Berri Regional SECONDARY COLLEGE

Curriculum Handbook 2022

Acknowledgment of Country

We acknowledge and pay respect to the First Peoples of the River Murray and Mallee, the traditional custodians of the land our school is built upon. Berri Regional Secondary College acknowledges the deep feelings of attachment and relationship of Aboriginal people to Country.

Contents

CURRICULUM SEQUENCE CHARTS

tips and hints

YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10

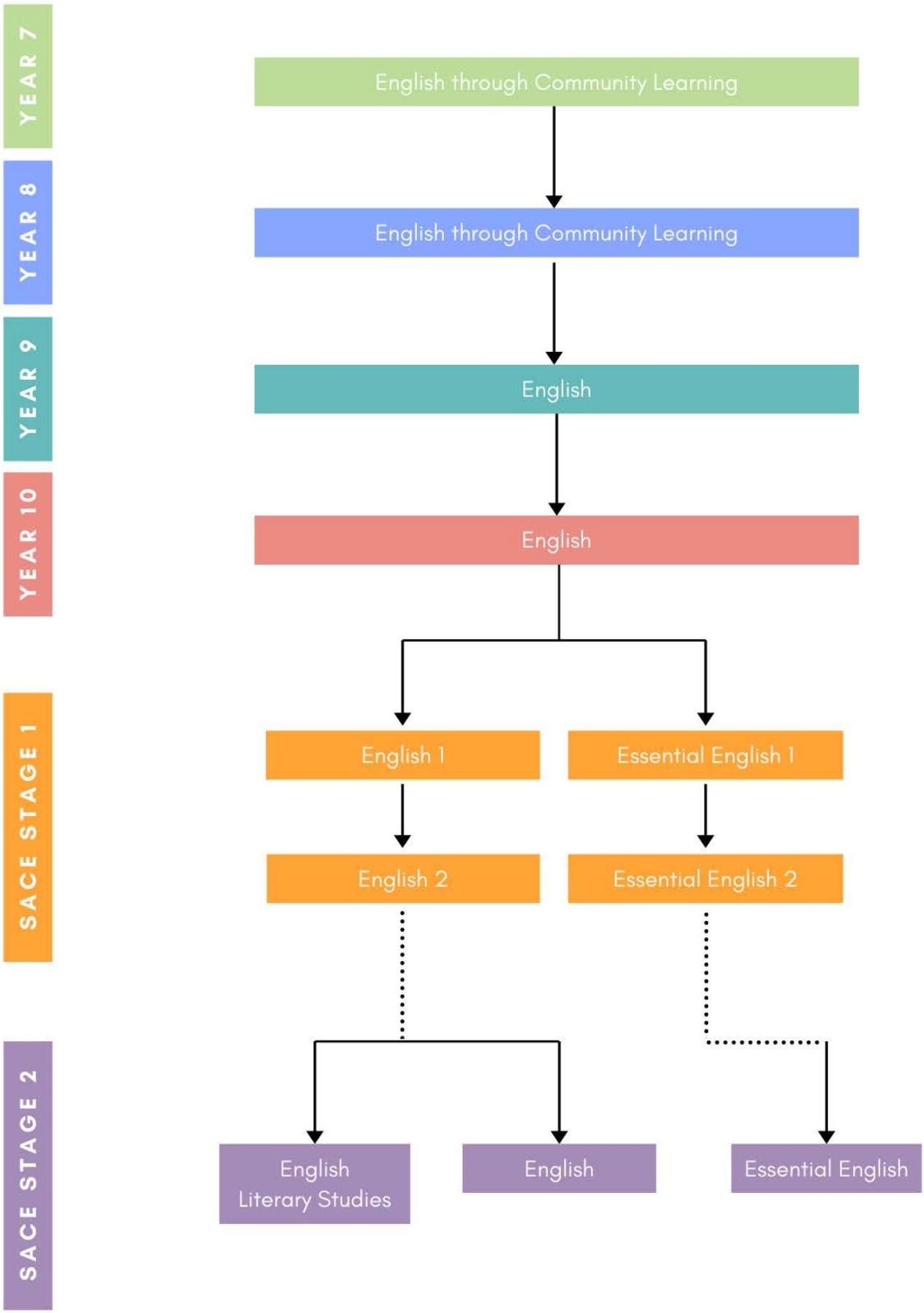
SACE STAGE 1 | SACE STAGE 2 | VET Courses

Compulsory

Electives

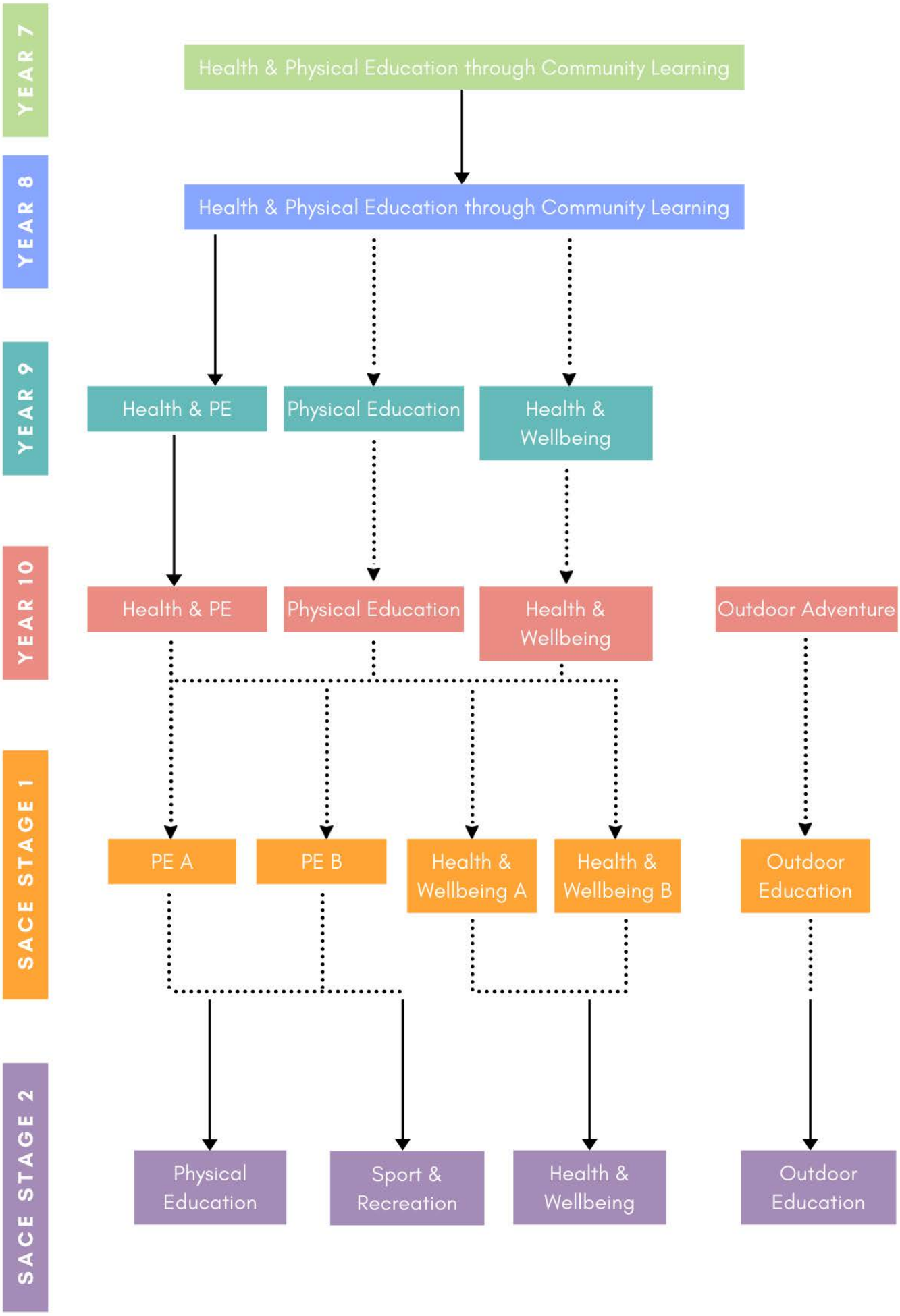
Many SACE Stage 1 to Stage 2 subjects will look like this.
It is not compulsory however, it is highly beneficial to complete the Stage 1 course before completing the Stage 2 course.

English

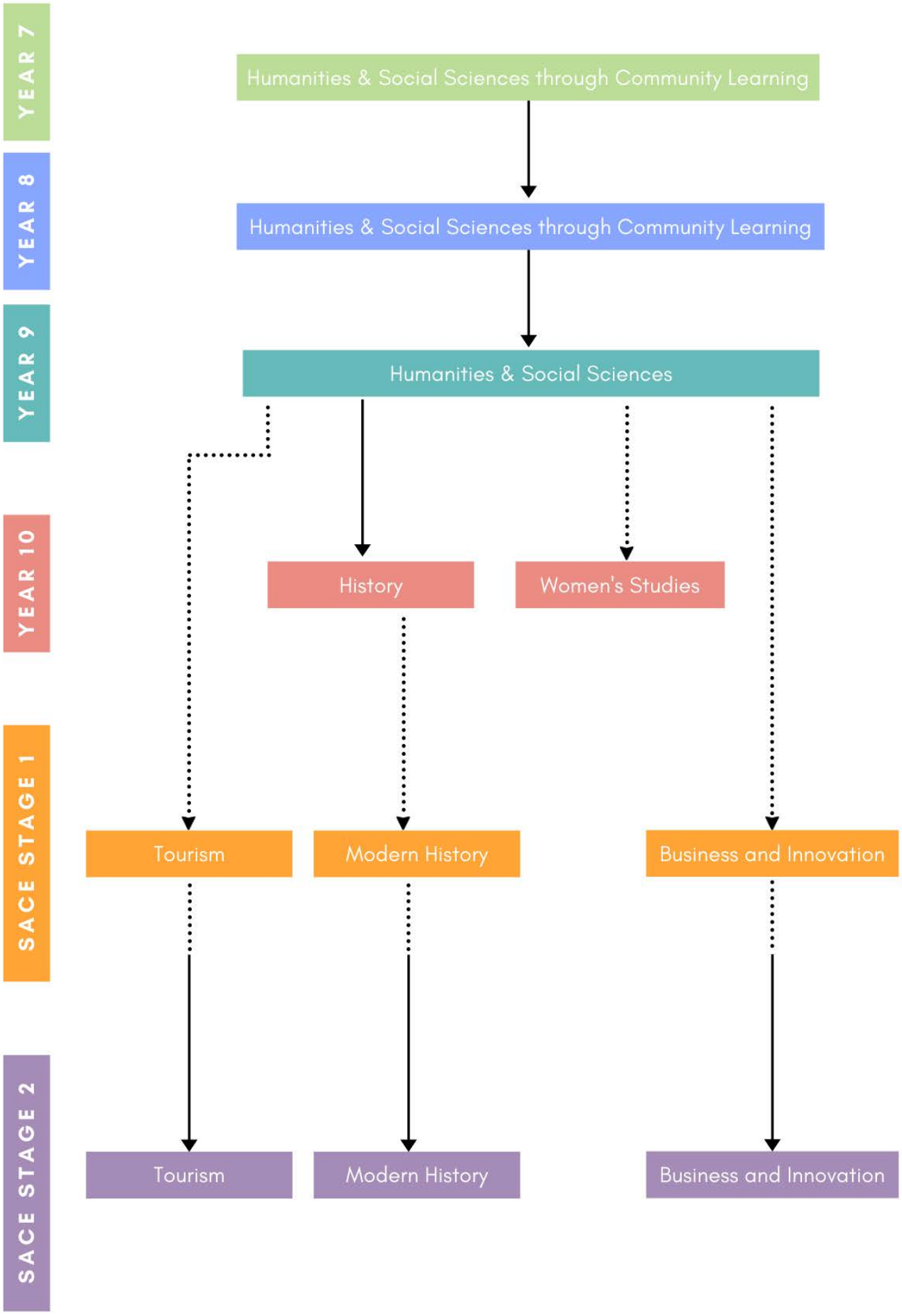


It is strongly recommended that students who would like to pursue a University Pathway or study interstate undertake either English Literary Studies or English at a SACE Stage 2 level.

