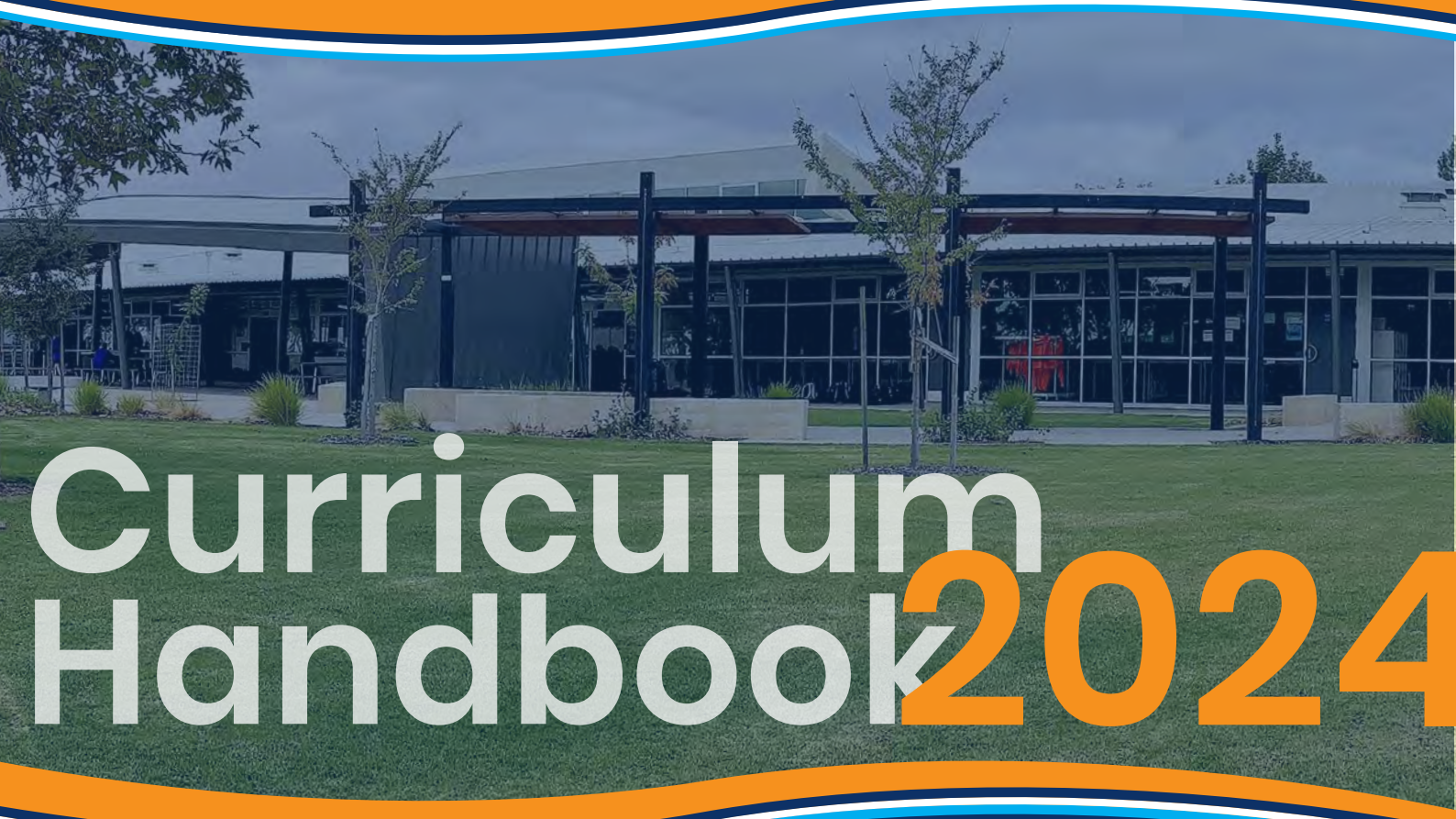
Berri Regional

SECONDARY COLLEGE



Curriculum Handbook 2024

Determination • Safety • Respect • Learning

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

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. 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.

Passion Projects

Passion Projects are a thematic learning activity in which students engage in a topic they are interested in, as presented by staff. Passion Projects encourage creativity in the classroom and promotes inquiry, perseverance, problem solving, and innovation, among other lifelong skills. Passion Projects will offer an opportunity for students to elect particular projects as 10 week units across the year.

Passion Projects which are offered are subject to teacher & commiunity availability. Past passion projects themes include: volunteering in schools, Crossit, Fish ED, Golf, Paws, Claws, Feathers & Scales, Environmental Warriors.

Students will be assessed through capabilities on a development scale.

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. Compulsory subjects include English, Maths, Science, HASS, PE and Passion Projects.

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 a year of language learning encompassing a range of languages & cultures including Aboriginal Studies, allowing a greater understanding of each cultural language, before needing to make a decision for Year 8.

						TECHNOLOGIES	THE ARTS	LANGUAGES	
Semester	English	Maths	Science	HASS	HPE	Agriculture	Drama	Spanish	Passion Project
						Design & Tech	Media Arts	Greek	
Semester						Digital Technologies	Music	Aboriginal Culture	
						Food Tech	Visual Art	Cultural Immersion	

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. Passion Projects will continue to be offered, with a choice for projects completed.

Students will engage in 2 semesters for each of the following Australian Curriculum Learning Areas;
- Technology courses including Food Tech & Textiles, 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 or Aboriginal Studies.
Aboriginal and Torres Strait Islander students have the option to study SAASTA Connect as an alternate option.

Semester	English	Maths	Science	HASS	HPE	**Technologies:** - Agriculture - Design and Tech - Digital Tech - Food Tech/Textiles	**The Arts:** - Drama - Media Art - Music - Visual Art	**Languages:** - Greek - Spanish - Aboriginal Studies - SAASTA Connect	Passion Project
Semester						**Technologies:** - Agriculture - Design and Tech - Digital Tech - Food Tech/Textiles	**The Arts:** - Drama - Media Art - Music - Visual Art		

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 (where possible) 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 continue to have selection of specialist subjects, as they continue to develop their interests and pathways. Students will choose:

- two semesters in The Arts & Technologies area
- for eligible students SAASTA Connect can also be chosen (1SEM)

<table>
<tr><td>Semester</td><td rowspan="2">English</td><td rowspan="2">Maths</td><td rowspan="2">Science</td><td rowspan="2">HASS</td><td rowspan="2">HPE
(choice of PE or Health and Wellbeing)</td><td>Technology:
- Design and Tech
- Food Tech
- Agriculture
- Textile
- Digi Tech</td><td>Technology:
- Design and Tech
- Food Tech
- Agriculture
- Textile
- Digi Tech</td></tr>
<tr><td>Semester</td><td>Art:
- Visual Art
- Media Art
- Music
- Drama
- Circus</td><td>Art:
- Visual Art
- Media Art
- Music
- Drama
- Circus</td></tr>
</table>

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 Exploring Identities & Futures (EIF).

Year 10 students complete subject units for the year and will choose **five** elective subjects.

<table>
<tr><td>Semester</td><td rowspan="2">English</td><td rowspan="2">Maths
(SEM2 recommendation: Pathway Readiness Program)</td><td rowspan="2">Science
(SEM2 recommendation: Scientific Studies)</td><td>Health & Physical Education</td><td>EIF</td><td>Elective 2</td></tr>
<tr><td>Semester</td><td>History</td><td>Elective 1</td><td>Elective 3</td></tr>
</table>

ELECTIVE SUBJECTS

1 Semester Unit
Advanced Mathematics
Agriculture A
Agriculture B
Drama/Circus
Food Technology
Health and Wellbeing
Media Arts
Metal Work
Music 1
Music 2
Physical Education
Spanish (Stage 1)
Textiles Studio
Visual Arts – Art
Visual Arts – Design
Women's Studies (Stage 1)
Woodwork

2 Semester Units (full year)
SAASTA

Senior Secondary

STAGE ONE

Year 11 is the first full year of SACE study. Stage 1 has only three compulsory subjects - a full year of English subjects worth 20 credits and a semester of Maths subjects worth 10 credits. Exploring Identities & Futures (EIF) is also a Stage 1 compulsory subject that is offered at Year 10. These subjects must be achieved at a 'C' grade or better. Stage 1 subjects are 100% assessed by teachers through vigerous 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.

Semester	Literacy *(Essential OR English)*	Mathematics *(Numeracy, Essential or General, Methods, Spec)*	Elective 1	Elective 3	Elective 5	Elective 7
Semester		Activating Identities & Futures	Elective 2	Elective 4	Elective 6	Elective 8

ELECTIVE SUBJECTS

1 Semester Unit

Biology A
Biology B
Business Innovation
Chemistry 1
Chemistry 2
Child Studies
Creative Arts - Negotiated Arts
Creative Arts - Media
Drama
Essential Mathematics 1
Essential Mathematics 2
Essential English
English
Food & Hospitality A
Food &Hospitality B
General Mathematics 1
General Mathematics 2
Geography
Health and Wellbeing A
Health and Wellbeing B
Independent Living
Materials Solutions - Metalwork A
Materials Solutions – Metalwork B Materials Solutions - Textiles
Materials Solutions – Woodwork A
Materials Solutions – Woodwork B
Mathematics 1
Mathematics 2
Mathematics 3
Mathematics 4
Modern History
Music
Nutrition A
Nutrition B
Outdoor Education
Physical Education A
Physical Education B
Physics 1
Physics 2
Psychology
Scientific Studies
Spanish Beginners
Tourism
Visual Arts - Art
Visual Arts - Design
Workplace Practices

Media Arts is a Creative Arts course.
Independent Living is also described as Integrated Learning.

Senior Secondary

STAGE TWO

The only compulsory subject at Stage 2 is the Activating Identities & Futures (AIF) running for one semester, which is offered at Year 11. 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 Activating Identities & Futures (AIF) (completed in Year 11).

In Year 12, most students will do four, full-year subjects in addition to AIF completed in Year 11. Students will choose **three or four** elective subjects.

Semester	Elective 1	Elective 2	Elective 3	Elective 4
Semester				

ELECTIVE SUBJECTS

2 Semester Units
Biology
Business Innovation
Chemistry
Child Studies
Creative Arts
Drama
Essential English
Essential Mathematics
English
English Literary Studies
Food and Hospitality
Geography
General Mathematics
Health and Wellbeing
Legal Studies
Materials Solutions – Woodwork
Material Solutions- Metalwork
Mathematical Methods
Modern History
Music Explorations
Music Studies
Nutrition
Outdoor Education
Physical Education
Physics
Psychology
SAASTA
Scientific Studies
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.

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 Allied Health Assistance
Cert II Automotive
Cert III Commercial Cookery
Cert II Construction
Cert III Carpentry
Cert III Early Childhood Education and Care
Cert III Education Support (Traineeship)
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 Rural Operations (Livestock Focus)
Cert III Screen and Digital Media

SWAG Program

SWAG Program for Positive Post School Pathways Support

DESCRIPTION

The SWAG (Skills mastery, Work focus, Agency Empowerment and Guidance and Mentorship) program is designed to provide educational opportunities and hands on learning for students who have identified specific areas of interest for their Positive Post School Pathway. Working with partners across industry, tertiary education institutions and the wider community, this program is designed to allow students to be eligible for SACE completion and be prepared for the workforce. The program is designed to provide students with the skills, experience and capabilities to increase employment/School-Based Apprenticeship opportunities. Students will engage in community projects and work placements.

ENTRY REQUIREMENTS

- Pass grade in Year 10 PLP (Personal Learning Plan), English and Maths
- Growth in PCL data
- Evidence of Industry Immersion exploring the identified pathway
- Signing of the code of conduct
- Completion of enrolment forms

This course cannot be used to gain an ATAR.

CURRICULUM** ON OFFER

Year 11	Year 12
Essential Mathematics	Industry connections (Wood/Metal work)
Activating Identities and Futures	Industry Connections
Community Connections – Fit for work (integrated Learning)	Industry Connections
Community Connections (Wood/Metal work)	Community Connections (Industry Maths/Entrepreneurial Learning)
Community Connections (Workplace Practices)	Study
Essential English	Study
*VET	VET*

*VET is not compulsory for this program, it is however, a value add.
**Curriculum on offer is subject to change based on school cohort

If you would like to be part of this program please make an appointment with the Assistant Principal – Senior School.

