



YEAR 7 – 10 CURRICULUM

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Subject Pathways

	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
ENGLISH	English	English	English	English	English	English
				Industry English	Essential English	Essential English
						English Literary Studies
HEALTH & PHYSICAL EDUCATION	Health & PE	Health & PE	Health & PE	Health & PE	Child Studies	Child Studies
					Health & Wellbeing	Health & Wellbeing
					Nutrition	Nutrition
					Physical Education	Physical Education
					Outdoor Education	Outdoor Education
HUMANITIES & SOCIAL SCIENCES	History	History	History	History	Society & Culture	Society & Culture
					Modern History	Modern History
					Ancient Studies	Ancient Studies
	Geography	Geography	Geography	Geography	Geography	Geography
				Film & Sound Production (see arts)	Media Studies	Media Studies
MATHS	Mathematics	Mathematics	Mathematics	Mathematics	Specialist Maths	Specialist Maths
				Mathematics	Math Methods	
				General Maths	General Maths	
				Industry Maths	Essential Maths	Essential Maths
	Specialist Mathematics MUST be studied concurrently with Mathematics.					
THE SCIENCES	Science	Science	Science	Science	Nutrition (see HPE)	Nutrition (see HPE)
					Biology	Biology
					Chemistry	Chemistry
					Physics	Physics
					Scientific Studies	Scientific Studies
				Industry Science		

	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
AGRICULTURE	Agricultural Science	Agricultural Science	Agricultural Science	Agriculture (semester)	Agriculture A	Agricultural Production
	Food & Fibre (see BET)	Food & Fibre		Agriculture (full year)	Agriculture B	Agricultural Systems
THE ARTS			Film & Sound Production	Film & Sound Production	Media Studies (see HASS)	
	Visual Art	Visual Art	Visual Art A	Visual Art A	Design 1	Design
			Visual Art B	Visual Art B	Design 2	
			Photography & Graphic Design	Photography & Graphic Design	Visual Art 1	Visual Art
					Visual Art 2	
			Drama	Drama	Drama	Creative Arts - Drama
			Music	Music	Music	Music
BUSINESS ENTERPRISE TECHNOLOGY	Material Products	Material Products	Material Products – Wood	Material Products – Wood	Design, Tech & Engineering (Material Solutions)	Design, Tech & Engineering (Material Solutions)
			Material Products – Metal	Material Products – Metal		
					Advanced Technologies	Advanced Technologies
	Global Tech	Digital Technology	Digital Technology	Digital Technology	Digital Technology	Digital Technology
	Digital Technology				DTE (Digital Communication Solutions)	DTE (Digital Communication Solutions)
			Business & Work Studies	Business & Work Studies	Business Innovation	Business Innovation
					Information Processing & Publishing	Information Processing & Publishing
	Food & Fibre	Food & Fibre	Food & Hospitality	Food Production	Food & Hospitality	Food & Hospitality
				Food & Hosp Catering		
CROSS DISCIPLINARY STUDIES	CREW	CREW	CREW	CREW	CREW	CREW
				Exploring Identities and Futures	Workplace Practices	
				Community Studies	Community Studies	Community Studies A
						Community Connections
				Stage 1 Research Practices		Activating Identities and Futures
				Youth Opportunities	Integrated Learning	Integrated Learning

Year 7

OVERVIEW

Year 7 students study a range of subjects that expose them to all areas of the Australian Curriculum. All students will study the following:

Full year

- English
- Health and Physical Education
- History
- Maths
- Crew
- Science

Semester

- Design and Technologies
- Digital Technologies
- Food and Fibre
- Geography
- Visual Art

FULL YEAR – COMPULSORY SUBJECTS

ENGLISH

LENGTH: full year

Recommended background:

Successful completion of Year 6 English

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

The English curriculum is built around the three interrelated strands of language, literature and literacy and teaching and learning programs balance and integrate all of these three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 7, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

HEALTH & PHYSICAL EDUCATION

Length:

full Year

Recommended Background:

None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes

Content:

The Year Health & Physical Education (HPE) curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. The course supports Year 7 students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop movement skills and understanding in a range of physical activity settings. They analyse how body movements impact performance and can be transfer across a variety of physical activities. Students explore the role that games, and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Sexual health and relationships will also be explored and discussed which utilises the SHINE SA course guide.

HISTORY

LENGTH: Full Year

Recommended background:

Satisfactory completion of Year 6 History

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum.

Grades A to E will be used for reporting purposes.

Content:

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious, historical systems and structures. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to participate positively and effectively in their school community. The History course is a full year and includes:

- Overview content for the ancient world – the theory that people moved out of Africa between 120 000 and 60 000 years ago and migrated to other parts of the world, including Australia, the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) and key features of ancient societies (farming, trade, social classes, religion, rule of law)
- A depth study of either Ancient Egypt or Ancient Greece or Ancient Rome;
- A focus on the Asian-Pacific world with a study of either Ancient India or Ancient China

MATHEMATICS

LENGTH: Full Year

Recommended background:

Successful completion of Year 6 Mathematics

Content:

All students will develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed using a variety of activities such as skills and application tasks, directed investigations and projects.

Topics covered in Year 7 include:

- Number and Place Value
- Fractions and Decimals
- Financial Mathematics
- Patterns and Algebra
- Cartesian Plane
- Linear Equations
- Units of Measurement
- Geometric Reasoning
- Chance & Data Representation

CREW

LENGTH: Full Year

Crew at Cummins Area School is a foundational educational program built on the philosophy "We are crew, not passengers."

This daily 50-minute structure (35 minutes morning, 15 minutes afternoon) creates stable communities of 12-13 students who stay together throughout their school journey with a dedicated crew leader. Crew serves as a safe space for individual recognition, self-reflection on learning and character development, and practicing the school's Habits of Character.

The crew leader acts as advocate and mentor, monitoring academic progress, building relationships, leading interventions, and providing support. This structure teaches students that individual success depends on collective wellbeing, embodying the principle "if someone falls behind, we don't just leave them." This creates an environment where every student is supported to become an effective learner, ethical person, and contributor to a better world.

SCIENCE

Length: Full Year

Recommended background:

Satisfactory completion of Year 6 English

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events.

Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision-making processes.

Topics covered in Year 7 Science include:

- Unit 1: Separating mixtures
- Unit 2: Water
- Unit 3: Classification of living things
- Unit 4: Food chains and food webs
- Unit 5: The cycles of the sun, moon and Earth system
- Unit 6: Forces and space 6
- Unit 7: Forces and simple machines
- Unit 8: Renewable and non-renewable resources

SEMESTER – COMPULSORY SUBJECTS

FOOD & FIBRE

Length: 1 Semester

CREDITS 10

Recommended Background: none

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

Students learn about the connections between agriculture and its impact on the world – locally, regionally and globally. They explore social, ethical and sustainable considerations within animal production, plant production and food preparation and cooking.

Topics include:

- Animal Production – Yabbies
- Plant Production – Managing the school garden
- Food – Cooking using garden produce

VISUAL ART

Length 1 Semester

Recommended Background: none

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

Students learn in, through and about visual arts practices, developing practical skills, techniques, processes and products with a diverse range of materials. They explore a range of forms, styles and social, cultural and historical contexts. Students develop their own arts knowledge and preferences as well as a practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning. Students view, manipulate, reflect on, analyse, appreciate and evaluate their own and others' visual artworks.

This course will introduce students to the elements of visual art fundamental to all learning in this subject: line, shape, colour, texture, space, tone or value and form.

Students will develop an awareness of their own identity and the world around them by communicating through visual means. Students will be exposed to a range of techniques and media conducting experiments with an emphasis on each art element leading to the creation of an artwork. They will have the opportunity to exhibit their artworks within the school and local community.

DESIGN & TECHNOLOGIES

LENGTH | Semester

Recommended background:

None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

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

- Practical: 80%
- Theory: 20%

Content:

Design & Technologies is about building on students' curiosity and creativity. It enables students to create products that address authentic problems through the development of fundamental skills and knowledge in the workshop environment.

Students use design thinking, which is a process of imagining and creating solutions to an identified problem or need. This process involves responding to design challenges by:

- Investigating and defining problems
- Generating and designing new ideas and solutions
- Producing, creating and evaluating solutions
- Responding to user feedback and redesigning

Students will undertake the following units of work within Year 7 Design & Technologies:

- Introductory safety and practical task
- Design and make a Wooden Peg
- Design and make a Sheet Metal Box
- Introduction to Fusion 360 – Design and make a key ring
- Design and make a Candy Dispenser
- Design and make a sliding lid box Safe work practices will be explicitly explained and emphasised.

Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DIGITAL TECHNOLOGIES

LENGTH | Semester

Recommended background: None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Digital technologies is about exciting interest in computer science. It is about empowering students to understand how the devices they use, actually work. Students will develop the confidence to create their digital solutions. Computational, systems and design thinking are fundamental to digital technologies learning. Computational thinking is a problem-solving process involving:

- Pattern recognition – understanding trends, similarities and patterns in data to define problems
- Decomposition – breaking down complex problems into simpler parts
- Abstraction – identifying and removing unnecessary details to simplify a problem.
- Algorithmic design – creating a step-by-step solution to a problem
- Modelling and simulation – implementing the steps to identify and fix 'bugs' or mistakes
- Evaluating – testing out solutions with different audiences. This makes sure the solutions meet the needs of the end user, as well as contribute to preferred futures.

Systems thinking is the ability to see the big picture. Students need to understand the impact of digital solutions. They need to see the solution through legal, ethical and sustainability lenses. Design thinking is the process of imagining, creating and realising solutions. When using these thinking strategies together, students can develop powerful digital solutions.

Students will undertake the following units of work within the Digital Technologies rotation:

- Computational Thinking and Robots
- Data Science

GEOGRAPHY

Length: 1 Semester

Recommended Background: Satisfactory completion of Year 6 HASS

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Content:

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious, historical systems and structures. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to participate positively and effectively in their school community.

- Geography: A focus on Water in the World looking at local and international issues with water supplies, and a study on Place and Liveability, focussing on what makes certain areas easy to live in and how people with disabilities are affected in their everyday life.
- Civics & Citizenship: Laws, democracies, freedoms & responsibilities for citizens and national identity.

To complement their studies, students can be involved with extension projects, local fieldwork, excursions and competitions.

Year 8

OVERVIEW

Year 8 students study a range of subjects that expose them to all areas of the Australian Curriculum. All students will study the following:

Full year

- English
- Health and Physical Education
- History
- Maths
- Crew
- Science

Semester

- Design and Technologies – wood/metal
- Digital Technologies
- Food and Fibre
- Geography
- Visual Art

FULL YEAR – COMPULSORY SUBJECTS

ENGLISH

LENGTH: full year

Recommended background:

Successful completion of Year 7 English

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Content:

The English curriculum is built around the three interrelated strands of language, literature and literacy and teaching and learning programs balance and integrate all of these three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

HEALTH & PHYSICAL EDUCATION

Length:

full Year

Recommended Background:

Successful completion of Year 7 HPE

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

The Year 8 Health & Physical Education (HPE) curriculum expands students' knowledge, understanding and skills to help them achieve a safe, healthy and active lifestyle. Students learn how to make positive choices for their own or other's health safety and wellbeing. They are given opportunities to examine the nature of their relationships and factors that influence beliefs, attitudes, decisions, behaviours and actions.

This course focuses on active participation in a variety of physical activities which have a thematic approach to further develop an understanding of, and an appreciation for, the need to be physically active. A variety of sports are examined integrating invasion, fielding and striking, target, net and wall, individual and outdoor pursuits and group dynamics. These are used to develop transferable movement concepts and strategies such as spatial awareness, fair play, movement quality, executing movement and decision-making.

Sexual health and relationships will also be explored and discussed which utilises the SHINE SA course guide.

HISTORY

LENGTH: Full Year

Recommended background:

Satisfactory completion of Year 7 History

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum.

Grades A to E will be used for reporting purposes.

Content:

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious, historical systems and structures. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to participate positively and effectively in their school community.

The History course is a full year and includes:

- A depth study of either Medieval Europe, Vikings, Renaissance Italy, The Ottoman Empire, or The Western & Islamic World;
- A focus on the Asian-Pacific world with a study of either Angkor/Khmer Empire, Shogun Japan or the Polynesian Expansion;
- Study of either the Mongolian expansion, the Black Death, or the Spanish conquest of the Americas

MATHEMATICS

LENGTH: Full Year

Recommended background:

Successful completion of Year 7 Mathematics

Content:

All students will develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed using a variety of activities such as skills and application tasks, directed investigations and projects.

Topics covered in Year 8 include:

- Number and Place Value
- Fractions and Decimals
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear & Non-Linear Relationships
- Units of Measurement
- Shape
- Location & Transformation
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representations and Interpretations

CREW

LENGTH: Full Year

Crew at Cummins Area School is a foundational educational program built on the philosophy "We are crew, not passengers."

This daily 50-minute structure (35 minutes morning, 15 minutes afternoon) creates stable communities of 12-13 students who stay together throughout their school journey with a dedicated crew leader. Crew serves as a safe space for individual recognition, self-reflection on learning and character development, and practicing the school's Habits of Character.

The crew leader acts as advocate and mentor, monitoring academic progress, building relationships, leading interventions, and providing support. This structure teaches students that individual success depends on collective wellbeing, embodying the principle "if someone falls behind, we don't just leave them." This creates an environment where every student is supported to become an effective learner, ethical person, and contributor to a better world.

SCIENCE

Length: Full Year

Recommended background:

Satisfactory completion of Year 7 Science

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

In Year 8 Science, students analyse the relationship between structure and function at cell, organ and body system levels. They compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. Students will be able to identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. Students examine the different science knowledge used in occupations and explain how evidence has led to an improved understanding of a scientific idea. They will be able to describe situations in which scientists collaborated to generate solutions to contemporary problems and reflect on implications of these solutions for different groups in society. Students use experimentation. They identify and construct questions and problems that they can investigate scientifically, whilst considering safety and ethics when planning and designing investigations. They will identify variables to be changed, measured and controlled, construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. Students will explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Topics covered in Year 8 Science include:

- Unit 1: Cells
- Unit 2: Multicellular organism – systems
- Unit 3: Properties of matter
- Unit 4: Chemical changes
- Unit 5: Energy
- Unit 6: Future science
- Unit 7: Rocks
- Unit 8: Fake science

SEMESTER – COMPULSORY SUBJECTS

FOOD & FIBRE

Length: 1 Semester

Recommended Background: Year 7 Agriculture

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

Students learn about the connections between agriculture and its impact on the world – locally, regionally and globally. They explore social, ethical and sustainable considerations within animal production, plant production and food preparation and cooking.

Topics include:

- Animal Production: Chickens and egg production
- Food – Cooking with eggs
- Food – Technology in the kitchen
- Plant Production – Grain production in Australia
- Food – Cooking with different grains

VISUAL ART

Length: 1 Semester

Recommended Background: Year 7 Visual Art

Assessment:

Students' performance will be determined according to the subject's Achievement

Content:

This course aims to provide Year 8's with a wide range of experiences and exposure to Visual Art, individually and collaboratively, whilst expanding on the knowledge and skills learnt in Year 7.

It encourages confidence, curiosity, imagination and enjoyment while building on developing an appreciation for their own and other artists' works. They will experience visual arts techniques, materials,

Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

processes, and technologies focusing on the areas of drawing, painting, printmaking, photography, digital art and sculpture. Art making could involve painting in acrylic on canvas, use of pen and watercolour wash, combining photographic and digital imagery with mixed media. Students will discuss, observe and develop critical and creative thinking and build on their visual arts language to develop informed opinions about artists and artworks.

They will have the opportunity to exhibit their artworks within the school and local community.

DESIGN & TECHNOLOGIES

LENGTH: 1 Semester

Recommended background:

None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Practical: 70%
- Theory: 30%

Content:

This course integrates aspects of traditional workshop-based learning with newer digital technologies. Throughout this subject, students will develop skills in design process, by investigating design features and characteristics of materials functionality, as well as use a range of hand tools and fixed machinery to develop products and design solutions. The Materials Technology component of the course will include a mixture of woodwork and metalwork tasks aimed to draw on students' prior knowledge using various workshop tools and machinery. Students will expand on their prior knowledge and skills using 3D modelling software as they will also be introduced to basic CAD applications, such as 3D printing or laser cutting, using Fusion 360. Students will have the opportunity to learn and be immersed in a wide range of different material technologies systems and techniques that are directly connected to Woodwork and Metalwork and 3D modelling for product design.

Students will undertake the following units of work within Year 8

Design & Technologies:

- Introductory safety and practical task
- Design and make an Acoustic Speaker
- Design and make a Bowling Alley (combining timber, metal & 3D printing)
- Introductory to Oxy Acetylene Welding Safe work practices will be explicitly explained and emphasised

Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DIGITAL TECHNOLOGIES

LENGTH: 1 Semester

Recommended background: None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Digital technologies is about exciting interest in computer science. It is about empowering students to understand how the devices they use, actually work. Students will develop the confidence to create their digital solutions. Computational, systems and design thinking are fundamental to digital technologies learning.

Computational thinking is a problem-solving process involving:

- Pattern recognition – understanding trends, similarities and patterns in data to define problems
- Decomposition – breaking down complex problems into simpler parts
- Abstraction – identifying and removing unnecessary details to simplify a problem.
- Algorithmic design – creating a step-by-step solution to a problem
- Modelling and simulation – implementing the steps to identify and fix 'bugs' or mistakes
- Evaluating – testing out solutions with different audiences. This makes sure the solutions meet the needs of the end user, as well as contribute to preferred futures.