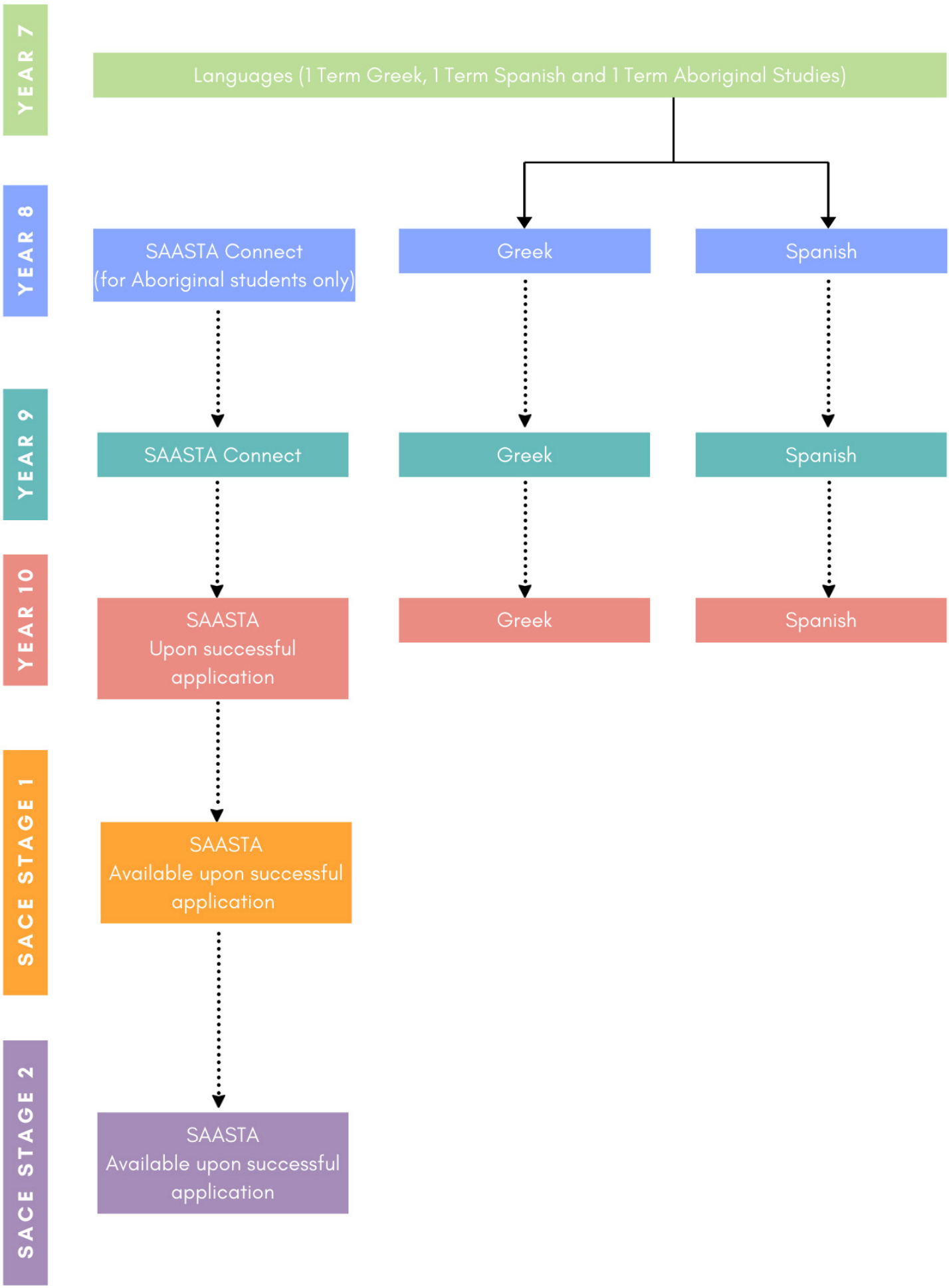
Health and Physical Education



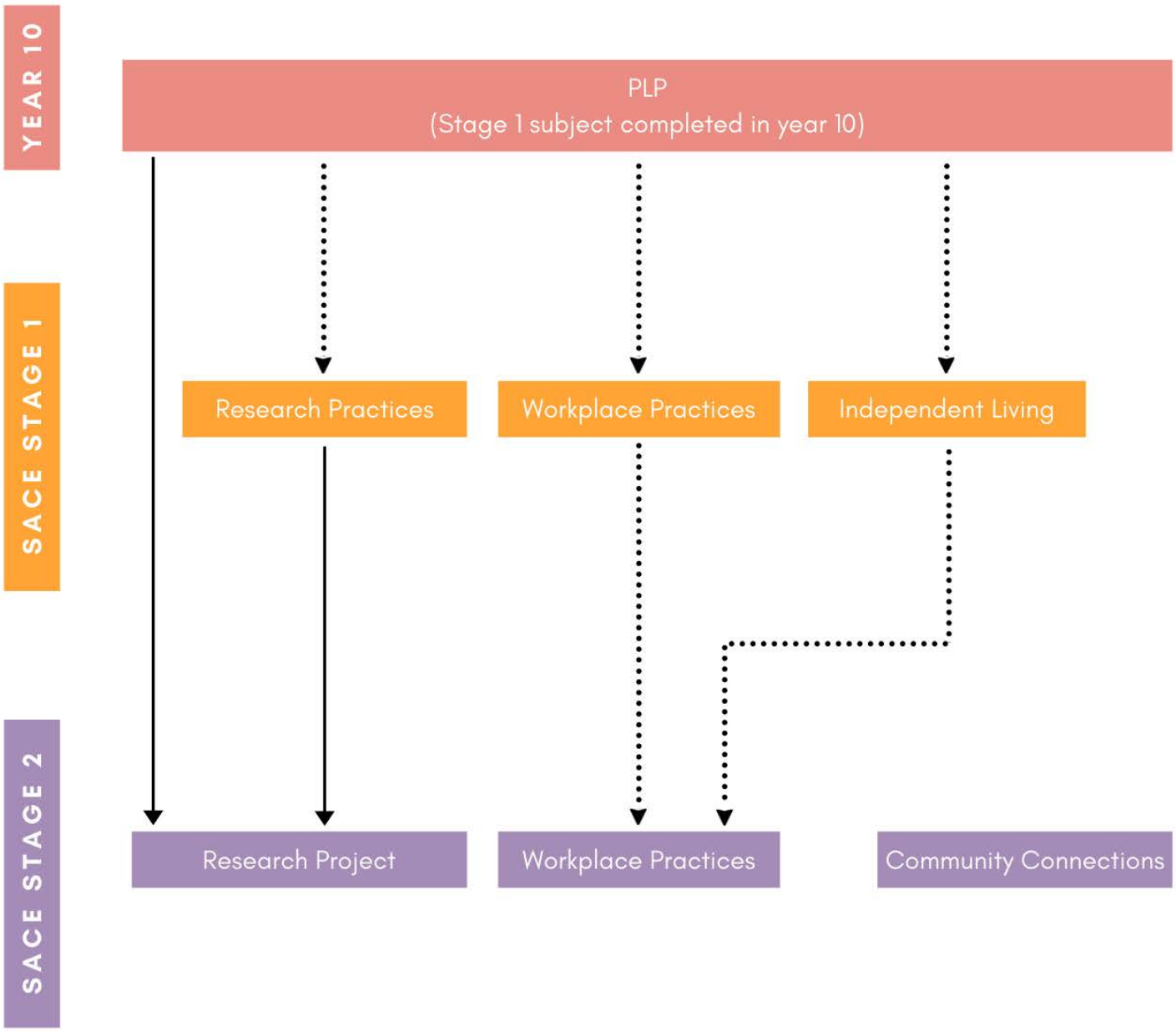
Humanities And Social Sciences



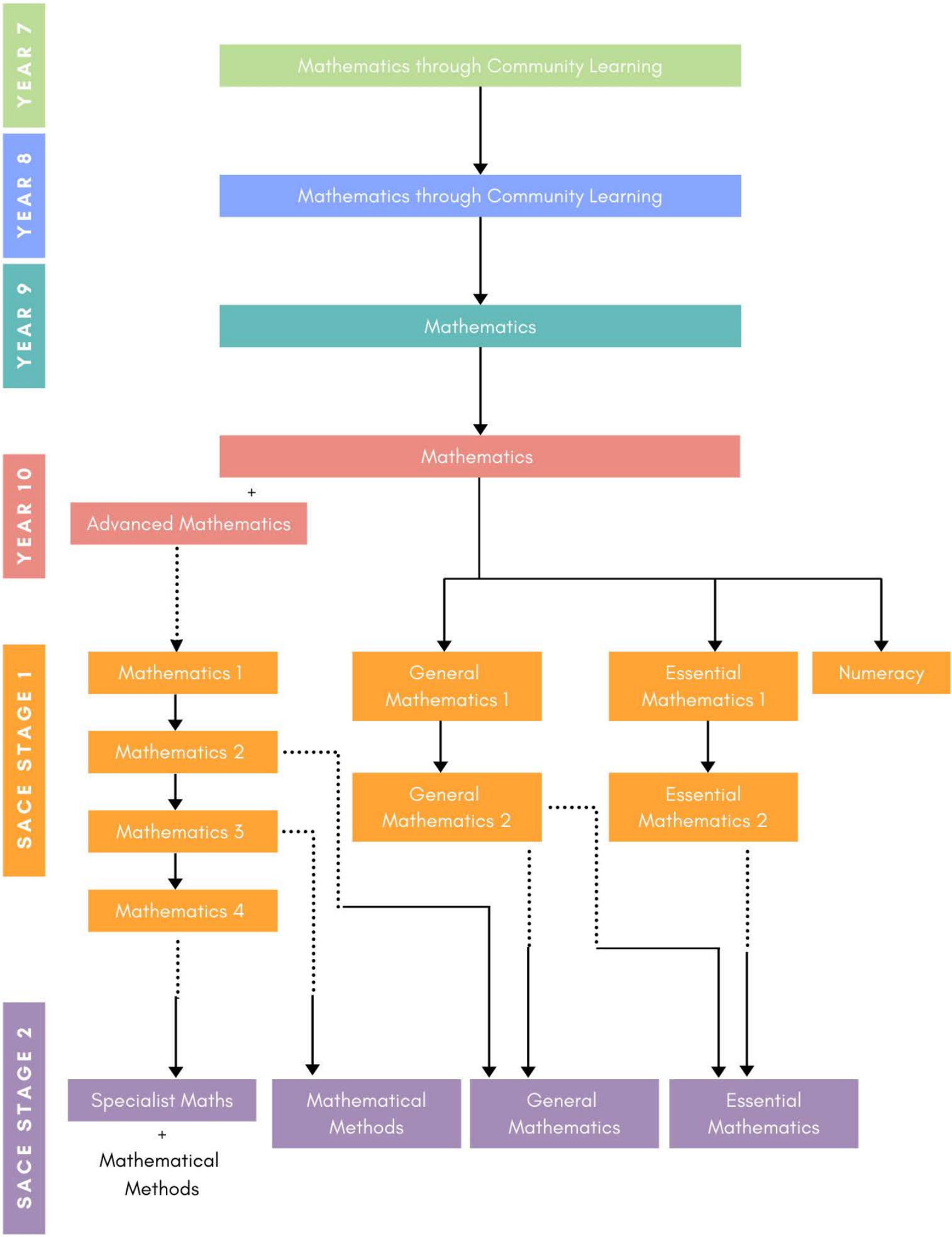
Languages


YEAR 7
Languages (1 Term Greek, 1 Term Spanish and 1 Term Aboriginal Studies)
YEAR 8
SAASTA Connect (for Aboriginal students only)
Greek
Spanish
YEAR 9
SAASTA Connect
Greek
Spanish
YEAR 10
SAASTA Upon successful application
Greek
Spanish
SACE STAGE 1
SAASTA Available upon successful application
SACE STAGE 2
SAASTA Available upon successful application

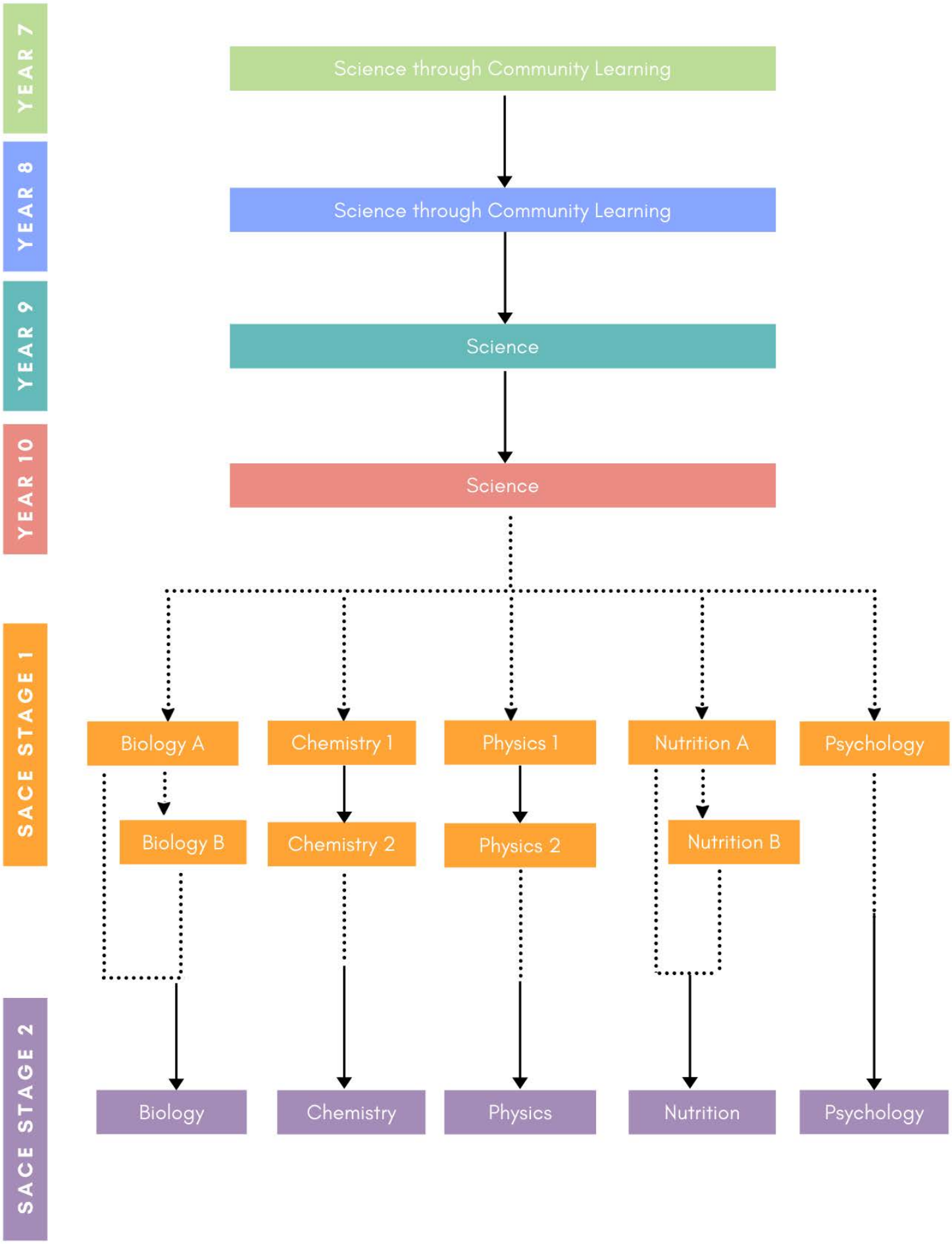
Cross Disciplinary



Mathematics

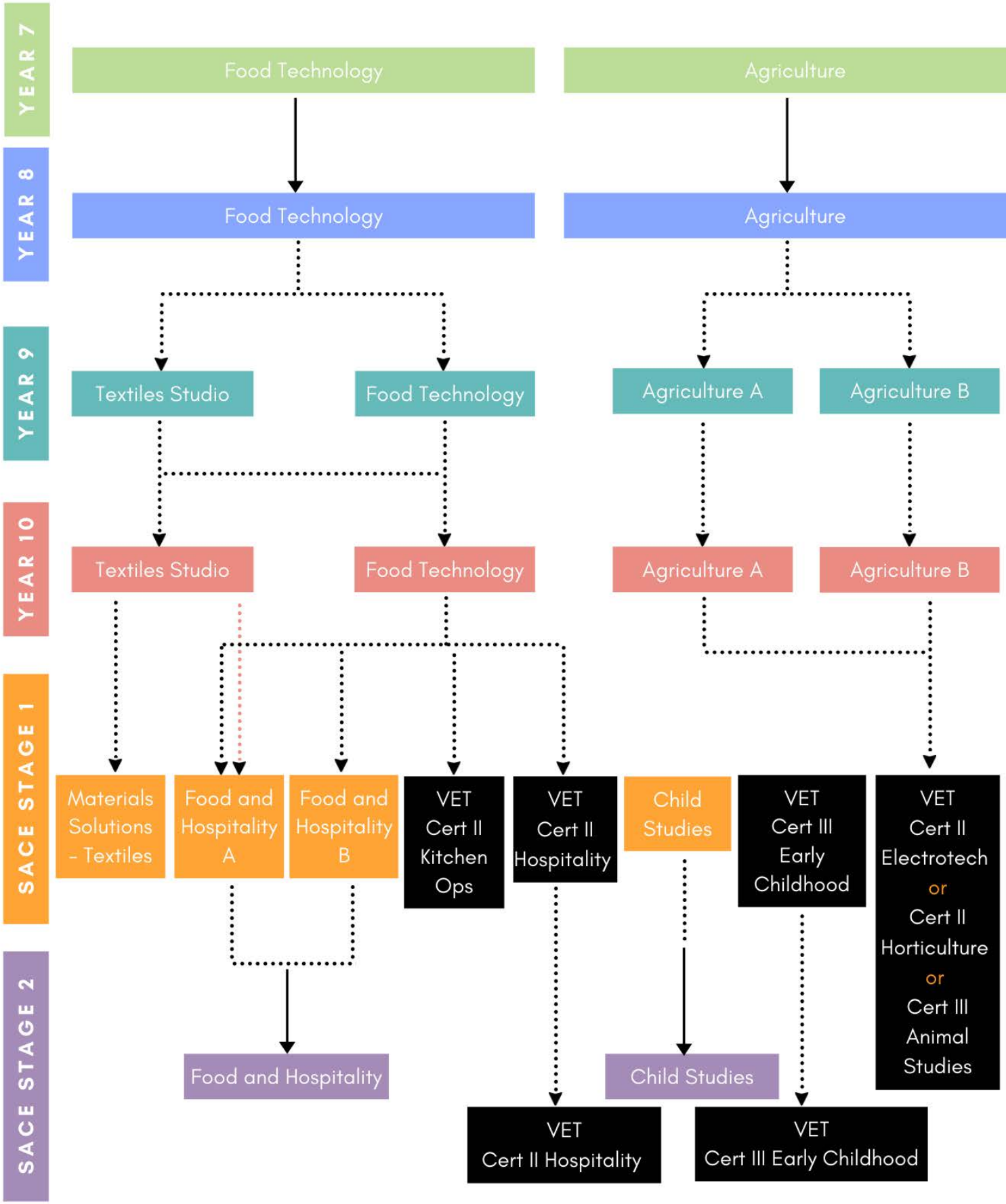


Science

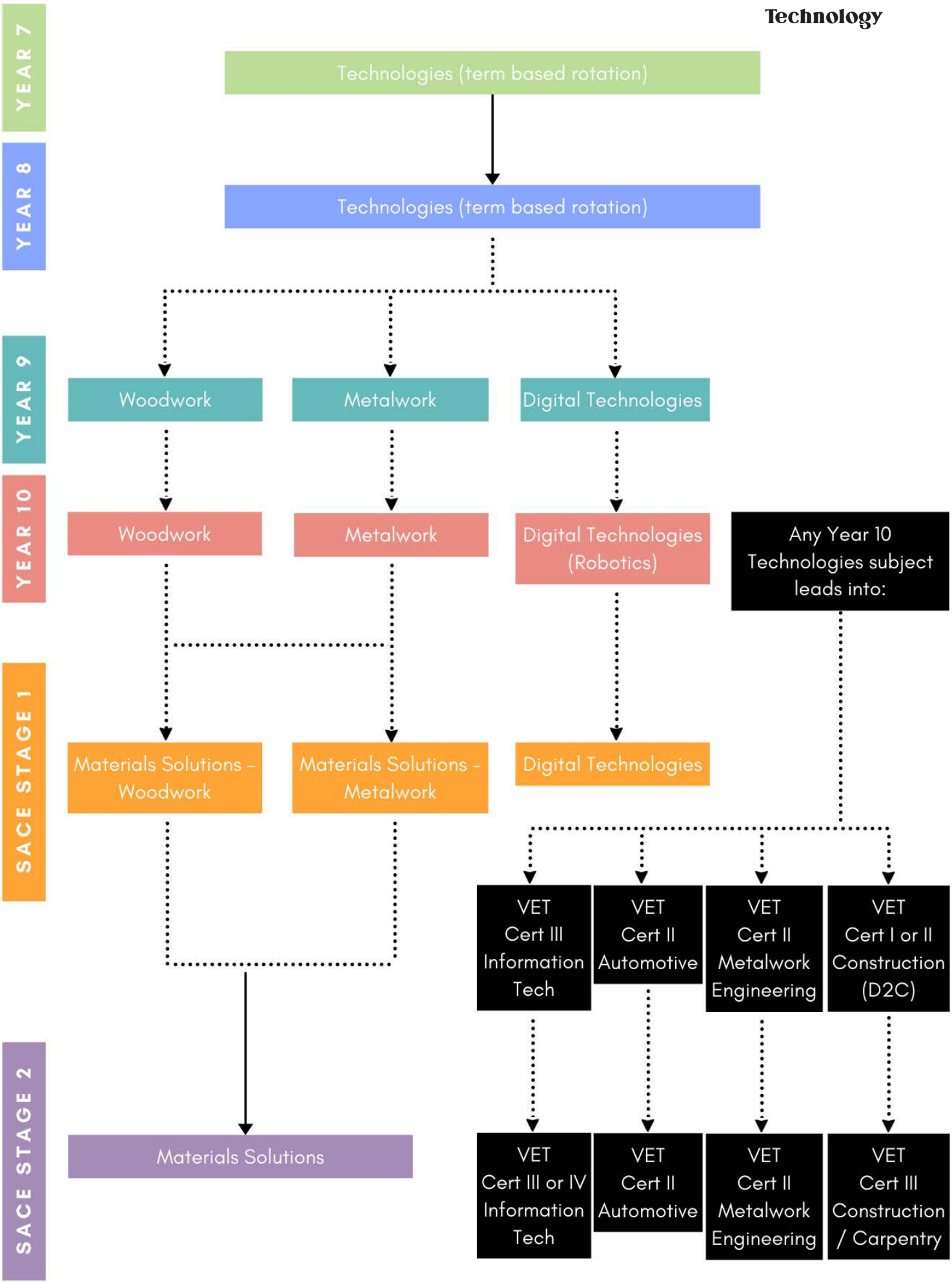

YEAR 7
YEAR 8
YEAR 9
YEAR 10
SACE STAGE 1
SACE STAGE 2
Science through Community Learning
Science through Community Learning
Science
Science
Biology A
Chemistry 1
Physics 1
Nutrition A
Psychology
Biology B
Chemistry 2
Physics 2
Nutrition B
Biology
Chemistry
Physics
Nutrition
Psychology

