenship and Personal Development and Work</th>
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<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td>A sound understanding of the experimental process. It is recommended that Stage 1 Physics students also study Pure Mathematics subjects</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Level 5 or better in Year 10 Compulsory Science with a Level 5 in Criteria A “Knowing and Understanding”. Entry into this course without achieving this grade will only occur by way of coordinator approval.</td>
</tr>
<tr>
<td><strong>Related Subjects</strong></td>
<td><strong>Stage 1 Physics B</strong></td>
</tr>
</tbody>
</table>

**Description**

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena in introductory wave theory, sound and light and an introduction to electrostatics and simple electric circuits Ohm’s Law and resistance calculations for both series and parallel circuits. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

**Topics**

- The Scientific Method, measurement and errors.
- Basic principles of waves, application to sound and light.
- Electrostatics and Simple Electric Circuits.
- Concepts of changed bodies

**Note:** Physics A and B are independent programs of work, however, it is advantageous, to have completed Physics A in order to study Physics B. Both are required for Stage 2 Physics

**Additional Costs:** Nil. Although students are encouraged to participate in the Science competitions held during the year at a cost of up to $8.00 each.

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
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<tr>
<th>Investigations Folio</th>
<th>60%</th>
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<tbody>
<tr>
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<td>Tests/Assignments</td>
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**Future Study at NMHS**

<table>
<thead>
<tr>
<th>Stage 1 Physics B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Campus: Mr Felstead</td>
</tr>
</tbody>
</table>

**Contact Teacher**
Stage 1 Physics B 10 Credits

**Description**
The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in one and two dimensions and forces, momentum, energy, work and power. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

**Topics**
- Distance, velocity and acceleration
- Interpretation of graphs describing motion of bodies
- The concept of force and Newton’s Laws of motion
- Vector addition and subtraction
- Momentum and conservation of momentum, collisions, conservation of energy and work done

**Additional Costs:** Nil. Although students are encouraged to participate in the Science competitions held through the year at a cost of up to $8.00 each.

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

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<tr>
<td>Skills and Applications Tasks</td>
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<tr>
<td>Tests/ Assignments</td>
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</tbody>
</table>

**Future Study at NMHS**
- **Stage 2 Physics**

**Contact Teacher**
- Senior Campus: Mr Felstead
Stage 1 Nutrition S 10 Credits

**Focus Capabilities**
Learning, Communication, Citizenship and Personal Development and Work

<table>
<thead>
<tr>
<th>Related Subjects</th>
<th>Stage 2 Nutrition</th>
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<tbody>
<tr>
<td><strong>Assumed Knowledge</strong></td>
<td>Students should have good literacy skills due to the language requirements of the course</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>Level 4 or better in any Year 10 Science subject with a Level 4 in Criteria A “Knowing and Understanding” and Year 10 English. Entry into this course without achieving this grade will only occur by way of teacher recommendation.</td>
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</tbody>
</table>

**Description**
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health.

**Topics Covered:**
Students undertake the study of two or three topics which are selected based on student interests. Examples of topics for study include:

- Macro and Micro Nutrients
- Psychology of Food Marketing
- Contaminated Food
- Sustainable Food Futures
- Fresh versus Processed Foods
- Indigenous Australians
- Safe Food Handling
- Water
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Food Changes from the Traditional to the Contemporary
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water

**Additional Costs:** A cost of up to $10.00 may be incurred for excursions and materials for individual practical tasks.

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

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<td>Skills and Applications Tasks</td>
<td>60%</td>
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<tr>
<td>Investigations, Practicals.</td>
<td></td>
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<tr>
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</table>

**Future Study at NMHS**
Stage 2 Nutrition

**Contact Teacher**
Senior Campus: Mr Felstead
Description
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related and everyday life in a world shaped by science and technology.

There are opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

Examples of themes and topics could be:
- The importance of science in contemporary Australia
- Climate change, Water conservation, Recycling, Air quality, Sustainability, Carbon trading
- Biotechnology: Past, present and Future; What is Biotechnology, Human Uses, Environment, Food and Agriculture

Note: Scientific Studies A and B are independent programs of work, it is not a requirement to have completed Scientific Studies A in order to study Scientific Studies B.

Additional Costs: Students will participate in field trips which may cost up to $20.00

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Group Investigation and Issues</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
</tbody>
</table>
Stage 1 Psychology 1  
10 Credits

Description
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their everyday personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Topics
- Introduction to Psychology (research methods)
- Social Influence and Interaction
- Emotion

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Group Investigation and Issues Investigation.</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Tests and Assignments.</td>
<td></td>
</tr>
</tbody>
</table>

Future Study at NMHS  
Stage 1 Psychology 2  
Stage 2 Psychology

Contact Teacher  
Senior Campus: Mr Felstead
## Description

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

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

## Topics

- Brain and Behaviour or Intelligence
- Cognition
- Human Psychological Development

## Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>


## Future Study at NMHS Contact Teacher

Stage 2 Psychology  
Senior Campus: Mr Felstead
Description
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content
Stage 2 Biology is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems

Additional Costs: Students are strongly recommended to purchase the following:
- Revision Guide Approximately $42.00
- Student Workbook approximately $20.00.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>40%</td>
<td>Practical Investigations and Research Investigations</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td>Tests/Assignments/oral Presentations</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>3 hour external examination consisting of multiple-choice, short-answer, two extended response questions</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Felstead
Stage 2 Chemistry  

20 Credits

Science Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Learning, Communication, Citizenship and Personal Development and Work</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>A ‘B’ grade or better in both Stage 1 Chemistry 1 and 2.</td>
<td></td>
</tr>
</tbody>
</table>

Description
Stage 2 Chemistry offers students opportunities to consider the use human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry and the application of this understanding helps students appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Stage 2 Chemistry is organised so that intended student learning is related to key chemical ideas and concepts within five topics.

Content
Topic 1: Elemental and Environmental Chemistry
Topic 2: Analytical Techniques
Topic 3: Using and Controlling Reactions
Topic 4: Organic and Biological Chemistry
Topic 5: Materials

Additional Costs: Students are strongly recommended to purchase the following:
- Essentials Revision Guide. (Topic tests and past exam papers with fully worked answers) (Approximately $20.00)
- Essentials Student Workbook. (Approximately $49.00)

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>40%</td>
<td>Practical Investigations and Research Investigations</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td>Tests/Assignments</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>External Examination</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Felstead
Description
The study of physics offers opportunities for students to understand and explain the natural phenomena. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigative design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments, research and acquire new knowledge through their own investigations.