Systems thinking is the ability to see the big picture. Students need to understand the impact of digital solutions. They need to see the solution through legal, ethical and sustainability lenses. Design thinking is the

process of imagining, creating and realising solutions. When using these thinking strategies together, students can develop powerful digital solutions.

Students will undertake the following units of work within the Digital Technologies rotation:

- Python Programming
- Analyse and Visualise Data

GEOGRAPHY

Length: 1 Semester

Recommended Background: Satisfactory completion of Year 7 Humanities and Social Sciences (HASS)

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Content:

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious, historical systems and structures. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to participate positively and effectively in their school community.

- Geography: Landforms & landscapes and the impact of urbanisation and megacities.
- Civics & Citizenship: Laws, democracies, freedoms & responsibilities for citizens and national identity.

To complement their studies, students can be involved with extension projects, local fieldwork, excursions and competitions.

Year 9

OVERVIEW

Year 9 students study a range of subjects that expose them to all areas of the Australian Curriculum. All students will study the following:

Full year

- English
- Health and Physical Education
- History
- Maths
- Crew
- Science

Students are then asked to choose 5 Semester subjects from the following options:

- Agriculture
- Extended Agriculture
- Design
- Design and Technology – Metalwork
- Design and Technology – Woodwork
- Design & Technology – Advanced Tech / H2GP
- Digital Technologies
- Drama
- Food and Hospitality
- Music
- Photography
- Visual Art A & B

FULL YEAR – COMPULSORY SUBJECTS

ENGLISH

LENGTH: full year

Recommended background:

Satisfactory completion of Year 8 English

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

English focuses on studies of literature and language. Texts include contemporary and classical literature such as poetry, drama and novels, as well as every day and media texts. There is a focus on adolescent literature, especially Australian texts. Students are encouraged to read widely across a wide range of texts and to compose a range of their own creative work. Language studies include consolidating skills in writing, reading and viewing, listening and speaking. Students are given opportunities to develop their oral language skills both formally and informally.

GEOGRAPHY

Length: full Year

Recommended Background: Successful completion of Year 8 Humanities and Social Sciences (HASS)

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students understanding and skills will be assessed through a variety of tasks that may include: information reports, source analyses, expositions, infographics, inquiries, fieldwork and tests.

Content:

Year 9 Geography has two units of study: Biomes and food security and Geographies of interconnections. Biomes and food security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

HEALTH & PHYSICAL EDUCATION

LENGTH: Full Year

Recommended background:

Successful completion of Year 8 HPE

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum.

Grades A to E will be used for reporting purposes.

Content:

Health & Physical Education (HPE) is a compulsory subject at Year 9 level and maintains a focus on content delivered through the Australian Curriculum. This subject will build upon student knowledge and understanding from Year 8 Health & Physical Education (HPE). The learning within this subject focuses on two curriculum areas in Movement and Physical Activity and Personal, Social and Community Health. Through this content, students develop an understanding of how our body moves, learning through movement, understanding movement, being safe, healthy and active, communicating and interacting for health and wellbeing and finally contributing to healthy and active communities.

Within this subject, students will actively participate in a variety of physical activities that thematically work towards developing an understanding of, an appreciation for, and finally the need to continue being physically active. Students work within a variety of sport categories ranging from Invasion, Fielding and Striking, Target, Net and Wall, Outdoor Pursuits and Rhythm and Movement to continue developing fundamental skills associated with all sports. This subject also maintains a focus on health related issues such as Relationships and Sexual Health delivered through the SHINE SA Program. Students will take part in the planning, preparation and running of the 5/6 Boys Netball and Girls Football carnival, learning about the many roles and jobs required for participation in sporting competitions. They will develop an understanding of Biomechanical principles and apply these to a sporting context to improve personal and peer performance.

HISTORY

Length: Full year

Recommended background: Successful completion of Year 8 Humanities and Social Sciences (HASS)

Assessment:

Students' performance will be determined according to the subject's Performance Standards as outlined in the Subject Outline. Grades A to E will be used for reporting purposes. Students understanding and skills will be assessed through a variety of tasks that may include: information reports, sources analyses, expositions, infographics, inquiries, fieldwork and tests.

Content:

Year 9 History provides a study of the history of the making of the modern world from 1750 to 1918. Students study an overview of the period which may include investigations into: industrialisation, nationalism and imperialism, the colonisation of Australia as part of the expansion of European power and World War I.

MATHEMATICS

LENGTH: Full Year

Recommended background:

Successful completion of Year 8 Mathematics

Content:

All students will continue to develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities such as skills and application tasks, directed investigations and projects.

Topics covered in Year 9 Mathematics include:

- Index Laws and Scientific Notation
- Simple Interest
- Patterns and Algebra
- Linear and Non-linear Relationships
- Measurement and Shape
- Geometric Reasoning
- Pythagoras and Trigonometry
- Probability
- Data Representations and Interpretations

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

CREW

Length: Full Year

Crew at Cummins Area School is a foundational educational program built on the philosophy "We are crew, not passengers."

This daily 50-minute structure (35 minutes morning, 15 minutes afternoon) creates stable communities of 12-13 students who stay together throughout their school journey with a dedicated crew leader. Crew serves as a safe space for individual recognition, self-reflection on learning and character development, and practicing the school's Habits of Character.

The crew leader acts as advocate and mentor, monitoring academic progress, building relationships, leading interventions, and providing support. This structure teaches students that individual success depends on collective wellbeing, embodying the principle "if someone falls behind, we don't just leave them." This creates an environment where every student is supported to become an effective learner, ethical person, and contributor to a better world.

SCIENCE

Length: Full Year

Recommended background:

Satisfactory completion of Year 8 Science

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

In Year 9 Science, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Topics covered in Year 9 Science include:

- Unit 1: Responding to change
- Unit 2: Interdependence and ecosystems
- Unit 3: Plate tectonics
- Unit 4: Atoms
- Unit 5: Changes in Matter
- Unit 6: Energy transfer
- Unit 7: Energy waves
- Unit 8: Science storytelling

CHOICE SUBJECTS – CHOOSE 5

AGRICULTURE

Length: Semester

Recommended background: Successful completion of Year 8 Food & Fibre

Content:

Students analyse social, ethical and sustainability considerations that impact on global production processes. They look at how products, services and environments evolve and they explore the impact of emerging technologies on the Agricultural industry. They

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

investigate and make judgements on the ethical and sustainable production and marketing of food and fibre. Students will also undertake a Science as a Human Endeavour (SHE) task concentrating on precision agriculture.

Topics include:

Plant Production – School Garden
Animal Production – Ruminant animals
Resource Management – Soils
Resource Management/SHE – Precision agriculture

EXTENDEND AGRICULTURE

LENGTH 1 Semester

Recommended background: Successful completion of Year 9 Agriculture

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

This semester builds on the foundations laid in the first semester of Year 9 Ag.

Topics include:

- Plant Production – Continuation from first semester of School Garden
- Resource Management – Weather and climate
- Resource Management/SHE – Precision agriculture extension
- Resource Management – Careers in agriculture

DESIGN

Length: 1 Semester

Recommended Background: Successful completion of Year 8 Visual Art

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding to works of design.

Content:

Design encompasses three distinct areas:

- graphic design (e.g. design a new airline logo & livery)
- environmental design (e.g. design a house in 2-point perspective)
- product design (e.g. design a new watch or clock)

It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

As per the Years 9 and 10 Band Description, in this semester subject, students are expected to:

- conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of other designers
- manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- develop and refine techniques and processes to represent ideas and subject matter
- plan and produce works of designs that represent artistic intention
- present and evaluate ideas for displaying works of design
- evaluate how representations communicate artistic intentions in designs they make and view to inform their future design-making
- analyse a range of designs from both contemporary and historical periods to explore differing viewpoints, including Australian, Aboriginal and international designs

DRAMA

Length: 1 Semester

Recommended Background: An ability to work collaboratively, cooperatively and creatively; with self motivation and enthusiasm.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of

Content:

This course focusses on the exploration and development of skills across a range of topics and tasks. Student interest and ability is considered when designing the final program. Students will have the opportunity to apply their skills to small group performances and activities for an audience, in a variety of forms. They will also be viewing theatre performances either live or online.

Topics might include:

- History of Theatre
- Theatre Sports (improvisation)

the Australian Curriculum. Grades A to E will be used for reporting purposes. Each topic undertaken will be assessed. Assessment tasks may include:

- Performances
- Assignments
- Practical and theoretical workshops and discussions
- Group work

Secondary skills that are included in assessments:

- Audience skills
- Participation, engagement and contributions
- Developing ideas

- Voice and Movement
- Design Elements (including special effects makeup)
- Storytelling and Dreaming Stories
- Introduction to Stanislavski's Method Acting
- Script work

MUSIC

Length: 1 Semester

Recommended background: Specialist instrumental music lessons and/or previous musical experience

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

In Music, students listen to, compose, rehearse, refine, appreciate, respond to and perform music from a diverse range of styles, traditions and contexts. Throughout the course students may complete tasks from the following areas:

- Ensemble performance and the music industry – This unit focuses on developing and strengthening music ensemble skills, and consequentially, building valuable skills for life.
- Persuasive pitch– students will listen to, analyse and respond to a range of jingles produced for radio or television. They will also compose, perform and reflect on their own jingles. Writing short songs, such as jingles, with a specific purpose.
- Solo performance – Students will make and respond to music by analysing, practising, performing and evaluating their own music and the music of others. They will listen to, interpret, perform and analyse music that is drawn from a variety of different sources and contexts including that of Aboriginal and Torres Strait Islander contexts.
- The science of sound– This unit explores the science of how sound is produced and how different sounds can be generated in different ways.