Technologies

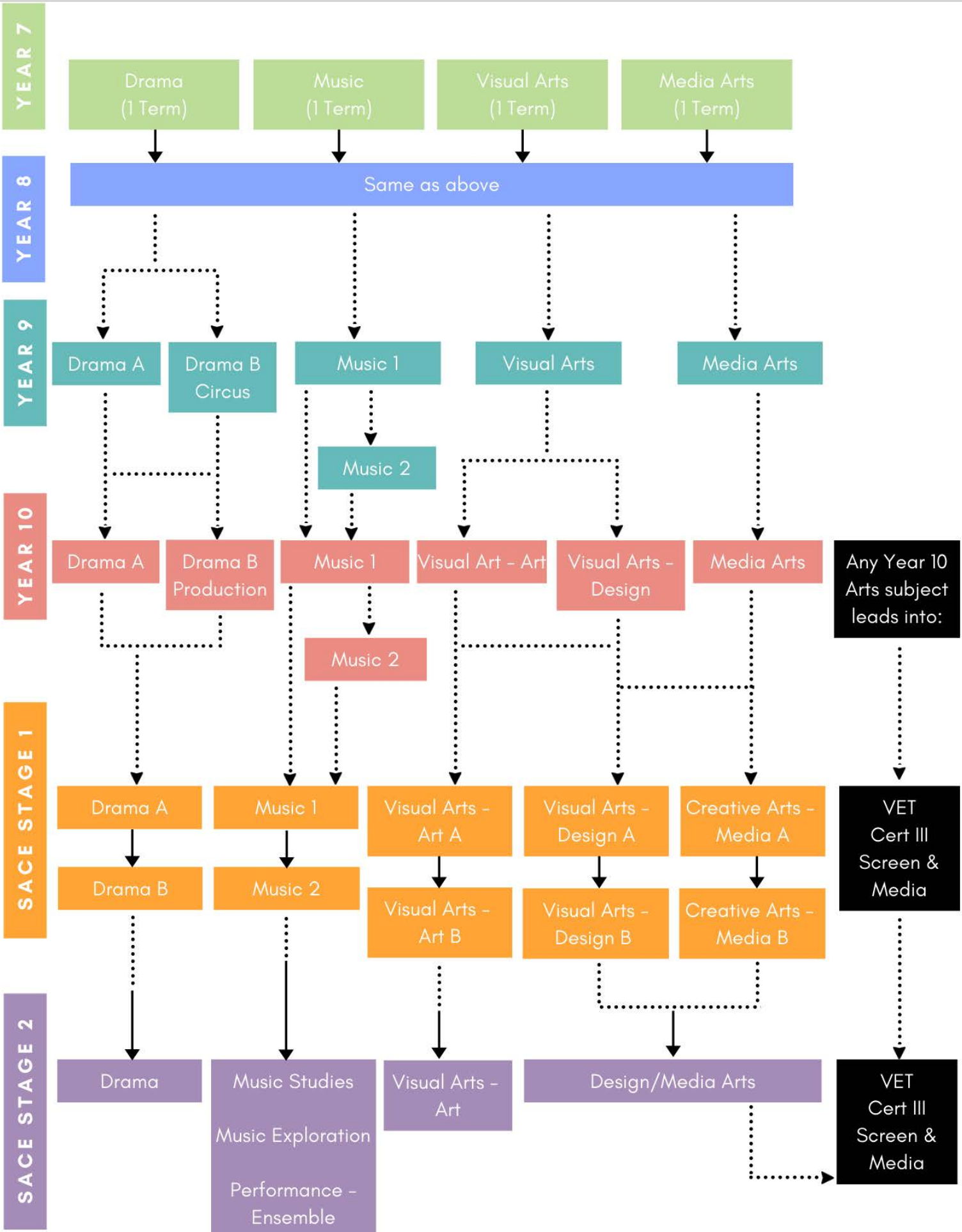
Food/Agriculture



Technologies



The Arts


YEAR 7
Drama (1 Term)
Music (1 Term)
Visual Arts (1 Term)
Media Arts (1 Term)
YEAR 8
Same as above
YEAR 9
Drama A
Drama B Circus
Music 1
Visual Arts
Media Arts
Music 2
YEAR 10
Drama A
Drama B Production
Music 1
Visual Art - Art
Visual Arts - Design
Media Arts
Any Year 10 Arts subject leads into:
Music 2
SACE STAGE 1
Drama A
Drama B
Music 1
Music 2
Visual Arts - Art A
Visual Arts - Art B
Visual Arts - Design A
Visual Arts - Design B
Creative Arts - Media A
Creative Arts - Media B
VET Cert III Screen & Media
SACE STAGE 2
Drama
Music Studies
Music Exploration
Performance - Ensemble
Performance - Solo
Visual Arts - Art
Design/Media Arts
VET Cert III Screen & Media

Junior Secondary

At a Junior Secondary level (Years 7 and 8), Berri Regional Secondary College are passionate about the learning and strong relationships that staff build with students when transitioning from primary to secondary school. Our Community Learning programs across years 7 to 9 foster a culture of belongingness and we strive to ensure that all students make strong connections with their teachers and peers.

Berri Regional Secondary College has a unique Junior Secondary program whereby we take a collaborative approach to the interconnectedness of key aspects of the curriculum looking at these features from a holistic view rather than individual units. Our curriculum learning programs provide an opportunity for students to develop their skills in both academic understanding and lifelong skills such as self-awareness, critical and creative thinking and problem solving.

The Junior Secondary program has been designed to accommodate the transition of students from Primary to Secondary school. We understand that this time in a student's schooling life can be one of high anxiety and to help reduce this feeling, we have reduced the number of staff that our Junior Secondary Students are exposed to in their first few years. This unique feature allows students and staff to build greater connections, as they see one another on a more regular basis.

In addition to a reduced teacher structure, the Junior Secondary curriculum takes an integrated approach to the Australian Curriculum with links made between subjects. Years 7 to 9 students develop knowledge and skills in eight learning areas through the Australian Curriculum.

- English
- Maths
- Science
- Humanities and Social Sciences (HASS)
- Health and Physical Education (HPE)
- Languages
- Technologies
- The Arts

Junior Secondary

YEAR 7

At a curriculum level, Year 7 students will engage in all aspects of the Australian Curriculum Learning areas. Students will study these Learning areas through a Community Learning approach where a collaborative model that includes combinations of English, Mathematics, Science, HASS and HPE will be used. Opportunities for elective subjects to be included will also be provided in this collaborative model.

Throughout Year 7, Students will experience all elective subjects. This opportunity will ensure that as students move into the later years of Secondary School, they are skilled at and able to make best judgements for their individual interests and learning.
We understand that many of our students also experience a range of different Languages in Primary School, therefore, having the opportunity to engage in one term of Greek, Spanish and Aboriginal Culture in Year 7, allows a greater understanding of each cultural language, before needing to make a decision for Year 8.

COMPULSORY SUBJECTS

2 Semester Units (full year)
English
Maths
Science
HASS
HPE

1/2 Semester Unit (1 Term)
The Arts
Drama, Media Arts, Music or Visual Arts

Technologies
Agriculture, Digital Technologies, Food Technology, Metalwork, Textiles Studio, Woodwork

Languages
Aboriginal Culture, Greek and Spanish

YEAR 8

Students will continue to study the Australian Curriculum Learning areas through the Community Learning approach. Students will complete a full year of each of these topics. Elective subjects will continue to be included into the collaborative learning model where possible.

Students will engage in one term for each of the following Australian Curriculum Learning Areas;
- Technology courses including Home Economic, Digital Technologies, Design and Technology, Agriculture and
- The Arts courses including Media Arts, Visual Art, Drama and Music.

All students have a choice to study Greek or Spanish.
Aboriginal and Torres Strait Islander students have the option to study SAASTA Connect as an alternate option.

ELECTIVE SUBJECTS

1/2 Semester Unit (1 term)

LANGUAGES – Greek or Spanish or SAASTA Connect

Junior Secondary

YEAR 9

Year 9 students will study the Australian Curriculum Learning areas with a modified collaborative approach compared to Year 7 and 8. Students will experience some integration between subject areas and students will continue to be exposed to a reduced number of teachers. At Year 9, students will also begin to prepare for Senior School.

Year 9 students will have a greater selection of elective subjects, as they continue to develop their interests and career pathways. Students will choose;

- **one** subject in The Arts and Technolgies areas (eg Drama and Woodwork)
- **two** elective subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)
English
Mathematics
Science
HASS
Health & PE

Students do Health & PE and can also choose Physical Education or Health & Wellbeing

1 Semester Unit (2 terms)
The Arts
Drama, Media Arts, Music or Visual Arts

Technologies
Digital Technologies, Food & Nutrition, Textiles Studio, Wood or Metalwork

ELECTIVE SUBJECTS

1 Semester Unit
Agriculture A
Agriculture B
Digital Technologies
Drama A
Drama B - Circus
Food & Nutrition
Greek
Health and Wellbeing
Media Arts
Metalwork
Music 1
Music 2
Physical Education
SAASTA Connect
Spanish
Textiles Studio
Visual Arts
Woodwork

Senior Secondary

YEAR 10

Year 10 students will continue in their studies through the Australian Curriculum in specific areas of learning associated to their interests and positive post school pathways. Year 10 students will also be introduced to SACE for the first time through the Personal Learning Plan, where students reflect on their own skills and abilities, plan for their future and take active steps to support their development towards their future aspirations.

PERSONAL LEARNING PLAN (PLP)

This compulsory subject is the first step in the SACE and is usually undertaken in Year 10. Students explore:
- subject choices for Year 11 and 12
- a career of choice and pathways to get there
- goal setting - short term and long term, personal and learning goals
- writing resumés and cover letters
- participating in mock interviews
- strengths and weaknesses against the capabilities

Students will partake in a one week Work Experience placement.
As this is a compulsory subject, students will need to achieve a 'C' grade or better.

Year 10 students will choose **five** elective subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)
English
Mathematics (General or Advanced)
Science

1 Semester Unit (2 terms)
History
Health & Physical Education
Personal Learning Plan (PLP)

ELECTIVE SUBJECTS

1 Semester Unit
Agriculture A
Agriculture B
Digital Technologies
Drama A
Drama B - Production
Food and Nutrition
Greek
Health and Wellbeing
Media Arts
Metalwork
Music 1
Music 2
Outdoor Adventure
Physical Education
Spanish
Textiles Studio
Visual Arts - Art
Visual Arts - Design
Women's Studies
Woodwork

2 Semester Units
SAASTA

Senior Secondary

STAGE ONE

Year 11 is the first full year of SACE study. Stage 1 has only two compulsory subjects – a full year of English subjects worth 20 credits and a semester of Maths subjects worth 10 credits. They must be achieved at a 'C' grade or better. Stage 1 subjects are 100% assessed by teachers through vigorous moderation processes.

There is a difference between 'A' and 'B' subjects and '1' and '2' subjects.
• '1' and '2' subjects means students MUST complete '1' before '2' as they need prior knowledge. These subjects are generally compulsory before studying Stage 2.
• 'A' and 'B' is same subject but two different versions allowing students to jump into A and/or B. These are not compulsory before studying Stage 2 but are highly beneficial.
The only exception to this is Mathematics 1, 2, 3 and 4 – where students MUST study these subjects if they intend to study Stage 2 Mathematical Methods and Specialist Mathematics.

Students will choose **nine** elective subjects.

COMPULSORY SUBJECTS

2 Semester Units (full year)
Literacy
(Essential or English)

1 Semester Unit (2 terms)
Numeracy
(Mathematics, Essential or General)

ELECTIVE SUBJECTS

1 Semester Unit
Biology A
Biology B
Business Innovation
Chemistry 1
Chemistry 2
Child Studies
Creative Arts – Media
Digital Technologies
Drama A
Drama B
Essential Mathematics 1
Essential Mathematics 2
Essential English
English
Food & Hospitality A
Food & Hospitality B
General Mathematics 1
General Mathematics 2
Health and Wellbeing A
Health and Wellbeing B
Independent Living
Materials Solutions – Metalwork
Materials Solutions – Textiles
Materials Solutions – Woodwork
Mathematics 1, 2, 3 and 4
Modern History
Music 1
Music 2
Nutrition
Outdoor Education
Physical Education A
Physical Education B
Physics 1
Physics 2
Psychology
Research Practices
Specialist Mathematics
Tourism
Visual Arts – Art A
Visual Arts – Art B
Visual Arts – Design A
Visual Arts – Design B
Workplace Practices

Media Arts is a Creative Arts course.

In addition, have a look at the Subject Selection Videos to help guide your choices. These 2-3 minute trailers are designed for year 10 and 11 students to view and gain more insight into subjects they might be interested in when studying the SACE. You will find these links throughout the booklet, where 'STAGE ONE' is underlined. You can scan QR codes for the videos on the last pages of the booklet.

Senior Secondary

STAGE TWO

The only compulsory subject at Stage 2 is the Research Project, running for one semester.
To achieve your SACE, you must pass ('C-' grade or better) three full year subjects (worth 20 credits each) or the equivalent in VET.
Teachers of each Stage 2 subject mark 70% of work, while the remaining 30% will be assessed by SACE board experts. These experts will also moderate the 70% of work marked by their teachers, to ensure everyone is marked according to the same standards.

In Year 12, most students will do four, full-year subjects in addition to the research project.
Students will choose **three or four** elective subjects.

COMPULSORY SUBJECTS

1 Semester Unit (2 terms)
Research Project

ELECTIVE SUBJECTS

2 Semester Units
Biology
Business and Innovation
Chemistry
Child Studies
Creative Arts - Media
Drama
Essential English
Essential Mathematics
English
English Literary Studies
Food and Hospitality
General Mathematics
Health and Wellbeing
Legal Studies
Materials Solutions
Mathematical Methods
Modern History
Music Explorations
Music Studies
Nutrition
Outdoor Education
Physical Education
Physics
Psychology
SAASTA
Specialist Mathematics
Sport & Recreation
Tourism
Workplace Practices
Visual Arts - Art
Visual Arts - Design

1 Semester Unit
Music Performance - Ensemble
Music Performance - Solo

Sport and Recreation is also described as Integrated Learning.
Media Arts is a Creative Arts course.

Vocational Education and Training (VET)

Vocational Education and Training gives students skills for work through a nationally recognised industry-developed training package or accredited course. Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including veterinary nursing, aged care, or childcare. VET is delivered, assessed, and certified by registered training organisations (RTOs).

Students are able to gain recognition for up to 150 of the 200 credits required to complete the SACE, through recognised VET courses. The remaining 50 credits can be completed through subjects with a VET focus.
This means the 200 SACE credits required to complete their certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project and the Stage 1 Literacy and Numeracy requirements are also completed.
A completed Certificate III can count as a students' 4th Stage 2 subject and can be counted towards an ATAR.

Benefits of VET:

- Opportunities to explore areas of interest
- May assist students in making decisions about further study and work
- Opportunities to transition into traineeships and apprenticeships
- Students may gain credit towards their traineeship or apprenticeship training
- Students VET results are included as part of the student's SACE
- Completion of particular courses can count towards an ATAR/University entry.

Students are required to nominate their expression of interest and may have to sit an interview and demonstrate to the Selection Panel their desire to pursue this Vocational Pathway.
Some courses incur additional costs that may or may not be covered by the school however, each course has an $100 administration fee.
Courses involve a day a week (generally Thursday) of training and may include Work Placement, designed for students to gain real experience in the workplace. Many courses are Regional and travel may be required to another Riverland school or venue, bus transport is provided.
Many students have gained school-based Apprenticeships/Traineeships as a result of the program.

VET COURSES

Cert III Animal Studies
Cert II Automotive
Cert III Commercial Cookery
Cert II Conservation Land Management
Cert I/II Construction
Cert III Carpentry
Cert III Early Childhood Education and Care
Cert III Education Support
Cert II Electrotechnology
Cert II Engineering Pathways (Metalwork/Welding)
Cert II Hairdressing (Salon Assistant)
Cert II Horticulture
Cert II Hospitality
Cert III Individual Support (Aged Care/Disability)
Cert III Information Technology
Cert II Kitchen Operations
Cert III Micro Business
Cert III Screen and Digital Media

South Australian Certificate of Education (SACE)

Students in years 11 and 12 thrive on achieving their secondary education by the end of year 12. If successful, they attain their SACE, an internationally recognised qualification paving the way for young people to either move to tertiary study/ training or work. The SACE helps students develop skills and knowledge they need to succeed, through a ever-changing SACE, meeting the needs of every single student.

YOUR SACE JOURNEY

"To complete the qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester and an 20-credit subject is usually studied over two semesters". (directly from the SACE website)

SACE Subjects are graded from **'A' to 'E' in Stage 1** and **'A+' to 'E-' in Stage 2.**

COMPULSORY SUBJECTS

50 credits

- Personal Learning Plan (PLP) 10 credits
- Literacy requirement (English subjects) 20 credits
- Numeracy requirement (Mathematics subjects). 10 credits
- Research Project 10 credits

ELECTIVE SUBJECTS

90 credits

Combination of Stage 1 and Stage 2 subjects, recognised VET courses or community learning.

60 credits

Stage 2 subjects or VET subjects worth at least 60 credits in total.

Successful completion = SACE Certificate

There are many extra-curricular courses you can attain SACE credits from, Duke of Edinburgh award, St Johns, Music/Dance exams etc (click here). **You can earn more than 200 credits!**

For comprehensive information about the SACE, we recommend visiting the website www.sace.sa.edu.au

Australian Tertiary Admissions Rank (ATAR)

An ATAR is a score from 0.00 to 99.95 and determines a students entry into University. The ATAR is a measure of a student's academic achievement compared to other students and is used by universities to select students into their courses. Students recieving an ATAR of 99.95 are ranked the highest in the state.

Your ATAR is calculated from the grades you recieve in Stage 2 subjects, including Research Project. VET Courses do count towards your ATAR.
Bonus points can be recieved, visit their website for more information: www.satac.edu.au
Subjects that contribute to your ATAR are scaled. Your score is converted into tertiary entrance points so all subjects can be compared fairly to calculate your ATAR.

You are eligible for an ATAR if you achieve 90 credits in Stage 2.

ENGLISH

YEAR 7 through Community Learning and YEAR 8 through Community Learning
Year 7 and 8 English focuses on how texts are used for different purposes and how they influence audience response. Students are involved in independent reading regularly and have opportunities to develop their skills when responding to and creating texts.

YEAR 9
In Year 9, students learn how language is used to create meaning in a range of familiar and unfamiliar texts. Students engage in study and creation of texts, with a particular focus on the ways in which language is used for interaction between individuals and different groups of people.

YEAR 10
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
They develop their own style by experimenting with language features, stylistic features, stylistic devices, text structures and images.

