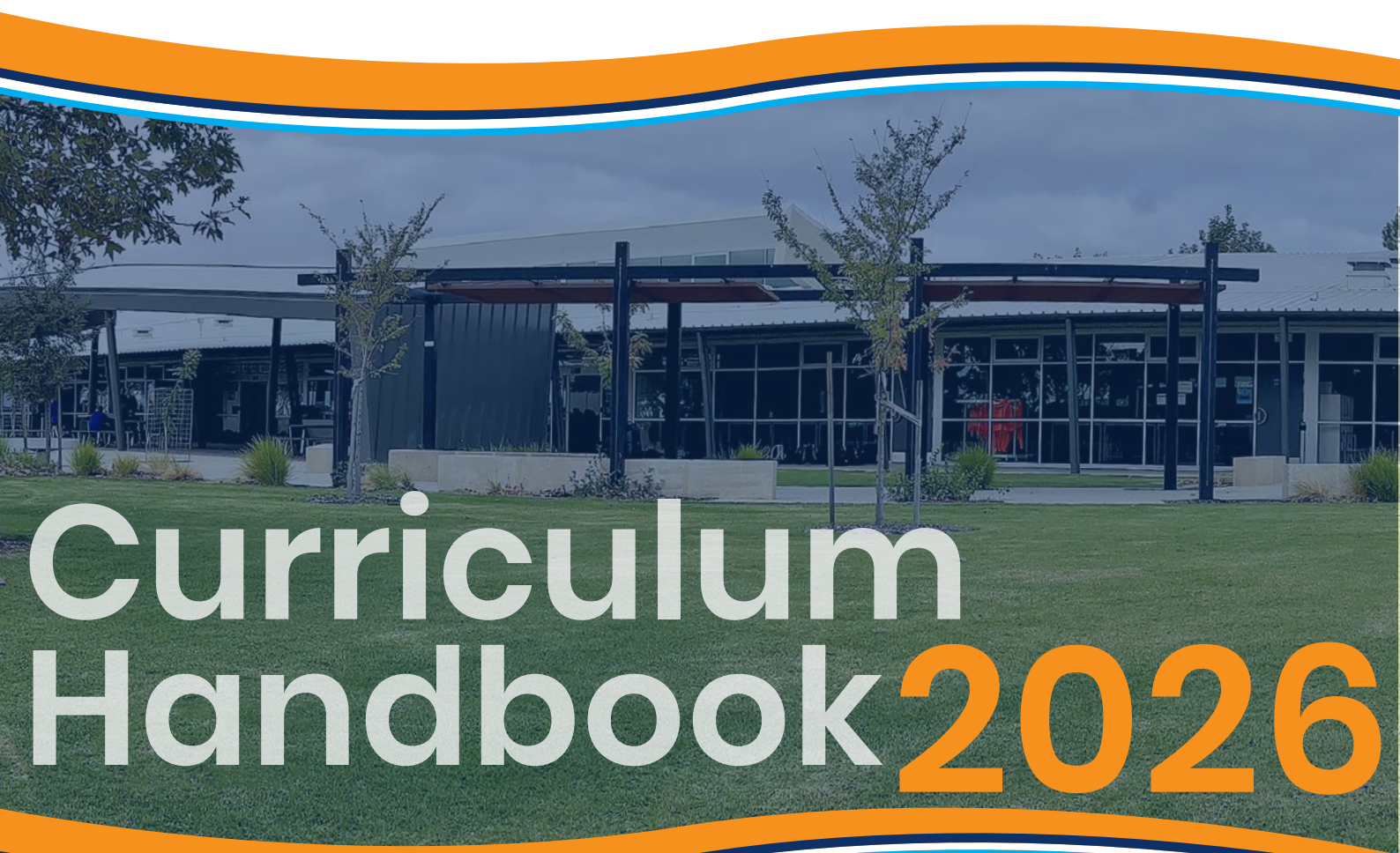


Berri Regional

SECONDARY
COLLEGE



Curriculum Handbook 2026

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.

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Learning at Berri Regional Secondary College

Welcome to the Berri Regional Secondary College's (BRSC) Curriculum Handbook - a place where your child's educational journey is uniquely crafted to foster both academic excellence and personal growth. At BRSC, we pride ourselves on creating a nurturing and dynamic learning environment that empowers students to become resilient and independent learners.

What sets us apart is our commitment to personalised education. We understand that each student is unique, with individual strengths and aspirations. Our dedicated educators work closely with students to tailor learning experiences that challenge high achievers and support those who need it, ensuring that every student is engaged and prepared for future success.

Our college is not just about meeting educational standards; we strive to exceed them. We focus on developing critical life skills that are essential for success beyond the classroom, preparing students to navigate the complexities of the modern world with confidence and competence.

Academic Stretch

At BRSC, we challenge students to think beyond the classroom. Academic stretch isn't about more work, but about deepening their thinking. We use questioning techniques that push students to provide detailed, meaningful responses, rather than brief answers. This approach prepares them for higher education and develops critical thinking and creativity. We also tailor subject choices to support each student's future goals, whether they aim for university, direct workforce entry, entrepreneurship, or trade apprenticeships, enabling them to pursue diverse pathways.

Comprehensive Student Support

At our school, every student deserves to feel safe, respected, and valued. Our Wellbeing Hub provides a welcoming space for support, including counselling and mentoring. We implement proactive strategies like peer support groups and resilience training to enhance emotional and social well-being. These efforts ensure students are prepared to focus on their learning. By addressing their holistic needs, we foster academic success and personal growth.

Innovative Teaching

At BRSC, we use diverse and innovative teaching methods to engage students and meet their needs. Our teachers collaborate regularly to enhance their teaching and respond effectively to students' needs. We're actively involved in Department for Education programs, keeping us at the forefront of educational innovation. Recognised as a leader, we frequently share our success stories with others. For example, our senior years feature the 'Activating Identities and Futures' (AIF) program, an innovative alternative to the traditional Research Project, allowing us to contribute to and shape new statewide educational initiatives. In 2026, we look forward to welcoming further learning opportunities in our senior school through the Riverland Secondary Schools Alliance (RSSA) Local Delivery program, the RSSA Specialist Sport Academy and the Kookaburra Café. Further information regarding these new programs can be read throughout this book.