PHOTOGRAPHY

Length: 1 Semester

Recommended Background: none

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding to photographic works.

Content:

Photography students will be provided with opportunities to:

- use DSLR cameras to capture a variety of photographic images (e.g. portrait, landscape, still life, action, night)
- utilise photo-editing software (e.g. Adobe Photoshop) to enhance and manipulate photographic images
- study a series of photographers and develop an understanding of photographic composition techniques used to create more successful images

produce and print photographic imagery for use in a variety of applications (e.g. artwork, poster, banner, advertising, packaging, calendar, website)

As per the Years 9 and 10 Band Description, in this semester subject, students are expected to:

- conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of other photographers
- manipulate materials, techniques, technologies and processes to develop and represent their own photographic intentions
- develop and refine photographic techniques and processes to represent ideas and subject matter
- plan and produce photographic works that represent artistic intention
- present and evaluate ideas for displaying photographs

- evaluate how representations communicate artistic intentions in photographs they make and view to inform their future design-making
- analyse a range of photographs from both contemporary and historical periods to explore differing viewpoints, including Australian/Aboriginal and international photographers

VISUAL ART

Length: 1 Semester or Full Year

Recommended background: Successful completion of Year 8 Visual Art

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

This course aims to provide Year 9's with a wide range of experiences and exposure to Visual Art, individually and collaboratively, whilst expanding on the knowledge and skills learnt in Year 8. It develops lateral thinking, presentation and research skills and encourages confidence, curiosity, imagination and enjoyment while building on a personal aesthetic of the student's own and other artists' works.

The course will encompass traditional and digital approaches to art making and extend students' understanding of safe and sustainable visual arts practices. Practical works will be developed from a range of the following mediums:

- Painting (watercolour and acrylic)
- Drawing (charcoal, pastels, pencil)
- Printmaking (relief, screen-printing)
- Sculpture (assemblage, construction)
- Photography (Photoshop & Illustrator)
- Digital Art (Photoshop & Illustrator)

Students explore different forms of traditional and contemporary art and identify and explain, using visual language, how artists and audiences interpret artworks from a range of cultures and times, including the influences of Aboriginal and Torres Strait Islander Peoples.

Through workshops, discussions and visits, students develop an appreciation of the role of Art in the Community and learn about art related tertiary and career options. They will build an awareness of visual arts practitioners, as they make and respond to visual artworks and constructively criticise and self-evaluate their own progress. Students will have the opportunity to exhibit their artworks within the school and local community.

DESIGN & TECHNOLOGY – METALWORK

Length: 1 Semester

Recommended Background: None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Practical: 60%
- Theory: 40%

Subject Fee: \$30 semester fee is required to cover the cost of materials.

Content:

In this course, students will gain skills and knowledge in working with metal in a variety of contexts, including:

- Galvanised or Colourbond Sheet Metal
- Working with Mild Steel
- Oxy-Acetylene and MIG welding
- Development of CAD skills for accurate Design drawing documentation

Throughout this subject, students will deepen their understanding and skills in the design process, investigate design features and characteristics of material functionality, as well as use a range of hand tools and fixed machinery to develop products and design solutions. Greater emphasis is placed on Fusion 360 as students begin to understand the link between constructing 3D objects and generating accurate and consistent Design Drawings for product design and workshop purposes. Students will develop their ability to follow procedures and will also have opportunities to include personalised and unique touches to their design. They will learn to use the design process to develop a brief, generate ideas through research, and refine designs through sketches.

Students will undertake the following units of work within Year 9 Metalwork:

- Introductory safety and practical task
 - Design and make a Sheet Metal Toolbox
 - Design and make a Metal Dice
 - Design and make a Nutman /scrap metal Project
 - Safe work practices will be explicitly explained and emphasised.
- Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DESIGN & TECHNOLOGY – WOODWORK

Length 1 Semester

Recommended Background: None

Subject Fee: \$30 semester fee is required to cover the cost of materials.

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

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

- Practical: 60%
- Theory: 40%

Content:

This course focuses on traditional furniture construction techniques and processes drawing on previous experience using tools and machinery, as well as exposure to new equipment for specialised purposes.

Throughout this subject, students will deepen their understanding and skills in design process, investigating design features and characteristic of material functionality, as well as using a range of hand tools and fixed machinery to develop products and design solutions.

Greater emphasis is placed on Fusion 360 as students begin to understand the link between constructing 3D objects and generating accurate and consistent Design Drawings for product design and workshop purposes. Students will develop their ability to follow a procedure, and will also have opportunities to construct products of their own design using the design process including; developing a brief, generating ideas through research, and refining designs through sketches.

Students will undertake the following units of work within Year 9 Woodwork:

- Introductory safety and practical task
- Design and make a Carry Tray
- Timber Investigation Task
- Design and make a Foot Stool

Safe work practices will be explicitly explained and emphasised. Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DESIGN & TECHNOLOGY – ADVANCED TECHNOLOGIES

Length: 1 Semester

Recommended background: Fusion 360 (basic features)

Please note: Year 9 Advanced Technologies will be used in the selection process for students interested in Year 10 Advanced Technologies as class numbers in the subject are restricted for the H2GP program.

Subject Fee: \$30 semester fee is required to cover the cost of materials (required to cover expenses associated with 3D printing plastic filament, plastic Acrylic, timber).

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

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

- Practical: 60%
- Theory: 40%

Content:

In this course, students will respond to challenges and address various needs outlined in a design brief using modern Technologies including 3D printers and a Laser cutters/engraver.

Students will deepen their understanding of Fusion 360 for designing, sketching, constructing, and exporting objects and/or components. By understanding the role of exporting STL and DXF files, students will be provided with the opportunity to utilise innovative 3D printing, Laser cutting, and/or Laser engraving technologies, to suite a specific design brief or task.

Students will develop their ability to follow a procedure and will also have opportunities to construct products of their own design using the design process including developing a brief, generating ideas through

- research, and refining designs through sketches and 3D modelling applications. Students will undertake the following units of work within Year 9 Advanced Technologies:
- Researching Technologies
- Building the Basics
- 3D printed USB Holder
- RC Cars – Testing and driving strategy.

Year 9 Advanced Technologies also provides introductory knowledge and skills for students interested in the H2GP program in Year 10 which involves racing Radio Controlled cars powered by Hydrogen and various batteries.

DIGITAL TECHNOLOGIES

Length: 1 Semester

Recommended background:

Successful completion of Year 8 Digital Technologies

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. The course introduces students to the growing world of robotic and electronic systems. This will be through the use of text-based coding languages such as Python and JavaScript.

They will develop problem-solving skills through designing, implementing and evaluating a range of digital solutions. Students will work through a number of units potentially including creating a prototype app and program pitch, the development of a simple game, requirement driven Python programs, creation of databases or a robotics unit.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

FOOD & HOSPITALITY

Length: 1 Semester

Recommended background:

Successful completion of Year 8 Food and Fibre

Assessment:

'Students' performance will be determined according to the Achievement Standards from the Australian Curriculum. Grades A to E will be used for reporting purposes. Grades will be based upon participation in cooking practicals, group tasks, creativity, use of technology, research skills and evaluations.

- Practical Application – undertaken as 4–5 tasks (50%)
- Group Task – undertaken as a small group to complete an event (30%)
- Investigation – students investigate careers in the Food and Hospitality industry (20%)

Content:

Will be drawn from the Health & Physical Education (HPE) and Technologies Australian Curriculum documents Overview: This course provides opportunities for active participation in a range of practical activities to further develop student knowledge and understanding of the skills and terminology used in the food and hospitality industry. Students will also develop an appreciation and understanding of food design, employment options within the food and hospitality sector and the benefits of a balanced, healthy diet.

Topics might include:

- Kitchen Fundamentals – Food Safety and Basic Cookery
- Healthy Eating Guidelines
- Food Trends – Paddock to Plate
- Technological Influences
- Cultural Influences
- Meal Design
- Within these topics, a variety of meals will be prepared to build knowledge and understanding of planning, designing and evaluating outcomes, as well as developing cooking skills, recipe costings and modification and budgeting skills.