Content
Section 1: Motion in 2 Dimensions
Section 2: Electricity and Magnetism
Section 3: Light and Matter
Section 4: Atoms and Nuclei

Additional Costs: Students are encouraged to purchase the Revision Guide (approximately $20.00) and the Essentials Workbook (approximately $49.00). Students should have their own graphics calculator.

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>40%</td>
<td>At least 3 Practical Investigations and 1 Issues Investigation</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td>4 tasks, 1 per section</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>External Examination</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Felstead
Stage 2 Nutrition

Science Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning, Communication, Citizenship and Personal Development and Work.</td>
<td>Stage 2 Health, Stage 2 Biology, Stage 2 Food and Hospitality</td>
</tr>
</tbody>
</table>

Assumed Knowledge
Nil

Prerequisites
A ‘C’ grade or better in any of Stage 1 Biology, Stage 1 Chemistry, Stage 1 Physics or Stage 1 Nutrition

Description
Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health and diet-related diseases. Students also have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Additional Costs: Students are required to purchase Nutrition Stage 2 Essentials work book ($48.00) and are encouraged to buy Nutrition SASTA revision guide ($25.00)

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical Investigations and Research Investigations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tests/Assignments/Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External Examination</td>
<td></td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Mr Felstead
## Stage 2 Psychology

**20 Credits**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning, Communication, Citizenship and Personal Development and Work</td>
<td>Stage 2 Biology, Stage 2 Child Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>A ‘C’ grade or better in any of Stage 1 Psychology, Stage 1 Chemistry or Stage 1 Physics</td>
</tr>
</tbody>
</table>

### Description

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

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of data (qualitative and quantitative) applying psychology principles. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences. Psychology builds on the opportunity to work collaboratively, demonstrate an understanding of psychological principles and draw conclusions critically and analytically.

### Topics

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

### Additional Costs:

Students are expected to purchase the Essentials Workbook (approximately $48.00) Students are strongly recommended to purchase a Revision Guide (approximately $25.00)

### Assessment

Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>30%</td>
</tr>
</tbody>
</table>

- Group and Individual Investigations
- Tests and Assignments
- External Examination

### Contact Teacher

Senior Campus: Mr Felstead
Year 8 Systems Technology

**Technology Curriculum**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Technology</th>
<th>Related Subjects</th>
<th>Year 8 Wood and Metal Construction, Year 8 Food and Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Information</td>
<td>This is a compulsory semester-length course. Additionally, students can choose to do <strong>either</strong> one semester of Wood and Metal Construction <strong>or</strong> one semester of Food and Textiles Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

The Norwood Morialta High School has a STEM focus, and is a Trade Training Centre for Electrotechnology. All students are exposed to programming and electronics at Year 8.

**Modules**

The first module is aimed at introducing students to **electronics**. Students will have the opportunity to study simple electronic circuits, including their basic components, assembly techniques and fault-finding. Students will design a circuit display and flashing light applications. In constructing a simple circuit layout they will be introduced to soldering and CADD drawing interpretation. Working with simple robotics and computer control is an integral part of the course.

In the second module, students are introduced to **programming** through Scratch. This teaches students how to give instructions to the computer so that it will perform simple tasks, without any complicated programming language to learn. It includes on-screen simulation for testing their programs. Students create simple animations and/or games.

Students use the Design Cycle, a process approaching industry standard, to communicate their thinking in designing, developing and testing their circuit boards and programs.

**Additional Costs:** A USB memory stick is required for backing up files. Earphones are required so that students can test audio elements in their programs.

**Assessment**

Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Developing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Creating the Solution</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Year 9 Flashing Plastics
Year 9 Information Technology

**Contact Teachers**

Middle Campus: Ms Rowe, Mr Robertson, Ms Nguyen
Year 8 Wood and Metal Technology

Description
This course is aimed at developing the student’s skills in design and construction technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Cycle.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: workshop safety, protective equipment and teamwork.
- Use hand tools, basic jointing methods, and an introduction to some portable power tools and workshop machinery.
- Introductory CADD drawing and interpretation of designs
- Measure, cut and fabricate sheet-metal, acrylic and timber to create design solutions
- Use and apply surface finish materials in a safe and competent manner

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee.

Assessment
Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Inquiring and Analysing</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Developing Ideas</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Creating the Solution</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluating</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 Jewellery Design, Year 9 Metal Technology,
Year 9 Technical Graphics, Year 9 Wood Technology,
Year 9 Clothing and Textiles, Year 9 Food and Nutrition

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
In addition to the compulsory semester-length course of Systems Technology, students can choose to do either one semester of Wood and Metal Construction or one semester of Food and Textiles.

Description
Throughout this course students will learn basic life skills that will enable them to cook independently in the kitchen to produce healthy and nutritious meals. Students will also have the opportunity to discover fibre and fabrics and learn basic sewing techniques to create their own product. The course has a strong focus on the Design Cycle.

Topics covered in this course include:

Cooking:
- Safety in the domestic kitchen.
- Kitchen equipment.
- Measuring in the kitchen.
- How to read a recipe.
- The Australian Dietary Guidelines
- Plan, cook and present healthy meals.

Textile:
- Safety in the textile room.
- Introductory into machine sewing.
- Understanding patterns and the construction process.
- Cotton production and its uses.
- Various craft techniques.

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee

Assessment
Assessment is against the IB MYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Developing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Creating the Solution</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 9 Jewellery Design, Year 9 Metal Technology, Year 9 Technical Graphics,
Year 9 Wood Technology, Year 9 Clothing and Textiles, Year 9 Food and Nutrition

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 9 Digital Technologies

MYP Learning Area | Technology | Related Subjects
--- | --- | ---

Selection Information | Students may choose one or two units from the Technology Learning Area in Year 9

**Description**

Students are introduced to Scratch and GameMaker, programming languages that allow them to create their own interactive stories, animations and games, and to share these creations online. Flash scripting for animation may also be introduced.

The course also aims to equip students with skills in using the software programs commonly used across businesses, such as relational databases and other office software.

Students use the Design Cycle, a process approaching industry standard, to design, develop and test their programs.

**Additional Costs:** A USB memory stick is required for backing up files. Earphones are required so that students can test audio elements in their programs.