Learning at Berri Regional Secondary College

Empowering Learners

At BRSC, we empower learners by encouraging them to explore their unique learning styles and pursue subjects that interest them. Programs like Studios and community-based learning connect classroom lessons to real-world experiences, fostering a love for learning and building essential life skills. By engaging students in these activities, we equip them with the tools, confidence, and opportunities to take charge of their education, make informed decisions, and develop a strong sense of independence and responsibility.

Strong Community Connections

At BRSC, our success is rooted in strong relationships among students, staff, families, and the community. Our teachers understand each student's unique needs, tailoring education to equip them with essential skills. We actively connect with local schools, community groups, and volunteers, integrating these partnerships into school activities. By involving parents and community members, we foster a collaborative environment where every student feels supported and valued. This collective effort strengthens our school community and enhances the educational experience for all.

Culture of High Expectations

Our culture of high expectations fosters an environment where all students are encouraged to reach their full potential. We set ambitious academic and behavioural standards, promote a growth mindset, and emphasize effort and persistence. Teachers and staff work together to provide rigorous instruction, resources, and interventions. Strategies like exit tickets help identify learning needs, reinforcing our standards and creating a structured environment. Regular discussions with students and families boost self-esteem, motivation, and celebrate achievements. Our commitment to consistency ensures every student knows what's expected and is supported in their journey to excellence.

Our Curriculum Handbook document will support you to explore the diverse educational pathways available with us here at BRSC as part of your young person's future planning and subject selection choices. Thank you for entrusting us with your child's education.

Clinton Ridgway
Principal

Junior Secondary

YEAR 7

At a curriculum level, Year 7 students will engage in all aspects of the South Australian Curriculum Learning areas. Compulsory subjects include English, Maths, Science, HASS, PE and Studios.

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	Studio	Agriculture	Drama	Aboriginal Culture
							Design & Tech Technologies	Media Arts	Cultural Immersion
Semester							Digital Technologies	Music	Greek
							Food Tech	Visual Art	Spanish

YEAR 8

Students will continue to study the South Australian Curriculum Learning areas through the Community Learning approach. Students will complete a full year of each of these topics. Studios will continue to be offered, with a focus on inquiry based learning.

Students will engage in 2 semesters for each of the following South 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 alternative option.

Semester	English	Maths	Science	HASS	HPE	Studio	Technology	Art	Language
Semester							Elective 1	Elective 2	

1 Semester Unit

Technology Agriculture Design and Technology Digital Technology Food Technology & Textiles	Art Drama Media Art Music Visual Art	Languages Greek Spanish SAASTA Connect Aboriginal Studies
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Middle 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 and Languages area.

Semester	English	Maths	Science	HASS	HPE (choice of PE or Health and Wellbeing)	Studio	Elective 1	Elective 2
Semester							Elective 3	Elective 4

- **Specialist Subjects**

SAASTA Connect can be selected for eligible students only (1 Semester)

Electives 1 Semester Unit

Agriculture Design and Technology Digital Technology Food Tech Textiles	Drama/Circus Media Art Music Visual Art
---	--

Middle Secondary

YEAR 10

Year 10 students will continue in their studies through the Australian Curriculum in specific areas of learning associated to their interests and positive post school pathways. Year 10 students will also be introduced to SACE for the first time through the Exploring Identities & Futures (EIF), where students reflect on their own skills and abilities, plan for their future and take active steps to support their development towards their future aspirations. Career pathways is also offered in Year 10.

Year 10 students complete subject units for the year and **four** elective subjects.

Semester	English	Maths	Science	Health & Physical Education	EIF (Stage 1)	Elective 1	Elective 2
Semester				History	Career Pathways (Stage 1)	Elective 3	Elective 4

Australian Curriculum

SACE

Academies (SACE)

1 Semester Unit Drama/Circus Food Technology Health and Wellbeing Media Arts Textiles Studio Metal Work Music Outdoor Adventure Advanced Physical Education Visual/ Design Woodwork	Stage 1 1 Semester Spanish Beginners Digital Tech (Robotics) Agriculture Geography Women's Studies	2 Semester Unit SAASTA * by application for Aboriginal and Torres Strait Islander students only RSSA Specialist Sports Academy by application
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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 and Futures (EIF) is also a Stage 1 compulsory subject that is studied at Year 10. They must be achieved at a 'C' grade or better. Stage 1 subjects are 100% assessed by teachers through vigorous moderation processes.

There is a difference between 'A' and 'B' subjects and '1' and '2' subjects.

- '1' and '2' subjects means students MUST complete '1' before '2' as they need prior knowledge. These subjects are generally compulsory before studying Stage 2.
- 'A' and 'B' is same subject but two different versions allowing students to jump into A and/or B. These are not compulsory before studying Stage 2 but are highly beneficial.

Students will choose **eight** elective subjects.

ACEE students by negotiation. These students will not select any 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

Agriculture
Biology A & - Full Year
Biology A/B - Semester
Business Innovation
Chemistry 1
Chemistry 2
Child Studies
Creative Arts - Negotiated Media
Digital Technologies
Drama
Essential Mathematics 1 Essential
Mathematics 2 Essential English
English
Food & Hospitality A & B - Full Year
Food & Hospitality A/B - Semester
General Mathematics 1 General
Mathematics 2 Geography
Health & Wellbeing A & B - Full Year
Health & Wellbeing A/B - Semester

Materials Solutions - Metalwork A & B - Full Year
Materials Solutions - Metalwork A/B - Semester
Materials Solutions - Textiles
Materials Solutions - Woodwork A & B - Full Year
Materials Solutions - Woodwork A/B - Semester
Mathematics Methods 1
Mathematics Methods 2
Mathematics Specialist 1
Mathematics Specialist 2
Modern History
Music
Nutrition A & B - Full Year
Nutrition A/B - Semester
Outdoor Education
Physical Education A & B - Full Year
Physical Education A/B - Semester
Physics 1
Physics 2
Psychology

Spanish Beginners - Stage 1 (A &/or B)
Tourism
Visual Arts - Art /Design
Women's Studies
Workplace Practices B
Other Learning Approaches (2 Semester Unit)
SAASTA (academy)
*by application for Aboriginal and Torres Strait Islander students only
RSSA Specialist Sports Academy
*application required
Kookaburra Cafe (Skills Hub)

Other Stage 2 learning opportunities available through negotiation

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. AIF must be completed with a 'C-' grade or higher.

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).

Students will choose **five** elective subjects.