Year 10

OVERVIEW

Year 10 students study a range of subjects that expose them to all areas of the Australian Curriculum. All students will study the following:

Full year – Compulsory Subjects

- Crew

Semester 1

- English
- Health and Physical Education – Activity
- History
- Maths
- Science

Semester 2

- Industry English or English
- Industry Maths or Maths
- Industry Science or Science
- Stage 1 Exploring Identities and Futures (SACE)

Students are then asked to choose 6 Semester subjects from the following options:

- Agricultural Science A
- Agricultural Science B
- Business Innovation
- Design
- Design and Technology – Metalwork
- Design and Technology – Woodwork
- Design and Technology – Advanced Tech / H2GP
- Digital Technologies
- Drama
- Food Production
- Food and Hospitality – Catering
- Geography
- Physical Education – Sport
- History
- Information Processing & Publishing
- Music
- Outdoor Education
- Photography
- Visual Arts A
- Visual Arts B

**Please note – options delivered will be based on student choice at subject selections – not all subjects will be offered.*

FULL YEAR – COMPULSORY SUBJECTS

ENGLISH

LENGTH: 1 Semester or Full Year

Recommended background:

Satisfactory completion of Year 9 English

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Content:

Year 10 is a preparatory year to SACE. This is a crucial year for developing reading, writing, listening, viewing and speaking skills in a range of forms and situations. Students will make presentations and contribute actively to class and group discussions, building on others' ideas, justifying opinions and expanding arguments. Students will also engage with contemporary, classical and everyday texts, concentrating on character and theme, whilst exploring social issues. Students will also read and respond to a Shakespearian play and study poetry in a more formal way. Writing tasks will include the production of texts across various genres such as narrative, exposition and the discussion form. Students will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments through opinionative and essay writing. A range of responses to shared texts will also be undertaken. This Year 10 English course leads to Stage 1 English and can lead to Stage 2 English Literary Studies and Stage 2 English.

ENGLISH WITH AN INDUSTRY FOCUS

Length: Semester 2

This subject is highly recommended for students undertaking VET or School Based Apprenticeships and Traineeships, or students wanting to explore the world of work.

Completing this subject will earn students 10 SACE credits, contributing directly towards their South Australian Certificate of Education (SACE).

Content:

Students will have the opportunity to experience “a day in the life of a worker” in an industry of their choice and connect with employers from a range of industries. Students will develop core workplace literacy skills through the production and analysis of a variety of real-life texts. Students are encouraged to relate their learning to their experiences of workplaces.

This subject is highly recommended for students undertaking VET or School Based Apprenticeships and Traineeships or students wanting to explore the world of work.

HEALTH & PHYSICAL EDUCATION – ACTIVITY (SEMESTER 1)

Length: 1 Semester

Recommended Background: Successful completion of Year 9 Health & Physical Education

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Topics:

- Health and Lifelong Activities to be the focus;
- Mental Health – will create a poster or a fold out brochure which will provide people with the necessary information regarding a specific Mental Health Illness.
- Alcohol and Drugs – investigate a range of drugs to develop an understanding of the dangers they present.
- Lifestyle Nutrition
- SHINE – explores relationships and sexual health with an emphasis on friendships and intimate relationships.
- Activities like lawn bowls, yoga etc.

HISTORY

Length: Full Year

Recommended background: Successful completion of Year 9 Humanities and Social Sciences (HASS)

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Assessments may include: essays, source analyses, multi-modal presentations, infographics, annotated timelines, historical inquiries, quizzes and tests, and an exam.

Content:

Picking up where the Year 9 History course finished, students will explore the changing modern world from 1918 to the present. Students study an overview of this period which may include: key events during the interwar years, the long-term global impacts of World War Two, the developments of and fight for rights and freedoms in the post-World War Two world and the increasing concern for the environment and sustainability. Students may complete a combination of depth studies from the list below:

- World War Two that may explore its causes, nature and consequences in Australia and the world
- Rights and Freedoms that may explore the struggle for the civil rights of Aboriginal and Torres Strait Islander people, African-Americans, and other marginalised groups
- The Globalising World that may explore Australia's interconnectedness and Popular Culture
- A choice topic from the Australian Curriculum

Leads to: Stage 1 Modern History, Stage 1 Legal Studies

MATHEMATICS

Length: 1 Semester or Full Year

Recommended background: Successful completion of Year 9 Mathematics and successful completion of Year 10 Mathematics Semester 1.

Assessment: Student performance will be determined according to the subject's Performance Standards as described in the Subject Outline. Grades A to E will be used for reporting purposes.

It is recommended students have a Casio Graphics Calculator by Semester 2 onwards.

Content:

This program intends to give the necessary preparation for students who wish to proceed to Stage 1 and Stage 2 Mathematics subjects.

Topics:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-linear Relationships
- Units of Measurement
- Geometric reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

MATHEMATICS WITH AN INDUSTRY FOCUS

Length: Semester 2

Recommended Background: none

This subject is highly recommended for students who are or intending to undertake VET or a school based apprenticeship or traineeship.

Completing this subject will earn students 10 SACE credits, contributing directly towards their South Australian Certificate of Education (SACE).

Content:

Students will develop skills to undertake industry calculations, apply measurement concepts, understand wages, taxation and cost of living expenses, through developing numeracy skills for the world of work. Students will connect their learning to their individual experiences of the workplace.

CREW

Length: Full Year

Content:

Crew at Cummins Area School is a foundational educational program built on the philosophy "We are crew, not passengers." This daily 50-minute structure (35 minutes morning, 15 minutes afternoon) creates stable communities of 12-13 students who stay together throughout their school journey with a dedicated crew leader. Crew serves as a safe space for individual recognition, self-reflection on learning and character development, and practicing the school's Habits of Character. The crew leader acts as advocate and mentor, monitoring academic progress, building relationships, leading interventions, and providing support. This structure teaches students that individual success depends on collective wellbeing, embodying the principle "if someone falls behind, we don't just leave them." This creates an environment where every student is supported to become an effective learner, ethical person, and contributor to a better world.

SCIENCE WITH AN INDUSTRY FOCUS

Length: Semester 2

Content:

Students will develop skills in scientific thinking and problem solving whilst developing their scientific understanding of an industry or interest area chosen by the students. Students will be self-directed in their learning as they work through a range of learning activities to help them understand the way the world around them works. This subject is highly recommended for students who are or intending to undertake VET or a school-based apprenticeship or traineeship.

SCIENCE

Length: Semester 1 or Full Year

Recommended background: Satisfactory completion of Year 9 Science.

Assessment: Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

In Year 10 Science, 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. They 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. 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. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Topics covered in Year 10 include:

- Unit 1: Genetics
- Unit 2: Diversity of living things
- Unit 3: Periodic table
- Unit 4: Reactions and rates
- Unit 5: Origins of the universe
- Unit 6: Global systems
- Unit 7: Forces and motion
- Unit 8: Energy in systems

STAGE 1 EXPLORING IDENTITIES AND FUTURES (EIF)

Length: Semester 2

Recommended background: None

Content:

Exploring Identities and Futures (EIF) is a compulsory Year 10 SACE subject that has replaced Personal Learning Plan (PLP).

EIF helps students to:

- Explore their current identity including strengths, weaknesses, learning preferences, interests and a range of other factors.
- Explore WHO they might want to be in the future including potential careers, motivators, goals and aspirations.
- Develop their agency in taking control of their learning
- Pursue and develop an area of interest that matters to them
- As a compulsory and foundational SACE subject, EIF must be completed successfully before enrolling in Year 11.

CHOICE SUBJECTS – CHOOSE 7

AGRICULTURAL SCIENCE A

Length: 1 Semester

Recommended background: Successful completion of Year 9 Agriculture

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Students critically analyse social, ethical and sustainability considerations that impact on complex global production processes. They look at how products, services and environments evolve and they explore the impact of emerging technologies on the Agricultural industry. They investigate and make judgements on the ethical and sustainable production and marketing of food and fibre.

Topics include:

- Resource Management – WHS on Farms
- Animal Production – Sheep and wool production
- Plant Production/Resource Management–weeds
- Tractor licence

AGRICULTURAL SCIENCE B

Length: Semester 2

Recommended Background: Successful completion of year 9 Agriculture

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Students critically analyse social, ethical and sustainability considerations that impact on complex global production processes. They look at how products, services and environments evolve and they explore the impact of emerging technologies on the Agricultural industry. They investigate and make judgements on the ethical and sustainable production and marketing of food and fibre.

Topics include:

- Animal Production – Five freedoms of animal welfare
- Animal Production – Cattle production
- Resource Management – Insects

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

DESIGN

Length: 1 Semester

Recommended background: Successful completion of Year 9 Design and/or Year 8 Design

Assessment: Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding to works of design.