**Assessment**

Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Developing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Creating the Solution</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Year 10 Programming for Games and Entertainment and/or Year 10 STEMSEL

Stage 1 and 2 Information Technology

**Contact Teachers**

Middle Campus: Ms Rowe, Ms Nguyen
Year 9 Flashing Plastics (Electronics)

Description
This course is aimed at further developing students’ skills in design and system electronics technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Process.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: workshop safety, protective equipment and teamwork.
- Use hand tools, plastics jointing methods, and an introduction to some portable power tools and workshop machinery.
- Heat, bend, pressure mould and fabricate plastic materials to achieve design solutions.
- Study simple electronic circuits – projects will be constructed and a variety of plastic materials shaped to contain them.
- A study of basic components, assembly techniques and project testing is integral to the course.
- Investigate imaginative circuit enclosures and flashing light applications.
- Practice some circuit board construction, soldering and simple fault-finding.
- Problem solving of project design, drawing interpretation and introductory CADD.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee

Assessment
Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Developing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Creating the Solution</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Year 10 Electronics, Year 10 STEMSEL

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 9 Wood Technology

**Description**
This semester unit is aimed at further developing students' skills in design and construction technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Process.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: workshop safety, protective equipment and teamwork.
- Use hand tools, basic jointing methods, and an introduction to some portable power tools and workshop machinery.
- Prepare timber, investigate systems and apply surface finish materials in a safe and competent manner.
- Design, construct, test and race a model CO2 dragster. Interschool CO2 Dragster competitions are held annually in conjunction with the Pedal Prix for students to become involved with.
- Problem solving of project design, drawing interpretation and introductory CADD.

**Additional Costs:** Students may choose to purchase extra materials above the Materials and Services Fee

**Assessment**
Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Developing Ideas</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Creating the Solution</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S,
Year 10 Marine and Fishing, Year 10 Photographic Imaging, Year 10 Fashion and You
Year 10 Food and Culture, Year 10 Food and Hospitality

**Contact Teachers**
Middle Campus: Ms Rowe, Mr Robertson

---

**Selection Information**
Students may choose one or two units from the Technology Learning Area in year 9

---

**MYP Learning Area**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Subjects</td>
<td>Year 9 Flashing Plastics (Electronics), Year 9 Metal Technology, Year 9 Jewellery Design, Year 9 Technical Graphics</td>
</tr>
<tr>
<td>Selection Information</td>
<td>Students may choose one or two units from the Technology Learning Area in year 9</td>
</tr>
</tbody>
</table>
Year 9 Metal Technology

**Description**

This semester unit is aimed at further developing students' skills in design and construction technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Process.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: workshop safety, protective equipment and teamwork.
- Investigate and apply gas welding techniques to the joining of mild steel using fusion and braze welding methods in a safe manner.
- Practice safe use of the metal lathe and the basic processes of facing, parallel and taper turning.
- Measure, cut and fabricate sheet-metal to create a design solution.
- Problem solving of project design, drawing interpretation and introductory CADD.
- Demonstrate ICT skills in effectively recording and communicating their design thinking.

**Additional Costs:** Nil

**Assessment**

Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inquiring and Analysing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
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<td>C</td>
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<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S,
Year 10 Marine and Fishing, Year 10 Photographic Imaging, Year 10 Fashion and You
Year 10 Food and Culture, Year 10 Food and Hospitality

**Contact Teachers**

Middle Campus: Ms Rowe, Mr Robertson
Year 9 Food and Nutrition

Description
Food and Nutrition is a practical course with an emphasis on hygiene, safe food handling practices, nutrition and food preparation skills. Throughout this course students will learn basic life skills that will enable them to independently work in the kitchen to produce healthy and nutritious meals. Students develop basic food preparation skills by planning, creating and evaluating healthy nutritious dishes for adolescents and families.

Topics covered in this course include:
- The Australian Dietary Guidelines
- Nutrients- What are they and why do we need them?
- Lifestyle choices
- Diet-related illnesses
- Vegetarian foods
- Health Concerns: Food Allergies and Intolerances
- Fad diets
- Commercial preparation and processing
- Family meal planning

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

Additional Costs: Nil

Assessment
Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Task Description</th>
<th>Maximum</th>
</tr>
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Future Study at NMHS
Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S, Year 10 Photographic Imaging, Year 10 Fashion and You, Year 10 Food and Culture, Year 10 Food and Hospitality

Contact Teachers
Middle Campus: Mrs Stanton, Ms Rowe
## Year 9 Clothing and Textiles

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Technology</th>
<th>Related Subjects</th>
<th>Year 9 Food and Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection Information</strong></td>
<td>Students may choose one or two units from the Technology Learning Area in Year 9</td>
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</table>

### Description
This course allows students to understand and learn how to use a domestic sewing machine and overlocker. Students will use a variety of sewing techniques and equipment while applying basic designing, machining and construction skills to produce two major items.

### Topics covered in the course are:  
- Sewing skills and safety.  
- Understanding the overlocker.  
- Investigate and analyse fibres.  
- How to draft a basic pattern.  
- Selecting and understanding appropriate fabrics to use for a selected product.  
- How to use a commercial pattern.

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

### Additional Costs:
Students may wish to bring their own fabric and patterns for garment construction at their own cost.

### Assessment
Assessment is against the IB MYP Technology Criteria.

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### Future Study at NMHS
Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S, Year 10 Marine and Fishing, Year 10 Photographic Imaging, Year 10 Fashion and You, Year 10 Food and Culture, Year 10 Food and Hospitality

### Contact Teachers
Middle Campus: Ms Rowe, Mrs Stanton
Description
This semester unit is aimed at further developing students’ skills in design and construction technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Process.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: workshop safety, protective equipment and teamwork.
- Apply the design/make/critique process to create unique items of jewellery from natural and artificial materials.
- Use hand tools, assembly methods with an introduction to some portable power tools and workshop machinery.
- Explore and discuss some of the historical, cultural and social aspects of jewellery.
- Investigate new and traditional technologies, career pathways and impacts of marketing.
- Problem solving of project design, drawing interpretation and introductory CADD.
- Demonstrate ICT skills in effectively recording and communicating their design thinking.
- Working with modern technology aids and problem solving issues are an integral part of the course.

Practical activities will be negotiated and may include rings, clock design, jewellery case, electronic pendants, bracelets, earrings, buckles.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee. An excursion to Bead Shop (approximately $15.00)

Assessment
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Future Study at NMHS
Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S,
Year 10 Marine and Fishing, Year 10 Photographic Imaging, Year 10 Fashion and You
Year 10 Food and Culture, Year 10 Food and Hospitality

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 9 Technical Graphics

Description
This course is aimed at further developing students’ skills in design and construction technologies. The course provides a solid foundation for further studies in Design and Technology with a strong focus on the Design Process.