Semester					
	Elective 1	Elective 2	Elective 3	Elective 4	Elective 5
Semester					

ELECTIVE SUBJECTS

2 Semester Units Agriculture Biology ** Business Innovation Chemistry ** Child Studies Creative Arts Drama Essential English Essential Mathematics English RSSA English Literary Studies Food and Hospitality Geography	General Mathematics Health and Wellbeing Kookaburra Cafe (Skills Hub) Materials Solutions - Woodwork Materials Solutions - Metalwork Materials Solutions - Textiles Mathematical Methods Modern History Music Explorations/Studies/ Ensemble/ Solo Music Studies Nutrition ** Outdoor Education Physical Education Physics** Psychology	RSSA Legal Studies RSSA Specialist Sports Academy (Full year) application required SAASTA* Specialist Mathematics Sport & Recreation Tourism Workplace Practices Visual Arts - Art Visual Arts - Design
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* by application for Aboriginal and Torres Strait Islander students only

** Scientific Studies



What is RSSA?

The Riverland Secondary Schools Alliance (RSSA) is a collaborative partnership between:

- Berri Regional Secondary College
- Loxton High School
- Renmark High School
- Waikerie High School
- Swan Reach Area School

This alliance was established to strengthen opportunities for students across the Riverland by combining the expertise, resources, and leadership capacity of each school. The RSSA works collectively to address regional challenges by designing and delivering innovative, sustainable, and equitable education models.

RSSA supports a range of shared programs that benefit Riverland students, including:

Technical Pathways Program – Accredited vocational learning through Registered Training Organisations (RTOs)

RSSA Sporting Program – Regional sporting pathways and interschool competitions

RSSA Local Delivery Program – Collaborative subject delivery across schools

The RSSA Skills Hub – Industry-connected learning, skill development, and immersive short courses

What is the RSSA Local Delivery Program?

The RSSA Local Delivery Program is one of the Alliance's key initiatives that expands subject offerings and learning opportunities across the region. It addresses equity and access by allowing students to study a broader range of SACE subjects—particularly those that may not be viable to run at individual schools.

Available Subjects 2026

Specialist Sport Academy – Australian Football (Years 10 to 12)

Stage 2 English Literary Studies

Stage 2 Legal Studies

Frequently Asked Questions (FAQs)

Q: What is RSSA Local Delivery?

A: A regional model that allows students to study senior SACE subjects delivered from another school via live online and in-person learning. It's designed to increase subject access and maintain high-quality delivery across schools.

Q: How are weekly lessons delivered?

A: Lessons are delivered live from the teacher's school. Students may choose to join online or attend in person. All sessions are recorded for later access.

Q: Are students required to attend in-person sessions?

A: Some subjects require students to attend scheduled full-day face-to-face sessions during the term. The number and timing vary depending on the subject.

Q: How is transport arranged for face-to-face days?

A: Transport is coordinated through the RSSA regional bus network. Schools will manage bookings with families.

Q: Will this affect my SACE certificate or ATAR?

A: No. These are standard SACE subjects. Local Delivery subjects count the same as any other and are included in ATAR calculations.

Q: What if I can't attend a live lesson?

A: Lessons are recorded and available on the Learner Management System. Students are expected to catch up and can contact the teacher for support.

Q: Do I have to choose online or in-person for the whole year?

A: No. Students have flexibility to attend online or face-to-face each week, depending on their schedule and preference.

Q: Will I still have support from my home school?

A: Yes. Students remain enrolled at their home school and continue to receive support from their SACE coordinator and teachers.

Q: What equipment or technology will I need?

A: A laptop or desktop computer and reliable internet. Schools can help provide access to devices or on-site support if needed.

Q: How are assessments and reporting managed?

A: The subject teacher from the delivery school manages assessments in line with SACE requirements. Results are shared with your home school and reported on your SACE record.

Q: Will I be in class with students from other schools?

A: Yes. Local Delivery subjects bring together students from across all RSSA schools, which makes for a dynamic and connected learning experience.

Q: Who do I contact if I have questions or concerns during the course?

A: Start by contacting your RSSA subject teacher. You can also talk to your home school's SACE coordinator or senior leader for extra support.

Additional Learning opportunities

As outlined earlier within this document, there are some new programs running for 2026.

Specialist Sport Academy – Australian Football (Years 10 to 12) (under the RSSA Local Delivery program)

A fantastic regional opportunity, the Specialist Sports Academy is a high-performance program designed for aspiring athletes. Students will experience expert guidance and industry connections, including partnerships with top organisations like the Adelaide Crows and SANFL. Although in 2026 the focus sport is Australian Football League (AFL), the program is underpinned by athlete development, sports science, performance analysis, high performance mindset, and industry exposure. Participants may also have an interest in coaching, umpiring, sports administration, sport trainer or volunteering, connecting our students back into community. This will be delivered one full day per week on Fridays, with students engaging in a structured blend of theory and practical learning.

Please read more about the Specialist Sports Academy information within Health and Physical Education section.

Kookaburra Café (BRSC Skills Hub program)

The Kookaburra Café is an exciting, hands on learning program offered every Friday for Year 11 and 12 students, designed to simulate a real world cafe environment right at school. Operating from the TIL Kitchen and adjoining cafe space, students gain practical experience in hospitality, customer service, and business operations. The program equips students with transferable employability skills through weekly role rotations, menu planning, barista training, and food preparation. Business acumen is developed through budgeting, costing, and marketing, while guest speakers and industry professionals help students explore career pathways. With a strong focus on teamwork, pride, and responsibility, students also engage in safe, hygienic practices and customer communication. Recognised as SACE Stage 2 Integrated Learning, the program allows students to earn credits while building confidence, leadership, and industry readiness.

Please read more about the Kookaburra Café information within the Technologies section.

Stage 2 English Literary Studies (under the RSSA Local Delivery program)

English Literary Studies focuses on the knowledge, skills, and critical thinking needed to interpret texts. Students will explore how texts represent culture, identity, and human experience, and analyse the relationship between authors, texts, audiences, and contexts. Students learn to construct evidence-based arguments, engage with diverse interpretations, and reflect on the creative choices of authors. They apply these insights to produce analytical and creative texts that demonstrate clarity and depth of literary understanding.

What will this look like for my young person? Weekly lessons will be delivered live from the delivery school (which may not be your school), with students able to choose whether to participate online or attend in person. In addition, students are required to attend two full-day face-to-face sessions terms 1-3 at the delivery school. So like VET, students from all schools from the Alliance come together as a class with the same goal of completing this subject together.