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.

South Australian Certificate of Education

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.

CURRICULUM SEQUENCE CHARTS

tips and hints

YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10

SACE STAGE 1 | SACE STAGE 2 | VET Courses

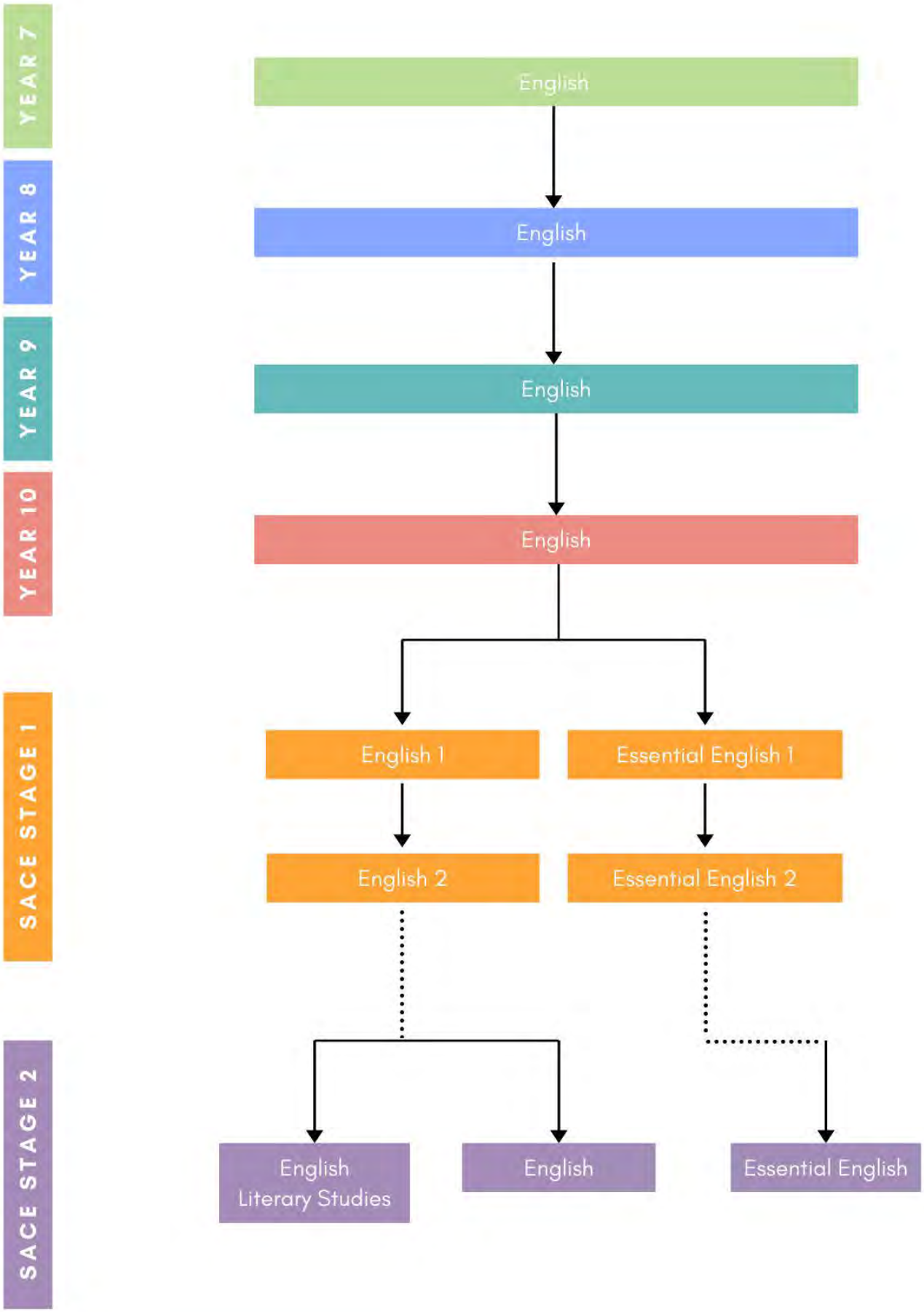
Compulsory

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

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.

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 Stud	

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

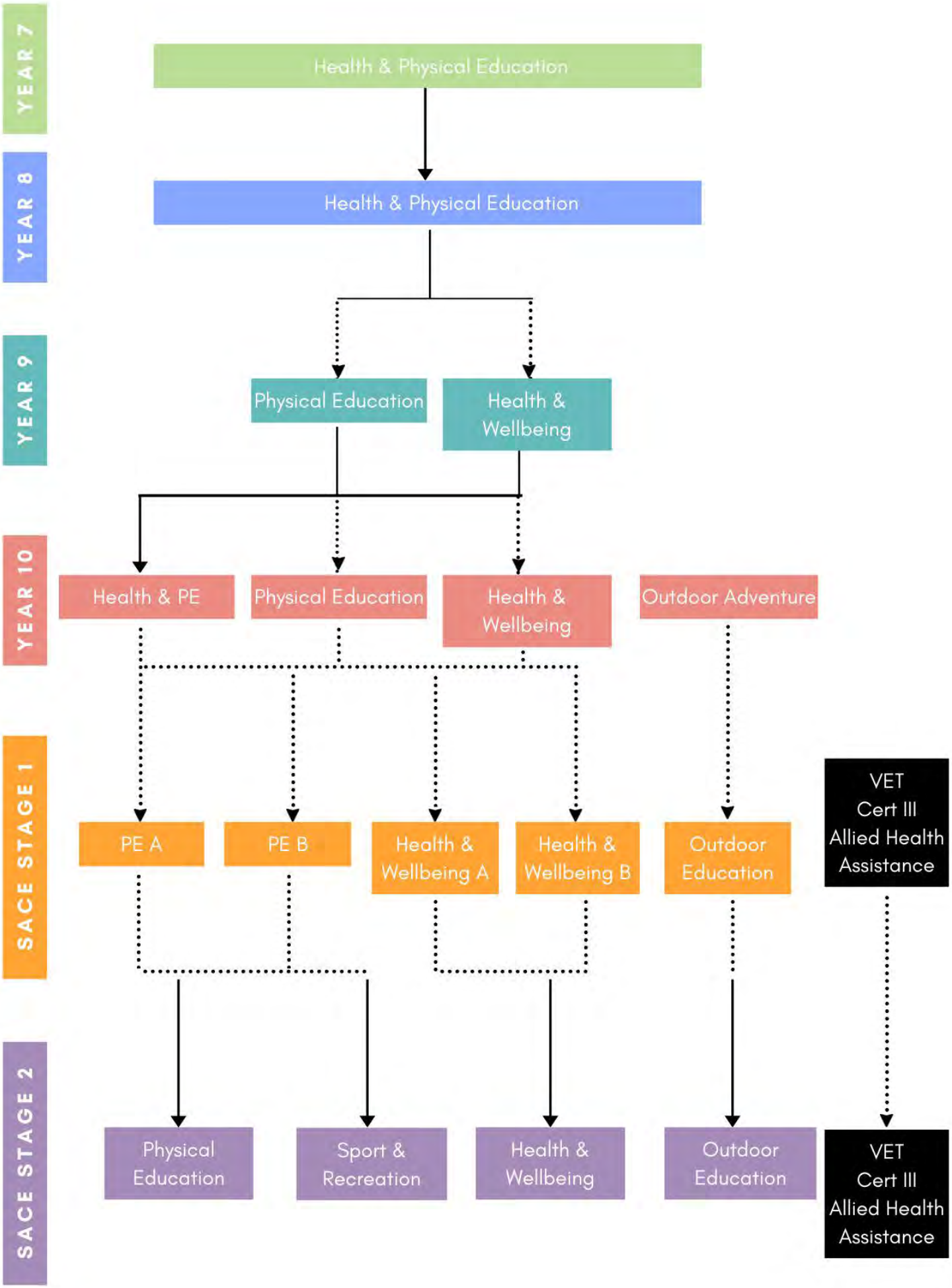
English Literary Studies focuses on ways in which literary texts represent culture and identity and the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and how texts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

Health and Physical Education (HPE)



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

YEAR 7 and YEAR 8 HPE - 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 - COMPULSORY CHOICE
Students choose either **Health & Wellbeing OR Physical Education** as their full year HPE course.

Both subjects cover the SHINE SA sexual health and relationship education.

Health & Wellbeing focuses topics such as healthy choices, mental and physical health, social health, and wellbeing issues. Health & Wellbeing has a small physical activity component.

Physical Education involves more practical based lessons with students developing, applying, analysing, and evaluating specialised movement skills and tactical knowledge.

HEALTH AND PHYSICAL EDUCATION

YEAR 10 HPE - 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.

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

PHYSICAL EDUCATION

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. **Sports involved:** Volleyball, Lacrosse, Badminton & Health Improvement.

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. **Sports involved:** PE A (Basketball - Modified Games, Handball - Exercise Physiology), PE B (Volleyball - Skill Learning, Badminton - Tactics/Decision-Making).

Assessment:

- Performance Improvement 50%
- Physical Activity Investigation 50%

PHYSICAL EDUCATION

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: Self-Improvement 40%

External Assessment **30%**
- Assessment Type 3: Group Dynamics

HEALTH AND PHYSICAL EDUCATION

HEALTH AND WELLBEING

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.

HEALTH AND WELLBEING

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 - ELECTIVE
Students participate in a compulsory bushwalk camp, kayaking sessions and activities. Lessons will cover learning about bushwalking equipment, safety, camp craft, navigation, connection to natural environments and team building activities. **A cost will incur for the camp and kayaking sessions.**

STAGE ONE
Students participate in a compulsory 4-day bushwalk and another experience 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 incur for the camps.**

OUTDOOR EDUCATION

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.

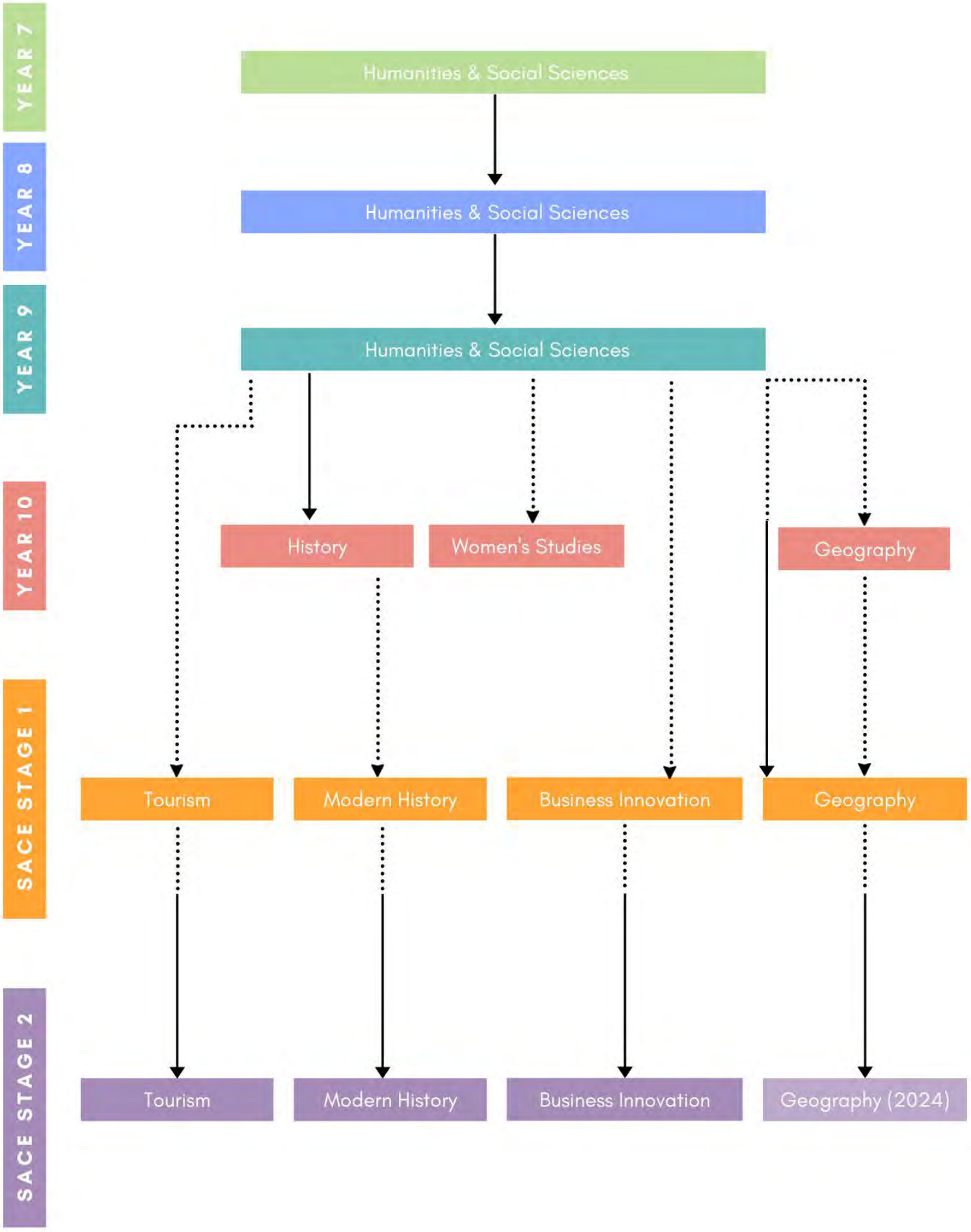
School-based Assessment	**70%**
- About natural environments	20%
- Experiences in natural environments	50%
External Assessment	**30%**
- Connections with natural environments	