ESSENTIAL ENGLISH

STAGE ONE, 1 and 2
Essential English is designed for a range of students, including those who are seeking to meet the SACE Literacy requirement and/or students planning to pursue a career in a range of trades or vocational pathways.
There is an emphasis on communication, comprehension, analysis and text creation.
Students undertake:
- Creating Texts and
- Responding to Text (written and oral)

STAGE TWO
Students respond to and create texts for a range of personal, social, cultural, community and/or workplace contexts.
Students interpret information, ideas and perspectives in texts and consider how meaning is created.
Students undertake:

School-based Assessment	**70%**
- Creating Text	40%
- Responding to Text	30%
External Assessment	**30%**
- Language Study	

For more information, visit www.sace.sa.edu.au

ENGLISH

ENGLISH

STAGE ONE

Students critically and creatively engage in a variety of types of texts including novels, film, media, poetry and drama texts. Students create texts, selecting language suitable to audience. They analytically respond to texts with a focus on how creators of texts use language and stylistic features to make meaning.

Students undertake:

- Creating Text,
- Responding to Texts,
- Intertextual Study

STAGE TWO

Stage 2 English focuses on how the purpose of a text is achieved through text conventions and stylistic choices to influence the audience. Students analyse the interrelationship of author, text and audience, emphasising how language and stylistic features shape perspectives in different contexts. Social, cultural, economic, historical and/or political perspectives are considered.

Students undertake:

School-based Assessment	**70%**
- Creating Text	40%
- Responding to Text	30%
External Assessment	**30%**
- Comparative Analysis	

LITERARY STUDIES

STAGE TWO

English Literary Studies focuses on ways in which literary texts represent culture and identity and the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and how texts challenge or support cultural perceptions.

Students undertake:

School-based Assessment	**70%**
- Responding to Text	50%
- Creating Text	20%
External Assessment	**30%**
- Critical Reading Examination	15%
- Comparative Text Study	15%

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL ACTIVITY

YEAR 7 and YEAR 8 - COMPULSORY
Students participate in a range of physical activities and sports throughout practical lessons with a focus on developing leadership skills, and personal and social skills when working with others in teams. Students participate in classroom lessons from the SHINE SA curriculum that focus on relationships and sexual health education.

YEAR 9 and YEAR 10 - COMPULSORY
Students participate in a range of physical activities and sports throughout practical lessons with a focus on developing leadership skills, and personal and social skills when working with others in teams. Students learn to apply specialised movement skills and transfer movement skills into new situations and physical activities. Students participate in classroom lessons from the SHINE SA curriculum that focus on relationships and sexual health education.

PHYSICAL EDUCATION

YEAR 9 and YEAR 10 - ELECTIVE
Students participate in focused practical lessons to develop and apply specialised movement skills and tactical knowledge to various sports and physical activities. They also explore movement concepts and strategies to evaluate, refine and give feedback on their own and others' movement performances to achieve improvement. Students develop leadership and collaborative skills, and personal and social skills while working with others in team environments. In Year 10 PE students further collect and analyse evidence of performance when refining skills, physical fitness and identify areas for improvement.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

STAGE ONE A and/or B

Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Students will be educated 'in', 'through' and 'about' movement and engage in analysing performance and improvement based on tactical concepts and decision making, exercise physiology, biomechanics, skill learning.

Assessment:

- Performance Improvement 50%
- Physical Activity Investigation 50%

STAGE TWO

Students explore the participation and performance of human physical activities through participating in various sports and physical activities. They will become educated around physical activity to make meaning of personal movement experiences, strengthen their personal, intellectual and social skills and develop an understanding of biophysical, psychological and sociocultural domains. Students analyse and compare themselves against elite performers in chosen sports or physical activities. Students learn to analyse and evaluate improvement and strategies used for improvement related to performance in different sports or physical activities, as an individual athlete and as a coach.

School-based Assessment 70%

- Assessment Type 1: Diagnostics 30%
- Assessment Type 2: Improvement Analysis 40%

External Assessment 30%

- Assessment Type 3: Group Dynamics

SPORT AND RECREATION

STAGE TWO

This course takes interest in sports administration, coaching, officiating and the development of practical skills. The sport or recreational activity is chosen to match the interest of the students.

Students undertake:

School-based Assessment 70%

- Practical Inquiry 40%
- Connections 30%

External Assessment 30%

- Personal Endeavour

HEALTH AND PHYSICAL EDUCATION

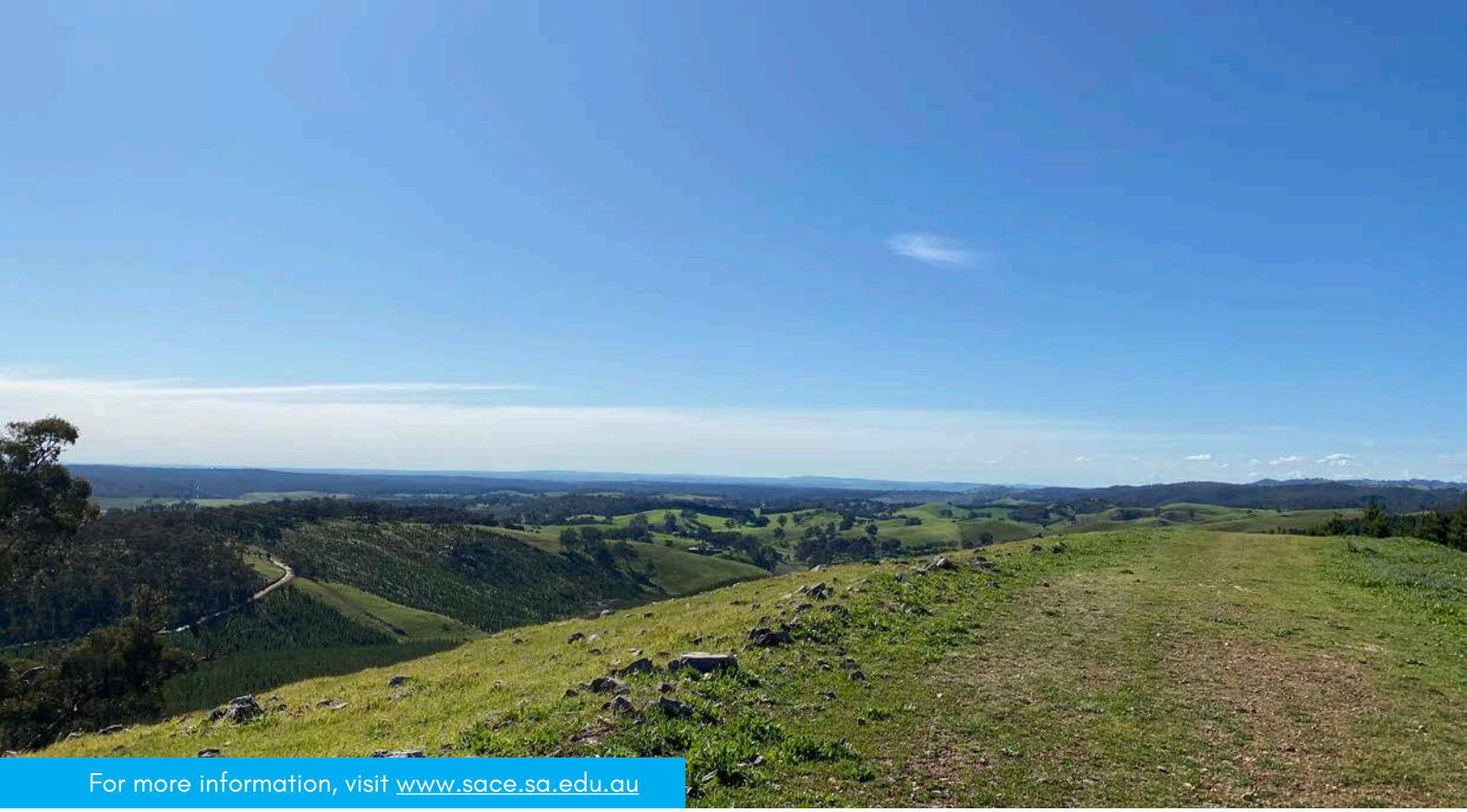
HEALTH AND WELLBEING

YEAR 9 and YEAR 10 - ELECTIVE
Students focus on health and wellbeing topics specifically healthy choices, mental and physical health, social health and wellbeing issues. Students focus on issues affecting adolescents through brainstorming and group discussions, individual and team investigations. Students will gain a better understanding of self, the power within relationships, risk factors in adolescents and managing choices in their lives. Students will be given opportunities to be physically active through various recreational physical activities.

STAGE ONE A and/or B
Students develop their skills as advocates of change for health, wellbeing, and social issues through the development of personal and community actions. They consider individual, community and global perspectives and current trends and issues in this promotion of sustainable health outcomes. Students reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society. Topics are focused around class and student interest, but generally include topics such as - mental health, respectful relationships, human rights, environmental health, Aboriginal health and social media.
Students undertake three tasks including:
- at least one Practical Action task
- at least one Issue inquiry task

STAGE TWO
Students play an active role in negotiating what and how they will learn, but themes are focused around Health Determinants, Health Promotion, Health Literacy and Social Equity. Students consider and analyse unique social and cultural attitudes, beliefs, and practices of individuals, communities, and the world regarding inequities, barriers, and health situations, incorporating moral and ethical perspectives and current trends of issues. Students will have opportunities to be actively involved in community and social actions such as volunteering and health promotion campaigns.
Students undertake:
School-based Assessment 70%
- Assessment Type 1: Initiative (one individual, one collaborative)
- Assessment Type 2: Folio (2 folio tasks)

External Assessment 30%
- Assessment Type 3: Inquiry



For more information, visit www.sace.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION

YEAR 10
Students participate in a compulsory bushwalk camp, kayaking sessions, outdoor and activities. Lessons will cover learning about bushwalking equipment, safety, camp craft, navigation, connection to natural environments and team building activities. A cost will be incurred for the camp and kayaking sessions.

STAGE ONE
Students participate in a compulsory 4-day bushwalk and overnight kayaking camp focusing on lightweight camping, social skills, and connection with natural environments. Lessons will cover equipment, safety, basic first aid, map reading, navigation, camp craft and connection to natural environments. Environmental awareness is a key area of study and assessment, focusing on local issues. Students reflect on personal and group growth through experiences. A cost will be incurred for the camps.

STAGE TWO
Students cover environmental issues, leadership, planning, organisation and environmental connection. Students undertake 4 compulsory outdoor journeys;
- surf camp,
- bushwalk,
- leading a bushwalk (Year 10's),
- and a self-reliant bushwalk, amounting to 14 days absent from school. A cost will be incurred for the camps.

School-based Assessment	**70%**
- About natural environments	20%
- Experiences in natural environments	50%
External Assessment	**30%**
- Connections with natural environments	

Check out these promotional videos, snapshots of a Stage 1 Bushwalk (Innes) and a Stage 2 and Year 10 Bushwalk (Mount Crawford).
Innes National Park Promotional Video

Mount Crawford Promotional Video

HUMANITIES AND SOCIAL SCIENCES

YEAR 7 through Community Learning
Allows students to examine the interconnections that exist through a lens of History, Geography, Civics and Citizenship and Business and Economics.
Students will study: Ancient Societies of the East and West - their contribution to modern, social, political and economic systems. Investigate the nature of water as a natural resource - effects, issues and solutions of it's use. The liveability of places in relation to diverse people and places.

YEAR 8 through Community Learning
Students study History, Geography, Civics & Citizenship and Economics & Business themes.
History topics covered: Black Death & Medieval Europe, Vikings, Polynesian Expansion. Geography topics covered: Landforms & Landscapes, Changing Nations.

YEAR 9
Year 9 HASS introduces $20 Boss.
History topics covered: Making a Nation, Industrial Revolution, World War I. Geography topics covered: Geographies of Interconnections, Biomes & Food Security

WOMEN'S STUDIES

YEAR 10
Topics include women's achievements, struggles and empowerment, how women are represented in the media, women's changing, increasing and varying roles in all areas of life, their rights, roles and responsibilities in different cultures worldwide, as well as a focus on women's health and wellbeing.

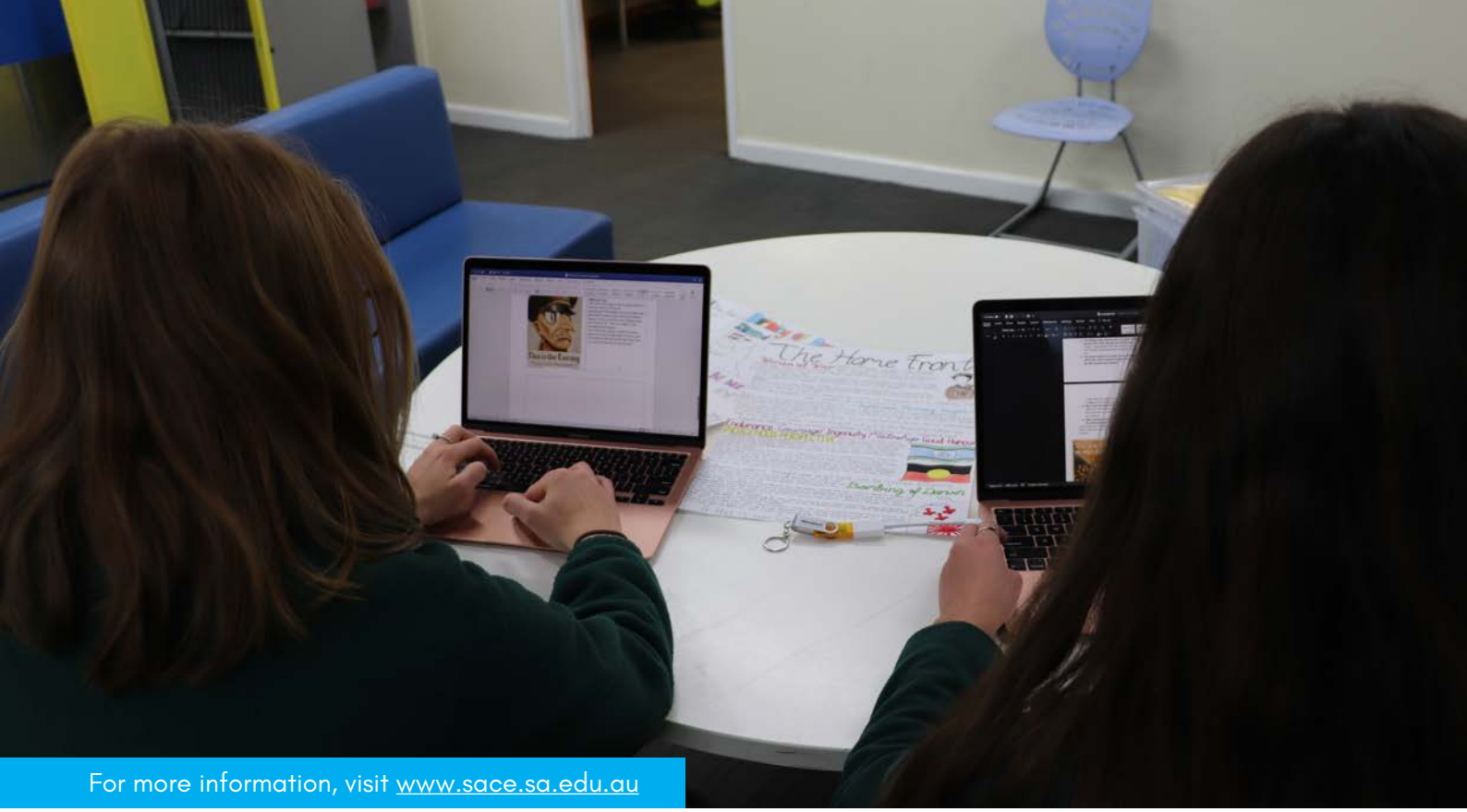
Women's Studies is offered to all students, regardless of gender. Women's Studies is run as a Stage 1 course and will gain 10 SACE credits.

TOURISM

STAGE ONE
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

STAGE TWO
Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments.
Students undertake:

School-based Assessment	**70%**
- Assessment Type 1: Folio	20%
- Assessment Type 2: Practical Activity	25%
- Assessment Type 3: Investigation	25%
External Assessment	**30%**
- Assessment Type 4: Examination	



For more information, visit www.sace.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES

MODERN HISTORY

YEAR 10 HISTORY

Students study World War II, Human Rights and Popular Culture. Students explain the significance of events and developments from a range of perspectives.

STAGE ONE

This course includes a study of topics and issues in history over the past two centuries.
The course will focus on global injustices such as genocide, influential figures such as political and social leaders, and systems of government such as democracies and dictatorships.
Students undertake:
6 assessment tasks; essay test, extended writing exercise and analysis of documents

STAGE TWO

Students study key world events as well as key individuals groups and events that changed the world from 1700 to the present. Topics covered in previous years have been Germany 1919-1948 and the Cold War from 1945-1991. Students create a question on any historical topic since c1750 through their Independent History Enquiry assignment. Throughout the course, students write essays, letters, source analysis' and articles.
Students undertake:

School-based Assessment **70%**
- Folio of course work 50%
- Individual History Essay 20%

External Assessment **30%**
- Examination

BUSINESS AND INNOVATION

STAGE ONE

Students consider the opportunities and challenges associated with start-up and existing businesses. They consider how technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models globally and locally.

STAGE TWO

Stage 2 equips students with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions.
Students undertake:

School-based Assessment **70%**
- Assessment Type 1: Business Skills 40%
- Assessment Type 2: Business Model 30%

External Assessment **30%**
- Assessment Type 3: Business Plan and Pitch

LANGUAGES

Languages offered at Berri Regional Secondary College:
Greek or **Spanish** or **SAASTA** (next page)

YEAR 7 1 Term Greek, 1 Term Spanish and 1 Term Aboriginal Studies. Year 7 students will have the opportunity to experience exposure to two of the world's most widely spoken European languages. Both the Greek and Spanish term-long programs are linked to the Greek and Spanish Australian Curriculum: Year 7 Entry and aim to expose students to both of these popular languages to increase their understanding of the diversity of language and culture in our world today. Students will learn more about Greek and Hispanic culture and people as well as develop an understanding of the basic structures of each language and common, frequently used vocabulary in Greek and Spanish.

YEAR 8, 9 AND 10 INFORMATION
Content is based on the Australian Curriculum for Languages and includes key strands of Communicating and Understanding. Students can participate in a wide range of cultural activities, adding to their vocabulary based learning.