Please read more about the English Literature information within the English section.

Stage 2 Legal Studies (under the RSSA Local Delivery program)

Legal Studies explores how laws and legal systems seek to balance competing tensions such as fairness and efficiency, rights and responsibilities, and certainty and flexibility. Students examine how laws are created, interpreted, and applied in Australia, and how legal institutions and individuals influence change. This subject builds critical thinking, research, and civic literacy skills that support pathways in law, justice, and public service. The delivery format will be the same as English Literary Studies.

Please read more about the Legal Studies information within the Humanities and Social Sciences section.

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 II Cookery

Cert II Construction

Cert III Carpentry (Advanced Skills Cluster)

Cert III Early Childhood Education and Care

Cert III Education Support (Traineeship)

Cert II Electrotechnology

Cert II Retail Cosmetics (Beauty)

Cert II Engineering Pathways (Metalwork/Welding)

Cert II Salon Assistant (Hairdressing)

Cert II Horticulture

Cert II Hospitality

Cert III Individual Support (Aged Care/Disability)

Cert III Information Technology

Cert III Screen and Digital Media (Game Art, Game Development, Game Design)

ACEE Program for Positive Post School Pathways Support

DESCRIPTION

The ACEE (Automotive, Construction, Engineering, Electrical) 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 Exploring Identities & Futures (EIF), 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)	Community Connections (Industry Maths/Entrepreneurial Learning)
Community Connections (Wood/Metal work)	Study
Community Connections (Workplace Practices)	Study
Essential English	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.



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

- Exploring Identities & Futures (EIF) 10 credits
- Literacy requirement (English subjects) 20 credits
- Numeracy requirement (Mathematics subjects). 10 credits
- Activating Identities & Futures (AIF) 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 receiving an ATAR of 99.95 are ranked the highest in the state.

Your ATAR is calculated from the grades you receive in Stage 2 subjects, including Activating Identities & Futures (AIF). VET Courses do count towards your ATAR.

Bonus points can be received, 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

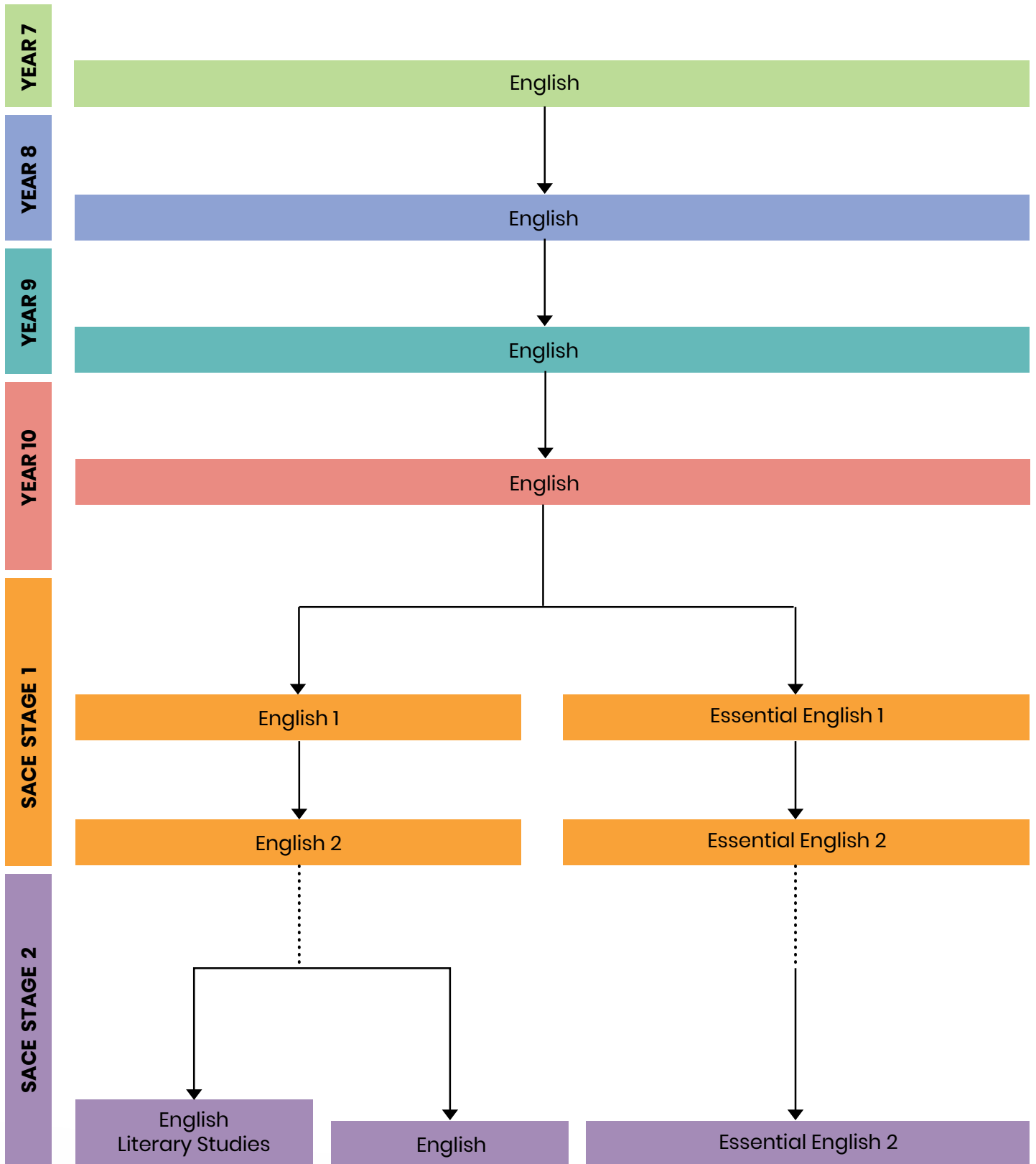
Electives

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





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. **Student MUST have successfully completed Stage 1 English.**

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 the knowledge, skills, and critical thinking needed to interpret texts. Through shared and independent study, students explore how texts represent culture, identity, and human experience, and analyse the relationship between authors, texts, audiences, and contexts. Students learn to construct evidence-based arguments, engage with diverse interpretations, and reflect on the creative choices of authors. They apply these insights to produce analytical and creative texts that demonstrate clarity and depth of literary understanding. **This is an RSSA Subject which requires an application.**

Delivery School: Berri Regional Secondary College

Mode of Delivery: Blended – Weekly lessons are delivered live from the delivery school, with students able to choose whether to participate online or attend in person. In addition, students are required to attend two full-day face-to-face sessions terms 1-3 at the delivery school.

