

Year 10-12 Subject Specific Information

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English

For Term 2, each English teacher has planned work designed to enable the students to progress well through the English curriculum with success and engagement, while working from home. Teachers will regularly post the student work requirements and will be available during the normal timetabled lesson times for feedback and advice. There will also be regularly scheduled interaction via Google Meet and teacher instruction provided using Screencastify. This will all be accessed on Google Classroom.

Some students need to borrow a class text from the Library. This will have been communicated to them on Google Classroom. If they have not yet borrowed the text, it will be available for collection on Wednesday 8th or Thursday 9th April at Debby Scheepers' office.

If you require any assistance please contact your child's English teacher:

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Mathematics

All Mathematics classes will have a sequence of work accessible on Google Classroom. This will be updated regularly to pace students appropriately in the work and allow the work to be complemented by resources including pre-recorded videos and video conferencing. Students should be checking Google Classroom for updates during their normal class times.

There will be regular formative items for students to complete to confirm their progress and allow feedback to students on their understanding. During remote learning, the nature of maths tests will need to be modified and further detail of this will be communicated to students through Google Classroom prior to assessments taking place. For Year 12 students, the adjustments to assessments will be in line with SACE guidelines once these have been finalised by the SACE Board.

In regards to extension classes, there will be no movement of students into the extension classes while teaching and learning is done remotely to maintain continuity for students. When on-site learning resumes, the opportunity for some students to move to the extension classes will be looked at again.

If you have any questions, please contact your child's Maths teacher.

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Science

Year 10

Students will be working on the tasks associated with their Jacaranda accounts, set by their teacher. Teachers will continue with their current programs. Due to lab times and equipment availability, classes in the same year level work on different chapters, activities and assessments.

It is important that students can access their Jacaranda on-line accounts to answer theory questions and complete chapter tests. We are currently trialling different on-line learning platforms and these will be used to supplement the curriculum content.

All work will be posted on Google Classroom and it is important that students check for updates during their normal class times.

Year 11 and 12 Senior Science Classes

Teachers will continue delivering the SACE content as per their subject outlines. Lessons could include Screencastify instructions/content, or Google Meet, or other interactive content. Students will access the links to these platforms on Google Classroom. Therefore, it is very important that students log into their specific class at the time of their normal lessons.

Assessment tasks will continue and teachers are working hard to find solutions to continuing their assignments from home. The SACE board are currently under discussion about assessment tasks and teachers will be completing on-line meetings with SACE to determine the way forward. We will keep abreast of any changes and notify those involved as soon as possible.

Email addresses are as follows:

David Chu dchu@emmauscc.sa.edu.au
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French

Year 11 (Stage 1)

For Term 2, students will be working on the tasks from their textbook, Quoi de Neuf 4 and on activities from Education Perfect. All work will be posted weekly on Google Classroom and it is important that students check for updates during their normal class times. Teacher instruction will also be provided using Screencastify, and Google Meet will be the regular medium important for French language speaking, as well as discussion about major assignments.

French SACE Stage 1 Major assignments for term 2 include: (Percentages add up to 50% to comprise half semester)

Interaction task 5%

Text analysis task 20%

Investigation task with reflection in English 25%

If you have any questions, please contact:

Sarah Burrow sburrow@emmauscc.sa.edu.au

History and Geography

Each History and Geography teacher has planned work designed to enable the students to progress successfully through the curriculum while working from home. Teachers will communicate with students through Google Classroom. Teachers will be communicating and instructing on a regular basis, based on your child's timetable. Instruction will occur using educational tools such as Screencastify, Google Meet, and other online resources. Teachers will also be available during normal timetabled lessons for support. All this will be accessible through Google Classroom.

If you need to contact your child's teacher, contact details are:

Paul Mills pmills@emmauscc.sa.edu.au

Chris Fusco cfusco@emmauscc.sa.edu.au

Neil Blenkinsop nblenkinsop@emmauscc.sa.edu.au

Business and Enterprise

4 main sections in terms of assessment:

- Folio (30%) 3 assignment -
1. Extended Research Task (Complete)
 2. Business Environment Test (Complete)
 3. Small Business Research Report (Term 3)

Issue Study (20%) - Term 2
Marketing Plan (20%) - Term 2

Situation Analysis (30% - Externally marked) Late Term 2/Term 3.