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 & Social Sciences

Humanities And Social Sciences



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 Business & Economics 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, or Business & Economics unit. History topics covered: Making a Nation, Industrial Revolution, Ancient China, World War I. Geography topics covered: Geographies of Interconnections, Biomes & Food Security.

WOMEN'S STUDIES

STAGE ONE (YEAR 10 AVAILABLE)
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. Students undertake four assessment tasks: case study, source analysis, practical activity and an investigation.

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	

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY

YEAR 10

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing' where students will develop geographical knowledge and understanding, along with geographical inquiry and skills such as interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

STAGE ONE

In Stage One Geography, students will undertake studies around the themes of Sustainable Place, Hazards and Contemporary Issues. Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

STAGE TWO

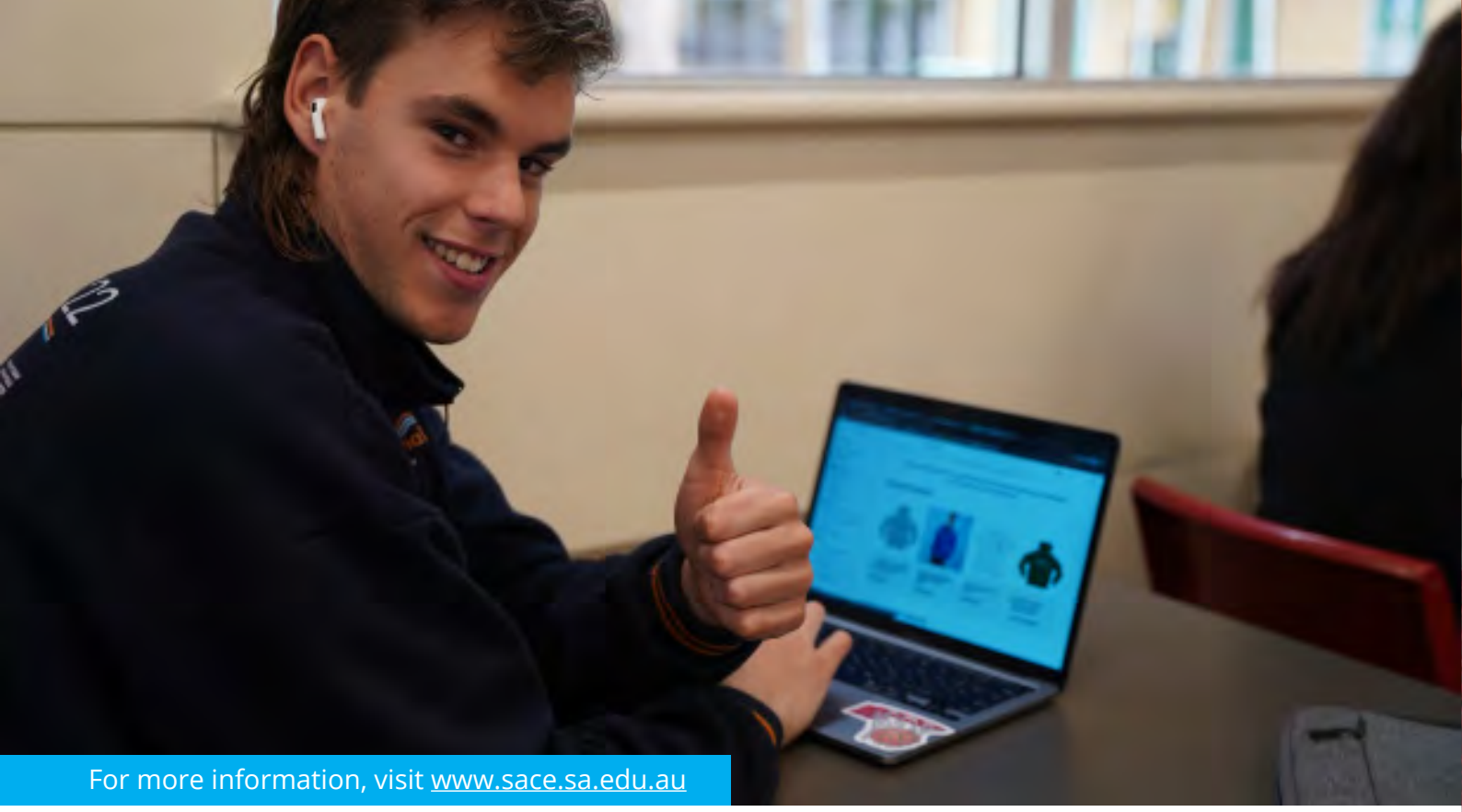
Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. It provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

School-based Assessment

- Assessment Type 1: Geographical Skills and Applications 40%
- Assessment Type 2: Fieldwork Report 30%

External Assessment 30%

- Assessment Type 3: 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 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

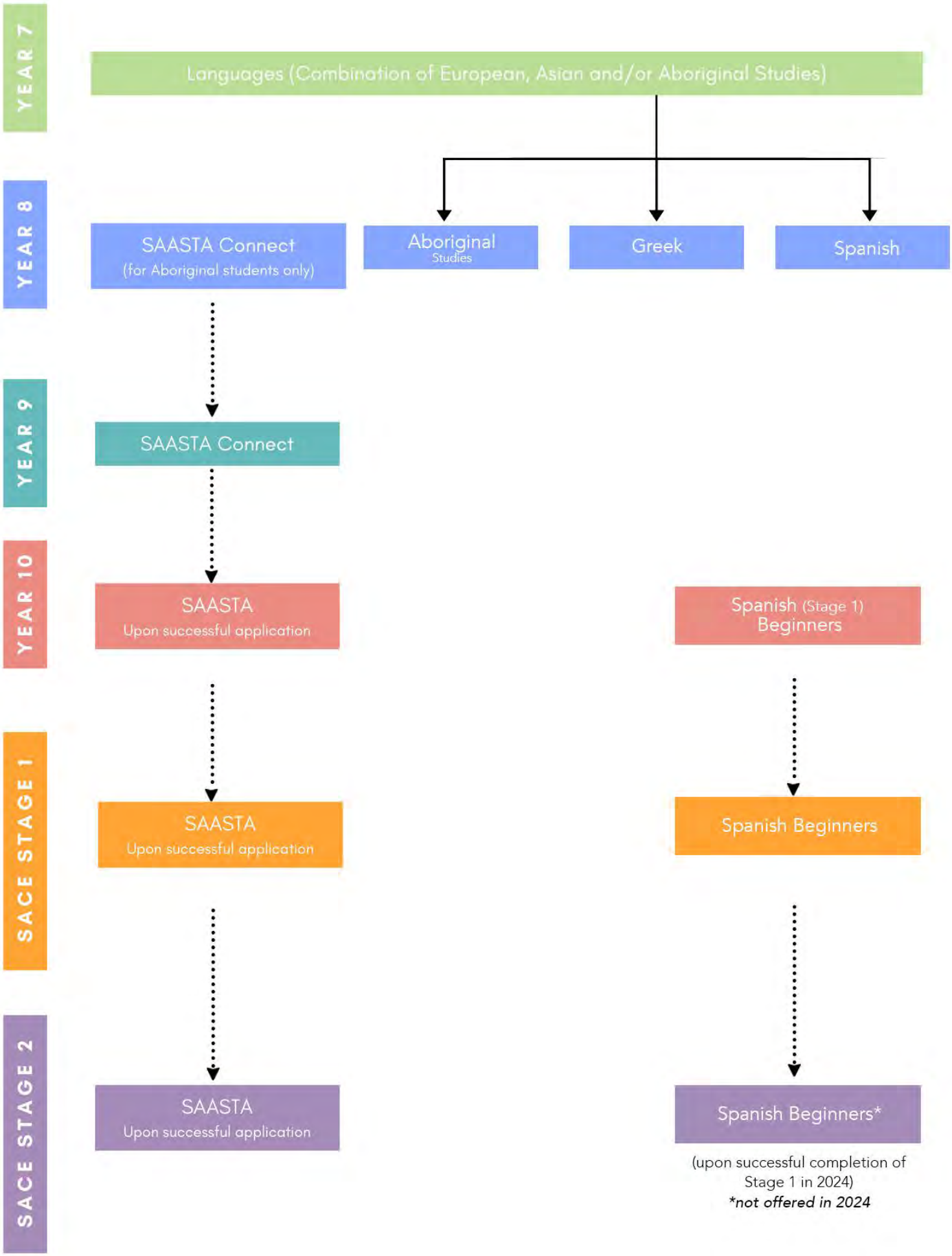
Stage 2 equips students with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. They engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

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


YEAR 7
Languages (Combination of European, Asian and/or Aboriginal Studies)
YEAR 8
SAASTA Connect
(for Aboriginal students only)
Aboriginal
Studies
Greek
Spanish
YEAR 9
SAASTA Connect
YEAR 10
SAASTA
Upon successful application
Spanish (Stage 1)
Beginners
SACE STAGE 1
SAASTA
Upon successful application
Spanish Beginners
SACE STAGE 2
SAASTA
Upon successful application
Spanish Beginners*
(upon successful completion of
Stage 1 in 2024)
*not offered in 2024

LANGUAGES

YEAR 7

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 LANGUAGES

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 GREEK AND SPANISH

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.

SPANISH – BEGINNERS

STAGE ONE (YEAR 10 AVAILABLE)

The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1 and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Through this Stage 1 subject, students will develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the target language of Spanish. Through their language studies, students will develop and apply linguistic and intercultural knowledge, understanding, and skills.

The three themes of The Individual, The Language Speaking Communities and The Changing World form the basis for learning within the subject and aim to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity. **Assessment will be based on**: interaction, text production, text analysis.

Spanish Study Tour FROM 2025

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. *PAGE 31*

SAASTA
South Australian Aboriginal Secondary Training Academy

This program is for Aboriginal and Torres Strait Islander students only. All subjects count toward the attainment of the SACE. Typically, students have the opportunity to attend two camps, the 'Aboriginal Power Cup' (APC) and the 'SAASTA Shield'. Students that complete the Year 10 Course may continue into Stage 1 the following year with differing assessment tasks.

ABORIGINAL STUDIES

YEAR 7

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 2024 are encouraged to participate in the SAASTA Connect program.