Students undertake:

School-based Assessment 70%

- Responding to Text 50%
- Creating Text 20%

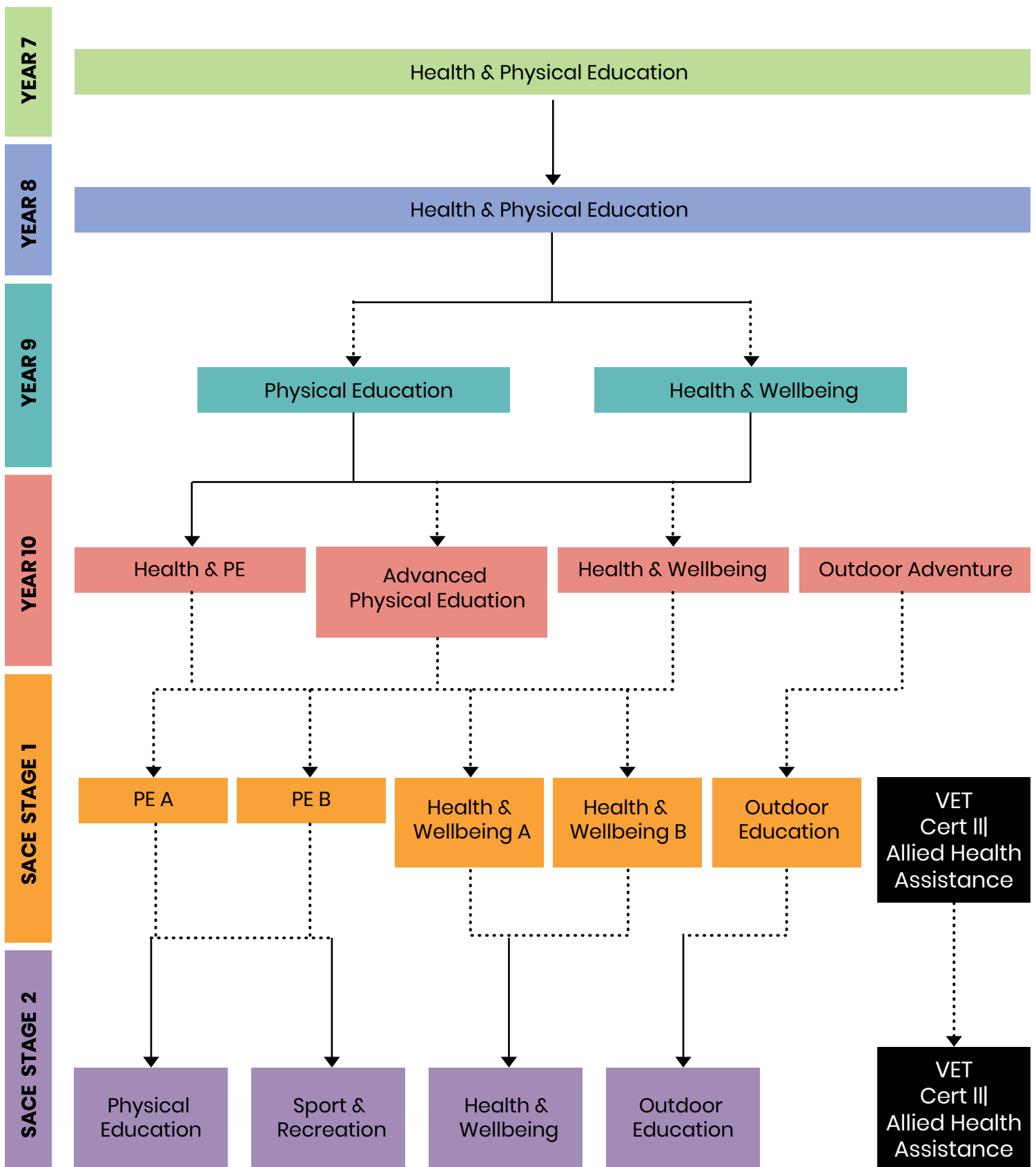
External Assessment 30%

- 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 on providing knowledge and understanding of being life long participants of physical activity. This subject focuses on participation rather than practical performance

Physical Education involves more practical based lessons with students developing, applying, analysing, and evaluating specialised movement skills and tactical knowledge. This subject has a practical focus on developing students performance.

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

ADVANCED 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, Triathlon, Lacrosse, Badminton & Health Improvement.

PHYSICAL EDUCATION STAGE ONE A and/or B

Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes. 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 (Modified Games - 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.

Students undertake:

School-based Assessment

- Assessment Type 1: Diagnostics x 2
- Assessment Type 2: Self-Improvement

External Assessment

- Assessment Type 3: Group Dynamics

70%

30%

40%

30%



HEALTH AND PHYSICAL EDUCATION

HEALTH AND WELLBEING

YEAR 10 - ELECTIVE

Students focus on developing knowledge and behaviour for life long physically active people. 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 learn how to make a positive impact on health, wellbeing, and social issues by taking action both personally and in their communities. They explore different viewpoints, including those of individuals, communities, and the world, while looking at current trends and issues to support long-lasting health benefits. Students think about how their actions can help improve health and wellbeing for themselves, their communities, and the world.

Topics are chosen based on class and student interests and usually include areas like mental health, respectful relationships, human rights, environmental health, Aboriginal health, and social media. Students will complete three tasks, which include:

- At least one Practical Action task
- At least one Issue Inquiry task

STAGE TWO

Students actively participate in deciding what and how they will learn, focusing on the concepts of Health Determinants, Health Promotion, Health Literacy, and Social Equity. They explore and analyse different social and cultural attitudes, beliefs, and practices related to health issues, considering fairness and current trends. A key part of the learning experience is understanding personal health, where students reflect on their own health choices and how they can improve their wellbeing.

Students will have the chance to get involved in community activities, such as volunteering and health promotion campaigns, which also support their personal health goals.