YEAR 8
Students are introduced to the dialect and culture of their chosen language. Students explore topics and themes around greetings, everyday language, family and friends, hobbies, likes and dislikes and describing ourselves and others.

YEAR 9 and YEAR 10
Years 9 and 10 continue to develop their language and culture skills through exposure to a range of topics and themes building on prior knowledge. Students have an opportunity to participate in an Adelaide excursion, enhancing their understanding.

INTERNATIONAL STUDENT PROGRAMS

Japanese Study Tour
Students have the opportunity to host students from Japan through the International Education Services (IES) in Adelaide and to become involved in the Japanese cultural Study Tour.

International Student Exchanges
Opportunities exist for families to host international students for either short-term or long-term exchanges or for our students themselves, to go overseas on a student exchange. There are various organisations that offer these opportunities and more information about hosting a student or participating in an exchange, can be found online.

Spanish Study Tour
Spanish language students to travel to Spain (biennially) on a three-week study tour in conjunction with the Adelaide School of Languages as an addition to our Spanish language program. Students live with local families, attend Spanish language lessons delivered through Enforex and visit many popular tourist attractions. This greatly benefits the development of language skills and intercultural understanding for all involved.

SAASTA

South Australian Aboriginal Sports Training Academy. This program is for Aboriginal and Torres Strait Islander students only. The Riverland SAASTA Academy is based at Berri Regional Secondary College (BRSC) taking place every Thursday during the school year. Along with the three subjects students can study, they can do a range of TAFE Courses.

ABORIGINAL STUDIES

YEAR 7 (1 term for all students)

The program is linked to the Aboriginal languages framework within the Australian Curriculum. By the end of the course, students will be able to explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community. They will investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language. Students will investigate and explore the role that language and culture play in the identity and well-being of Aboriginal people.

SAASTA CONNECT

YEAR 8 AND YEAR 9

SAASTA staff create learning materials that are delivered by selected teachers and Aboriginal Education workers; involving Aboriginal languages, culture, histories and perspectives. Students who consistently meet SAASTA values will be rewarded with an excursion or camp involving culture and sport. All Aboriginal students attending BRSC in 2022 are encouraged to participate in the SAASTA Connect program.

SAASTA

YEAR 10 SAASTA

Is part of the Riverland SAASTA Academy, upon successful application. Year 10 Students study the Stage 1 curriculum.

STAGE ONE

SEMESTER ONE – **Aboriginal Power Cup**

Open to both male and female SAASTA students, the Aboriginal Power Cup subject has been developed using the SACE Aboriginal Studies framework and culminates in the annual Aboriginal Power Cup carnival, a three-day sporting event focusing on cultural activities, career pathways and the much anticipated nine-a-side round-robin AFL competition.

Each academy is represented at the carnival by both male and female teams who compete in football games, attend workshops and undertake cultural activities. Leading up the to the carnival students are required to work both individually and as part of their team to complete a series of curriculum tasks involving cultural identity, Aboriginal history and learning from Aboriginal narratives.

For more information, click here

SAASTA

SEMESTER ONE continued...

Students undertake:

- Creative Presentation 25%
- Learning Journey 75% (total)
  - 1x Community Enterprise (25%)
  - 2 x Community Experiences (50%)

A majority of each team's points are gained through strong attendance at school and successfully completing their curriculum tasks. The two highest-ranked male and female teams earn the right to play off in the Grand Final on day three as a curtain raiser to a scheduled Port Adelaide Football Club AFL game at Adelaide Oval.

STAGE ONE

SEMESTER 2 - SAASTA Shield

The semester 2 course rotates between these three subjects to ensure students' SACE patterns include some variety. Similar to the Aboriginal Power Cup, semester 2 culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield. Feedback from students is used to select which sports will be offered each year, while teacher and community voice is used to guide the subject's lifestyle, cultural and health content. Students undertake tasks focussing on:

- Sport, Health/Healthy Lifestyles and Culture

STAGE TWO

This subject has been developed for Year 12 students as an extension to Stage 1. Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge.

Students undertake:

Practical Enquiry (40%)

- Physical Performance (15%),
- Culture (10%),
- Healthy Lifestyle (15%)

Connections Activities (30%)

- undertake cultural activities that engage the community

Personal Endeavour (30%),

- choose a sporting, health, personal development or cultural topic to investigate and report on

Academy students enrolled in this subject are eligible to participate as competitors, coaches or event officials at both the Aboriginal Power Cup and SAASTA Shield carnivals.

Subjects are current as of 2021 and are subject to change based on program partnership arrangements.

SAASTA VET Offerings

With the release of the new Education Department VET in Schools Policy, SAASTA VET Courses are still being reviewed and confirmed for 2022.

For more information please visit: https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/curriculum-programs/aboriginal-education/south-australian-aboriginal-secondary-training-academy-saasta/about-south-australian-aboriginal-secondary-training-academy-saasta or follow SAASTA on Facebook.

CROSS DISCIPLINARY

INDEPENDENT LIVING

STAGE ONE

Independent Living is a practically orientated subject in which students explore many aspects associated with leaving home and setting up for living independently. Topics include: legal rights and responsibilities of tenants, insurance needs, budgets, buying and maintaining a car, furnishing a flat, personal nutrition, food preparation & low-cost meals.

Students undertake:

Practical Performance (30%), Group Task (40%), Personal Venture (30%)

COMMUNITY CONNECTIONS

STAGE TWO

Community Connections provides opportunities for success for students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the student's interests and strengths, enables curiosity, empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning. Students may enrol in Community Connections from the beginning of the year, or transfer their enrolment from the selected Stage 2 subject to Community Connections part way through the year.

WORKPLACE PRACTICES

Students will be given the opportunity to broaden their experience of the work world through activities promoting confidence and initiative. They will investigate factors that influence your lifestyle and the skills needed to live and work in society. Students will develop their interpersonal skills both independently, in small groups and in the decision making process.

STAGE ONE

Includes keeping a journal and a research assignment. Other tasks will include written assignments, oral presentations, group activity, work experience, problem solving activities and life-style related activities.

STAGE TWO

Students must undertake a week's structured work placement and/or VET (TAFE Training) and relate the theory studied to their particular placement. Each student must complete a Work

Placement Journal of reflections about the theory and practice of work.

For more information, visit www.sace.sa.edu.au

CROSS DISCIPLINARY

RESEARCH PRACTICES

STAGE ONE

Research Practices is a Stage 1 subject which gives you an opportunity to learn and practice the skills needed to achieve in Research Project. It involves small tasks such as:

- learning the importance of research in our society
- completing source analysis
- conducting interviews and surveys
- reflecting on your learning.

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Students undertake:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis.

Research Practices is recommended for students wanting to achieve an ATAR, but this course is not a substitute for Research Project.

RESEARCH PROJECT

STAGE TWO - COMPULSORY

Students must achieve a 'C-' grade or better. In the Research Project, you will have the opportunity to study an area of interest in depth. It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work. Students choose a topic of interest, learn and apply research processes and the knowledge and skills specific to their research topic. They then record their research and evaluate/review what they have learnt.

Students undertake:

School-based Assessment **70%**

- Folio (proposal, development and discussion) 30%
- Outcome 40%

External Assessment **30%**

- Evaluation/Review

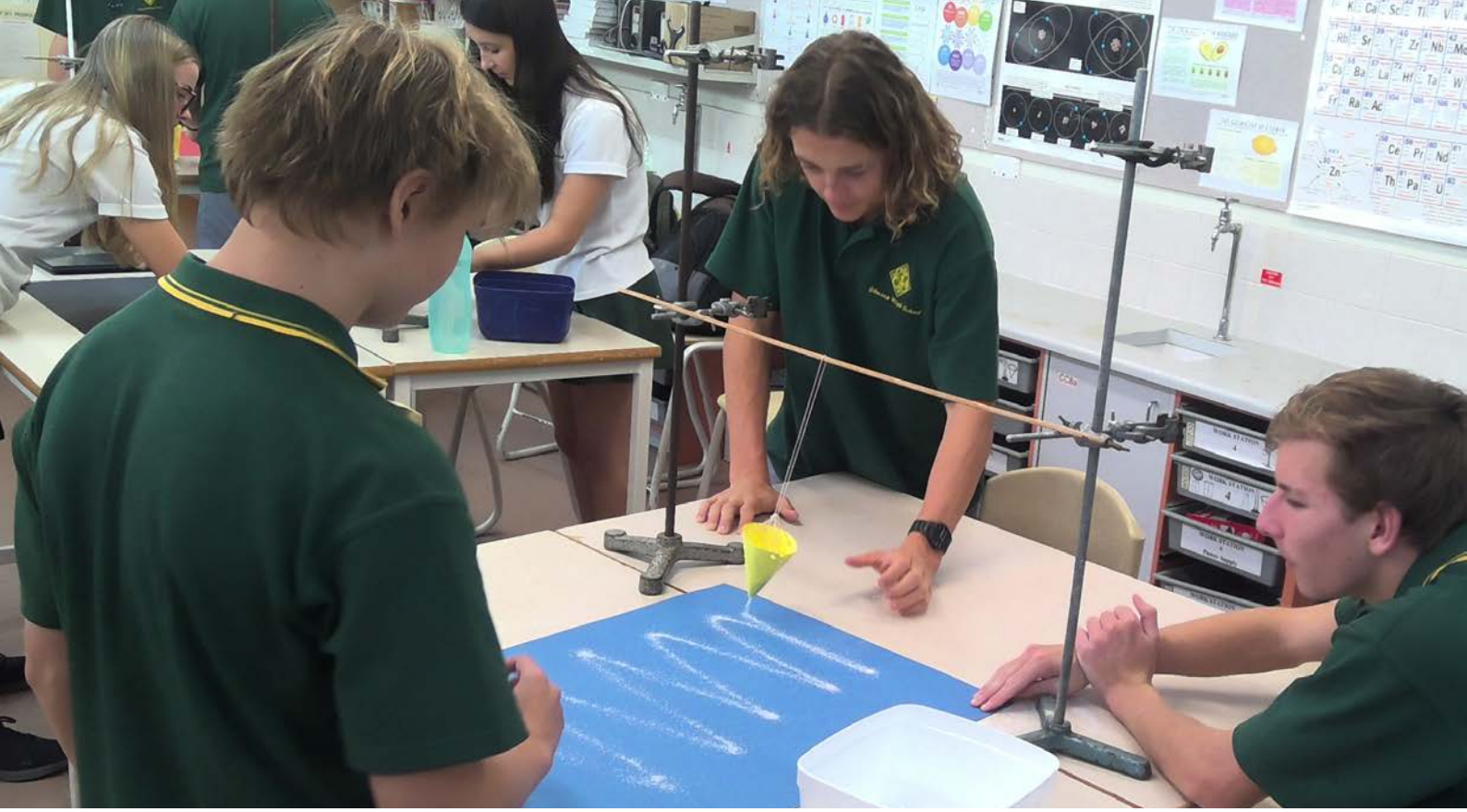
MATHEMATICS

YEAR 7 and YEAR 8 through Community Learning
Year 7 and 8 Mathematics focusses on developing mathematical understanding, fluency, reasoning and problem-solving skills in familiar and unfamiliar situations to make informed decisions and solve problems efficiently. Students engage with the three strands of Number and Algebra; Measurement and Geometry and Statistics and Probability through an integrated learning model.

YEAR 9
Year 9 Mathematics continues to focus on developing understanding, fluency, reasoning and problem solving skills with a strong focus on critical thinking, collaboration and team work. Students also continue to engage with the 3 mathematical strands building upon their year 8 learning.

YEAR 10
Year 10 Mathematics focusses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem solving with an increasing development of abstract concepts. Students engage in the three strands through Trigonometry, Measurement, Finance, Algebra, Geometric Reasoning, relationships, Chance and Statistics.

YEAR 10 ADVANCED MATHS
This is an elective subject which will be studied along side the Year 10 Mathematics course. Students who choose to undertake this course will have 2 separate classes of mathematics in semester 2. Students study Geometric Reasoning, Algebra, Relationships, Trigonometry by focussing on higher order thinking skills to solve complex problems.
It is recommended that students wishing to complete Stage 1 and 2 Methods and Specialist Mathematics take this course.



MATHEMATICS

NUMERACY

STAGE ONE

Students studying this course will focus on applying their mathematics to practical everyday contexts including:

- Everyday calculations
- Earning and spending money
- Budgeting and
- Geometry used in daily construction.

Students undertake:

- An investigation (25%) and
- Skills and Applications tasks (75%)

This is a one semester course with no pathway into year 12.

ESSENTIAL MATHEMATICS

STAGE ONE, 1 and 2

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Students apply their mathematics to a diverse range of settings including

- The use of ratio and scale
- Buying and selling products in a business
- Investing Money
- Geometry and Measurement
- Data in context

Students undertake:

An investigation (35%) and Skills and Applications tasks (65%)

Students intending to study Stage 2 Essential Mathematics MUST successfully complete a full year of Stage 1 Essential Mathematics or higher

STAGE TWO

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

Students build upon the topics covered at Stage 1 through the following topics:

Scales, plans, and models, Measurement, Business applications, Statistics, Investments and loans

A Casio FXCG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	30%
- Folio	40%
External Assessment	**30%**
- Examination	

MATHEMATICS

GENERAL MATHEMATICS

STAGE ONE, 1 and 2

This subject is intended for students planning to pursue tertiary studies which require a non-specialized background in mathematics such as economics, construction, teaching and nursing. Students develop a strong understanding of the process of mathematical modelling and its application to problem solving through studying the following topics:

- Investing and borrowing
- Measurement
- Statistical investigation
- Applications of trigonometry
- Linear and exponential functions and their graphs
- Matrices and networks

A Casio FXCG20 Graphics Calculator (or similar) is required.

Students undertake:

- An investigation (35%) and
- Skills and Applications tasks (65%)

Students intending to study Stage 2 General Mathematics MUST successfully complete a full year of Stage 1 General Mathematics or higher.

STAGE TWO

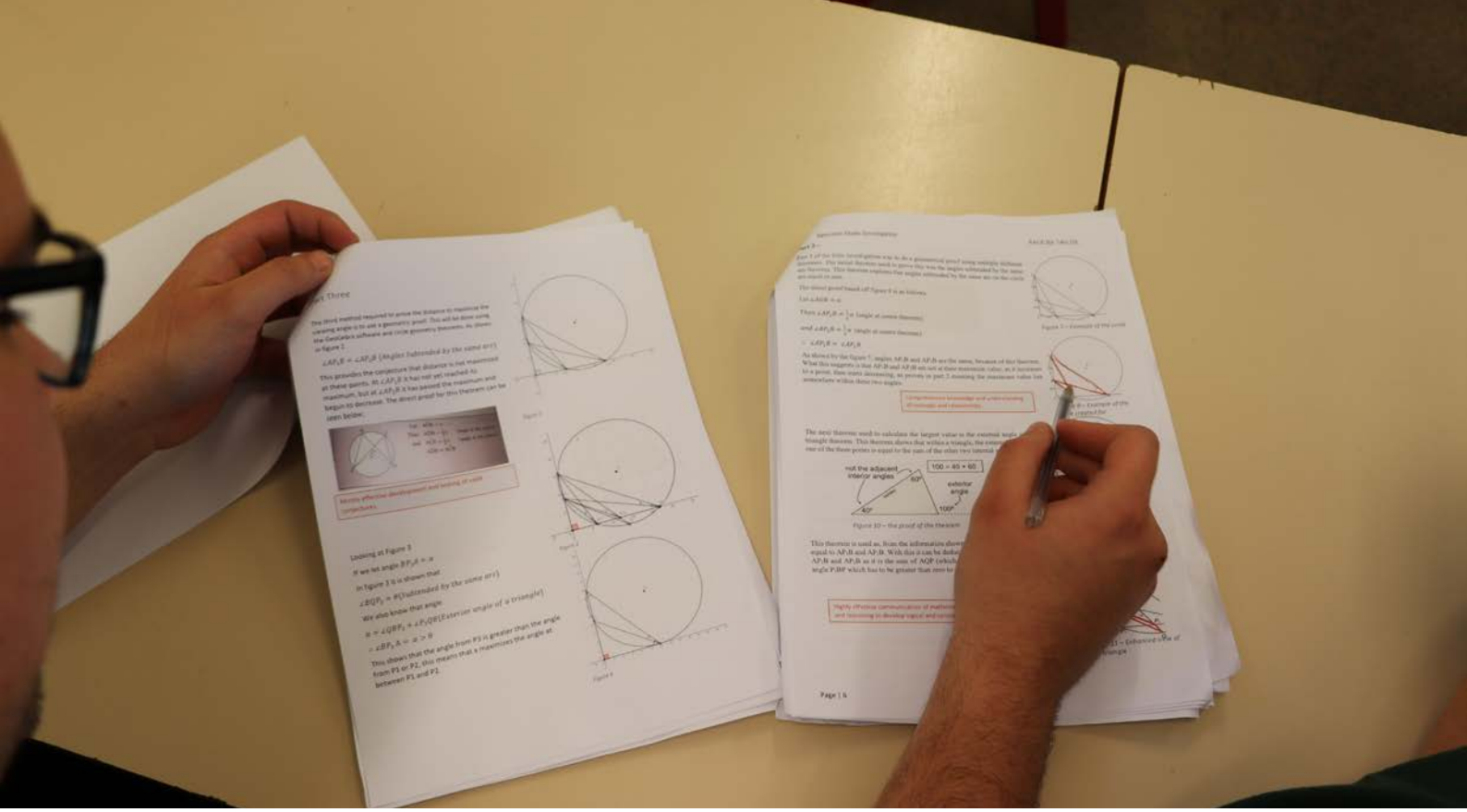
In this subject students develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts through engagement in the following topics:

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

A Casio FXCG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	30%
- Folio	40%
External Assessment	**30%**
- Examination	



MATHEMATICS

MATHEMATICAL METHODS

STAGE ONE (Mathematics 1, 2, 3)
This subject is intended for students pursuing tertiary studies involving specialized mathematics such as architecture, computer sciences, coding and the sciences.
It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences through engagement in the following topics:

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to differential calculus
- Arithmetic and geometric sequences and series

A Casio FXCG20 Graphics Calculator (or similar) is required.
Students undertake:

- An investigation (35%) and
- Skills and Applications tasks (65%)