I am grateful that we were able to complete the only test for the year yesterday. The Issue Study and Marketing Plan will be ideal to do in Term 2, whether we are at school or not, as they require significant independent research.

The greatest challenge at this stage will be the Situation Analysis where students must find a business with approx 12-20 employees and do a "case study" on the business. In the current climate this won't be easy. The easiest way is if you, as a family, have contacts who own or operate an appropriate business. Could you please let me know if you do know of one or more businesses that might be suitable? Students will be able to do all interviews etc via email and although we normally encourage at least one face to face visit, under current conditions we will do it in the most convenient way.

Remote learning will be a challenge for us all but I have absolute confidence in the Year 12s that they will make the best of it so that they can ensure the best result possible. The school will be emailing prior to Term 2 to let you know exactly how the online learning will work.

I am always available on email, so please don't hesitate to contact me at any time.

Jenny Wichert jwichert@emmauscc.sa.edu.au

Research Project

April/ May: Students will complete the research component of their project which will ultimately form their Folio. This means that they will finalise finding out all their information about their topic. This includes reading and annotating and analysing secondary sources as well as completing surveys and interviews which they will also analyse. Checkpoints will be set during this time so that I can draft work and advise on changes. This will be done through Google classroom as well as emails. Please note that the folio itself is not due at this time but the research has to be finished in order for students to write their Outcome reports. The final folio is due in Term 3 and students will have more class time to put these together later.

June: Students will be ready to use their researched information to write their 2000 word Outcome (or in some cases to produce a product for their Outcome) Instructional videos will be used to teach the process of writing the Outcome and this will happen in a step-by-step manner with opportunity for drafts at each stage. Students will aim to have a full draft ready for me to look at by the end of June. (or a product) (Week 9)

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Digital Technologies Senior School

Digital Technologies students have been provided with a "Take Home Pack" with all relevant hardware equipment for the remainder topics for the term/year. A weekly progress timetable has been provided and students will need to provide evidence of milestones reached on Google Classroom, or Google Meet.

Lesson content will be provided in either Google Meet or pre-recorded videos.

All work will be posted on Google Classroom and it is important that students check for updates during their normal class times.

If you have any questions, please contact David Chu dchu@emmauscc.sa.edu.au

Information Processing Senior School

Information Processing students will access a weekly timetable on Google Classroom. This is where lesson content will be provided including Google Meets and pre-recorded videos. Students should be checking Google Classroom for updates during their normal class times.

Regular milestones and responses will need to be provided by students to confirm their progress through the curriculum and allow feedback to the students on their work.

If you have any questions, please contact Josh Brenkley jbrenkley@emmauscc.sa.edu.au

Visual Art

Year 10 Art students will be working through weekly tasks, requiring key materials. Materials have already been distributed to students during classes in Term 1. However, some students have been absent, or may have forgotten items. Resource packs have been created for these students and are available for collection from the Student Services. [For a list of materials, please click here.](#)

Year 10 Design students will be completing their Term 1 task: creating the design for a laser cut clock. All resources, including 'How To' videos, have been added to their Google Classroom page. Following this task, students will receive weekly goals and Adobe design tasks through Google Classroom. They should be checking Google Classroom for updates during their normal class times. This is the preferred platform for students to discuss and

share their content. Students will also be required to engage in regular Google Meets sessions.

Year 11 and 12 Art and Design students will be working through major assessments, which are term-long. They will be provided with clear, achievable weekly goals on Google Classroom. It is an expectation that students communicate and engage on Google Classroom posts and Google Meets sessions. Students may require access to a range of art media, which they do not have at home. If this is the case, please email their teacher and a package of supplies can be made for collection from Student Services.

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Year 10 Art | Year 11 Art

Esther Amoy: eamoy@emmauscc.sa.edu.au

Year 10 Design | Year 11 Design | Year 12 Art and Design

Sport Science | Physical Education

Year 10 Sport Science students will be completing their online coaching course through the AIS website. Once completed students will email a copy to their teacher to be assessed. The next unit for Term 2 relates to Sports Injury Management and Strapping Course. For this unit students will need to collect their remote learning packs from students services that will contain a student workbook, a question paper and two different sized masking tape to allow students to complete their personal slideshow made up of video tutorials to straps various joints. The template for the slideshow is on their Google Classroom page.