Students undertake:

School-based Assessment 70%

- Assessment Type 1: Initiative (one individual, one collaborative)
- Assessment Type 2: Folio (two 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 learning occurs through practical experiences and reflections. Students participate in a compulsory 3 day bushwalk camp, kayaking sessions, day trip excursion, and other activities. Lesson cover learning about bushwalking equipment, safety, camp craft, navigation, connection to natural environments and team building. Students have the option to complete the Duke of Edinburgh award alongside this course. **A cost will incur for the camp, kayaking and excursion.**

STAGE ONE

Students participate in a compulsory 4-day bushwalk camp that focus on lightweight camping, camp craft, social skills, and connection with natural environments. Students also participate in a multi-day surf camp to develop practical skills and develop knowledge and connection to a different natural environment. Environmental awareness is a key area of study and assessment, focusing on issues students have connections with. Students reflect on personal and group growth through experience. Students have the option to complete the Duke of Edinburgh award alongside this course. A cost will incur for the camp, kayaking and excursion.

Students undertake:

Assessment Type 1: About Natural Environment
Assessment Type 2: Experiences in Natural

OUTDOOR EDUCATION

STAGE TWO

Students cover environmental issues, leadership, planning, organisation and connection to natural environments. Students undertake 4 compulsory outdoor journeys, that amount to 14 days absent from school: kayaking camp, bushwalk, leading a bushwalk (year 10's) and Self-reliant bushwalk. Students have the option to complete the Duke of Edinburgh award alongside this course. **A cost will incur for the camp, kayaking and excursion.**

Students undertake:

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](#)



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

HEALTH AND PHYSICAL EDUCATION

RSSA SPECIALIST SPORT ACADEMY – AUSTRALIAN FOOTBALL

YEAR 10, STAGE ONE & STAGE TWO

The RSSA Football Academy is a high-performance sport program designed for students in Years 10 to 12 who have a strong interest in Australian Football. While playing ability is not a prerequisite, the course focuses on developing students' understanding of elite sport through football as a context. The program is underpinned by athlete development, sports science, performance analysis, high performance mindset, and industry exposure.

Delivered one full day per week on Fridays, students engage in a structured blend of theory and practical learning. Mornings and afternoons are dedicated to classroom-based study in topics such as exercise physiology, biomechanics, game tactics, coaching, and sports leadership. The mid-day session focuses on skill and fitness development through practical training on the oval.

The program is not delivered as Stage 1 or 2 Physical Education, allowing students to continue with their school's PE offerings. Instead, it is assessed under SACE Integrated Learning, with a rotational model allowing access to Cross-Disciplinary or Scientific Studies in Stage 2 for those seeking multiple years of Stage 2 credit. **This is an RSSA Subject which requires an application.**

Delivery School: Berri Regional Secondary College

Mode of Delivery: Face-to-face (Local Delivery – Full-day Friday Academy Program). Starting week 2 of each term.

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Assessment:

Stage 1: Integrated Learning (20 credits) – Available to Year 10 or 11 students

Stage 2: Integrated Learning (20 credits), rotating annually with Cross-Disciplinary or Scientific Studies to allow flexible enrolment across Years 11 and 12 - Available to Year 11 or 12 students

Industry & Community Partnerships:

The program aims to establish active links with organisations such as West Adelaide Football Club, Adelaide Crows, SANFL, SASI, SASMA and UniSA, to provide students with authentic exposure to elite-level sport pathways.

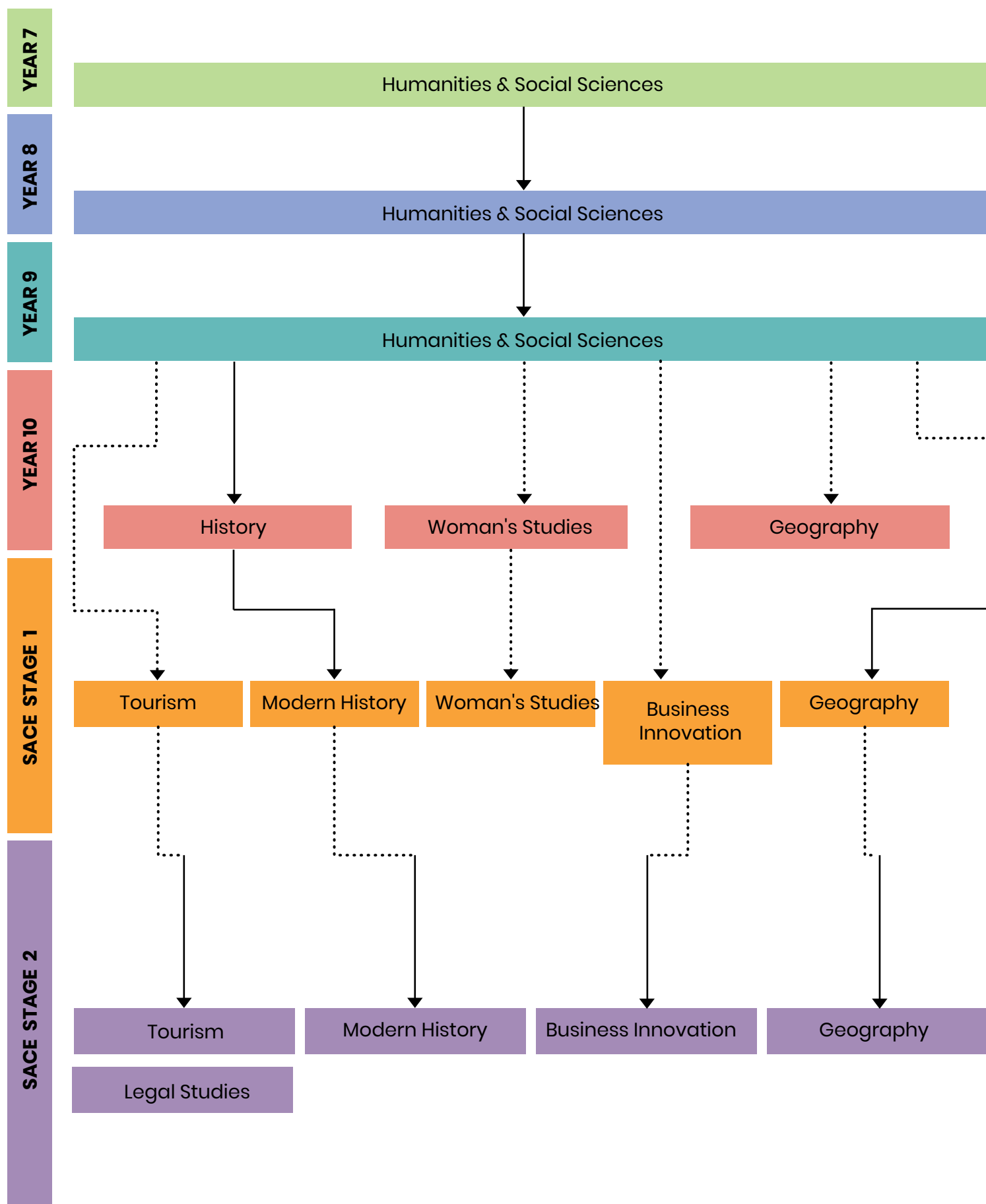
Eligibility & Selection:

Students are required to complete an application including a recommendation from their school outlining attendance, academic engagement, attitude, and commitment to school sports. Participation in community sport or officiating is strongly encouraged. A trial day will be held late in Term 3 as part of the selection process. RSSA sporting academies are open to both male and female students.