During this course students will have the opportunity to:
- Develop an understanding of, and skills in: manual drawing, drawing conventions and layout.
- Apply the design/make/critique process to create alternative solutions within agreed constraints.
- Develop graphic communication skills covering the areas of 2D and 3D technical drawing, perspective, technical illustration, computer aided drawing and design (CADD), geometric construction of shapes and the development of design portfolios.
- Investigate new and traditional technologies, career pathways and impacts of high speed electronic communication.
- Demonstrate enhanced ICT skills in documenting, presenting and communicating their design thinking.
- Problem-solve project design, interpret drawings and apply CADD solutions.
- Critique designs individually and in groups.

Additional Costs: Nil

Assessment
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Future Study at NMHS
Year 10 CADD, Year 10 Metal Fabrication, Year 10 Woodwork 1/S,
Year 10 Marine and Fishing, Year 10 Photographic Imaging, Year 10 Fashion and You
Year 10 Food and Culture, Year 10 Food and Hospitality

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 10 Programming for Games and Entertainment

**MYP Learning Area** | **Technology** | **Related Subjects** | **Year 10 Photographic Imaging, Year 10 CADD**
---|---|---|---
**Selection Information** | Students need to have achieved a 4 or better in two of either Science, Maths or Technology

**Description:**
Ever wondered how to develop a mobile phone application? Build a functional website? Script the action into animation? Make an interactive online game? These are all developed by ‘programmers’.

This course will give you an introduction to this very special and important skill. The problem-solving skills associated with programming are now highly sought after by employers.

In this course, students are introduced to the Python programming language. They will have the opportunity to use a Raspberry Pi to apply their computational thinking skills in a fun way.

Students use the Design Cycle, a process approaching industry standard, to design, develop and test their programs. This course provides an excellent foundation for pursuing studies in Information Technology at years 11 and 12 (SACE Stage 1 and 2).

**Additional Costs:** A USB memory stick is required for backing up files

**Assessment**
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**Future Study at NMHS**
Stage 1 and 2 Information Technology

**Contact Teacher**
Middle Campus: Ms Rowe
Year 10 Electronic Systems

**Technology Curriculum**

<table>
<thead>
<tr>
<th>MYP Learning Area</th>
<th>Technology</th>
<th>Related Subjects</th>
<th>Year 10 Woodwork 1/S, Year 10 Woodwork 2, Year 10 Metal Fabrication, Year 10 CADD</th>
</tr>
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<td>Selection Information</td>
<td>Students may choose up to four units from the Technology Learning Area</td>
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</table>

**Description**

This program extends experiences of basic electronics and electricity, building on the general skills in soldering, component identification and use, production of printed circuit boards, basic bread boards use, electronic investigation, historical development and production of electricity. Students will have an opportunity to identify and work with a variety of electronic components. They will be given the opportunity to design, construct, measure, test and evaluate simple circuits. Problem solving and fault finding is an important aspect of the course.

- An introduction to electronic components in circuits, soldering and construction skills.
- Students assemble prototypes, practice basic fault finding and test a variety of circuits, e.g. LED light control circuit, alarm siren and electronic model cars.
- Topics include: electrical safety, alternative energy sources, household wiring, how electricity shapes our daily lives, the science behind electricity, historical breakthroughs in electronics, Integrated Circuits, impacts upon the environment and simple electronic systems.
- Students are encouraged to design, construct and evaluate electronic circuits and enclosures.
- Introductory robotics and control technology is also undertaken.

**Additional Costs:** Students may choose to purchase extra materials above the Materials and Services Fee

**Assessment**

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**Future Study at NMHS**
Stage 1 and 2 Electrotechnology

**Contact Teachers**
Middle Campus: Ms Rowe, Mr Robertson
Year 10 STEMSEL

Description
STEMSEL is a blended learning environment that teaches students computational thinking and focuses on the real world applications of problem solving. Students will learn how to design, build and program microcomputer-embedded electronic solutions (microcontrollers) in response to complex 21st century problems. Microcontrollers form the brains of digital electronics systems found in a wide range of industries, including the automotive, telecommunications, biomedical, aviation, smart toys, power generation and defence industries. Social enterprise learning is at the core of this course; students work on projects and develop practical products to improve human and environmental well-being. The course is extremely effective in stimulating interest in integrated Science, Technology, Engineering and Mathematics in a Social Enterprise Learning context (STEMSEL).

STEMSEL courses have been designed to meet a need. By 2018, projections estimate the need for 8.65 million workers in STEM-related jobs in the US alone (STEMconnector.org). Higher order thinking skills are developed in an engaging and relevant way using a hands-on approach.

Students can submit their STEMSEL projects into the Royal Adelaide Show each year (see the YouTube link at www.youtube.com/watch?v=GqRCA9O_Og0). The subjects is closely linked to the community-based STEMSEL Club run through eLabtronics (stemsel.com).

Additional Costs: A USB memory stick is required for backing up files. May incur additional costs if public transport is used.

Assessment
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Future Study at NMHS
Stage 1 and 2 Information Technology

Contact Teacher
Middle Campus: Ms Rowe
Focus Capabilities
The Units of Competency undertaken in this course are part of the VET Certificate 2 in Electrotechnology.

Assumed Knowledge
Students are assumed to have a basic knowledge of electronic circuits and sound Maths skills

Prerequisite
Students may choose up to four units from the Technology Learning Area. Selection process based on an Electronics and Maths test. Students must pass at least one.

Description
The Units of Competency undertaken in this course form part of the Certificate 2 in Electrotechnology.
Qualifications provide grounding in safety and allow you to select, assemble, set up and maintain electronic devices by following prescribed routines.

Students are able to commence this two year course at Year 10, enabling them to complete a SACE Stage 1 subject in Electrotechnology in Year 10 and a SACE Stage 2 subject in Electrotechnology in Year 11.

Students will need to travel by public transport to or from our purpose-built Trade Training Centre on the Senior Campus once a week for a block of 4 lessons. Upon successful completion of this subject, students will receive 20 credits towards their SACE; should they continue with Electrotechnology Part B the following year, they will gain an additional 20 credits. By completing Electrotechnology Part A as a Year 10, and Electrotechnology Part B as a Year 11, students will have the flexibility of being able to gain Units of Competency towards the Certificate 2 in Electrotechnology, as well as selecting a course that will generate an ATAR at Stage 2.

Additional Costs: First Aid ($130.00), White Card Training ($130.00). May incur additional costs, if public transport is used.