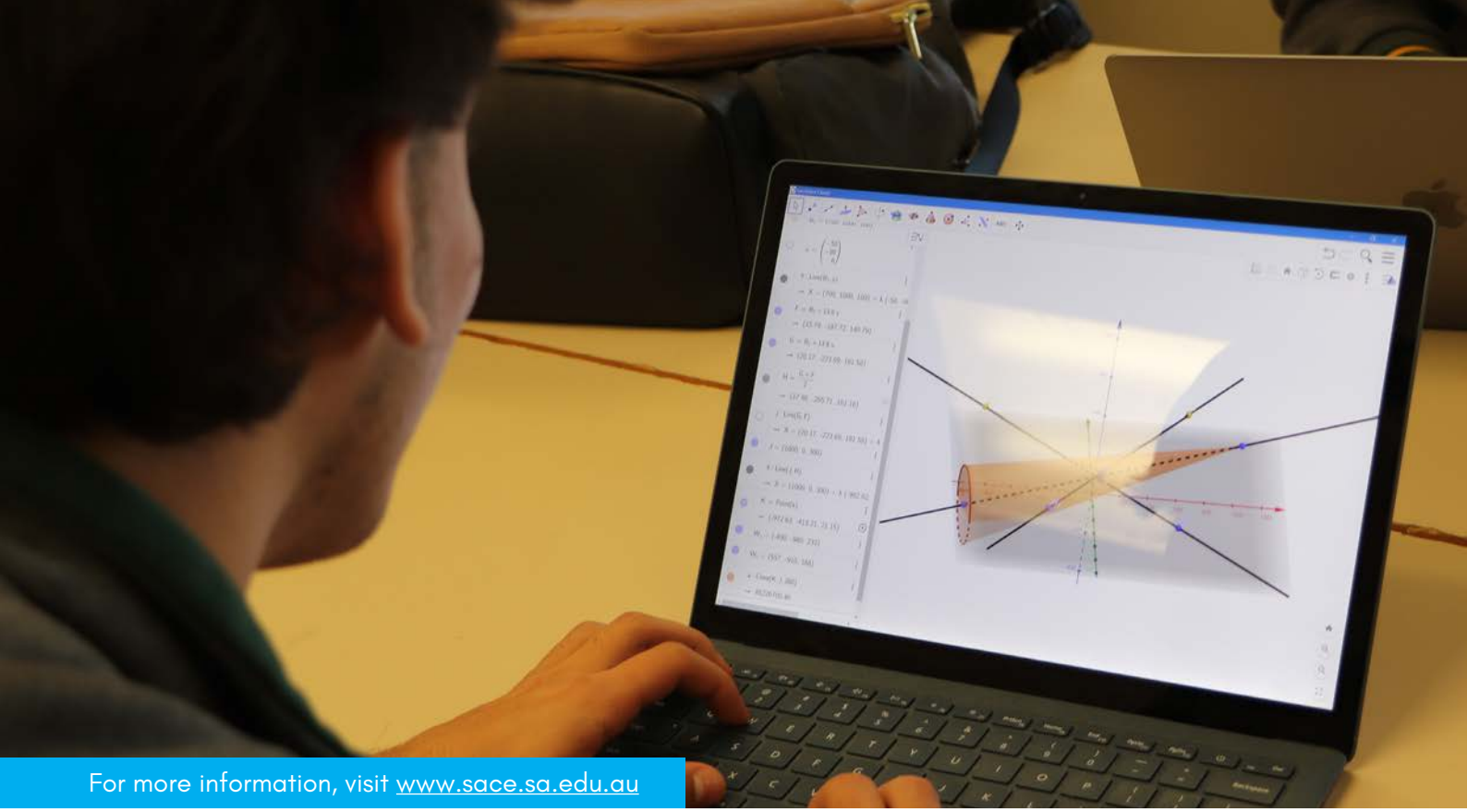
Students intending to study Stage 2 Mathematical Methods MUST successfully complete a full year of Mathematics 1, 2 and 3 at Stage 1 level.

STAGE TWO
In this subject students develop an increasingly complex and sophisticated understanding of calculus and statistics through mathematically modelling physical processes. Students engage in the following topics:

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals.

A Casio FXCG20 Graphics Calculator (or similar) is required.
Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	50%
- Folio	20%
External Assessment	**30%**
- Examination	



For more information, visit www.sace.sa.edu.au

MATHEMATICS

SPECIALIST MATHEMATICS

STAGE ONE (Mathematics 4)

Mathematics 4 is studied alongside Mathematics 1,2 and 3.

This subject is intended for students pursuing tertiary studies involving highly specialized mathematics such as mathematical sciences, engineering, computer science, and physical sciences.

Students develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models through engaging with the following topics:

- Geometry
- Vectors in the plane
- Further trigonometry
- Matrices
- Real and complex numbers

A Casio FXCG20 Graphics Calculator (or similar) is required.

Students undertake:

- An investigation (25%) and
- Skills and Applications tasks (75%)

Students intending to study Stage 2 Specialist Mathematics MUST successfully complete Mathematics 1, 2, 3 and 4 at Stage 1 for a full year.

STAGE TWO

Specialist Mathematics is designed to be undertaken in conjunction with Stage 2 Mathematical Methods.

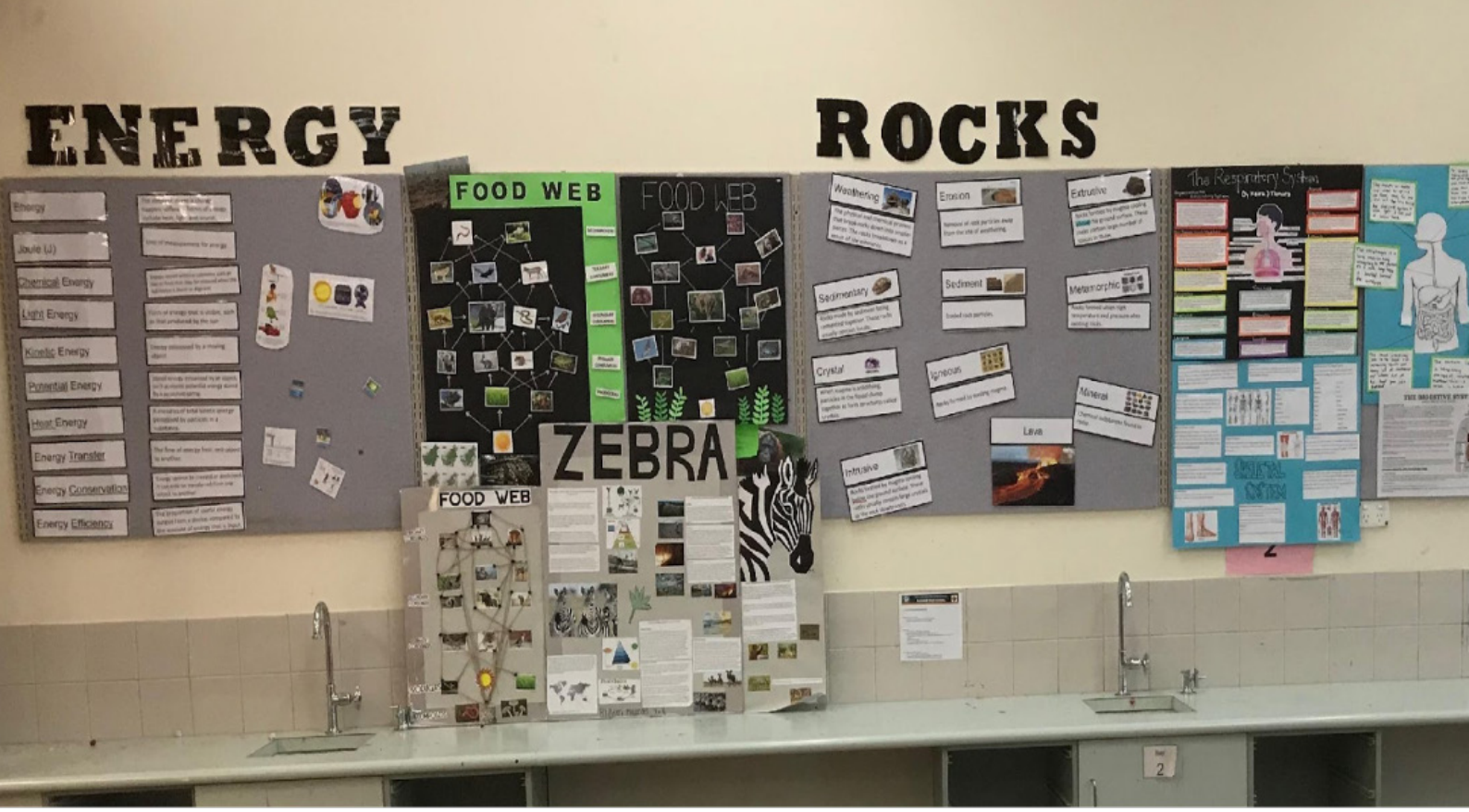
Students gain insight, understanding, knowledge and skills to follow pathways that will lead them to become designers and makers of technology through engaging in the following topics:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations.

A Casio FXCG20 Graphics Calculator (or similar) is required.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	50%
- Folio	20%
External Assessment	**30%**
- Examination	



SCIENCE

YEAR 7 through Community Learning
Year 7 curriculum is interrelated with the content being taught within innovative programs through integration and STEM. Year 7 students have the ability to develop a range of '21st Century' science skills including: creativity, collaboration, communication, leadership and critical thinking to solve real world problems, while developing their knowledge and understanding of the science topics.
Year 7 students explore; Chemistry, classification of living things, food chains and food webs, forces and space, forces and simple machines, renewable and nonrenewable resources and the cycles of the sun, moon and Earth.

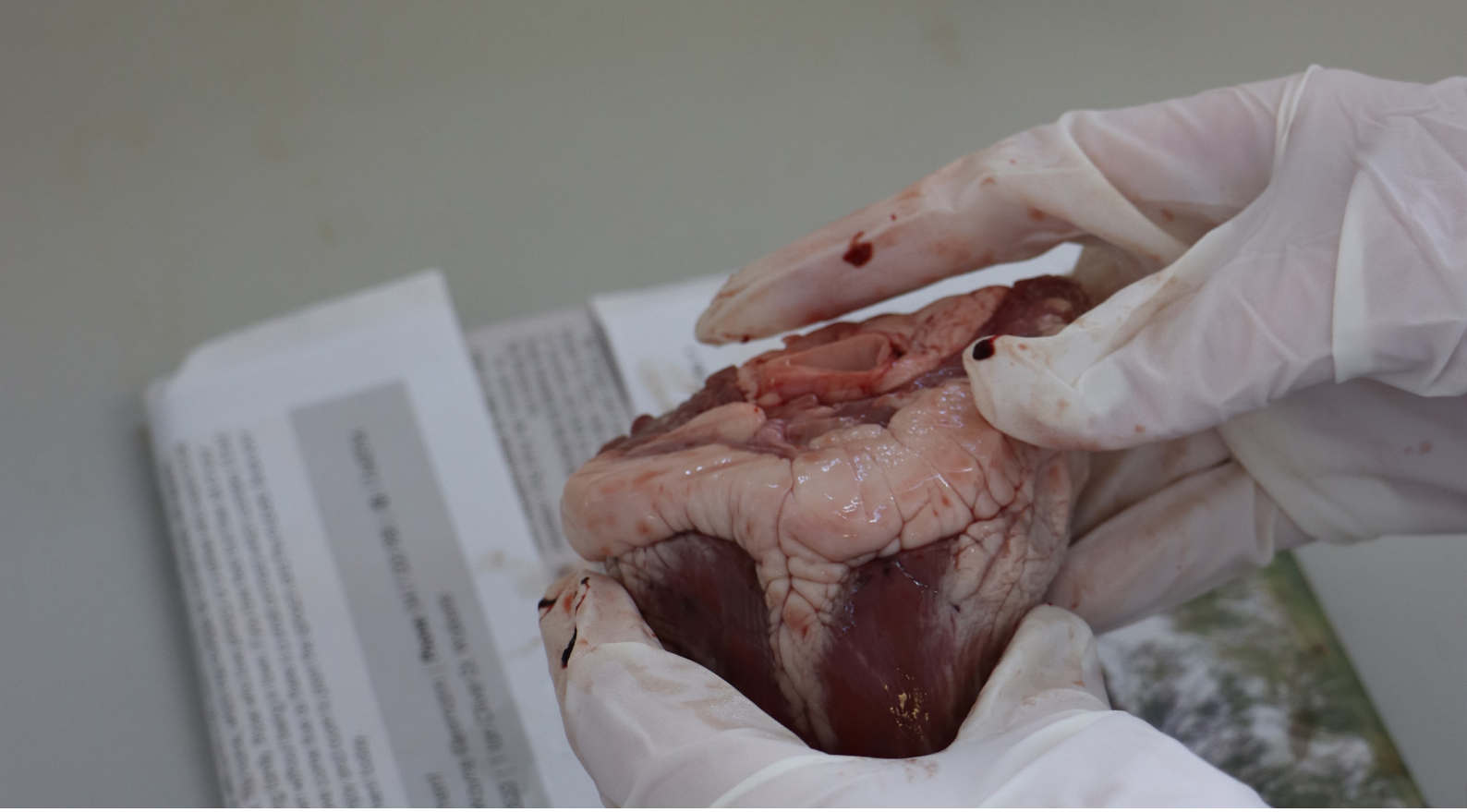
YEAR 8 through Community Learning
Year 8 curriculum is taught through integrated programs that develop and facilitate the '21st Century' skills, while developing their knowledge and understanding of the Science topics.
Year 8 students explore; cells, multicellular organisms and systems, properties of matter, chemical changes, energy, future science, fake science, and rocks

YEAR 9
Year 9 Curriculum continues to develop student's '21st Century' skills, while developing their knowledge and understanding of the Science topics.
Year 9 students explore; the human body's response to change, interdependence and ecosystems, plate tectonics, atoms, changes in matter, energy transfer and waves, and Science story-telling.

YEAR 10
Year 10 Curriculum is a full year of study structured around the disciplines of Biology, Chemistry, Earth Sciences and Physics.
Students also get a taste of Nutrition, STEM and Psychology in order to prepare them for all Sciences at SACE level.

Satisfactory achievement in Science at Year 10 is essential to study Stage 1 subjects.

If you are intending to study any stage 2 Science subjects, you MUST successfully complete a year of the equivalent or higher in stage 1.



SCIENCE

BIOLOGY

STAGE ONE A

In Biology A, Students design and conduct biological investigations and gather evidence.
Topics studied include:
- cells and microorganisms
- infectious diseases

Students undertake:
- Practical Investigations,
- Science as a Human Endeavour and
- Skills and Applications tasks.

STAGE ONE B

In Biology B, Students continue to take an inquiry approach to the course while covering the topics of:
- multicellular organisms
- biodiversity and ecosystems

Students undertake:
- Practical Investigations,
- Science as a Human Endeavour and
- Skills and Applications tasks.

STAGE TWO

Stage 2 Biology focuses on the development of understanding the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	**30%**
- Examination	

SCIENCE

CHEMISTRY

STAGE ONE, 1 and/or 2

Students gain understanding on the fundamental principles and concepts of Chemistry through topics of;

- materials and their atoms
- combinations of atoms
- molecules
- mixtures and solutions
- acid and bases
- redox reactions.

Students can go onto study Stage 2 Nutrition, Chemistry or Biology.

Students undertake:

- Practical Investigations,
- Science as a Human Endeavour and
- Skills and Applications tasks.

STAGE TWO

Students understand how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. Science inquiry skills and science as a human endeavour are integral to a student's learning, interwoven into four key topics:

- monitoring the environment
- managing chemical processes
- organic and biological chemistry
- managing resources.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	**30%**
- Examination	

SCIENCE

NUTRITION

STAGE ONE, A and/or B

Students learn about current scientific information on the role of nutrients in the body as well as social, cultural and environmental issues in nutrition.

Topics covered are:

- macronutrients and micronutrients
- Australian Dietary Guidelines and nutrition in the lifecycle
- the psychology of food marketing
- food changes from traditional to contemporary
- food processing and food safety
- food security and global hunger.

Students undertake:

- Practical Investigations
- Science as a Human Endeavour and
- Skills and application tasks

STAGE TWO

Students explore the links between food, health and diet-related diseases and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues. Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	**30%**
- Examination	

PHYSICS

STAGE ONE, 1 and/or 2

Stage 1 Physics is designed to develop and extend student understanding of the interaction between matter, energy and forces in linear motion and electric circuits and the transfer and transformation of energy.

Students study the wave model to better understand how energy can be transferred through matter and space, examine the structure of matter, spontaneous nuclear reactions and ionising radiation that results from these processes.

Students undertake:

- Practical Investigations,
- Science as a Human Endeavour and
- Skills and Applications tasks.

STAGE TWO

The study of Physics is constructed using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them.

Students explore these relationships in the context of motion, electricity, magnetism, light and atoms and examine the application of these relationships in a range of technologies.

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	**30%**
- Examination	

For more information, visit www.sace.sa.edu.au

SCIENCE

PSYCHOLOGY

STAGE ONE

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. Students may study the following topics:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context
- Negotiated topic

Students undertake:

- Ethical Investigations
- Science as a Human Endeavour and
- Skills and application tasks

STAGE TWO

Students learn about social cognition, how attitudes breed behaviour and vice versa. Additionally, the course covers altered states of awareness, types of learning, and the theories of personality.