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 its 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: Medieval & Black Death 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.

Students undertake:

School-based Assessment

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

External Assessment

- Assessment Type 3: Examination 30%



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

HUMANITIES AND SOCIAL SCIENCES

MODERN HISTORY

YEAR 10 HISTORY

Students will study the causes and events of World War 1 with a particular focus on Australia's involvement. They will explore the building of modern Australia post 1945 and the effects of the globalising world on society.

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	



HUMANITIES AND SOCIAL SCIENCES

LEGAL STUDIES

STAGE TWO

Legal Studies explores how laws and legal systems seek to balance competing tensions such as fairness and efficiency, rights and responsibilities, and certainty and flexibility. Students examine how laws are created, interpreted, and applied in Australia, and how legal institutions and individuals influence change.

Through inquiry and analysis of 'big questions', students explore sources of law, dispute resolution, and an optional focus such as the Constitution or rights-based issues. They evaluate legal principles, examine current cases, and consider perspectives to develop reasoned arguments and recommendations for legal reform.

Students complete assessments including a folio of tasks, an inquiry into a contemporary legal issue, and an external examination. This subject builds critical thinking, research, and civic literacy skills that support pathways in law, justice, and public service. **This subject is an RSSA subject.**

Delivery School: Loxton High School

Mode of Delivery: Blended – Weekly lessons are delivered live from the delivery school, with students able to choose whether to participate online or attend in person. In addition, students are required to attend two full-day face-to-face sessions terms 1-3 at the delivery school.

Students undertake:

School-based Assessment

- Folio	40%
- Inquiry	30%

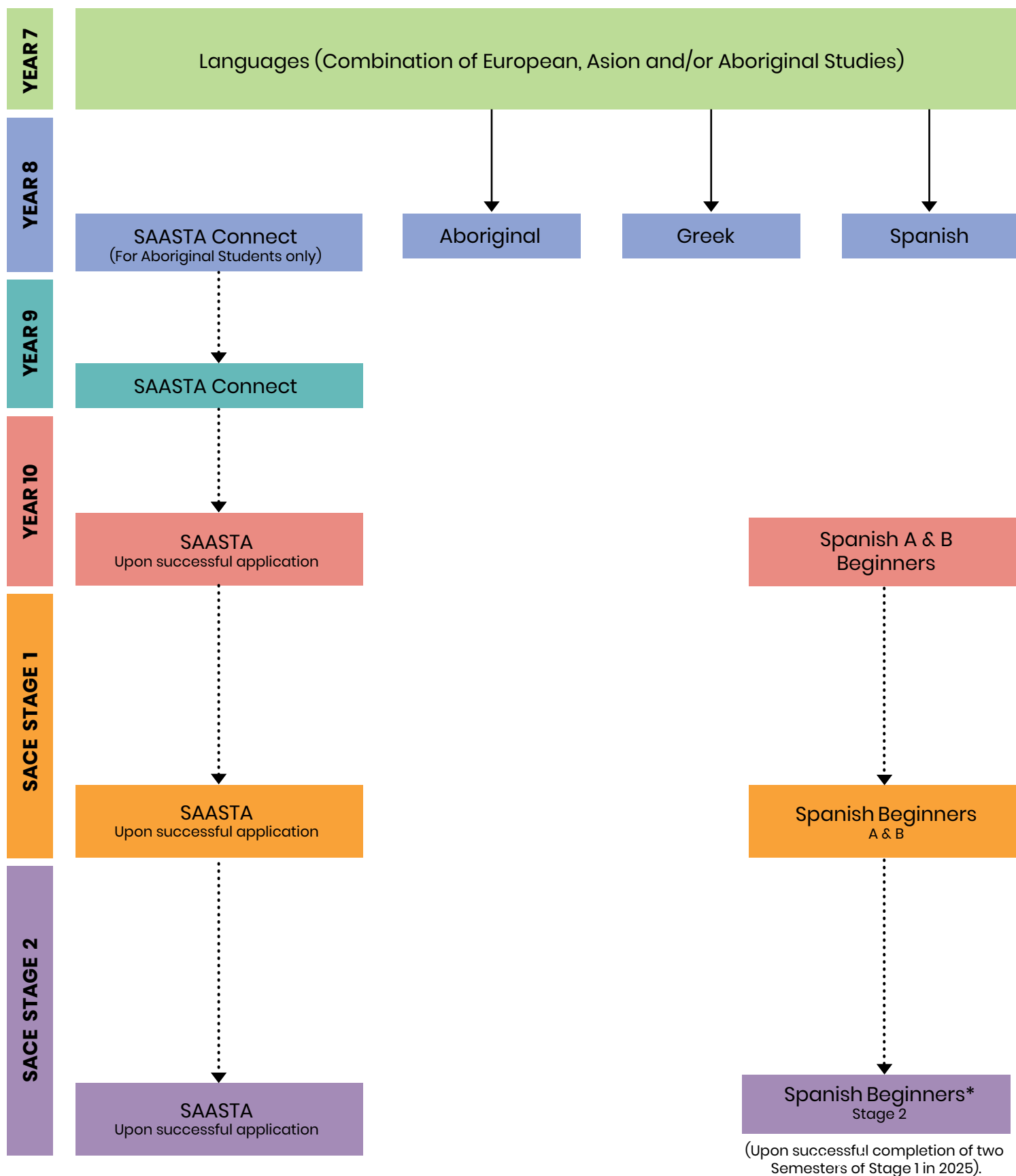
External Assessment

- Examination	30%
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Languages

Languages





LANGUAGES

YEAR 7

In Aboriginal Cultural Studies students will explore how particular policies and practices have impacted Aboriginal people's sense of identity. They will learn about dates of Australian significant events involving Aboriginal community. By the end of the subject, students will have been given opportunity to improve their cultural competence of understanding Aboriginal people and culture.