Assessment
Students demonstrate evidence of their learning through projects which enable the demonstration of skills in the following UNITS OF COMPETENCY:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td>UEEENEE101A</td>
<td>20</td>
<td>Apply OHS regulations, codes and practices in the workplace</td>
</tr>
<tr>
<td>UEEENEEH102A</td>
<td>40</td>
<td>Repairs basic electronic apparatus faults by replacement components</td>
</tr>
<tr>
<td>UEEENEE102A</td>
<td>40</td>
<td>Fabricate, assemble and dismantle utilities industry components</td>
</tr>
<tr>
<td>UEEENEEE104A</td>
<td>40</td>
<td>Solve problems in D.C. circuits (Part A)</td>
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<tr>
<td></td>
<td>140</td>
<td><strong>Total Hours</strong></td>
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</table>

Future Study at NMHS
Electrotechnology Part B

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Senior Campus: Mr Paraskevas
Year 10 Woodwork 1/S

Technology Curriculum

MYP Learning Area
Technology
Related Subjects
Year 10 Woodwork 2, Year 10 Metal Fabrication, Year 10 CADD, Year 10 Electronic Systems

Selection Information
Students may choose up to four units from the Technology Learning Area

Description
This construction technology unit is based on a series of experiences in which students investigate a range of equipment and timber products and how they may be worked together to prepare, join and produce integrated design solutions. They would use a range of communication skills to document design ideas and proposals in order to produce and evaluate systems to meet design criteria.

- Box type design and construction techniques, eg storage box.
- Assembling and fitting a sliding drawer, eg paper towel dispenser
- Safe use and handling of portable power tools such as the router and biscuit cutter.
- Timber harvesting and conversion, environmental impacts and future developments.
- Use jigs and assembly aids to improve speed and accuracy of fabrication.
- Further techniques and applications of woodturning between centres.
- Interpretation and production of working drawings/models and an appreciation of ergonomics and aesthetics in design.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee

Assessment
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Future Study at NMHS
Year 10 Woodwork 2
Stage 1 Wood Technology
Stage 1 Outdoor Construction

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 10 Woodwork 2

Description
This construction technology unit is designed for the more able student who has successfully completed Year 10 Woodwork 1/S. Students will investigate a range of equipment and timber products and how they may be worked together to prepare, join and produce integrated design solutions. They would use a range of communication skills to document design ideas and proposals in order to produce and evaluate systems to meet design criteria.

- Skills in frame type jointing and construction, e.g. for a coffee table, bar stool.
- Greater involvement in project design, drawing, modelling, costing and problem solving.
- Supervised use of machines to prepare, shape and joint material.
- Assembly and clamping of components. Introduction to modern knock-down (K-D) fittings.
- Steps in preparing for surface finishing, types of finishes and their application.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee

Assessment
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Future Study at NMHS
Stage 1 Outdoor Construction
Stage 1 Wood Technology

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 10 Metal Fabrication

Description
This construction technology unit is based on a series of tasks in which students investigate a range of equipment and metal products and how they may be worked together to prepare, join and produce integrated design solutions. They would use a range of communication skills to document design ideas and proposals, in order to produce and evaluate systems to meet design criteria.

- Gas welding skills, techniques and knowledge development
- Safe use and handling of portable electric tools and welding equipment
- Design and fabrication in sheet metal – bending and joining methods.
- Metal machining, thread cutting and working to close tolerances.
- Introduction to heavier construction using Electric Arc and MIG welding.
- Design of some individual projects involving problem solving, working drawings, cutting/costing lists, use of jigs and flame cutting of mild steel.
- Casting of metal as a manufacturing process is investigated and discussed.

Additional Costs: Students may choose to purchase extra materials above the Materials and Services Fee

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Future Study at NMHS
Stage 1 Outdoor Construction
Stage 1 Wood Technology

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Year 10 Food and Culture

Description
This unit has an emphasis on investigating and preparing foods from various cultures and exploring the diverse nature of our school community through practical based activities. Students will develop safe food handling skills, hygiene practices and food preparation, presentation and service skills. Weekly cooking practicals will allow students to gain confidence in the kitchen and discover how to use various ingredients from around the world.

Topics covered in this course include:
- Food from around the world.
- Our Food Choices.
- Indigenous Foods and Bush Tucker.
- Australian Food in the Early Colonies.
- Australian Food in the 19th and 20th Centuries
- Australian Food Today.
- Fusion Food.

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

Additional Costs: Nil

Assessment
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Future Study at NMHS
Stage 1 Food and Hospitality

Contact Teachers
Middle Campus: Ms Rowe, Mrs Stanton
Senior Campus: Ms Ashby
Year 10 Food and Hospitality

Description
This unit has an emphasis on investigating and developing skills related to the hospitality industry. Students will practice safe food handling skills, hygiene practices, food preparation and service skills as required for the hospitality industry.

Topics covered in this course include:
- OSH&W
- Cooking terminology & techniques
- Classifying equipment
- Knife handling skills/Precision cutting
- Recipe Interpretation
- Taste & Flavour
- Work flow plans & costing a recipe
- Methods of cookery
- Stocks, soups & sauces
- Entrée, mains and desserts
- Menu planning

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

Additional Costs: Nil

Assessment
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Future Study at NMHS
Stage 1 Food and Hospitality

Contact Teachers
Middle Campus: Ms Rowe, Mrs Stanton
Senior Campus: Ms Ashby
Year 10 Fashion and You

Description
This unit is a practical course with a focus on designing, making and evaluating the construction of textile articles. Students will undertake two major assignments where they will plan, design and create a textile product and an item of clothing for themselves. Student will use a wide variety of sewing and craft techniques to assist in their production of their product.

Skills taught & topics covered in this course include:
- Applique, quilting, machine embroidery and other various craft related skills
- Taking up hems
- Inserting zips and button holes
- Sewing safety
- Fabric terms and weaves
- Environmentally friendly fashion
- Using a commercial pattern
- Finishing off processes and fastenings
- Selecting suitable fabrics
- Understanding fabric production

The MYP Design Cycle is used throughout the course, for critical analysis and problem solving. Students begin to independently generate and manage design solutions within set constraints. Students are required to record, present and communicate their design thinking.

Additional Costs: Nil. Students may want to bring their own fabric and patterns for garment construction at their own cost.

Assessment
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Contact Teachers
Middle Campus: Ms Rowe, Mrs Stanton
Year 10 Computer Aided Design and Drawing—CADD

Description
The Computer Aided Design and Drawing unit will provide a range of experiences in which students investigate drawing techniques and software tools that empower them to plan, prepare, and produce integrated design solutions with industry standard CAD software. Students will:

- Develop an understanding of, and skills in: manual drawing, drawing conventions and layout
- Use a range of communication skills to document design ideas to produce, evaluate 3D models and meet design criteria.
- Learn graphical representation; apply international drawing used in professional work such as architecture, interior design, engineering and construction.
- Gain skills using computer aided drawing and design software (Autodesk Inventor) with a student version available for project and homework development.