Year 11 & 12 Physical Education students will be working on completing weekly quizzes, set questions, video summaries relating to the taught unit of work and continuing to complete summative assessment tasks. All work and relevant materials will be communicated to students via our Google classroom pages. Should students have any questions or queries regarding the work and content they will be able to email or organise a Google Meet session.

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Music

Year 10-12

Students will be working on units specifically for learning remotely. Weekly updates in regards to tasks and assessments will be provided through Google Classroom or Google Meets. Ensemble rehearsing and performances will be challenging in a remote setting; however, staff will offer meaningful ways for students to engage in practical music-making activities. Students will need access to the internet to stream and record video and audio on

their devices. They will need a safe and appropriate space for playing their instrument. For instrumental tuition details, see the relevant paragraph in this letter.

Andrew Verco averco@emmauscc.sa.edu.au

Instrumental Music Tuition

As remote learning brings flexibility in the day's schedule, during Term 2, instrumental lessons will be scheduled for a set lesson for each student (same time each week). We believe this change will bring predictability and help to set students up for successful attendance of their lessons. Lesson times will endeavor to be scheduled around any learning support lessons, while making use of any 'frees' senior students have on their timetables also.

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Drama | Dance

Students will be working on modified Australian Curriculum and SACE curriculum from home. They will need access to a video device, which may include school laptops or a phone/tablet. If students have access to other equipment at home, they are also welcome to use this. Please be mindful of file size and your home-upload speeds. Students may need to submit files during off-peak periods.

All learning will be via Google Classroom. Students will need a SAFE space to move in. This may include a grassed area or a large space in a living area to film performance work in. Bedrooms are not an appropriate space for this. Students may also need access to streamed films. Further details will be emailed home to parents, specific to each class.

Jessica Routley jroutely@emmauscc.sa.edu.au

Food & Hospitality | Child Studies

Food & Hospitality and Child Studies content for students in Senior School will be delivered via **Google classroom**, which they are all familiar with. They will all have assignment tasks to work on, and are **still very much responsible for their own learning**. Teachers will be available during rostered lessons as support for students as they work.

Year 11 & 12 Child Studies students who are doing any **Sewing or Practical components** can collect a **Take-home pack** to be collected from the College (Student Services) on **Thursday this week** after 11am.

Students will have **weekly goals** to meet on their work + ongoing assignment work.

Students will communicate & **check-in for each lesson** through **Google Classroom** – which is vital for this time of remote learning.

10 Food & Hospitality:

- Students will collect their Cake-making kits from Home Ec, **between 12-4pm** on Thursday.
- These kits have some valuable Home Ec equipment, so their **items will be recorded** in a Home Ec borrowing book, and will need to be signed back in by a Home Ec staff member – to ensure **all equipment is returned**, or subsequently **replaced** by students/families.
- Assignment work will be ongoing via Google Classroom.

11 Food & Hospitality

May: Students will work towards and write a 600 word investigation on Small Businesses in the Food and Hospitality Industry. Resources will be provided via Google classroom at the beginning of each week including links to teaching videos. Practicals will be set as 'Home Challenges' each week and students will be encouraged to cook for their families in a range of suitable contexts. Choice will be given each week for flexibility. Students will photograph and share results via google platforms. Students will also be encouraged to watch this year's season of Master Chef which begins on Easter Monday. This show will be used as a reference tool/ resource.

June: Pizza Time. Practicals will involve becoming expert at making gourmet pizza and then designing and creating a pizza café for a family gathering! This will involve an action plan, the event itself and a written evaluation. All details will be available on google classroom in June.

By completing these 2 assignments, and in addition to the 2 assignments already achieved, students will have fulfilled all the necessary components of this Stage 1 subject.

12 Food & Hospitality:

- Students will be working on their Investigations to begin the term, and these continue to be ongoing throughout the next 2 terms (as they work on other practical assignments).
- Assignments are still under review for how practical elements will be assessed, so emails will also come to parents later regarding this aspect.
- Written work will be submitted via Classroom as usual.