Content:

Design encompasses three distinct areas:

- graphic design (e.g. design a new perfume / aftershave package)
- environmental design (e.g. design a new sky scraper)
- product design (e.g. design a new piece of furniture) It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

As per the Years 9 and 10 Band Description, in this semester subject, students are expected to:

- conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of other designers
- manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
- develop and refine techniques and processes to represent ideas and subject matter
- plan and produce works of designs that represent artistic intention
- present and evaluate ideas for displaying works of design
- evaluate how representations communicate artistic intentions in designs they make and view to inform their future design-making analyse a range of designs from both contemporary and historical periods to explore differing viewpoints, including Australian/Aboriginal and international designs

DRAMA

Length: 1 Semester

Recommended background: An ability to work collaboratively, cooperatively and creatively; with self-motivation and enthusiasm

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

This course focusses on the exploration and development of skills across a range of topics and tasks. Student interest and ability is considered when designing the final program. Students will synthesise their learning into creating ideas, opportunities and performances as dramatic artists. Students are encouraged to take charge of their learning when assessment tasks are being designed. Students will have the opportunity to apply their skills to small group performances and activities for an audience, in a variety of forms. They will also be viewing theatre performances either live or online.

Topics may include:

- Script work
- Stanislavski's System of Method Acting
- Theatre of the Absurd
- Bertolt Brecht and Epic Theatre
- Film-making
- Technology in the Performing Arts
- Individual Study (performance or design)
- Grotowski's "Poor Theatre"
- Puppetry
- Shakespeare
- Commedia Dell'arte
- Physical Theatre
- Indigenous Theatre

MUSIC

Length: 1 Semester

Recommended Background: Year 9 Music and or previous Musical Lessons and or Musical experience

Assessment:

Students' performance will be determined according to the Achievement Standards from the Australian Curriculum. Grades A to E will be used for reporting purposes.

- Practical Application – undertaken as 4–5 tasks (50%)
- Group Task – students work in small groups to complete an event (30%)
- Investigation – students investigate and analyse an issue within the Food and Hospitality industry (20%)

Content:

In Music, students listen to, compose, rehearse, refine, appreciate, respond to and perform music from a diverse range of styles, traditions and contexts. Throughout the course students may complete tasks from the following areas:

- Ensemble performance and the music industry – This unit focuses on developing and strengthening music ensemble skills, and consequentially, building valuable skills for life.
- Persuasive pitch– students will listen to, analyse and respond to a range of jingles produced for radio or television. They will also compose, perform and reflect on their own jingles. Writing short songs, such as jingles, with a specific purpose.
- Solo performance – Students will make and respond to music by analysing, practising, performing and evaluating their own music and the music of others. They will listen to, interpret, perform and analyse music that is drawn from a variety of different sources and contexts including that of Aboriginal and Torres Strait Islander contexts.
- The science of sound– This unit explores the science of how sound is produced and how different sounds can be generated in different ways.

PHOTOGRAPHY

Length: 1 Semester

Recommended background: None

Assessment:

Student performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding to photographic works.

Content:

Photography students will be provided with opportunities to:

- use DSLR cameras to capture a variety of photographic images (e.g. portrait, landscape, still life, action, night)
- utilise photo-editing software (e.g. Adobe Photoshop) to enhance and manipulate photographic images
- develop an understanding of photographic composition techniques to create more successful images
- produce and print photographic imagery for use in a variety of applications (e.g. artwork, poster, banner, advertising, packaging, calendar, website)

As per the Years 9 and 10 Band Description, in this semester subject, students are expected to:

- conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of other photographers
- manipulate materials, techniques, technologies and processes to develop and represent their own photographic intentions
- develop and refine photographic techniques and processes to represent ideas and subject matter
- plan and produce photographic works that represent artistic intention
- present and evaluate ideas for displaying photographs
- evaluate how representations communicate artistic intentions in photographs they make and view to inform their future design-making
- analyse a range of photographs from both contemporary and historical periods to explore differing viewpoints, including Australian/Aboriginal and international photographers

VISUAL ARTS A

Length: 1 Semester

Recommended background: Successful completion of Year 9 Visual Art or Design

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

This course aims to provide Year 10's with a wide range of experiences and exposure to Visual Art, individually and collaboratively, whilst expanding on the knowledge and skills learnt in Year 9. It develops lateral thinking, presentation and research skills and encourages confidence, curiosity, imagination and enjoyment while building on a personal aesthetic of the student's own and other artists' works.

Encompassing 60% practical and 40% theory, students will have the opportunity to further develop techniques and skills associated with the production of artworks and be equipped for Stage 1 Visual Art.

Students will complete a major practical work from each of the following areas:

2D Art

- Street Art / Mural (combination of traditional and digital artforms)
- Multimedia (materials/practices)

Students will continue to develop a rich use of art language and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks. Key topics covered include connection with event participation/organization (art prize / festival / exhibition).

This course leads to SACE Stage 1 Visual Arts – Art and SACE Stage 1 Visual Arts – Design

VISUAL ARTS B

Length: 1 Semester

Recommended Background: Successful completion of Year 9 Visual Art or Design

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in both making and responding.

Content:

This course aims to provide Year 10's with a wide range of experiences and exposure to Visual Art, individually and collaboratively, whilst expanding on the knowledge and skills learnt in Year 9. It develops lateral thinking, presentation and research skills and encourages confidence, curiosity, imagination and enjoyment while building on a personal aesthetic of the student's own and other artists' works.

Encompassing 60% practical and 40% theory, students will have the opportunity to further develop techniques and skills associated with the production of artworks and be equipped for Stage 1 Visual Art. Students will complete a major practical work from two of the following areas:

3D Art

- Ceramics
- Sculpture
- Installation
- Laser Cut Relief

Students will continue to develop a rich use of art language and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks. Key topics covered include connection with event participation/organization (art prize / festival / exhibition).

This course leads to SACE Stage 1 Visual Arts – Art and SACE Stage 1 Visual Arts – Design

BUSINESS INNOVATION

Length: Semester

Recommended background: None

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Year 10 Business Innovation introduces students to the world of business and gives students the opportunity to develop their economics and business knowledge and skills. Topics studied include a selection from banking and finance, budgeting, cash vs. credit, the world of investing and economic cycles and markets.

Students develop an understanding of the business environment, looking at the structure and size of businesses, how they operate, personal finance and budgeting, business plans, marketing and problem solving in-order to find a market niche. Students also investigate the feasibility of creating their own business, conceptualise a business plan and marketing strategies for it. Students use appropriate texts, subject-specific language, conventions and concepts to present evidence-based conclusions and reasoned arguments incorporating different points of view.

DESIGN AND TECHNOLOGY – METALWORK

Length: Semester Recommended

background: It is strongly recommended (but not essential) that students have successfully completed a semester of Metalwork at Year 9 level.

Subject Fee: \$50 semester fee is required to cover the cost of materials

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Practical: 60%
- Theory: 40%

Content:

In this course, students will continue to develop skills in working with a variety of materials to create designed solutions, and will deepen their learning about a range of Metalwork skills including:

- MIG welding
- Exposure to new tools for cutting purposes
- Basic lathe processes including facing, parallel turning, and drilling
- Tapping to create internal thread Students will have the opportunity to design and manufacture projects of their own design, working through the design process to develop a brief, generate ideas through research, and refine designs through sketches. These processes will have a focus on projecting a range of techniques and skills tailored to Stage 1 Materials Solutions – Metalwork.

Fusion 360 is a critical part of the course as students are required to navigate and utilise the basic features of the program, generate accurate Drawings Designs and assemble separate components to create whole products. Due to this it is highly recommended (but not essential) that students enter the course with strong knowledge, skills and experience using Fusion 360. In preparation for Stage 1 Material Solutions – Metalwork, students will also use a Cutting & Costing document to understand how separate materials are priced and calculated, and to discover the total costs of their constructed products.

Topics may include:

- Introductory safety and practical task
- Design and make a Folding Camp Shovel
- Local Business/Industry Assignment
- Design and make a Camp BBQ

Safe work practices will be explicitly explained and emphasised. Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DESIGN AND TECHNOLOGY – WOODWORK

Length: 1 Semester

Recommended Background: It is strongly recommended (but not essential) that students have successfully completed a semester of Woodwork at Year 9 level

Subject Fee: \$50 semester fee is required to cover the cost of materials

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Practical: 60%
- Theory: 40%

Content:

In this course, students will deepen their understanding of traditional hand tools and the working skills required to effectively operate them, as well as experience the use of modern machinery and power tools for specialised applications. The course will focus on:

- Various furniture joints/techniques, construction, and applications
- Use of a range of solid timbers and manufactured boards
- Deconstruction and use of recycled timbers
- Sanding and finishing techniques

Students will have the opportunity to design and manufacture projects of their own design, working through the design process to develop a brief, generate ideas through research, and refine designs through sketches. These processes will have a focus on projecting a range of techniques and skills tailored to Stage 1 Materials Solutions – Woodwork.

Fusion 360 is a critical part of the course as students are required to navigate and utilise the basic features of the program, generate accurate Drawings Designs and assemble separate components to create whole products. Due to this it is highly recommended (but not essential) that students enter the course with strong knowledge, skills and experience using Fusion 360. In preparation for Stage 1 Material Solutions – Woodwork, students will also use a Cutting & Costing document to understand how

separate materials are priced and calculated, and to discover the total costs of their constructed products.