Autodesk Inventor is an industry standard 3D modelling and prototyping package which will allow students to create 3D prototypes, present their designs as drawings and presentations.

Topics include: components of computer assisted drawing systems, how to plan 3D design parts and assemblies, 3D prototypes and testing, forms of presentation in digital and printed format, CADD in industry and professional work flow.

Additional Costs: Nil

Assessment
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Future Study at NMHS
Stage 1 Computer Aided Design and Drawing

Contact Teacher
Middle Campus: Ms Rowe
Year 10 Photographic Imaging

MYP Learning Area | Technology | Related Subjects | Year 10 Programming for Games and Entertainment, Year 10 CADD

Selection Information | Students may choose up to four units from the Technology Learning Area

Description
This unit is designed to introduce students to the fundamentals of photographic imaging and its associated issues. It has a strong focus on the Design Cycle.

During this course students will have the opportunity to:
- Acquire the knowledge and skills in photographic processes, digital cameras and modern techniques, with an emphasis on contemporary technology.
- Investigate aspects of good photographic composition
- Develop skills in capturing images by means of excursions and photographic projects.
- Learn to handle photographic equipment in a safe and practical manner.
- Gain an understanding of traditional darkroom technology, although the main emphasis will embrace current photographic techniques using modern computer facilities.
- Use software to design and modify graphics for montages and/or web pages.
- Problem-solve using the Design Cycle
- Demonstrate skills approaching industry or community practice in effectively recording and communicating their design thinking

Additional Costs: This subject will involve excursions to capture images for photographs and projects. There may be a cost of $20.00 involved.

Assessment
Assessment is against the IBMYP Technology Criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Inquiring and Analysing</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Inquiring and Analysing</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Developing Ideas</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Creating the Solution</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluating</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 1 Digital Imaging
Stage 2 Photographic Imaging

Contact Teacher
Middle Campus: Ms Rowe
Stage 1 Information Technology S  10 Credits

Description
In Information Technology S, students learn how computer-based systems work to collect and process data, and transmit and produce information. Students actively engage in developing their own computer-based systems to solve problems, and interact with and analyse others. It is organised into the following two topics: Computer Systems and Application Programming.

- In Computer Systems, students develop an understanding of a computer system and its importance in supporting and developing computer-based applications.

- In Application Programming, students develop an understanding of programming by constructing an application that accepts input from, and interacts with, the user to produce outcomes. Students use the problem-solving approach of the systems development life cycle to build an application program.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
<th>60%</th>
<th>Computer Systems Tests (Written and Practical).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application and Skills Task</td>
<td>20%</td>
<td>Programming Tasks.</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>Developing a program using the Program Development Life Cycle.</td>
</tr>
</tbody>
</table>

Future Study at NMHS Contact Teachers
Stage 2 Information Technology
Middle Campus: Ms Rowe, Ms Nguyen
Senior Campus: Ms Rowe
Stage 1 Information Technology 1 and 2  20 Credits

Focus Capabilities  Learning, Communication, Citizenship, Work
Related Subjects  Stage 1 Information Technology S

Assumed Knowledge  Nil (programming knowledge advantageous)
Prerequisite  A level 4 or better in either Year 10 Mathematics or Year 10 Programming for Games and Entertainment

Description
In Information Technology 1 and 2, students learn how computer-based systems work to collect and process data, and transmit and produce information. Students actively engage in developing their own computer-based systems to solve problems, and interact with and analyse others. It is organised into the following two topics: Computer Systems, Application Programming, Website Programming and Relational Databases.

- In Computer Systems, students develop an understanding of a computer system and its importance in supporting and developing computer-based applications.
- In Application Programming, students develop an understanding of programming by constructing an application that accepts input from, and interacts with, the user to produce outcomes. Students use the problem-solving approach of the systems development life cycle to build an application program.
- In Website Programming, students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outcomes.
- In Relational Databases, students investigate how databases management systems are used. Students use the problem-solving approach of the systems development life cycle to build a relational database system.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>60%</td>
</tr>
<tr>
<td>Application and Skills Task</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
<tr>
<td>Computer Systems Tests (Written and Practical).</td>
<td></td>
</tr>
<tr>
<td>Programming Tasks.</td>
<td></td>
</tr>
<tr>
<td>Developing a program using the Program Development Life Cycle.</td>
<td></td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Information Technology

Contact Teachers
Middle Campus: Ms Rowe, Ms Nguyen
Senior Campus: Ms Rowe
Stage 1 Wood Technology 10 Credits

**Description**
In this subject students develop the ability to identify, create, initiate and develop products and processes. Students learn to use tools and materials safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences.

The focus area for this subject is *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment specific to furniture design.

**Additional Costs:** Nil

**Assessment**
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
<td>Task: Designing a bedside unit / forestry sustainability.</td>
</tr>
</tbody>
</table>
| Skills and Applications Tasks | 20%   | 3 tasks  
Manufactured Board Selection  
Fasteners – Mechanical/Polymer  
Surface Finishing Systems |
| Product                  | 50%       | Design and make furniture products                     |

**Future Study at NMHS**
Stage 2 Furniture Design and Construction

**Contact Teachers**
Middle Campus: Ms Rowe, Mr Robertson  
Senior Campus: Ms Rowe, Mr Paraskevas, Mr Evans
Stage 1 Outdoor Construction  10 Credits

**Technology Curriculum**

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Personal development, work, and learning.</th>
<th>Related Subjects</th>
<th>Stage 1 Wood Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Skills and knowledge students are assumed to have basic practical skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools and materials safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences.

The focus area for this subject is *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment specific to manufactured boards. The emphasis is appropriate use of materials such as plywood, MDF and fasteners.

**Additional Costs:** Nil

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
<td>Designing a utility container/ issues with manufactured board.</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
<td>Timber joints and surface finishing systems.</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
<td>Design and make storage products.</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**

Stage 2 Furniture Design and Construction

**Contact Teachers**

Middle Campus: Ms Rowe, Mr Robertson

Senior Campus: Ms Rowe, Mr Paraskevas, Mr Evans
Description
The Computer Aided Design and Drawing unit will provide students with the opportunity to design produce and evaluate sophisticated 3D solutions with industry standard CAD software.

Students will:
- Explore a range of product development using the CAD system.
- Apply international drawing standards and systems used in professional work such as architecture, interior design, engineering and construction
- Design, test and produce 3D prototypes using 3D printers
- Learn how to use the CAD system to transfer data for 3D printing and CNC machining of final products
- Present in their folio sophisticated rendered images to communicate product development and assembly

Autodesk Inventor is an industry standard 3D modelling and prototyping package which will allow students to create 3D prototypes, drawings and presentations. Student versions of the software will be available for home use to provide opportunity for skill development.