ABORIGINAL CAREER EXPLORATION

YEAR 10

The ACE program is designed to support Aboriginal students to be successful on their pathway to becoming 'work ready', providing opportunities to learn directly from employers about work and identify skills that are valued in the workplace. Through participation in industry/employer immersion, work readiness training, and VET skills clusters; students will participate in culturally responsive experiences which provide a stronger understanding of pathways through vocational training and towards employment and/or further education.

ACE is aligned to the Department for Educations'; VET for School Students Policy, Career Development Framework and Aboriginal Education Strategy: Goal 3

In addition to the ACE program, Year 10 SAASTA students will study Stage 1 Integrated Learning and Aboriginal Studies.

For more information, click here

SAASTA

ABORIGINAL POWER CUP

SAASTA Shield

YEAR 10 STAGE ONE STAGE TWO

All students in Years 10-12 who meet the Key Performance Indicators (KPIs) are invited to attend the Aboriginal Power Cup (APC) and SAASTA Shield. The KPIs include positive behaviour, strong attendance (>80%) and strong academic effort in school and SAASTA subjects.

A majority of each team's points are gained through strong attendance at school and successfully completing their curriculum tasks. For the APC 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. For SAASTA Shield, the sports change every year and are determined before Term 3.

INTEGRATED LEARNING

STAGE TWO

This subject has been developed for Year 11 and 12 students, with tasks that relate to both the Aboriginal Power Cup and SAASTA Shield.

Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge.

Students undertake:

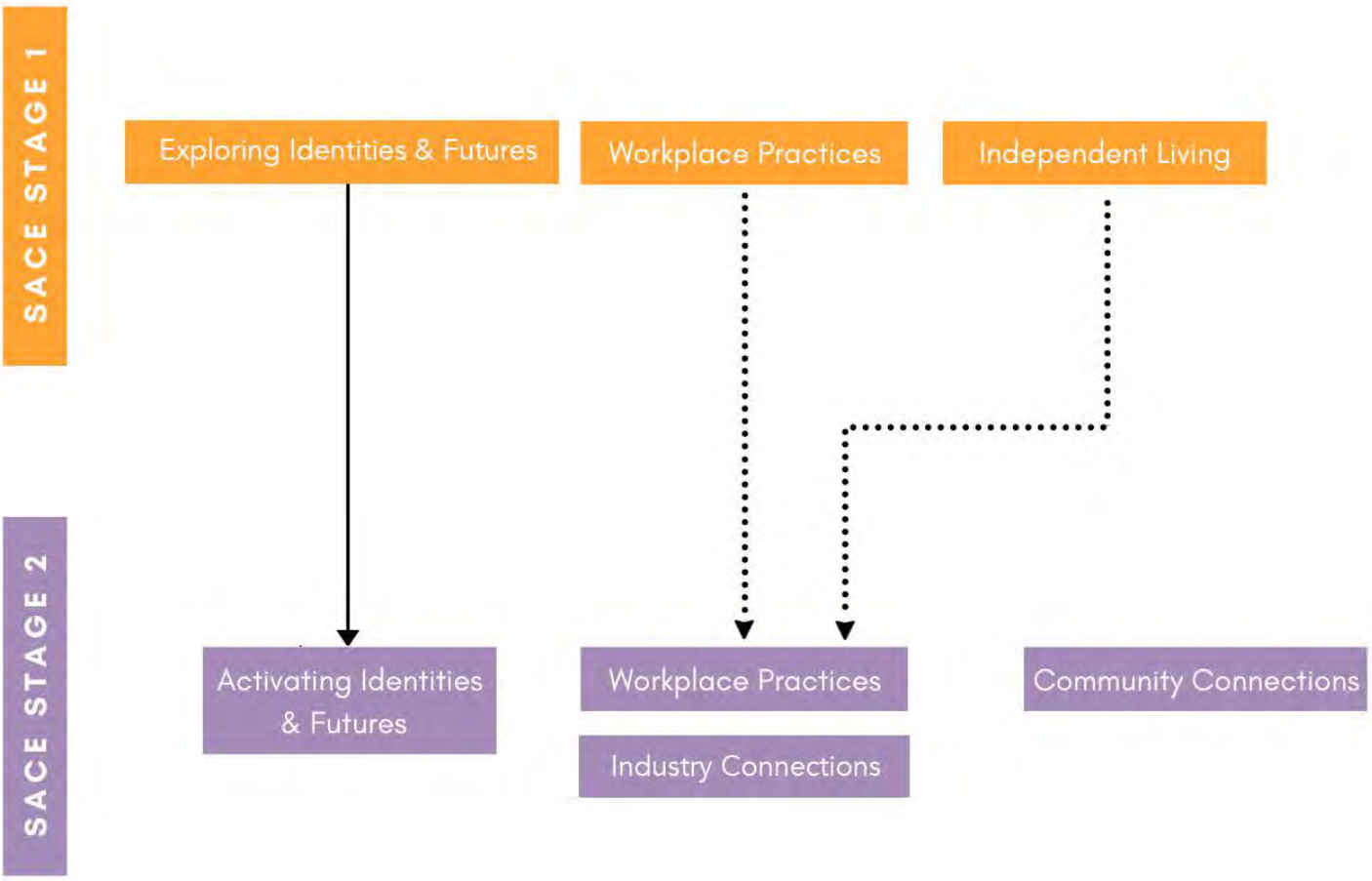
Practical Enquiry (40%)
- Physical Performance (15%),
- Culture (10%),
- Healthy Lifestyle (15%)

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

Interdisciplinary

Interdisciplinary



INTERDISCIPLINARY

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 two weeks of 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

INTERDISCIPLINARY

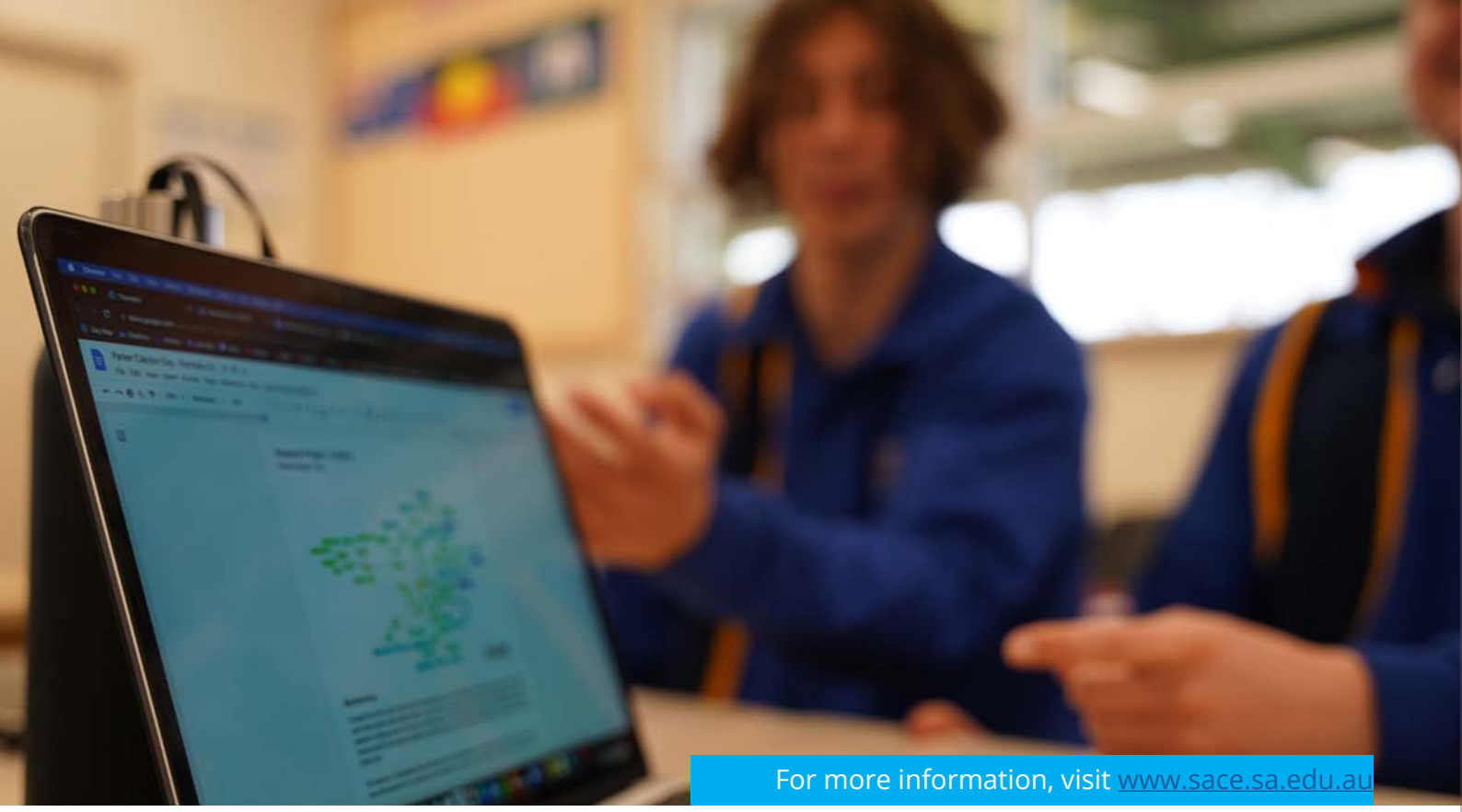
EXPLORING IDENTITIES AND FUTURES

STAGE ONE - COMPULSORY

Course Description
Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them. EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Course content
EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.
In this subject, students: develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning, demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations, apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions, develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment
- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities



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

INTERDISCIPLINARY

ACTIVATING IDENTITIES AND FUTURES

STAGE TWO - COMPULSORY

Course Description

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

Course content

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Assessment

School assessment

- Assessment Type 1: Portfolio
- Assessment Type 2: Progress Checks (70%)

External assessment

- Assessment Type 3: Appraisal (30%)

INDUSTRY CONNECTIONS

STAGE TWO

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

Industry Connections allows students to authentically connect and develop understandings and relationships through industry immersion, and provides opportunities for them to focus and reflect on their learning in applied and practical ways using evidence of actions taken.