Topics may include:

- Introductory safety and practical task
- Design and make a Tackle or Jewellery box
- Local Business/Industry Assignment
- Sustainability Assignment & Product – Recycled timber pallet project.

Safe work practices will be explicitly explained and emphasised. Students will be required to complete an introductory safety task before operating any workshop equipment or machinery.

DESIGN & TECHNOLOGY – ADVANCED TECHNOLOGY & H2GP

Length: 1 Semester

Recommended background: Due to restricted numbers in Year 10 Advanced Technology due to the H2GP program, it is also HIGHLY recommended that students have studied 9 Advanced Technologies. It is also strongly recommended (but not essential) that students enter the course with strong knowledge, skills and experience using Fusion 360 and Trotec Ruby.

Subject Fee: \$50 semester fee is required to cover the cost of materials (required to cover expenses associated with 3D printing plastic filament, plastic Acrylic, timber). There will be additional costs to attend the H2GP in Adelaide in May.

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

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

- Practical: 50%
- Theory: 50%

Content: In this course, students will be provided with the unique opportunity to engage in the H2GP Program which is the largest hydrogen racing competition in the world. Within Hydrogen Grand Prix program, students work in teams to design, engineer and build their own fuel cell-powered Radio-Controlled car and compete in a 4-hour race against other schools around the state. Students will be separated into groups to manage and frequently test their cars focusing on:

- Developing Technical skills and problem-solving abilities.
- Applying teamwork and collaboration.
- Determining key roles within the group: individual strengths and weaknesses
- Innovative designs solutions and upgrades.

Through designing, prototyping, and experimenting with varying materials and innovative products students aim to decrease their RC cars weight to improve lap times and overall driving experience. Due to this it is highly recommended (but not essential) that students enter the course with strong knowledge, skills and experience using Fusion 360 and Trotec Ruby.

Following the H2GP program, students will have the opportunity to design and manufacture projects of their own design, working through the design process to develop a brief, generate ideas through research, and refine designs through sketches and 3D modelling applications. These processes will have a focus on projecting a range of techniques and skills tailored to Stage 1 Design & Technology (Industry & Entrepreneurial Solutions). Students will undertake the following units of work within Year 10 Advanced Technologies:

- H2GP Endurance Race
- Marketing – Community Proposal.
- LED Lamp.
- Designer Needs Project.

DIGITAL TECHNOLOGIES

Length: 1 Semester

Recommended Background: Successful completion of Year 9 Digital Technologies

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. The course introduces students to the growing world of robotic and electronic systems. This will be through the use of text-based coding languages such as Python and JavaScript.

They will develop problem-solving skills through designing, implementing and evaluating a range of digital solutions. Students will work through a number of units potentially including creating a prototype app and program pitch, the development of a simple game, requirement driven Python programs, creation of databases or a robotics unit. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

FOOD PRODUCTION

Length: 1 Semester

Recommended Background: Completion of 7/8 Food and Fibre and/or 9 Food and Hospitality

Assessment:

Students' performance will be determined according to the Achievement Standards from the Australian Curriculum. Grades A to E will be used for reporting purposes.

- Practical Application – undertaken as 4–5 tasks (50%)
- Group Task – students work in small groups to complete an event (30%)
- Investigation – students investigate and analyse an issue within the Food and Hospitality industry (20%)

Content:

Will be drawn from the Health & Physical Education (HPE) and Technologies Australian Curriculum documents. The course focuses on improving sustainability strategies in the food industry, developing practical skills such as precision cuts, contemporary food presentation, dining styles, and understanding the nutritional needs of the individual and wider community.

The subject offers more than just cooking skills and may require some out of class commitment.

Topics may include:

- Food and Kitchen Safety: Safe Operating Procedures
- Technological Influences
- Collaborative Food Product Design
- Cultural Influences on the Australian Food & Hospitality Industry
- Awareness of the sectors in the hospitality industry
- Knowledge of effective meal planning
- Knowledge of food origins and production, with a strong emphasis on Paddock to Plate
- Management and collaborative skills for small catering purposes
- Developing practical food preparation skills such as baking, decorating and plating food
- Safe food handling skills
- Skills in food selection/costing/promotion for catering
- Use of technology in kitchen operations
- Dietary Requirements

FOOD & HOSPITALITY – CATERING

Length: 1 Semester

Recommended background: This course is the follow on from Food Production

Assessment:

Students' performance will be determined according to the Achievement Standards from the Australian Curriculum. Grades A to E will be used for

Content:

Will be drawn from the Health & Physical Education (HPE) and Technologies Australian Curriculum documents. The course focuses on improving sustainability strategies in the food industry, developing practical skills such as precision cuts, contemporary food presentation, dining styles, and understanding the nutritional needs of the individual and wider community. The subject offers more than just cooking skills and may require some out of class commitment.

reporting purposes.

- Practical Application – undertaken as 4–5 tasks (50%)
- Group Task – students work in small groups to complete an event (30%)
- Investigation – students investigate and analyse an issue within the Food and Hospitality industry (20%)

Topics may include:

- The core units of study are:
- Group Catering Tasks
- Menu Planning
- Sustainability
- Food & Hospitality Industry
- Awareness of the sectors in the hospitality industry
- Knowledge of effective meal planning
- Knowledge of food origins and production, with a strong emphasis on Paddock to Plate
- Management skills for small catering purposes
- Practical food preparation skills
- Safe food handling skills
- Skills in food selection/costing/promotion for catering
- Use of technology in kitchen operations
- Dietary requirements

Students should select Food Production and Catering if they wish to study the subject for the full year.

INFORMATION PROCESSING & PUBLISHING

Length: 1 Semester

Recommended background: none

Assessment:

Students' performance will be assessed against the following assessment types:

- Practical Skills
- Product and Documentation
- Issues Analysis

Content:

The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts.

This subject focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and critically evaluate the development process. Students develop solutions to text-based problems in information processing and publishing, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking and decision-making skills. They learn a variety of strategies for meeting identified needs.

The five key concepts of Information Processing and Publishing:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

GEOGRAPHY

Length: 1 Semester

Recommended Background: Successful completion of Year 9 Humanities and Social Sciences (HASS)

Assessment:

Students' performance will be determined according to the subject's Performance Standards as outlined in the Subject Outline. Grades A to E will be used for reporting purposes. Students understanding and skills will be assessed through a variety of tasks that may include: information reports, source analyses, expositions, infographics, inquiries, fieldwork and tests.

Content:

Year 10 Geography has two units of study:

- Environmental Change and Management and Geographies of Human Well Being. Environmental Change and Management focusses on the changes to our environment brought about by human use and what can be done to attempt to prevent any further damage.
- Geographies of Human Wellbeing looks at the quality of life of various international communities and the activities or resources that impact on this.

HISTORY

Length:

1 Semester

Recommended background: Successful completion of Year 9 Humanities and Social Sciences (HASS)

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Assessments may include: essays, source analyses, multi-modal presentations, infographics, annotated timelines, historical inquiries, quizzes and tests, and an exam.

Content:

Picking up where the Year 9 History course finished, students will explore the changing modern world from 1918 to the present. Students study an overview of this period which may include: key events during the interwar years, the long-term global impacts of World War Two, the developments of and fight for rights and freedoms in the post-World War Two world and the increasing concern for the environment and sustainability.

Topics may include:

Semester 1

- World War Two that may explore its causes, nature and consequences in Australia and the world
- Rights and Freedoms that may explore the struggle for the civil rights of Aboriginal and Torres Strait Islander people, African-Americans, and other marginalised groups

Semester 2 Elective

- The Globalising World that may explore Australia's interconnectedness and Popular Culture
- A choice topic from the Australian Curriculum

OUTDOOR EDUCATION

Length: 1 Semester

Recommended Background: Although there are no pre-requisites for this course, standard fitness, enjoyment of the outdoors and an interest in minimal impact will be of benefit

Assessment: Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

This course has two components, practical and theory. Practical sessions and assessments are based around water safety including surfing, aquatic activities, lifesaving, bushwalking and group dynamics. Theory components have an emphasis on practical reflection and evaluation, first aid, risk management, Indigenous perspectives, navigation, minimal impact strategies and ecology. Students will develop the life-skills of being safe and sustainable when on an expedition or in the outdoors, light-weight rucksack packing, individual and group organisation, cooking nutritious meals on lightweight cookers, ability to rate perceived risks and actions to take to avoid incidents, water rescue techniques, first aid and much more.

There are two compulsory camps (one per term) designed so students can demonstrate their competency of the course outcomes. Attendance for these camps are essential for assessment to be undertaken.

Themes: Personal development, outdoor practicals, Indigenous perspectives, navigation, first aid This course leads to Stage 1 Outdoor Education.