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
<td>Using the design process to develop a 3D product and presentation.</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
<td>CADD skills, concepts of work flow.</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
<td>Final product presentation (digital and print) and evaluation.</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Design and Technology

Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Senior Campus: Mr Evans
Stage 1 Digital Imaging  10 Credits

Focus Capabilities
Personal development, work, and learning

Assumed Knowledge
Nil

Prerequisite
Nil

Description
The Digital Imaging unit will provide students with the opportunity to design, produce and evaluate sophisticated photographic images with digital DSLR cameras and industry standard software (Adobe Photoshop).

Students will:
- Explore creative camera techniques.
- Apply principles of composition and photographic techniques.
- Learn how to use Photoshop’s advanced and creative tools
- Present in their folio sophisticated images to communicate product development and presentation

Additional Costs: Nil

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Assessment Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Design Brief, Issues Investigations</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
<td>Production of a Graphic Communication exhibiting their results</td>
</tr>
<tr>
<td>Skills and Application</td>
<td>30%</td>
<td>Camera Technique Practice, Materials Investigation</td>
</tr>
</tbody>
</table>

Future Study at NMHS
Stage 2 Digital Photography
Contact Teachers
Middle Campus: Ms Rowe, Mr Robertson
Senior Campus: Ms Rowe
Description
In Information Technology, students learn how computer-based systems work to collect and process data, and transmit and produce information. Students actively engage in developing their own computer-based systems to solve problems, and interact with and analyse others. Stage 2 Information Technology consists of four topics: Computer and Communication Systems, Information Systems, Application Programming and Relational Databases.

In Computer and Communication Systems, students develop an understanding of computer and communication systems concepts that underpin computer devices and how these concepts apply to networks.
In Information Systems, students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts helps the developer to build a system that meets the needs of the user.
In Application Programming, students develop an understanding of programming by constructing an application that accepts input from, and interacts with, the user to produce outcomes. Students use the problem-solving approach of the systems development life cycle to build an application program.
In Relational Databases, students investigate how databases management systems are used. Students use the problem-solving approach of the systems development life cycle to build a relational database system.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
<td>Written Tests.</td>
</tr>
<tr>
<td>Application and Skills Tasks</td>
<td>30%</td>
<td>Programming and Relational Database Skills Tasks.</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>Developing a program using the Program Development Life Cycle.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>A two hour external examination.</td>
</tr>
</tbody>
</table>

Contact Teacher
Senior Campus: Ms Rowe
**Electrotechnology Part A**  
**20 SACE Credits**

**Technology Curriculum**

**Focus Capabilities**  
The Units of Competency undertaken in this course are part of the VET Certificate 2 in Electrotechnology.

**Assumed Knowledge**  
Students are assumed to have a basic knowledge of electronic circuits and sound Maths skills

**Prerequisite**  
Selection process based on an Electronics and Maths test. Students must pass at least one

**Description**

_The Units of Competency undertaken in this course form part of the Certificate 2 in Electrotechnology._  
Qualifications provide grounding in safety and allow you to select, assemble, set up and maintain electronic devices by following prescribed routines.

This course will be delivered in our purpose-built Trade Training Centre on the Senior Campus.

**Additional Costs:** First Aid ($130.00), White Card Training ($130.00)

**Assessment**

Students demonstrate evidence of their learning through projects which enable the demonstration of skills in the following UNITS OF COMPETENCY:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEEENEE101A</td>
<td>20</td>
<td>Apply OHS regulations, codes and practices in the workplace</td>
</tr>
<tr>
<td>UEEENEE102A</td>
<td>40</td>
<td>Repairs basic electronic apparatus faults by replacement components</td>
</tr>
<tr>
<td>UEEENEE102A</td>
<td>40</td>
<td>Fabricate, assemble and dismantle utilities industry components</td>
</tr>
<tr>
<td>UEEENEE104A</td>
<td>40</td>
<td>Solve problems in D.C. circuits (Part A)</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

**Future Study at NMHS**
Electrotechnology Part B

**Contact Teachers**
Middle Campus: Ms Rowe. Mr Robertson  
Senior Campus: Ms Rowe, Mr Paraskevas
Electrotechnology Part B  20 Credits

Focus Capabilities
The Units of Competency undertaken in this course are part of the VET Certificate 2 in Electrotechnology.

Assumed Knowledge
Students are assumed to have a basic knowledge of the Units of Competency covered in Stage 1 Electrotechnology

Prerequisite
A satisfactory pass in Electrotechnology Part A

Description

*The Units of Competency undertaken in this course are part of a Certificate 2 in Electrotechnology.*
Qualifications provide grounding in safety and allow you to select, assemble, set up and maintain electronic devices by following prescribed routines.

Additional Costs: First Aid update (approximate cost $145.00)

Assessment
Students demonstrate evidence of their learning through projects which enable the demonstration of skills in the following UNITS OF COMPETENCY:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEEENEEE038B</td>
<td>20</td>
<td>Participate in development and follow a personal competency development plan</td>
</tr>
<tr>
<td>UEEENEA102A</td>
<td>20</td>
<td>Select electronic components for assembly</td>
</tr>
<tr>
<td>UEEENEE104A</td>
<td>40</td>
<td>Solve problems in D.C. circuits (Part B)</td>
</tr>
<tr>
<td>UEEENEEE179A</td>
<td>20</td>
<td>Identify and select components, accessories and materials for energy sector work activities</td>
</tr>
<tr>
<td>UEEENEC001B</td>
<td>20</td>
<td>Maintain documentation</td>
</tr>
<tr>
<td>UEEENEEE137A</td>
<td>20</td>
<td>Document and apply measures to control OHS risks associated with electrotechnology work</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus:  Ms Rowe, Mr Paraskevas
**Stage 2 Electronic Systems**  
**20 Credits**

**Focus Capabilities**  
Personal development, work and learning

**Assumed Knowledge**  
Students are assumed to have basic practical skills

**Prerequisite**  
A pass in Electrotechnology Part A

**Description**  
Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop products, processes and systems. Students learn to use tools, materials and systems safely and competently to complete a product. They also analyse the impacts of technology, including social, environmental and sustainable consequences.

**Content**  
The focus area for this subject is Systems and Control Products; students use devices such as electrical, electronic and mechanical components, including control devices, to design and make products. Students may use scale models that have electrical, electronic, mechanical, pneumatic, hydraulic and interface components, including radio controlled devices, to design and make products.