Topics studied include:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Students undertake:

School-based Assessment	**70%**
- Skills and Applications Task	40%
- Investigation Folio	30%
External Assessment	**30%**
- Examination	

TECHNOLOGIES

AGRICULTURE

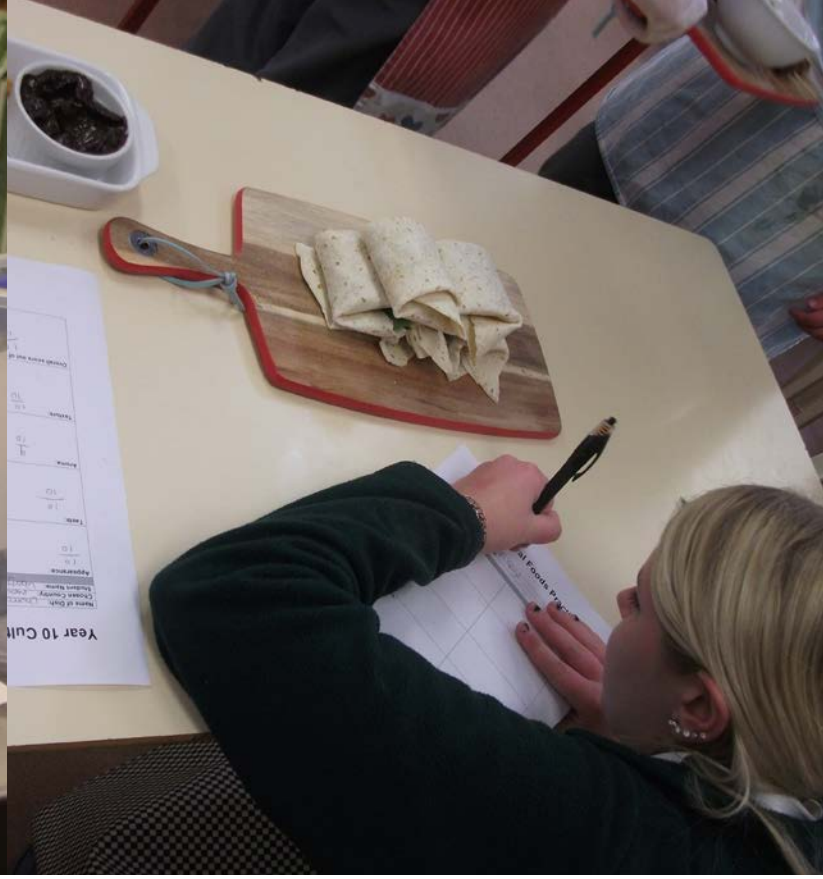
YEAR 7 and YEAR 8
Through year 7 and 8 Students will be exposed to a 'taster' term of agriculture. This taster leads into semester based programs available in year 9 and 10. Though each taster term students will explore a foundation introduction to agriculture and horticulture. Student's will be exposed to a range of introductory skills and look at unique and new agriculture technologies.

YEAR 9 A
Students explore horticulture by managing their own vegetable garden; understanding the aspects of growing a successful garden through weather/ climate and growing organic vegetables. They also explore animal production through egg laying hens and study breeds of layers, nutrition, daily health and husbandry requirements of hens and chickens.

YEAR 9 B
Students consider animal production and welfare through studying how Workplace Health and Safety influence worker safety and strategies to market animal products in society. Plant structures and functions relating to the requirements for successful plant production in Australian climates will be studied.

YEAR 10 A
Year 10 Agriculture studies sustainable practices and the ethical production and marketing of sheep, wool and lamb in Australia. Students learn how to handle sheep correctly, sheep husbandry and aspects of shearing and wool handling. Students research winter cereal production and their relationship to sheep production. Cereals are further explored through the structure and growth of a cereal plant and sowing techniques. Basic aspects of establishing an agricultural enterprise will be studied.

YEAR 10 B
Agriculture B focuses on the basic principles of successful horticulture production in Australia. Practical work involves growing native plants from seeds and cuttings and determining their value regarding the Agriculture industry. Students learn about growth cycles and management of wine and table grapes in our local area. Techniques and practical management for successful production of local horticulture crops are an essential component of the course.



TECHNOLOGIES

FOOD TECHNOLOGY

YEAR 7

In Year 7 students will have a 'taste' of cooking and working in a kitchen. Students will be introduced to basic culinary skills and food safety and hygiene practices to gain lifelong skills for cooking and preparing food. Exposure to a range of foods and their properties will also be a focus. Students will have the opportunity to participate in practical lessons once a week, which includes recipes such as dips, mini pizzas, salads, rice, and pikelets.

YEAR 8

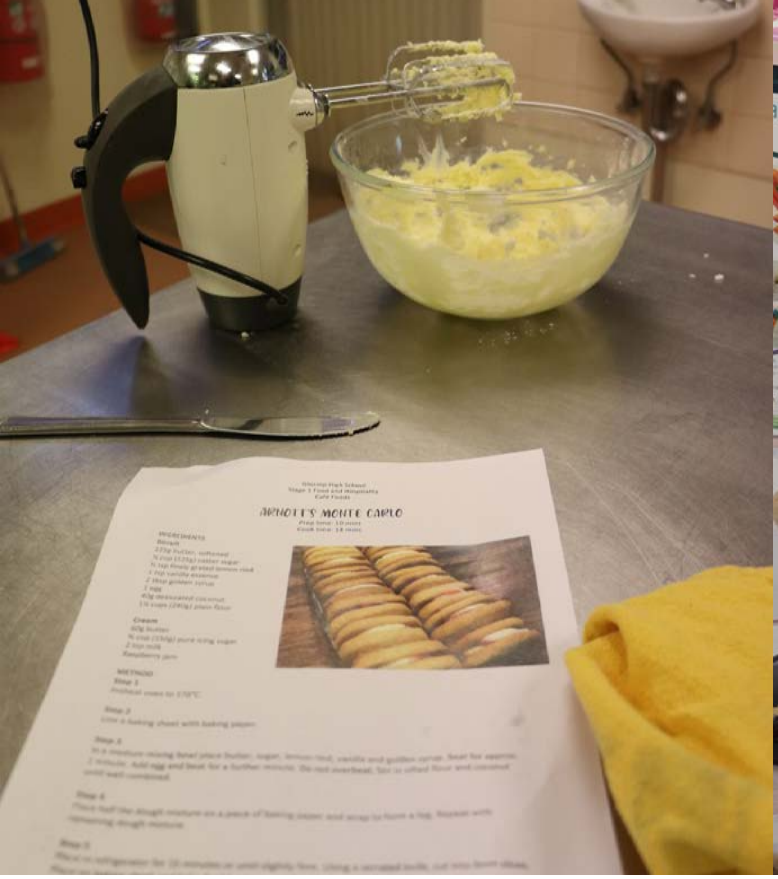
Students will spend a term further developing lifelong cooking skills. They will add more recipes and skills to their repertoire, enabling them to develop their work within the kitchen. Properties of food and the Australian Guide to Healthy Eating will feature, along with food safety and hygiene skills. Food practicals included in this course: hamburgers, muffins, pasta bake and scones.

YEAR 9

Students develop understanding, confidence, and skill development in the wide world of food. One term focuses on following the Australian Guide to Healthy Eating. The second term allows students to fine tuning their culinary skills and are challenged with practicals that focus on using technology. Students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate adolescents' health and understanding of ingredients. There is a large focus on creating sustainable foods, food trends and food miles. Recipes include cheese gnocchi, burritos, pizza, caramel dumplings, and sushi.

YEAR 10

Students will develop skills that lead into Stage 1 and 2 Food-based subjects. Current food trends, catering enterprises, and extension of technical skills will be the focus for the semester. When focusing on food trends, students will plan, design, make and create their own tutorial video on a 'Freakshake'. Students also plan, prepare, and operate an interschool catering activity, exhibiting teamwork, planning, costing, and food preparation. Practicals can include: yeast products, spring rolls, butter chicken, spinach and ricotta cannelloni.



TECHNOLOGIES

FOOD AND HOSPITALITY

STAGE ONE A

Students will continue to build on the skills and knowledge gained from Years 7 -10 Food Tech. Students are expected to complete practical assessment which includes theory components for 4 assessment tasks throughout the semester. They will cover topics such as the importance of Food Safety and Personal Hygiene Practices and professional food presentation, Australia's food history, the Modern Australian cuisine, and the impact of migration, as well as a group catering challenge. *This subject incurs a cost.* While there are no pre-requisites for this subject, prior skills and knowledge of cooking is expected.

Students undertake:

- 2x Practical Activity 50%
- Collaborative task 25%
- Investigation 25%

STAGE ONE B

Students can complete a second semester of food, and again will continue to build on skills and knowledge from Years 7-10 Food Tech. Students investigate the sustainability of current food production, including consumer buying habits and the marketing of food. Students explore Café-style food and menu presentation and how technology has made an impact on the industry.

STAGE ONE B **continued...**

They also research the personal, environmental, and social influences on teenager's decisions regarding their food choices and create Canteen food options. This subject incurs a cost. While there are no pre-requisites for this subject, prior skills and knowledge of cooking is expected.

Students undertake:

- 2x Practical Activity 50%
- Collaborative task 25%
- Investigation 25%

STAGE TWO

Students will work over the year to complete seven assessment tasks, with emphasis on planning, researching, and evaluating. Students will explore the impact of food on the Australian society and develop knowledge and skills as consumers and/or as future workers in the industry. Topics include safe working practices, cultural foods and the impact on Australian's dining experiences, current food trends that shape the industry, the importance of sustainable food practices, our local region, and technological influences on food.

This subject will incur a cost and students may be required to participate in out of school hours activities.

While there are no pre-requisites required for this subject, it is expected that students have prior experience and skills in organising and preparing food.

Students undertake:

School-based Assessment 70%

- 5x Practical Activity 50%
- Collaborative Task 20%

External Assessment 30%

- Investigation

TECHNOLOGIES

CHILD STUDIES

STAGE ONE

Students focus on children and their development from contraception to 2 years of age. Learning topics include family structure, family planning, pregnancy and birth to infancy. Concepts such as the development, needs and rights of children, childhood and families and the roles of parents and caregivers are explored. Students are involved in the 'simulator baby' experience and learn the important of child nutrition, health and wellbeing. *This subject will incur a small cost.*

Students undertake:

- 2x practical activities 50%
- Collaborative task 25%
- Investigation 25%

STAGE TWO

Students focus on children's growth and development from 2 to 8 years. Topics covered include nutrition needs for healthy growth and development, the importance of reading in supporting literacy development, the value of play for children's learning, the importance of safety, modern technologies (screens) and the impact on children and their development, developing resilience and issues related to the health and wellbeing of children. Students will get the opportunity to work with buddies from a local primary school during the course. A small cost will incur.

Students undertake:

School-based Assessment 70%

- 5x Practical Activity 50%
- Collaborative Task 20%

External Assessment 30%

- Investigation

TECHNOLOGIES

TEXTILES STUDIO

YEAR 9

Students will investigate the fashion industry and a chosen fashion designer. They will learn basic hand sewing and machine sewing skills and techniques. They will learn the Japanese art of Sashiko sewing, and construct and learn to make a scrunchie, and a sustainable grocery/tote bag. This course offers hands on learning using a range of modern technologies to ensure students can design, make, and evaluate their products. Students have will have the opportunity to participate in the Wool4School and APEX Teen Fashion design awards. There may be a cost incurred for fabric/resources for projects.

YEAR 10

This subject leads to Stage 1 Material Solutions - Textiles. Students learn techniques such as tie dying, printing onto fabric, overlocking, hand sewing and fine tuning their sewing machine skills. Following and using a pattern will also be a focus. These techniques will be used through students constructing a Hoodie, Laptop Case and Bucket Hat. Students have will have the opportunity to participate in the Wool4School and APEX Teen Fashion design awards. This course offers hands on learning using a range of modern technologies to ensure students can design, make, and evaluate their products. There may be a cost incurred for fabric/resources for projects.

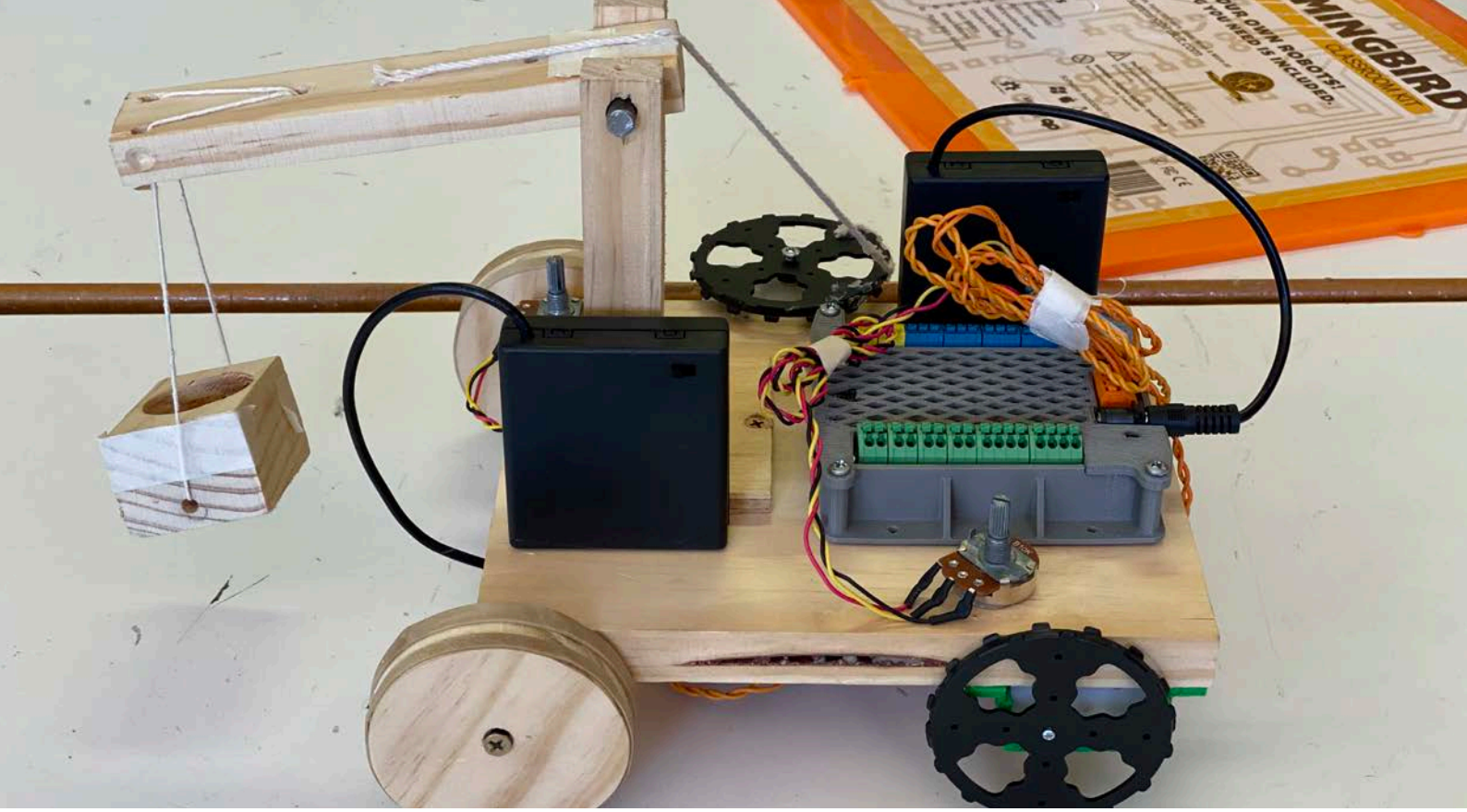
MATERIALS SOLUTIONS - TEXTILES

STAGE ONE

Students will undertake 2 skills-based assessment tasks, learning sewing skills and techniques including: facings, pleats, pockets, buttons, and buttonholes, and the other task focusing on pattern construction and the construction of a garment. Students will work through the design process to investigate materials and their features and aesthetics and will then go through the process of construction of their deigns.

Students undertake:

School-based Assessment	**70%**
- Skills Task A: Pattern Construction	20%
- Skills Task B: Skills Samples	20%
- Design Process: Garment Design	30%
External Assessment	**30%**
- Solution: Garment Construction	



TECHNOLOGIES

TECHNOLOGIES

YEAR 7 and YEAR 8
Students develop skills in Woodwork, Metalwork, Computer Aided Design (CAD) and Digital Technologies. Students are taught the use of hand tools and some machinery, 3D modelling and printing techniques. Digital Technologies composes of developing basic coding skills in a block/syntax-based language which is applied to a small robotic project.
Students will rotate through each in a termly manner both at Year 7 and 8 to provide all students with a 'taster' of opportunities available in a semester form in years 9 and 10.'

DIGITAL TECHNOLOGIES

YEAR 9
Digi Tech extend student's programming and digital design skills. The course covers designing and constructing a cable driven mechanism, working with data and images, privacy and security and lots of programming. Students will develop skills in managing projects and engaging in collaborative design through the making of a game or app and an augmented reality (AR) project.

YEAR 10 ROBOTICS
Robotics is a fusion of Design and Technology and Digital technologies, designed to explore the relationship between the physical world and machine intelligence. Students learn how to design and build machines capable of making decisions in order to satisfy a purpose and to respond to the outside world. The course also focuses on designing, constructing and debugging a prototype robot using workshop tools, robotics components and syntax coding.

STAGE ONE
Students create practical, innovative solutions to problems centred around gaming. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability. A solid understanding of a general programming language such as C++ or Python is highly desired.

TECHNOLOGIES

TECH

Year 7 and Year 8 Tech, Year 9 Metalwork and Woodwork require students to document their design ideas, production process and evaluation.
In Year 10 Metalwork and Woodwork, students learn to transfer theoretical knowledge to metalwork/woodwork practical tasks through small skill-based tasks and a major project.

YEAR 9 WOODWORK

Students develop skills in Woodwork, Computer Aided Design and Modelling with a focus on 3D printing for a term. They have the opportunity to design and build timber projects and a CO2 dragster linking to aerodynamics and 3D printing. A small cost will incur to cover the cost of the materials.

YEAR 9 METALWORK

Students focus and develop skills on metal machining and welding and fabrication. Students have the opportunity to design and machine a folding camp shovel and a folding camp BBQ. A small cost will incur to cover the cost of the materials.