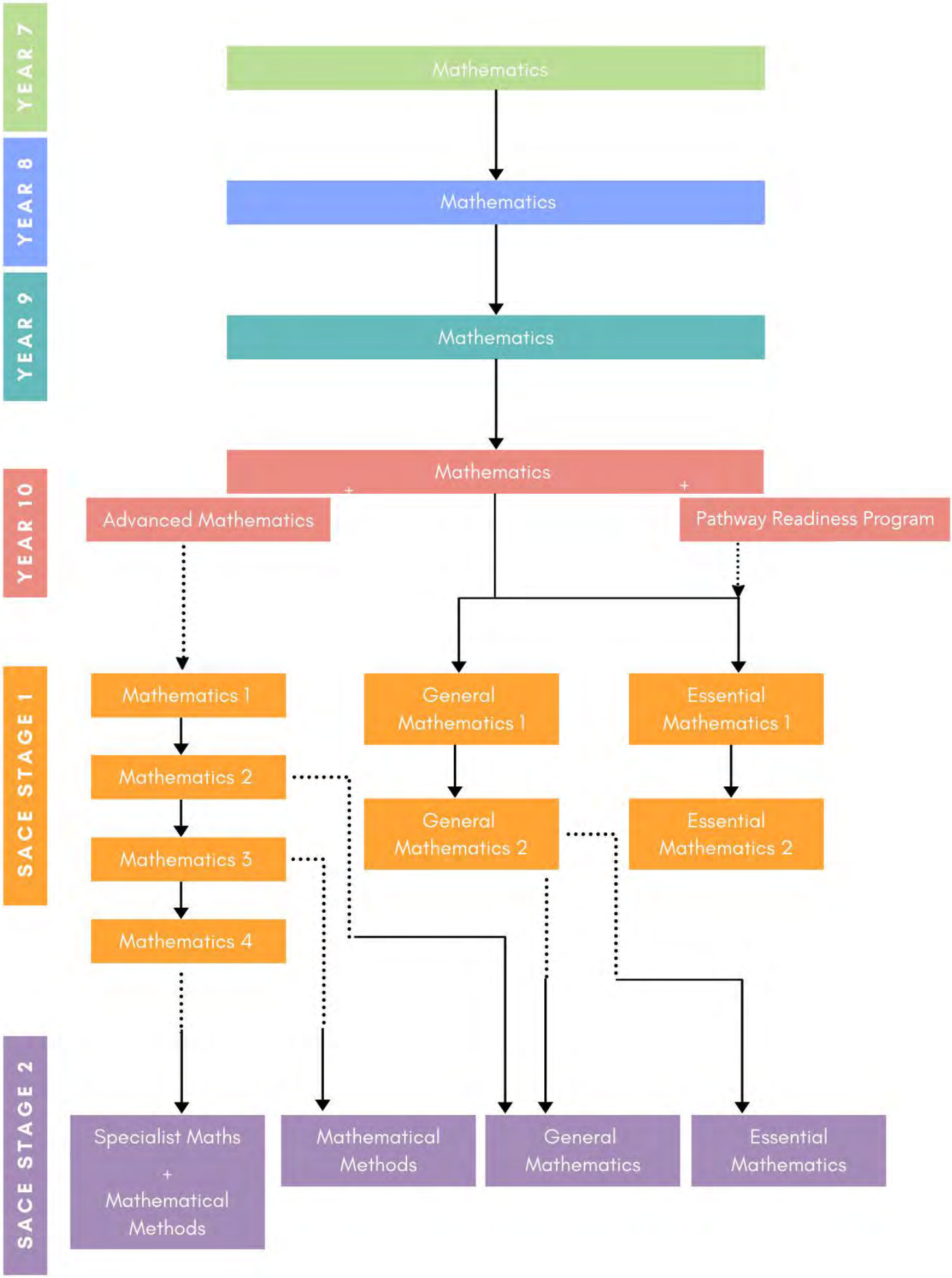
This subject enables students to explore and feel connected to learning that is relevant and of interest to them, while also exploring and applying their learning to future pathways. Industry Connections affords students opportunities to learn and develop skills related to industry contexts, and builds in them a sense of relevance to future work, and being able to know and contribute to economy, community, and society.

Assessment

- Assessment Type 1: Portfolio of Work (50%)
- Assessment Type 2: Reflection (20%)
- Assessment Type 3: Industry Project (30%)

Mathematics

Mathematics



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 three 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 two separate classes of Mathematics in Semester 2.

Students study Geometric Reasoning, Algebra, Relationships and 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.

YEAR 10 PATHWAY READINESS PROGRAM

Students are now required to complete a Numeracy aptitude test prior to Vocational Education Training (VET) to ensure students' readiness to commence in their desired pathway. To ensure students are successful in the completion of the aptitude test requirements, Pathway Readiness Program is being offered to students in Semester 2 of Year 10. The course is designed to prepare students with the numeracy and problem solving requirements needed to be successful at both the aptitude test as well as Stage 1 Essential Mathematics the following year. As a result, students who choose this pathway will only be able to continue with Stage 1 Essential Mathematics in the following years and will not be recommended for General, Methods or Specialist Mathematic subjects

Students will undertake:
Basic Skills/ Aptitude test (Requirement for VET)

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

MATHEMATICS

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%)

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 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 specialised 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.

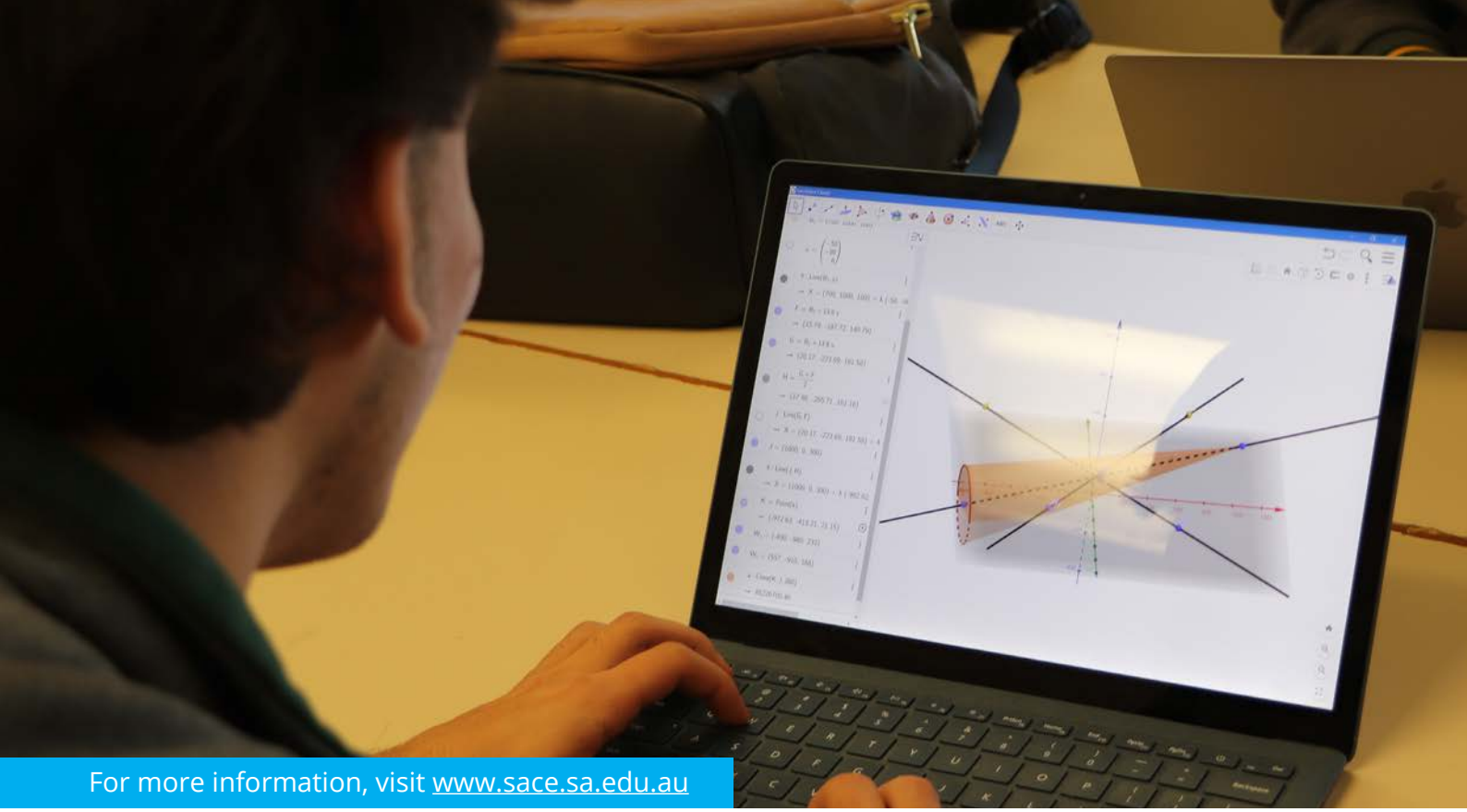
Students intending to study Stage 2 Mathematical Methods MUST successfully complete a full year of Mathematics 1, 2 and 3 at Stage 1 level.

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 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:

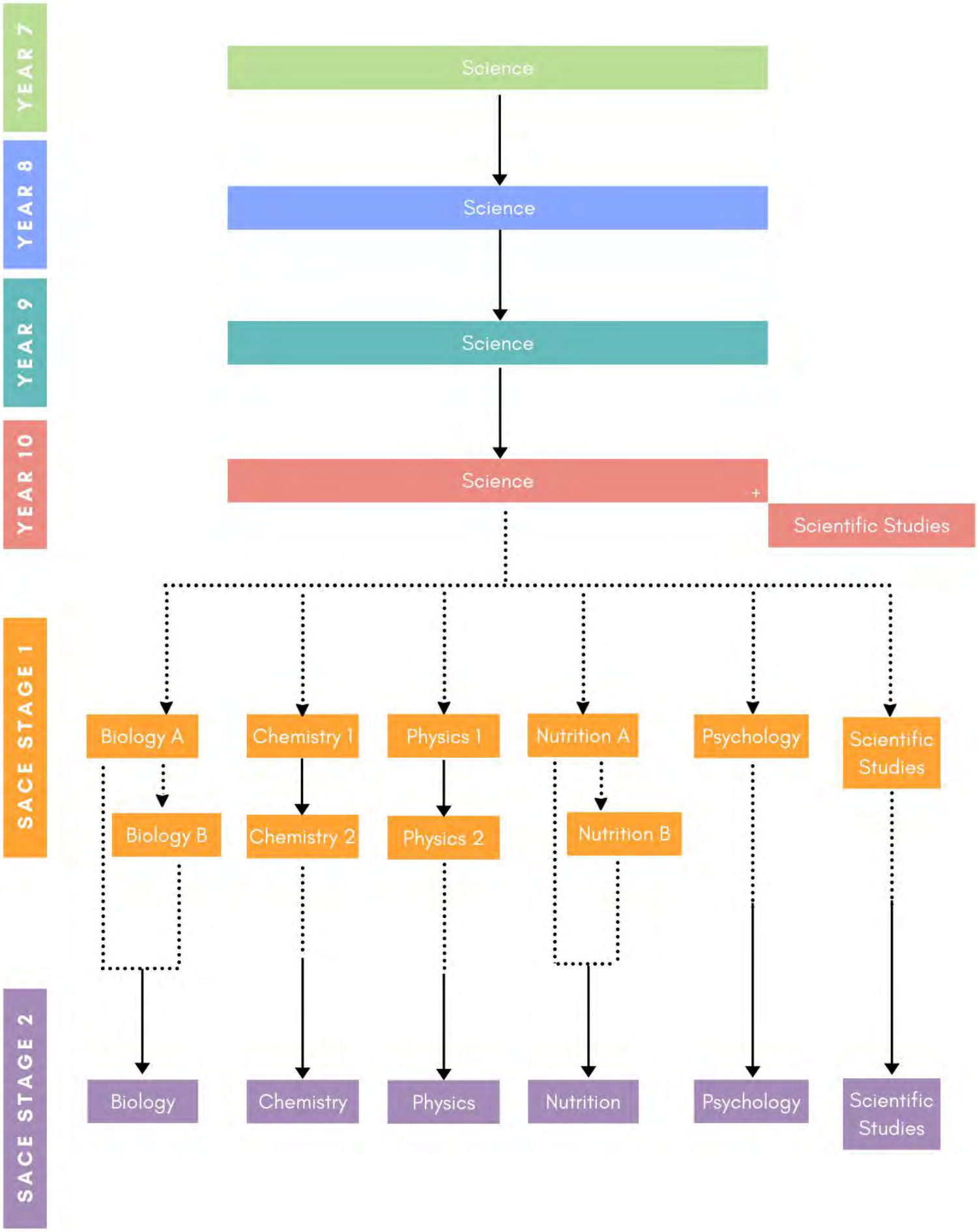
- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations.

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

Science


YEAR 7
YEAR 8
YEAR 9
YEAR 10
SACE STAGE 1
SACE STAGE 2
Science
Science
Science
Science +
Scientific Studies
Biology A
Biology B
Chemistry 1
Chemistry 2
Physics 1
Physics 2
Nutrition A
Nutrition B
Psychology
Scientific Studies
Biology
Chemistry
Physics
Nutrition
Psychology
Scientific Studies

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

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.