**Additional Costs:** Nil

**Assessment**  
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Skills and Applications Tasks: Theory Tests, Practical Exercises.
Product: Design and make electronic products.
External Assessment: Folio.

**Contact Teacher**  
Senior Campus: Mr Paraskevas
**Stage 2 Furniture Design and Construction**  
20 Credits

### Technology Curriculum

<table>
<thead>
<tr>
<th>Focus Capabilities</th>
<th>Material Products, Personal development, work and learning</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge</td>
<td>Students are assumed to have basic practical skills</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

### Description
Design and Technology develops students’ abilities to identify, create, initiate and develop products, processes and systems. Students learn to use tools, materials and equipment safely and competently to complete products designed in class. They explore the environmental and social consequences of technologies.

### Content
- Safe use of hand tools, power tools and industrial quality machinery.
- Use of computer costing software and CAD graphics.
- Skill development exercises
- Practice a range of contemporary and traditional timber joining processes.
- Accurate timber machining, wood turning and sliding drawer construction.

### Additional Costs:
Contribution towards the cost of take-home projects above $25.00 of materials allowance

### Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
<td>Develop and application of skills associated with the production of the student design piece of furniture. Investigate and analyse properties of potential materials to be used in producing student piece of furniture.</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
<td>Construction and evaluation of the piece of furniture designed by the student.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>Folio: Using the design process to develop a plan for making a piece of furniture.</td>
</tr>
</tbody>
</table>

### Contact Teachers
Senior Campus: Mr Paraskevas, Mr Evans. Ms Rowe
Stage 2 Digital Photography

Description
Digital Imaging is a Design and Technology subject where students develop photography and graphic design skills. Students develop skills in using a DSLR Camera to take photos, and digital manipulation and enhancement of images using Adobe Photoshop. They develop skills and knowledge through the Skills and Application Tasks, and use the Design Process to design a Major and Minor Product.

Content
- Advanced use of Adobe Photoshop and other editing software.
- Completing the various stages of the Design Process to create a Photographic Major and Minor Product.
- Editing and manipulating various captured images.
- Completing Skills and Application tasks, which involve capturing own images using DSLR Cameras and editing/enhancing/manipulating images using Adobe Photoshop.
- Exploring and analyzing materials and their specifications.
- Investigating and analyzing existing products, focusing on their environmental impact, applied processes, style and applied skills.

Additional Costs: Nil

Assessment
Assessment at Stage 2 is externally moderated. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
<th>Related Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
<td>2 Skills and Application Tasks. 1 Materials Application Investigation.</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
<td>1 Major Product: Photographic Calendar. 1 Minor Product: Advertisement.</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
<td>2000 Word Folio: Documentation of product design process and evaluation.</td>
</tr>
</tbody>
</table>

Contact Teachers
Senior Campus: Ms Rowe, Mr Schutt
STAGE 1 BRIDGING COURSE

The Bridging Course will be offered to students who have not satisfactorily met prerequisites for a full course at Stage 1.

Description
- To provide students with the opportunity to develop the knowledge, skills and abilities to successfully participate in Senior Secondary programs and/or work/further education.
- To support students in their transition to the senior secondary years and provide the opportunity for successful SACE completion.

Content
- The Bridging Course will consist of seven units of work:
  - Literacy for Work and Community Life (20-credit subject)
  - Numeracy for Work and Community Life (10-credit subject)
  - Personal Learning Plan (10-credit compulsory subject)
  - Workplace Practices (10-credit subject)
  - Information Processing & Publishing
  - Choice units (2 x 10-credit subjects)

Assessment
- As per the individual requirements of each subject outline.
- Lesson attendance rate of 90% or better.

Future Study
- Successful completion of the Bridging Course will enable students to select a full Stage 1 course for Semester 2.
- The identification of other educational options will be negotiated for students who do not satisfactorily meet the requirements of the Bridging Course.

Contact Teachers
Senior Campus: Ms Kotrotsos, Mr D Carter, Mr Naylor, Ms Jacobs
Community Learning

Community Learning

Community learning is a recognition process that enables students to earn SACE credits for learning undertaken in the community. Community learning enables a student’s learning in a non-formal and/or non-accredited program to contribute towards their SACE.

The SACE Board recognises two kinds of community learning:

- **Community Developed Programs**
  Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the Duke of Edinburgh’s Award, and the SA Country Fire Service.

- **Self-directed Community Learning**
  such as taking care of a family member, supporting a refugee family or volunteering for a community project, eg planning and coordinating community or recreational events. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filling in an application form and attending an interview.

Students who are applying for credits at Stage 1 may be interviewed by a school-based assessor, however, schools may request a SACE Board assessor to undertake the interview.

Students who are applying for Stage 2 units, or combinations of credits at Stage 1 and units at Stage 2, will be interviewed by both a Board-trained school-based assessor and a SACE Board assessor.

Students should see their Sub School Head to discuss applying for these credits.

VOCATIONAL EDUCATION AND TRAINING (VET)  
EAST ADELAIDE SCHOOL’S CLUSTER  
2016 VET INFORMATION

What is VET?
VET refers to the national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competence from nationally endorsed training packages. This training is recognised nationally.

VET courses provide students with the opportunity to:
• Personalise their learning pathways.
• Develop and practice business and industry specific skills, often including on the job structured workplace learning.
• Work to attain nationally accredited certification against the Australian Qualifications Training Framework.
• Achieve their South Australian Certificate of Education (SACE) through diverse and rigorous learning experiences.

EASC overview
The East Adelaide School’s Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training (VET) across all schooling sectors in the East of Adelaide. Comprising 18 schools and a range of training partners, the EASC compile courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills. For 2016 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study.

When and where will the training occur?
• EASC schools have made the commitment to host most programs on a Thursday,
• VET courses will be held across a range of settings from schools, purpose built skill centres, TAFE sites, on-the-job or a combination.

How do I get more information?
• More information on each course is available from the EASC website.
• Complete the Expression of Interest form from the website and give it to your School Counsellor or Sub School Manager for consideration.
Useful Web Sites

CAREER INFORMATION
Matching your skills and interests
http://www.myfuture.edu.au
http://www.yourcareerguide.com.au

Job Predications, wages, etc
http://www.skills.sa.gov.au

DEFENCE FORCE
http://www.defence.gov.au

APPRENTICESHIPS AND TRAINEESHIPS
http://www.aatinfo.com.au
http://aapathways.com.au

SACE (VET)
http://www.sace.sa.edu.au/web/vet

TAFE SA
http://www.tafesa.edu.au

SATAC
http://www.satac.edu.au