11 Child Studies:

- Students will be finishing a Group assignment with a practical component – the submission of this part will be negotiated next term.
- Any students who still require the fabric & materials to complete their “Funky Chickens” can **collect this from school after 11am on Thursday from Student Services.**
- Continuing assignment and core work will be communicated as further adaptations are made

Year 12 Child Studies

April: Complete and submit Poverty assignment. Details and feedback will be provided via google classroom.

May: Investigations. The Investigation is a 2000 word research paper on a topic of choice involving the well being of children 0-8 years. We will begin this assignment in May using a range of instructional videos, past examples and learning activities via Google classroom. Work will be set at the beginning of each week with a target to meet by the end of the week. By the end of may, students should have a firm idea of their topics and how to approach their study. They should have written interview or survey questions and be starting to find responses. The Investigation will continue on the ‘back burner’ for the rest of the term as students finish collecting their data. It will resume in term 3 and is due at the end of term 3.

June: Children’s literacy. We will spend the remainder of the term learning about the importance of reading and stories in the lives of children, particularly in their social and emotional development. Students will complete a 500 word research task and then design, illustrate and produce a children’s book and write an evaluation for. Content will be delivered at the beginning of each week by instructional videos, content posted on classroom and Google Meet to share ideas and gain feedback.

Thank you for your support through this time, and encouragement of practical ways for your child to develop skills, awareness and creativity, in a different format.

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Design and Technology

Year 12

Students are continuing work that can be completed from home.

We hope that access to workshops (with social distancing) may be possible before official school return. Updates to tasks to meet changes as recommended by SACE will continue. Due dates to tasks will be modified to suit evolving circumstances. Information will be put in Google Classroom with links. Questions from students will be posted in Google Classroom and answered during timetables lesson times. Online Google Meets will be used to clarify issues students may have.

Year 11

Students are continuing work that can be completed from home. We hope that access to workshops (with social distancing) may be possible before official school return.

We will be addressing developments as information becomes clearer on the duration of lockdown. Due dates to tasks will be modified to suit evolving circumstances. Information will be put in google classroom with links. Questions from students will be posted in Google Classroom and answered during timetables lesson times. Online Google Meets will be used to clarify issues students may have.

Year 10

Students will be doing existing work assigned that can be done from home. Information will be put in google classroom with links. Questions from students will be posted in Google Classroom and answered during timetables lesson times. Online Google Meets will be used to clarify issues students may have.

An assignment and links will be provided for a new task early in term 2 if a return to school has not occurred by then.

Greg King gking@emmauscc.sa.edu.au

VET (Vocational Education and Training)

Students will be studying their VET courses remotely during Term 2. Nearly all Registered Training Organisations (RTOs) have made the transition to a digital learning platform. Those that have not made the transition, will be working on their model during the school holidays to implement remote learning at the beginning of Term 2.

The timetable for each student's VET course remains the same ie. if your child would normally attend their VET course on Wednesday 4pm - 7pm, there is an expectation that they will sign into their RTO's digital platform and study their set lesson for the day.

Practical aspects of student courses are being reviewed, some RTO's moving to simulated exercises for selected units of competency.

Work Placement is currently on hold for all VET courses. I am working closely with each RTO to review when this component can be completed. Emmaus remains flexible during this time for Year 12 students who need to complete a significant amount of structured work placement to gain their full certificate.

Cathy Torjul ctorjul@emmauscc.sa.edu.au

CCAPP (Christianity, Careers & Personal Planning)

As a Christian College we continue to uphold our College statement that the Word of God is central to what we do. As a College community we will continue to constantly grow in our understanding of God and His call on our lives both individually and corporately. Our CCAPP teachers will continue to support students in their emotional and spiritual wellbeing. Staff are developing engaging methods to work with students through online methods, creative tasks, collaborative discussions and individual research tasks. Students may be involved in a weekly Google Meet discussion. Specific details will be communicated by each subject teacher via the Google Classroom page.

In Term 2 the focus for each year level will be:

Year 10	Completing major tasks for SACE Stage 1 Personal Learning Plan <ul style="list-style-type: none">• Capabilities Poster• Goal setting & strategies• Career Planning
Year 11	<ul style="list-style-type: none">• Career Planning (including research, resumes, cover letters, interviews)• Worship
Year 12	<ul style="list-style-type: none">• Career Planning (developing an e-portfolio)• Student spiritual wellbeing

Year 10 CCAPP

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Year 11 CCAPP

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