YEAR 9

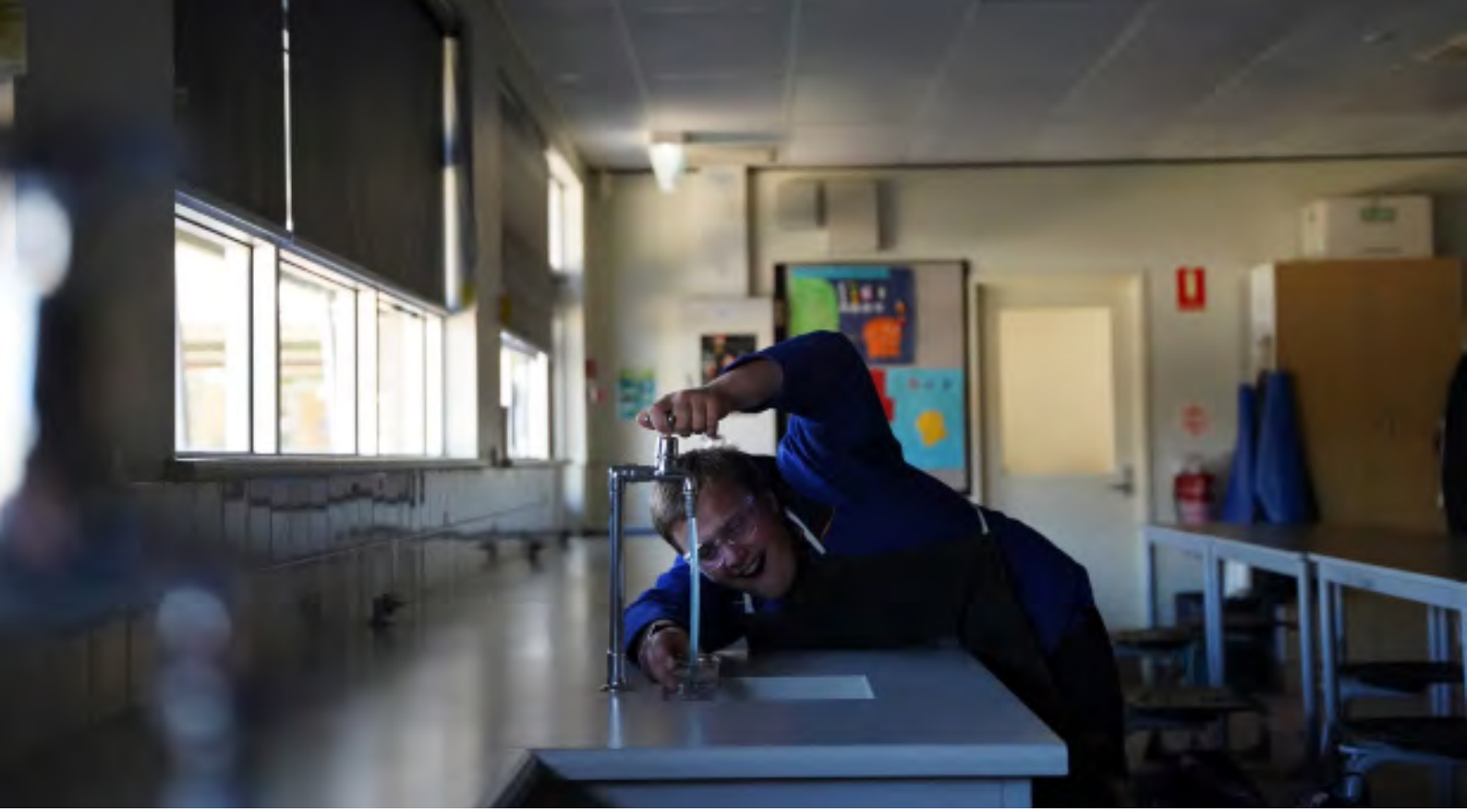
Year 9 Curriculum continues to develop student's '21st Century' skills, while developing their knowledge and understanding of the Science topics.
Year 9 students explore: the human body's response to change, interdependence and ecosystems, plate tectonics, atoms, changes in matter, energy transfer and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

YEAR 10 SCIENTIFIC STUDIES

Stage 1 Scientific Studies will be offered in Semester Two of Year 10 to support students who intend to take a subject intensive pathway at Year 11 and 12. Students intending to undertake Scientific Studies in semester Two MUST successfully complete Semester One Science at a B grade or higher in accordance with the Australian Achievement Standards. Successful completion of Scientific Studies in Year 10, will allow students a study line in Semester 2 of Year 11 to assist in being successful in an intensive subject pathway.



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 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 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	

SCIENCE

PHYSICS

STAGE ONE, 1 and 2

Stage 1 Physics is designed to develop and extend students understanding of the interaction between matter, energy and forces in linear motion, 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

SCIENCE

SCIENTIFIC STUDIES

STAGE ONE

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations.

Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

Students completing Scientific Studies will be timetabled against a Biology, Chemistry or Physics class according to their interests.

Students undertake:
- Inquiry Folio
- Science Human Endeavour
- Collaborative investigation

STAGE TWO

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Stage 2 Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical thinking (STEM).

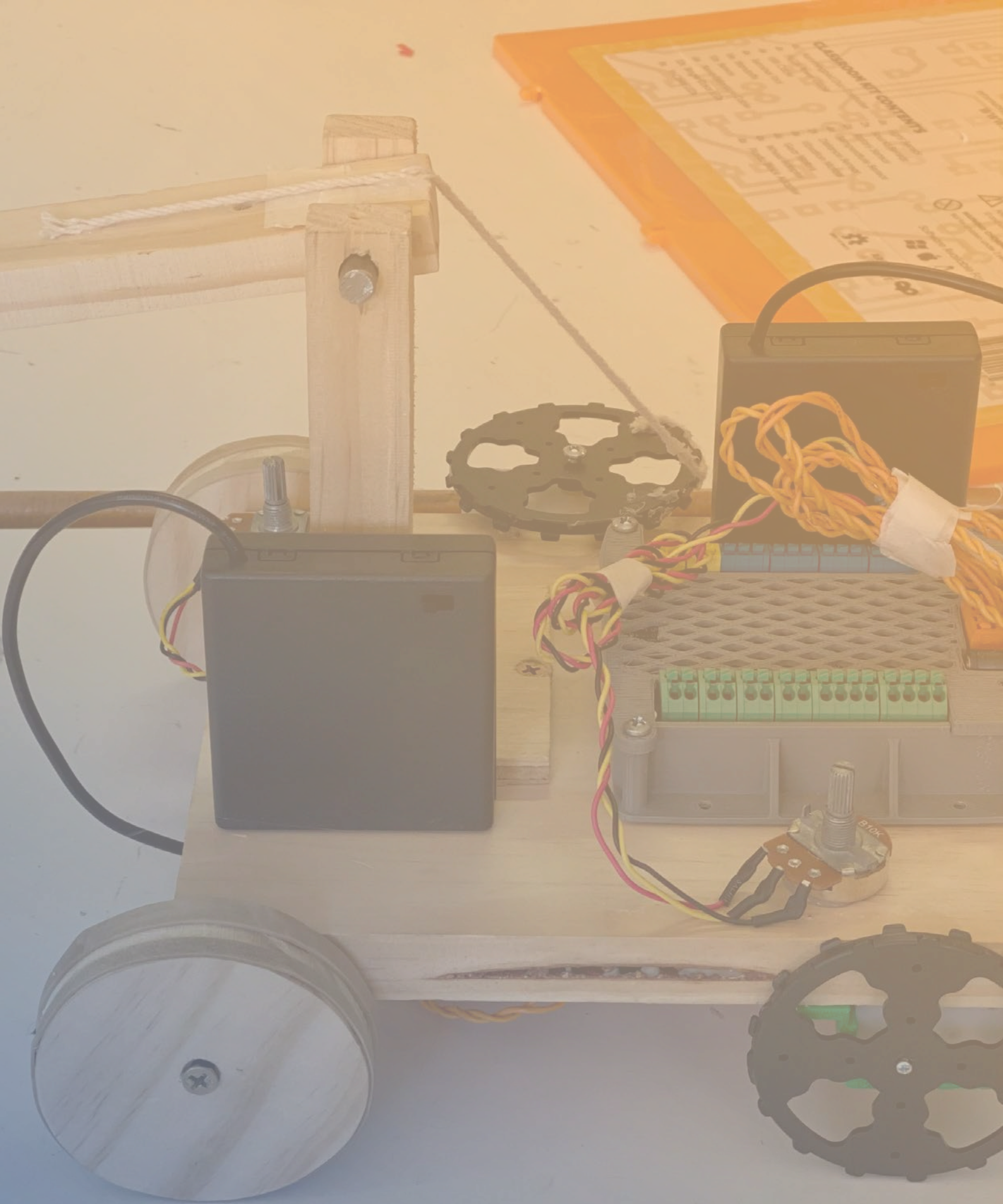
Students completing Scientific Studies will be timetabled against a Biology, Chemistry or Physics class according to their interests.

Students undertake:

Inquiry Folio **50%**
- Inquiry Proposal
- Science as Human Endeavour Report

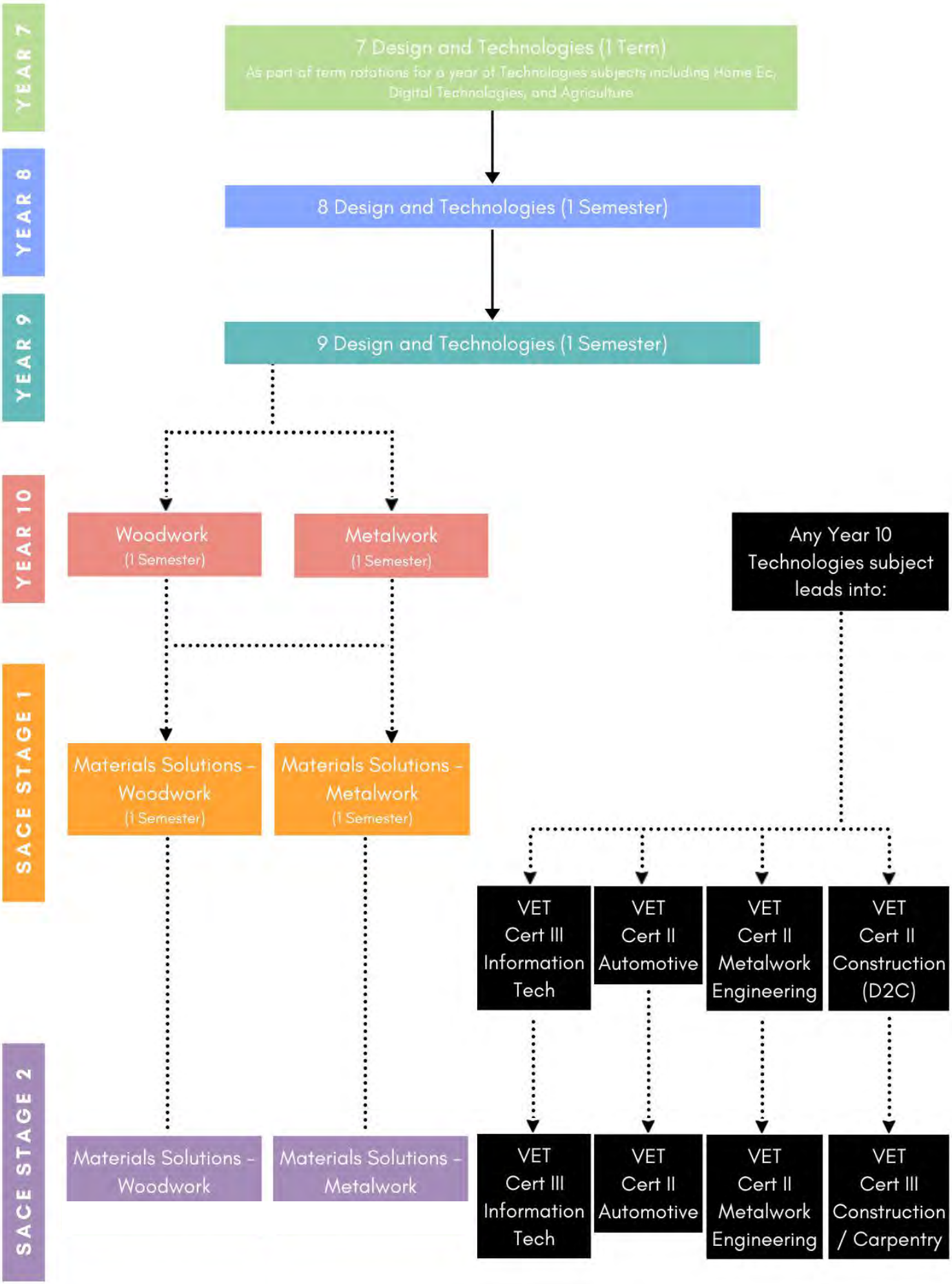
Collaborative Inquiry **20%**
- Long term inquiry focused on using the engineering design process or scientific method