PHYSICAL EDUCATION – SPORT

Length: 1 Semester

Recommended Background: Successful completion of Year 9 Health & Physical Education

Assessment:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Content:

The Year 10 curriculum supports students to learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students will gain an understanding of the systems in our body, including skeletal, muscular and cardiovascular. They will investigate sports nutrition through researching benefits of separate foods and then develop a meal plan to suit an athlete preparing for an event. Students will learn about the basic principles of biomechanics and apply these to create an investigation. They will isolate one factor of a drop punt to check the performance on the skill and use biomechanical terms to justify their results.

Topics: Sports Science and Team Games to be the focus

- Performance Improvement
- Basic Biomechanics
- Energy Systems
- Training Programs
- Peer Coaching
- Modified Sports
- Team Games (higher level of practical participation required)

The Senior Years

The South Australian Certificate of Education (SACE) is a flexible, internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

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

HOW DO STUDENTS GET THE SACE?

Students need 200 credits to complete their SACE. Most students gain their SACE over three years of study. There are two stages. Most students do stage 1 in year 11 and stage 2 in year 12, but it is flexible:

- **Stage 1, Year 10:** Exploring Identities and Futures (*replaces Personal Learning Plan*)
- **Stage 1, Year 11:** A total of 11 semester subjects.
- **Stage 2, Year 11:** Activating Identities and Futures (*replaces Research Project*), semester 2.
- **Stage 2, Year 12:** A total of 4 full-year subjects.

1 semester subject = 10 credits = approx. 60 hours.
1 full year subject = 20 credits = approx. 120 hours.

Compulsory Components – 50 credits Total

Students must receive a C grade or higher.

10 credits – Stage 1 Exploring Identities and Futures
10 credits – Stage 1 or 2 Numeracy (Maths)
20 credits – Stage 1 or 2 Literacy (English)
10 Credits – Stage 2 Activating Identities and Futures

Student Selected

90 Credits. Stage 1 or 2 subjects

Must receive a D grade or higher.

Can include a selection of Stage 1 and 2 subjects, recognised VET courses, or community learning.

60 credits

Must receive a C- or above in a selection of Stage 2 subjects, recognised VET courses, or community learning.

Year 10: Stage 1

Compulsory Subjects

- Exploring Identities and Futures (10 credits)

Other:

- Youth Opportunities Personal Leadership Program (20 credits)
- OR Community Studies (10 credits)

Semester 2 Subjects

- Industry Science (Integrated Learning 10 Credits)
- Industry Maths (Essential Mathematics 10 Credits)
- Industry English (Essential English 10 Credits)

WHAT IS EXPLORING IDENTITIES AND FUTURES?

EIF has replaced Personal Learning Plan (PLP) as the compulsory subject that students undertake at the start of their SACE, in Year 10.

EIF helps students to:

- Explore their current identity including strengths, weaknesses, learning preferences, interests and a range of other factors.
- Explore WHO they might want to be in the future including potential careers, motivators, goals and aspirations.
- Develop their agency in taking control of their learning
- Pursue and develop an area of interest that matters to them

WHAT IS ACTIVATING IDENTITIES & FUTURES?

Activating Identities and Futures (AIF) is a compulsory Stage 2 subject and has replaced Research Project. AIF gives students the opportunity to:

- Explore ideas related to an area of personal interest through self-directed inquiry
- Take greater ownership and agency over their learning
- 'Learn how to learn' by exploring and putting into action learning strategies
- Transfer knowledge, skills and capabilities to new contexts

AIF allows students to develop in their confidence as learners and gives them an opportunity to develop and practice learning strategies that will help them with school and lifelong learning.

ASSESSMENT

Stage 1	- Graded A to E using performance standards 100% of Stage 1 assessments are marked by their school teachers. - Compulsory subjects are moderated regularly to ensure the school's grading is appropriate.
Stage 2	- Graded A+ to E- 70% of Stage 2 assessments are marked by their school teachers with moderation of each grade band by the SACE Board. 30% of Stage 2 assessments are marked externally by the SACE Board. This may be an exam or a task that is uploaded for external marking.

All assessments can be presented in written or multi-modal form. 1000 words is the equivalent to 6 minutes of multi-modal presentation. Multimodal – Students can verbally explain their understanding rather than writing, this is usually accompanied by visuals, such as PowerPoint slides.

THE FLEXIBILITIES OF SACE

As well as school taught subjects, SACE credits can also be accrued via VET and recognised learning. Students can gain up to 150 credits via VET learning – that equates to all credits apart from the compulsory subjects.

VOCATIONAL EDUCATION & TRAINING

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE. VET qualifications can be via a contract of training in a School-Based Apprenticeship/Traineeship or by undertaking a VET course from one of the State Government designated Flexible Industry Pathways. For every 70 nominal hours of a VET course 10 SACE credits is awarded. VET or SBAT learning generally takes the place of 1 full year subject in the student's timetable. The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.
www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace.

Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry. VET qualifications are recognised across Australia. Studying a VET program while still at school can:

- Provide you with a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification Enable you to combine your school studies with part time or casual work
- Provide opportunities to learn "on the job" while undertaking work placement

To qualify to undertake a VET course at school, students must satisfy the following criteria:

- Be in year 11 or 12
- Have evidence of relevant industry exposure (e.g. work experience, online learning, site visit or talk etc.)
- Choose a VET course that is on the approved Flexible Industry Pathways list (see next column)

VET FOR SCHOOL STUDENTS SUBSIDISED TRAINING

The Department for Innovation and Skills (DIS) significantly subsidises the cost of the Certificate II and Certificate III level qualifications within a Flexible Industry Pathway (FIP) by providing funding directly to the Registered Training Organisation (RTO) for each eligible student. Families of students interested in undertaking VET studies will be responsible for paying only the gap fees between the subsidy and the RTO fee. School Card recipients are not charged the gap fee. Cummins Area School will refund up to \$200 of the cost of any VET course upon provision of completed course transcript.

Social equity funding may be available under certain circumstances. A secondary school student can access a total of one Certificate II course and one Certificate III course. If a secondary school student completes 70% of a course and exits without completion, this will consume one of their course entitlements. Acceptance into a subsidised course will be determined by the RTO the VET Readiness Orientation (VETRO) process, which will occur following receipt of a completed VET for School Student Referral to Training Form from a secondary school.

FLEXIBLE INDUSTRY PATHWAYS

FIPs are industry endorsed pathways from secondary school to employment in key growth sectors in South Australia.

FIPs available for delivery in 2023 include:

- aged care and disability
- animal care
- agriculture
- aquaculture
- automotive, retail, servicing and repair
- building and construction
- civil construction, resources & infrastructure
- conservation and land management
- cyber
- early childhood education
- electrotechnology
- food processing
- forestry
- hair and beauty
- health support
- horticulture
- hospitality and tourism
- Information technology
- manufacturing and engineering
- maritime
- plumbing
- thoroughbred racing
- screen and media production, game development and visual effects.

SCHOOL BASED TRAINEESHIPS (SBAT)

An Australian Apprenticeship which is undertaken part time whilst students still attend school. It provides students with hands-on industry experience and the ability to work toward or complete a nationally recognised qualification. Students need to complete the equivalent of 7.5 hours of work per week, where they will receive relevant industry award payment.

The student undertakes Cert II/III non-trade study and training associated with their employment SBAT's earn SACE credits. Students wishing to explore these options must be aware of the disruption to their school timetable; accordingly, they must be very organised and committed to their studies. Students will need to meet with the SACE and VET Coordinator to organise work placement in their chosen field. An Apprenticeship Broker will then work with the student and the SACE and VET Coordinator to work with possible employers in the field. Students must be aware that this training will be outside of regular lessons and will incur costs depending on the course, extent of training and the provider. It may be delivered in block release or regularly each week. Accordingly, students must be well organised in order to complete the rest of their school work. All courses are Nationally Accredited and count towards SACE.

COMMUNITY LEARNING

Students are able to earn SACE credits via community-based learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. Community Learning cannot contribute to an ATAR. For more information on community learning, visit:
www.sace.sa.edu.au/subjects/recognised-learning

OPEN ACCESS & LOCAL DELIVERY

Stage 1 and 2 students have the option of studying subjects through alternative delivery mode if the need exists. To be successful students need to demonstrate independent learning skills and have the ability to meet deadlines without a face-to-face teacher. The school supports students who wish to extend the range of subject choice by studying through the Open Access College or Local Delivery. This is an extra cost to the school, both in terms of upfront fees and staffing. Currently Open Access and Local Delivery fees are \$1000 (including GST) per subject/semester and \$2000 (including GST) for a year course. The school absorbs all staffing costs associated with all Open Access enrolments. This equates to approximately \$1000 per subject over a year.

Local Delivery is a way of offering more subjects to students in our region, taught by someone that is in our area. Teachers nominate to deliver hard to staff subjects, and students across Eyre Peninsula can register.

Subjects that have been taught via Local Delivery in the past:

- Psychology – Stage 1 and Stage 2
- Specialist Mathematics – Stage 1 and Stage 2
- Mathematical Methods – Stage 2

Open Access subjects can be found on their website under the Curriculum menu. Subjects that have been taught via Open Access in the past:

- Legal Studies
- Accounting