YEAR 10 WOODWORK AND METALWORK INFO

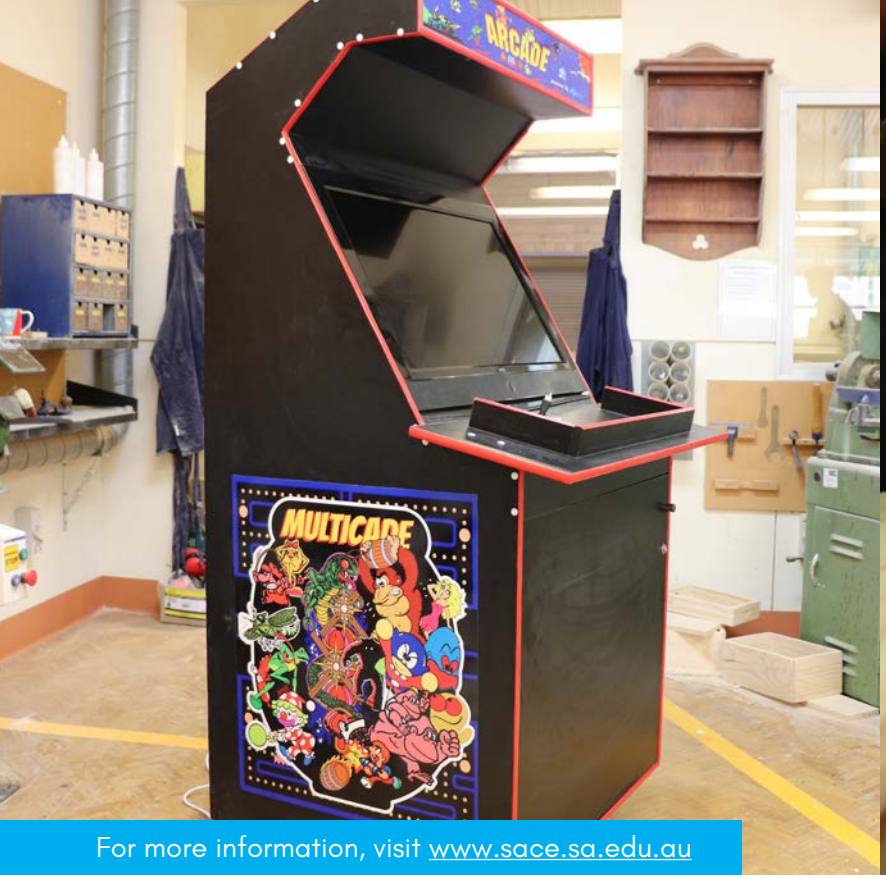
Students use computer aided design drawings (CADD) to communicate and represent ideas and production plans in 2 and 3-dimensional representations. Students develop detailed project management plans incorporating joint and materials investigations, cutting, costing and production sequences in a safe manner. Tools and machinery are used to identify and establish safety procedures. A cost will be incurred.

YEAR 10 WOODWORK

Above information plus
Assessment 1: Safety Assignment
Assessment 2: Skills task - Timber Joinery
Assessment 3: Major Product
Assessment 4: Design Folio

YEAR 10 METALWORK

Above information plus
Assessment 1: Safety Assignment
Assessment 2: Skills task - Saw Horse
Assessment 3: Major Product
Assessment 4: Design Folio



For more information, visit www.sace.sa.edu.au

TECHNOLOGIES

MATERIALS SOLUTIONS

STAGE ONE - WOODWORK

Material Solutions Woodwork involves students manufacturing traditional timber joints using both and power tools along with workshop machinery. They gain experience of safe work practises and further designing abilities in the designing and creating of their major project.

STAGE ONE - METALWORK

Please note this subject will focus on Metal as a material. Material Solutions - Metalwork. Focuses and builds on skills developed through Year 9 and 10 Metalwork. This includes skills in metal fabrication, welding, use of CAD programs such as Autodesk Inventor and more. During the semester students will complete multiple projects including a workshop stool, CAD skills exercise, Final project (included appropriate documentation).

STAGE ONE INFORMATION

Students will undertake the same assessments in either Woodwork or Metalwork:

- Assessment task 1: Practical Tasks
- Assessment task 2: CASS designing assessment
- Assessment task 3: Major Product and Folio (60%)

Note: There will be an additional cost for their major products (Stage 1 and 2) and a cutting and costing activity.

STAGE TWO

Students use traditional and contemporary joinery techniques in specialised skills tasks and show a deeper understanding through designing activities. Students design and construct an item of furniture using framing and/or carcass construction. Written assignment regarding the use and application of various materials, strength testing and evaluations of all practical tasks will be assessed.

Students undertake:

School-based Assessment	**70%**
Assessment Type 1	20%
- Task 1: Coat Shelf	10%
- Task 2: Coat Shelf CADD task	10%
Assessment Type 2	50%
- Design Folio	25%
- Major Product	25%
External Assessment	**30%**
Assessment Type 3	
- Resource Investigation	15%
- Issues Investigation	15%

THE ARTS

DRAMA

Students will respond to drama via Vlog, written format, multimodal or oral presentation.

YEAR 7 and YEAR 8 (1 term)

Students will be introduced to basic drama skills through Tableau and Improvisation activities and are introduced to Physical Theatre via Circus skills. They will reflect on their learning via a format of their choice.

YEAR 9 A

Students develop knowledge and understanding of character development, playbuilding, voice and movement skills through the exploration of a range of performance styles. Students will choose topics such as Theatre Sports/mask theatre/scripted drama/devised drama/film making. They will collaborate with others to plan, rehearse and refine performances. Students respond and analyse their own and others performances via a chosen format.

YEAR 9 B - CIRCUS

Students explore and analyse Physical Theatre. They develop circus skills and collaborate with others to create drama that incorporates these skills as well as design/directorial elements. Students will perform for a negotiated audience. They will analyse their performance and present evidence of their learning via a format of their choice.

YEAR 10 A

Students continue to develop their knowledge and understanding of character development, playbuilding, voice and movement skills and stage craft. They will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. They will have agency over the topics chosen (horror films/melodrama/ Shakespeare/ realism). Students respond to and analyse drama they have performed and viewed via a format of their choice.

YEAR 10 B - PRODUCTION

Students explore the dramatic process as they rehearse and perform a class production either with an onstage or offstage role. They will develop knowledge and skills in stage craft and the aspects of theatre producing through this process. Students present evidence of their learning throughout the dramatic process and respond to drama they have viewed via a format of their choice.

THE ARTS

DRAMA

STAGE ONE A

Students learn as authentic artists and as creative entrepreneurs. Creating their own Company, they collaborate to create and present a dramatic product to an audience. Students view and engage with drama such as theatre, masterclasses and/or workshops. They draw links between these dramatic works and their own development as an artist. Students research and analyse contemporary drama. They conceive, describe, and justify their own hypothetical dramatic product that uses innovative technology. Students can choose to present assessment tasks either via multimodal/oral presentation or written format.

Students undertake:

- Performance and Evidence of Learning presentation 40%
- Responding to Drama 30%
- Creative Synthesis 30%

STAGE ONE B

Same course as Drama A but for students who want to undertake course for a whole year.

STAGE TWO

Students engage in learning as practising dramatic artists and creative entrepreneurs. Working collaboratively, students create their own company to develop and perform a group production. They select and present evidence of their learning in the form of a recorded presentation. Students view live/online theatre, study a dramatic text and a selection of dramatic styles, innovators, or movements. They identify and analyse how works have informed their own dramatic ideas and/or practice. They link this learning to take creative risks and to experiment, developing a hypothetical creative outcome. Students collaborate in small groups to create a dramatic presentation in an area of interest. They evaluate their creative decision-making and their application of dramatic process.

Students undertake:

School-based Assessment 70%

- Group Production 40%
- Evaluation and Creativity (2 tasks) 30%

External Assessment 30%

- Creative Presentation

THE ARTS

MEDIA ARTS

YEAR 7 and YEAR 8 (1 term)
Students gain basic skills in Photoshop and photography. Units might involve film and animation. Students learn about online safety, image manipulation and sharing of images.

YEAR 9
Students use a range of programs and equipment to create their final pieces, both independently and with their peers. Through analysing digital media, students can better understand how media and advertising is constructed and how it constantly affects their lives.

YEAR 10
This course revises and extends skills in photography, film and animation. Students have the opportunity to learn advanced image manipulation techniques and use advanced movie making software with the aim of making and presenting professional quality work across a range of digital media.

CREATIVE ARTS - MEDIA

STAGE ONE A
Students create a folio of work with a final Major Product based on their own interests in Art, Design and Media. This could be expressed through Photography, Adobe Photoshop, Adobe Illustrator etc. For example, this could be in the form of an illustrated book, new gaming characters, web design, logo marketing. Each student negotiates their own design brief in order to create their own journey in learning based on their likes, interests and strengths in the digital media world.
Students undertake:
Product 50%, Folio 50%

STAGE ONE B
If students want to undertake 2 semesters of Media Arts, they can do a second semester through the Visual Arts/Design course

STAGE TWO
Students will further develop their skills in a chosen area of Design. Students do the same type of work as Stage 1 but extend their creative skills. Final pieces could include video advertisements, new gaming characters, web design, logo marketing. Students will again create their own design brief and follow the Design Process.
Students undertake:

School-based Assessment	**70%**
- Folio	40%
- Practical	30%
External Assessment	**30%**
- Visual Study	

THE ARTS

VISUAL ART

YEAR 7 and YEAR 8 (1 TERM)
Student agency will be visible in final pieces with more teacher direction in the learning of basic skills. This term course will see students be introduced to various practical areas such as painting, drawing, printmaking, sculpture and Design. Emphasis will be on creative thinking, problem solving, basic skills building and an introduction to the Elements and Principles of Art and Design. Students will develop an appreciation for artworks through class discussion and individual presentations using appropriate art language.

YEAR 9 VISUAL ART AND DESIGN
Student agency will be visible in final pieces with more teacher direction in the development of skills. Students will further develop skills in the practical areas of drawing, painting, printmaking, sculpture and Design. Emphasis will be on creative thinking, problem solving, skill development and an application of the Elements and Principles of Art and Design. Developing work to a suitable standard for display will also be required.
Students will further develop an appreciation for artworks via class discussion, individual presentations and written responses using appropriate Art language.

YEAR 10
Students have the ability to develop skills in studio areas as determined by their interests. Students will manipulate techniques, processes, materials and technologies to communicate ideas through their visual art works. Emphasis will be on in-depth concept and skill development, creative thinking and problem solving. Students will develop work suitable for a display and further develop an appreciation for artworks through discussion, individual presentation and verbal or written responses such the 4-step-analysis using Arts specific terminology.

THE ARTS

VISUAL ARTS - ART

STAGE ONE A

Students will be introduced to a variety of art techniques and media whilst intertwining Art history and appreciation throughout. This will include but is not limited to painting, drawing, printmaking etc. Students will begin with an emphasis on drawing skills and using various media to create finished bodies of work with appropriate annotations.
Students undertake:

- Folio 20%
- Practical 40%
- Visual Study 40%

STAGE ONE B

Same course as Visual Arts A, but students have the option of completing Visual Art for a full year to delve deeper into their bodies of work.

STAGE TWO

Students express ideas through a variety of media and techniques including drawing, models, printmaking, electronic media, sculpture and photographs. Students research, understand and reflect upon artworks while planning and investigating their own.
Students undertake:

School-based Assessment 70%

- 2 Practical Works 30%
- Folio - experimental & support work of the practicals 40%

External Assessment 30%

- Visual Study

THE ARTS

VISUAL ARTS - DESIGN

YEAR 10

Students have the opportunity to further develop their skills in Design areas determined by their interests. Students negotiate their own brief and follow the Design Process towards a high quality final solution with a focus on in-depth concept and skill development, problem solving and working with restrictions. Students develop artwork suitable for display and further develop an appreciation for artworks through discussion, individual presentation and verbal or written responses such the 4-step-analysis using Arts specific terminology.

STAGE ONE A

Students explore the design processes, concentrating on the three main areas of Design. Students develop their problem solving and decision-making skills along with drafting, drawing, rendering, illustrating and presentation skills.
Students undertake

- Folio 20%
- Practical 40%
- Visual Study 40%

STAGE ONE B

Same course as Design A but for students who want to undertake course for a whole year.

STAGE TWO

Design students express ideas through practical work using visual techniques including drawing, model making, prototypes and photographs etc. Students research, understand and reflect on their work in cultural and historical contexts while exploring their own ideas and solutions.
Students build on the three areas of Design, with an emphasis on the design process.
Students undertake:

School-based Assessment 70%

- 2 Practical Works 30%
- Folio - experimental & support work of the practicals 40%

External Assessment 30%

- Visual Study

THE ARTS

MUSIC

YEAR 7 and YEAR 8 (1 TERM)
Students are introduced to Rhythm instruments: Guitar, Keyboard and Drum-kit.
They will learn how to read and write music and compose their own piece of 'computer music'.

YEAR 9 - 1
Students build on their ability to read, write and play music. They will be required to undertake regular instrumental lessons with the 'Instrumental Music' team or privately. Emphasis is placed on practical work (solo, class and small ensemble) and music theory.
Students will learn music industry skills and extend their composition skills through jingle writing.

YEAR 9 - 2
Builds on the learning covered in semester 1 with a focus on music technology, music in society and music performance. Students will increase their proficiency on their chosen instrument by continuing instrumental tuition and performing as part of a class ensemble and extra-curricular ensembles. Students can select from a variety of negotiated projects including Music Industry pathways, Music Technology, Performance & Music in the Community.

YEAR 10 - 1
Students form and participate in a class ensemble. They will be introduced to modern theory, music industry skills, song writing, arranging and computer music. Students are required to undertake regular instrumental lessons.

YEAR 10 - 2
Extension course to further develop musicians in preparation for their Music studies in SACE. Students will extend their knowledge of performance techniques, develop their knowledge of music styles and music technology within the industry.

STAGE ONE 1 and 2
Students need to have been learning their chosen instruments for at least 2 years.
Students have the opportunity to engage in performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills. This subject is concerned with studies in harmony, arranging, composition and performance as a soloist and in an ensemble.
Students undertake:
- Creative Works 60%
- Musical Literacy 40%

THE ARTS

MUSIC

STAGE TWO MUSIC EXPLORATION

Students understand and apply musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

- Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.
- Creating Music: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.
- Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

Students undertake:

School-based Assessment **70%**
- Assessment Type 1: Music Literacy 30%
- Assessment Type 2: Explorations 40%

External Assessment **30%**
- Assessment Type 3: Creative Connections

STAGE TWO MUSIC STUDIES

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following:

- Understanding Music: Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.
- Creating Music: Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.
- Responding to Music: Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

Students undertake:

School-based Assessment **70%**
- Assessment Type 1: Creative Works 40%

Portfolio consisting of creative works; performance(s), composition(s), arrangement(s) and a creator's statement reflecting on their creative work.
- Assessment Type 2: Musical Literacy 30%

Includes three musical literacy tasks, demonstrating high level analytical analysis and include one composition or arrangement of approximately 2 minutes.

External Assessment **30%**
- Assessment Type 3: Examination

2-hour examination of applied knowledge and understanding of musical elements and musicianship skills.

For more information, visit www.sace.sa.edu.au

THE ARTS

These two subjects are worth 10 credits each.

STAGE TWO MUSIC PERFORMANCE – ENSEMBLE

Students develop ensemble performance skills as well as aural perception, musical sensitivity and awareness of style, structure and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performance, some of which may be out of school hours.
Students undertake:

School-based Assessment	**70%**
– Assessment Type 1: Performance	30%
– Assessment Type 2: Performance and Discussion	40%
External Assessment	**30%**
– Assessment Type 3: Performance Portfolio	

STAGE TWO MUSIC PERFORMANCE – SOLO

This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students are required to participate in regular rehearsals and performances, some of which may be outside of school hours.
Students undertake:

School-based Assessment	**70%**
– Assessment Type 1: Performance	30%
– Assessment Type 2: Performance and Discussion	40%
External Assessment	**30%**
– Assessment Type 3: Performance Portfolio	

INSTRUMENTAL MUSIC (IM)

At BRSC, we encourage our classroom music students to learn an instrument. IM teachers support our school by providing small group Instrumental lessons in woodwind, brass and rhythm. Lessons are free of charge. Students will be required to hire or purchase an Instrument at their own cost. To access the band programme students are required to select classroom music. Students will be contacted by IM staff to give them an opportunity to participate in a workshop for entry to the IM program, and the allocation of an instrument within a balanced program.

Subject Notes

QR Codes

Videos were created under the Glossop High School name but content stays the same for Berri Regional Secondary College.

Art and Design

Biology

Business and Innovation

Chemistry

Child Studies

Creative Arts - Media

Drama

English

English Essential

Food and Hospitality

Health and Wellbeing

Independent Living

Mathematics Essential

Mathematics General

Mathematics Methods

Mathematics Specialist

Subject Notes

QR Codes

Music

Nutrition

Outdoor Education

Physical Education

Physics

Research Project

SAASTA

Tourism

Workplace Practices

Innes National Park Promotional Video

Mount Crawford Promotional Video

Subjects that do not have a Year 11 Subject Video include:

Digital Technologies
Materials Solutions – Metalwork
Materials Solutions – Textiles
Materials Solutions – Welding and Fabrication
Materials Solutions – Woodwork
Numeracy
Psychology
Research Practices

Subject Notes

Subject Costs

Subjects that **WILL** incur a cost (which may differ from these prices):

Subject		Year Level	Possible Cost	Reason
All VET Courses		Stage 1 and 2	$100	Initial Course Fee
Child Studies		Stage 1 and 2	$50 (per semester)	Simulation Baby
Food and Hospitality		Stage 1 and 2	$50 (per semester)	Ingredients
Outdoor Education		Year 10	$50	Bushwalk camp / Kayaking
		Stage 1	$100	Bushwalk camp / Kayaking
		Stage 2	$200	Bushwalks / Surf Camp
Spanish and Greek		Year 9 and Year 10	$50	Adelaide Excursion
Technologies	Furniture Construction	Stage 2	$25 deposit	Materials
	Metalwork	Year 10	$50	Materials
	Woodwork	Year 10	$50	Materials

Subjects that **WILL** incur a cost (with unset prices):

Mathematics		Years 8 to 10	Scientific Calculator
		Stage 1 and 2	Casio FX-CG20 Calculator (or similar)
Music		Years 8 to 12	Instrument
Technologies	Woodwork/ Metalwork	Year 9	Materials
	Materials Solutions	Stage 1 and 2	Materials

Subjects that **MAY** incur a cost/additional to those listed above:

Biology	Drama	Physical Education	Textiles Studio
Chemistry	Health	Physics	Tourism
Child Studies	Music	Research Project	Visual Arts - Art
		Sport and Recreation	Visual Arts - Design

Personal Notes

Questions

What are my compulsory subjects?

What subjects would I enjoy studying?

What subjects might align with my career path?

What VET Courses take my interest?

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