Individual Inquiry **30%**
- An individual inquiry focused on your proposal from the inquiry folio



Technologies

Technologies



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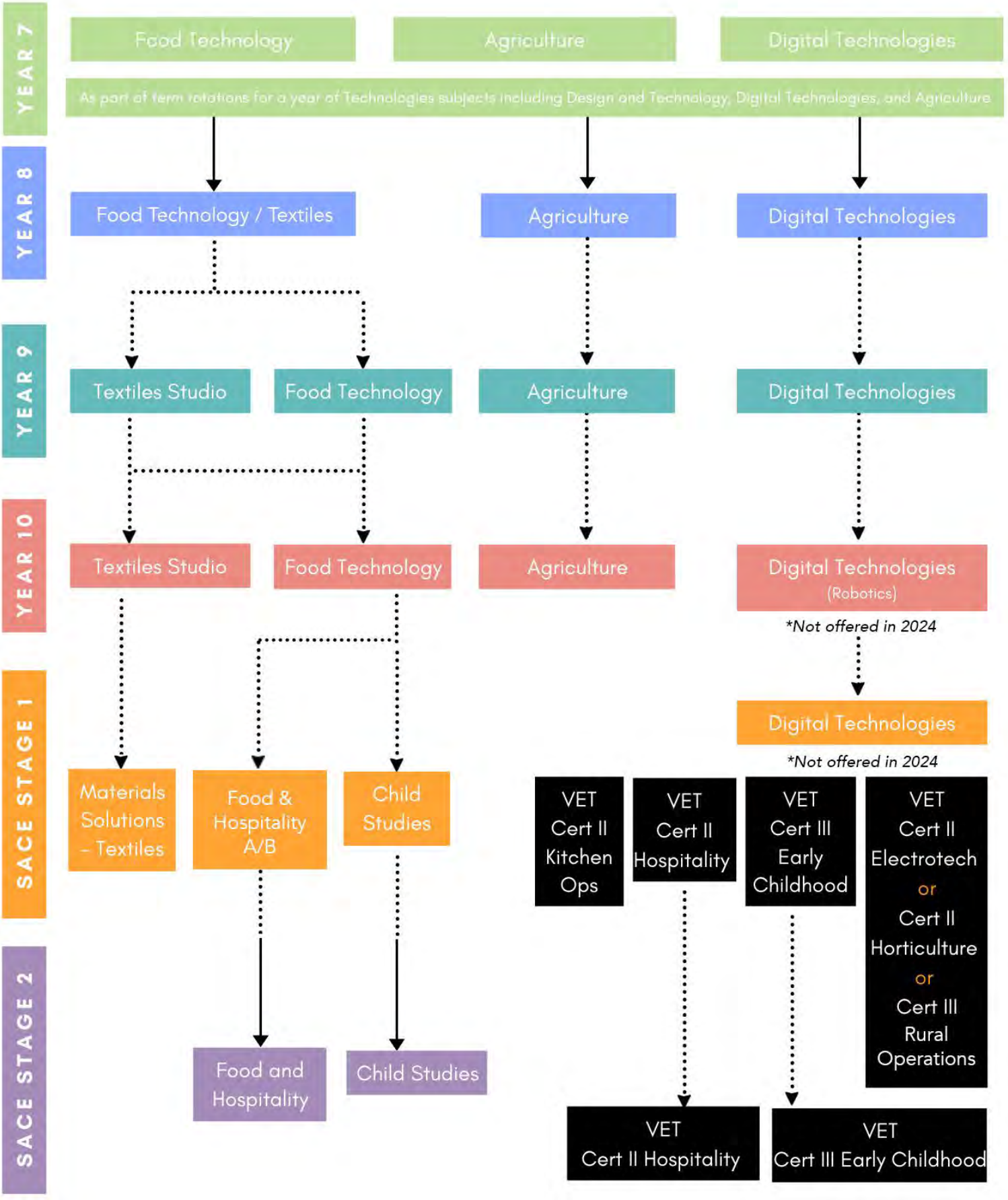


TECHNOLOGIES

AGRICULTURE

YEAR 7

Year 7 students will be exposed to a 'taster' term of agriculture. This taster leads into semester-based programs available in year 8 to 10. Within each taster term, students will explore a foundation introduction to agriculture and horticulture. Students will be exposed to a range of introductory skills and will be able to look at unique and new agricultural technologies. Students will learn about growing their own gardens and sustainability in agriculture.

YEAR 8

Students explore horticulture by managing their own vegetable garden; understanding the aspects of growing a successful garden through 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 chickens. Students also get exposure to agricultural technologies within these areas that increase productivity and sustainability.

YEAR 9

Students explore horticulture by studying tree and vine crops; understanding the aspects of growing successful produce through soils, nutrition, pests and diseases, and our local climate. Students learn about growth cycles and management of trees and vines in our local area. They also explore aquaponic food systems and how to manage the system for successful fish and vegetable production on site with our own aquaponics infrastructure.

YEAR 10

Year 10 Agriculture explores sustainable practices in farming and students research winter crop production and agronomy. Techniques and practical management for successful production of local crops are an essential component of the course. Students extend their skills and knowledge in aquaponic food systems and how to increase productivity whilst implementing efficient and sustainable practices.

TECHNOLOGIES

HOME ECONOMICS

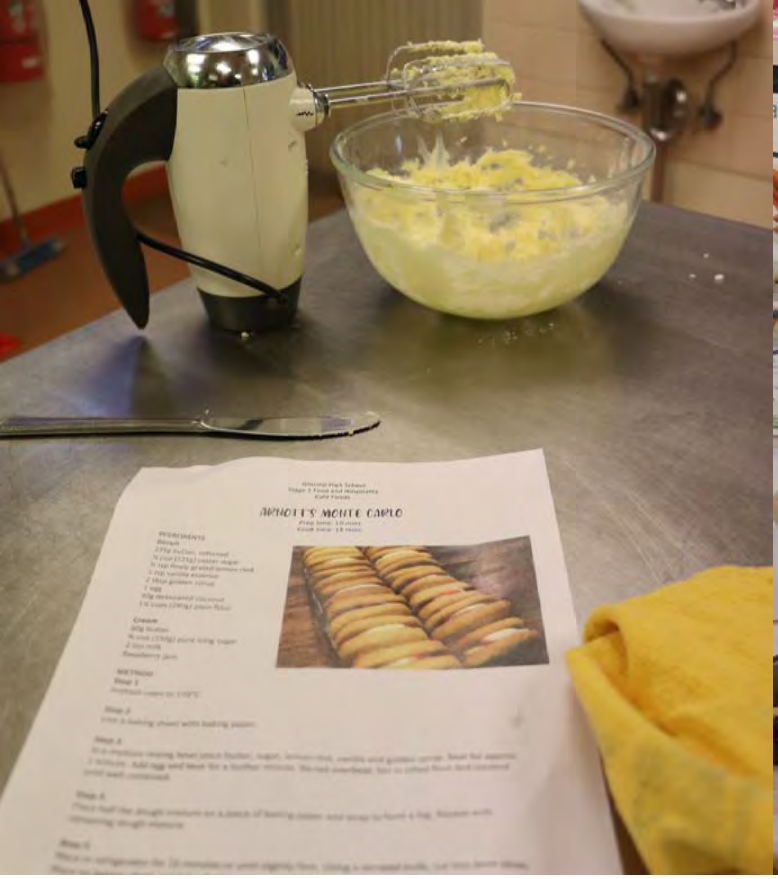
YEAR 7
In Year 7 students will have a 'taste' of cooking and working in a kitchen. Students will be introduced to basic culinary skills and food safety and hygiene practices to gain lifelong skills for cooking and preparing food. Exposure to a range of foods and their properties will also be a focus.

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. In addition, students will complete a textiles unit and learning skills centred around hand sewing and utilising a sewing machine.

FOOD TECHNOLOGY

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 tune 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.

YEAR 10
Students will develop skills that lead into Stage 1 and 2 Food-based subjects. Current food trends, catering enterprises, food labelling and extension of technical skills will be the focus for the semester. Students will explore multi-cultural foods in more detail, as well as have an opportunity to participate in a catering exercise.



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 assessments which include 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 are 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...

This subject incurs a cost. While there are no pre-requisites for this subject, prior skills and knowledge of cooking are 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 conception 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 importance of nutrition, health, and wellbeing for babies and other family members. **This subject incurs a 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 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. **This subject incurs a cost.**

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. This course offers hands on learning using a range of modern technologies to ensure students can design, make, and evaluate their products. **This subject incurs a cost.**

YEAR 10
This subject leads to Stage 1 Material Solutions – Textiles. Students learn techniques such as 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 neogtiated textiles product. This course offers hands on learning using a range of modern technologies to ensure students can design, make, and evaluate their products. **This subject incurs a cost.**

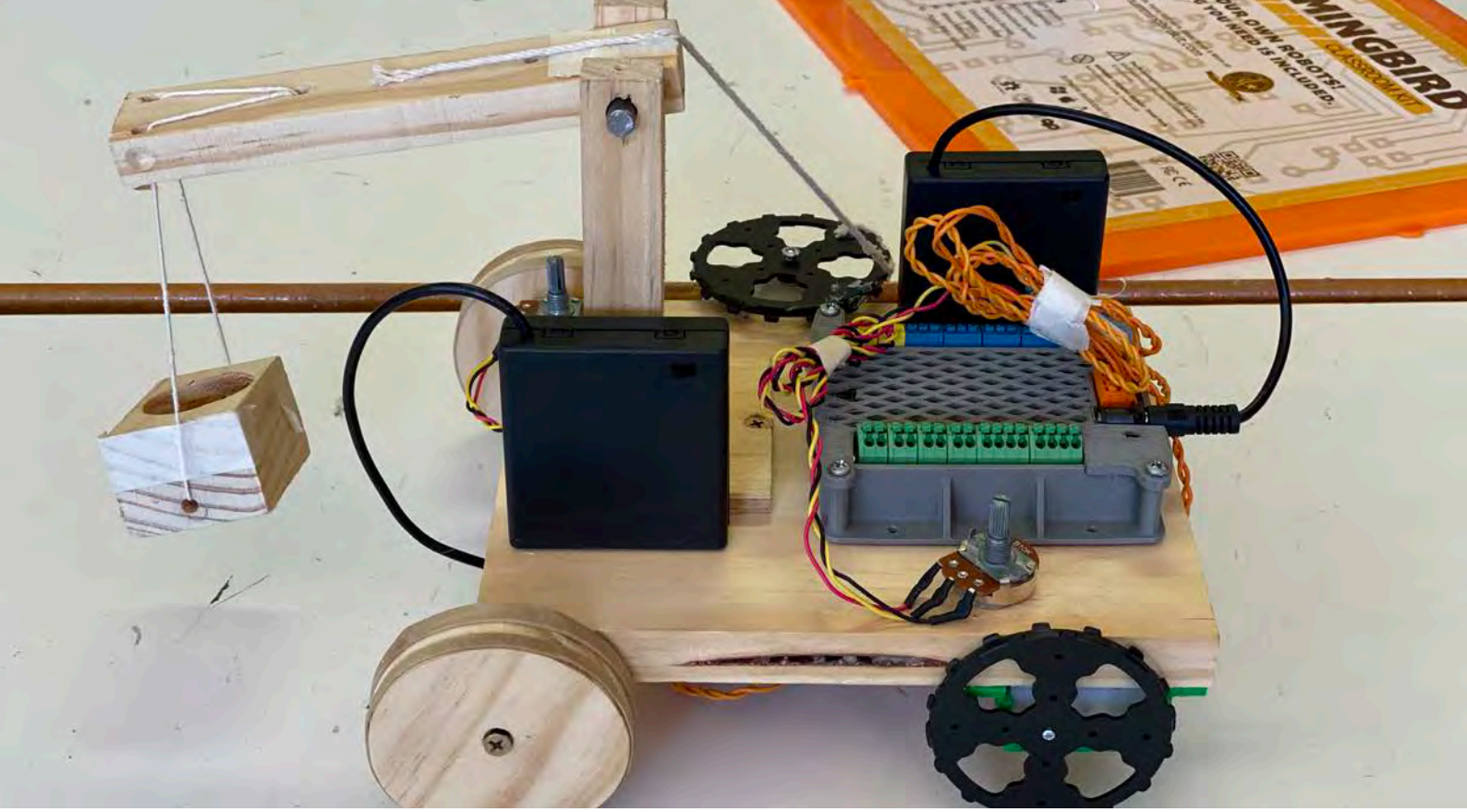
MATERIALS SOLUTIONS - TEXTILES

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 designs. **This subject incurs a cost.**

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

DIGITAL TECHNOLOGIES

YEAR 7
Students develop skills in Digital Technologies. The term focuses on understanding of what makes up digital technologies. Also, a unit around cyber safety and their online brand and finishes with 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 to provide all students with a 'taster' of opportunities available in a semester form in years 8 and beyond.

YEAR 8
Students will continue to develop skills in Digital Technologies Students will continue to develop their coding skills to complete numerous challenges and use in completing a small project. Cyber safety will again be a focus looking at more ways to keep safe online. Students will learn about computer networks and how data is stored and used in a digital world.

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 a website.

YEAR 10 ROBOTICS
PLEASE NOTE: This will not be offered in 2024
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 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
PLEASE NOTE: This will not be offered in 2024
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

DESIGN AND TECHNOLOGY

YEAR 7
Students develop skills in Woodwork and Computer Aided Design and Drawing (CAD). Students are taught the use of hand tools and some machinery, 3D modelling and printing techniques. Projects include the making of a chopping board. Students will rotate through each in a termly manner to provide all students with a 'taster' of opportunities available in a semester form in year 8 and beyond.

YEAR 8
Students will continue to develop skills in Woodwork and Computer Aided Design and Drawing (CAD). Students will be introduced to metal work skills for the first time in this semester. Students are taught the use of hand tools and some machinery, 3D modelling and printing techniques. ***This subject incurs a cost.***

YEAR 9
Across the semester students will continue to develop skills utilising both wood and metal. They will have the opportunity to build numerous projects including a step stool and a folding camp shovel. Students will work on also developing their CAD skills. A small cost will incur to cover the cost of the materials. ***This subject incurs a cost.***

YEAR 10 WOODWORK
With a focus on wood, students use Computer Aided Design and Drawings (CAD) 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. ***This subject incurs a cost.***

YEAR 10 METALWORK
With a focus on metal, students use computer aided design drawings (CAD) 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. ***This subject incurs a cost.***

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 creation of their major project.

Assessment:

- Assessment task 1: Practical Tasks
- Assessment task 2: CAD designing
- Assessment task 3: Major Product and Folio

NOTE: Students will undergo a cutting and costing exercise where they calculate major product costs, which they are required to pay before the end of the semester.

STAGE ONE - METALWORK

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, major project (included appropriate documentation).

Assessment:

- Assessment task 1: Practical Tasks
- Assessment task 2: CAD designing
- Assessment task 3: Major Product and Folio

STAGE TWO - WOODWORK

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: Foldable Carpenters Horse	10%
- Task 2: CAD Task	10%
Assessment Type 2	50%
- Design Folio	25%
- Major Product	25%
External Assessment	**30%**
Assessment Type 3	
- Resource Investigation	15%
- Issues Investigation	15%

NOTE: Students will undergo a cutting and costing exercise where they calculate major product costs, which they are required to pay before the end of the semester.

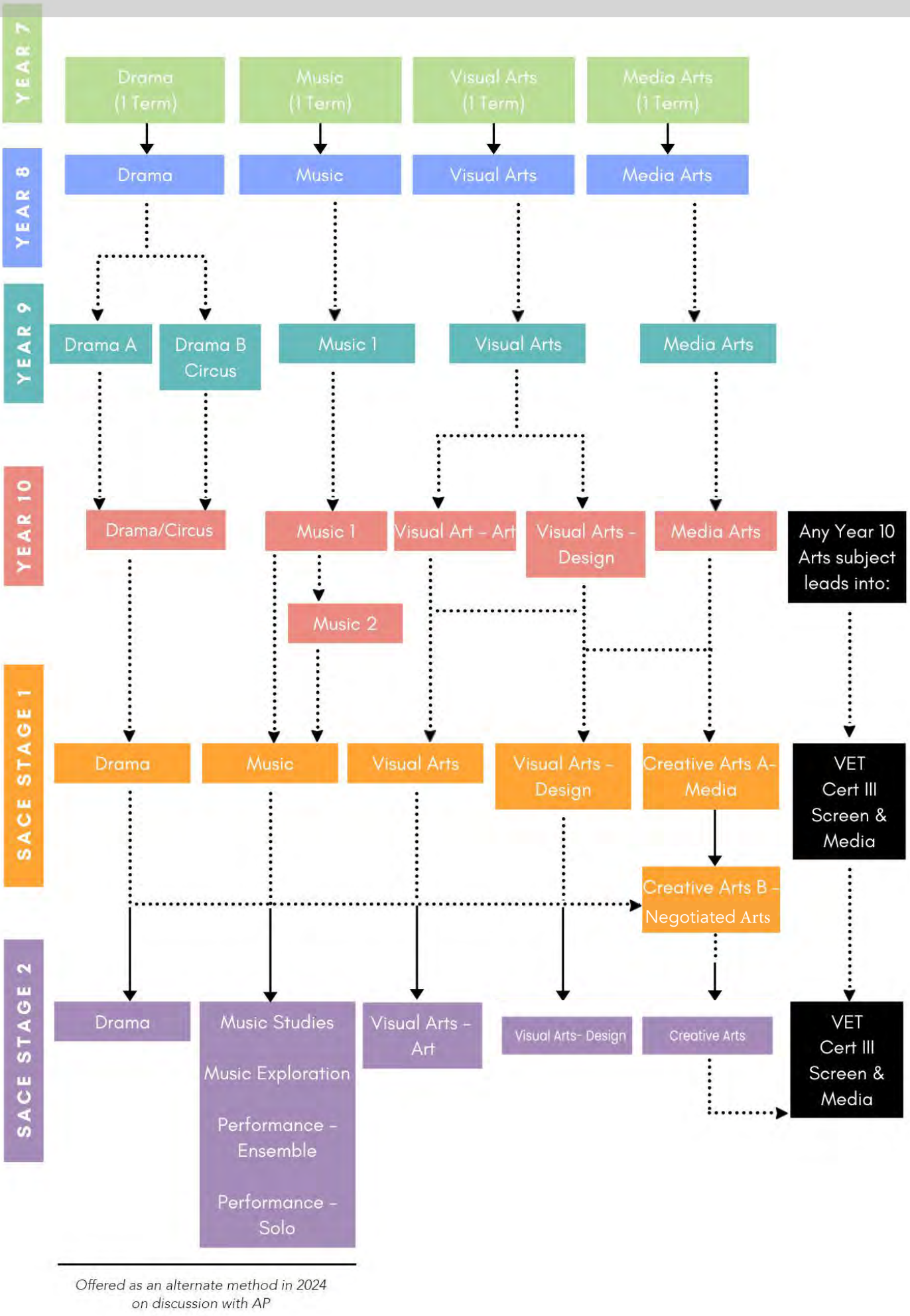
STAGE TWO - METALWORK

Students use a range of welding techniques as well as exploring different metal fabricating skills and processes throughout skills and application tasks.
Students design and construct a metal project using framing construction. Written assignment regarding the use and application of various materials, strength testing and evaluations of all practical tasks will be assessed.

NOTE: Students can only do 1x Stage 2 Material Solutions subjects if an ATAR is desired.

The Arts

The Arts



Offered as an alternate method in 2024 on discussion with AP

DRAMA

YEAR 7

Students explore the elements of drama and develop basic performance skills through a range of practical activities such as, non-verbal communication and body language and tableau. They will collaborate with peers to create several student-devised performances in which students will apply and demonstrate their understanding of the learning undertaken in this unit.

YEAR 8

Students will build on character development and ensemble skills through the exploration of performance styles (slapstick comedy/ melodrama/improvisations etc). They will also be introduced to circus by developing skills in circus apparatus of choice (juggling, unicycling, stilt walking, diabolo, flowersticks etc)

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 negotiate topics such as Theatre Sports/mask theatre/scripted drama/ devised drama/film making.

YEAR 9 A **continued...**

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 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.

YEAR 10

Students negotiate a circus or traditional drama pathway. For circus, students explore and analyse Physical Theatre. They build on their circus skills and collaborate with others to create drama that incorporates these skills as well as design/directorial elements. For drama, they 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.

THE ARTS

DRAMA

STAGE ONE

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	40%
- Responding to Drama	30%
- Creative Synthesis	30%

If students wish to do another semester of this subject, please select Creative Arts B - Negotiated Arts as second semester.

STAGE TWO

PLEASE NOTE: This will be offered alternatively in 2024

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
Students gain basic skills in Photoshop and photography and are introduced to film and animation. Students learn about online safety, image manipulation and sharing of images.

YEAR 8
Students build on their skills in Photoshop and photography, 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

STAGE ONE - MEDIA
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 - NEGOTIATED ARTS
This subject is for students who want to undertake two semesters of any of The Arts offerings. The content within this subject is individually negotiated with teacher.

Students undertake:
Product 50%, Folio 50%

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

This term course will see students be introduced to various practical areas such as painting, drawing and sculpture. 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 8

This course will build on basic skills in practical areas such as painting, drawing and printmaking. Emphasis will be on creative thinking, problem solving, basic skills building and the application of the Elements and Principles of Art and Design. Students will develop their analysis and responding skills through class discussion and individual responses using appropriate art terminology and language.

YEAR 9 VISUAL ART AND DESIGN

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, such as painting and sculpture. 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 as the DAR using Arts specific terminology.

THE ARTS

VISUAL ARTS – ART

STAGE ONE

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	40%
- Practical	30%
- Visual Study	30%

If students wish to do another semester of this subject, please select Creative Arts B - Negotiated Arts as second semester.

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	40%
- Folio - experimental & support work of the practicals	30%
External Assessment	**30%**
- Visual Study	

THE ARTS

VISUAL ARTS – DESIGN

YEAR 10

Students have the opportunity to further develop their skills in three areas of design. Students work to a 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 finals suitable for display and further develop an appreciation for artworks through discussion, individual presentation and verbal or written responses such the DAR using Arts specific terminology.

STAGE ONE

Students explore the Design Process, 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	40%
- Practical	30%
- Visual Study	30%

If students wish to do another semester of this subject, please select Creative Arts B - Combined Arts as second semester.

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	40%
- Folio - experimental & support work of the practicals	30%
External Assessment	**30%**
- Visual Study	

THE ARTS

MUSIC

YEAR 7
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 8
Students continue to explore Rhythm instruments: Guitar, Keyboard and Drum-kit.
They will continue to develop the skills to read and write music and compose their own piece of 'computer music'. Students will form their own band and perform to a negotiated audience.

YEAR 9
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 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. This is strongly recommended for students who wish to study SACE Music.

STAGE ONE
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 EXPLORATIONS

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 Costs

Please contact the college to discuss questions and arrangement payment if required.

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	Year 10 & Stage 1/ 2	$50 (per semester)	Ingredients
Textiles	Year 9 and Year 10	$50	Materials
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
Metalwork	Year 10	$60	Materials
Woodwork	Year 10	$60	Materials

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

Mathematics		Years 7 to 10	Scientific Calculator
		Stage 1 and 2	Casio FX-CG20 Calculator (or similar)
Instrumental Music		Years 7 to 12	Instrument hire
Technologies	Design and Technology	Year 8	Materials **$20 Semester**
	Design and Technology	Year 9	Materials **$40 Semester**
	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 & Wellbeing	Physics	Tourism
Child Studies	Music	Sport and Recreation	Visual Arts - Art
			Visual Arts - Design

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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