In Greek lessons, students will learn to use basic greetings and everyday conversations individually and with others to introduce themselves, ask for directions, describe themselves and explore aspects of Greek culture.

In Spanish lessons students will be introduced to conversational and everyday Spanish with an emphasis on listening, speaking, reading and writing. Students will also be introduced to various aspects of Hispanic culture throughout their learning.

YEAR 8 LANGUAGES

Aboriginal Cultural Studies involves students studying historical and present day events and significant Aboriginal people. We research Aboriginal people as inventors, historical warriors and role models to develop respect and empathy. We study events surrounding First Contact between Aboriginal and European people and key events in Australian history, including South Australia.

Greek and Spanish subjects provide opportunity for students to be 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, describing ourselves and others and participate in a wide range of cultural activities.

SPANISH – BEGINNERS

A & B (YEAR 10 AVAILABLE)

STAGE TWO (YEAR 11 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 these Stage 1 and Stage 2 subjects, 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 (2026)

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 are hosted with local families, attend Spanish language lessons delivered through and visit many popular tourist attractions. This greatly benefits the development of language skills and intercultural understanding for all involved.



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.

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 PATHWAYS TO SUCCESS

YEAR 10

The APTS 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.

APTS is aligned to the Department for Education's; 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 ONE

This subject has been developed for Year 10 and 11 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

STAGE TWO - HEALTH AND WELLBEING

This subject has been developed for Year 10 and 11 students, with tasks that relate to both the Aboriginal Power Cup and SAASTA Shield.

Students undertake:

Initiative

- Individual: Personal Health Action
- Collaborative: Healthy Eating

70%

20%

20%

Folio

- Adolescent Stress
- Holistic Health & Wellbeing Practices

30%

15%

15%

Inquiry

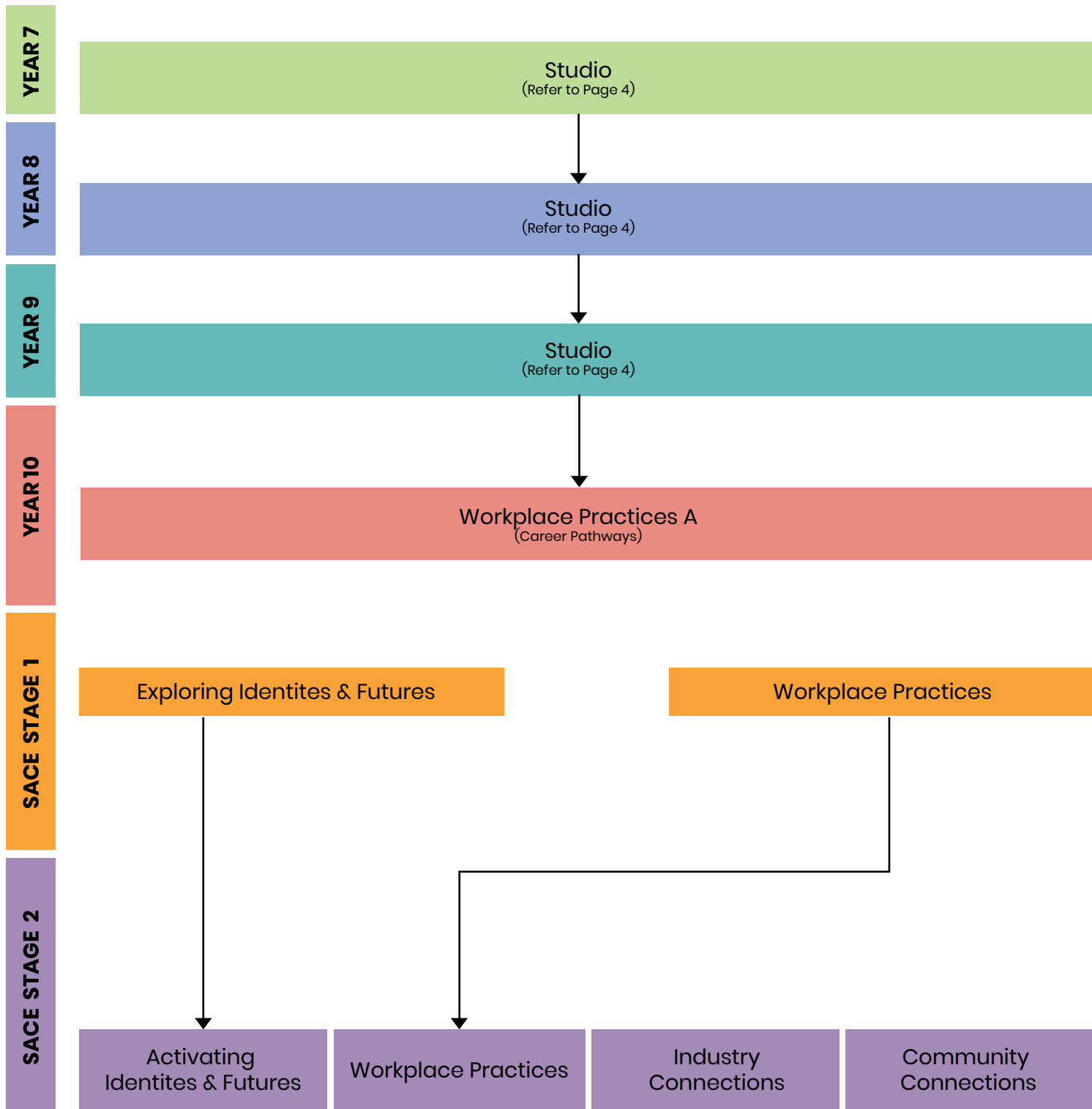
- Issues Exploration

30%



Interdisciplinary

Interdisciplinary





INTERDISCIPLINARY

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 - CAREER PATHWAYS A & B

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.

Students undertake:

School-based Assessment

- Folio	40%
- Performance	30%
- Reflection	30%

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.

Students undertake:

School-based Assessment

- Folio	25%
- Performance	25%
- Reflection	20%

External Assessment

- Investigation	30%
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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.

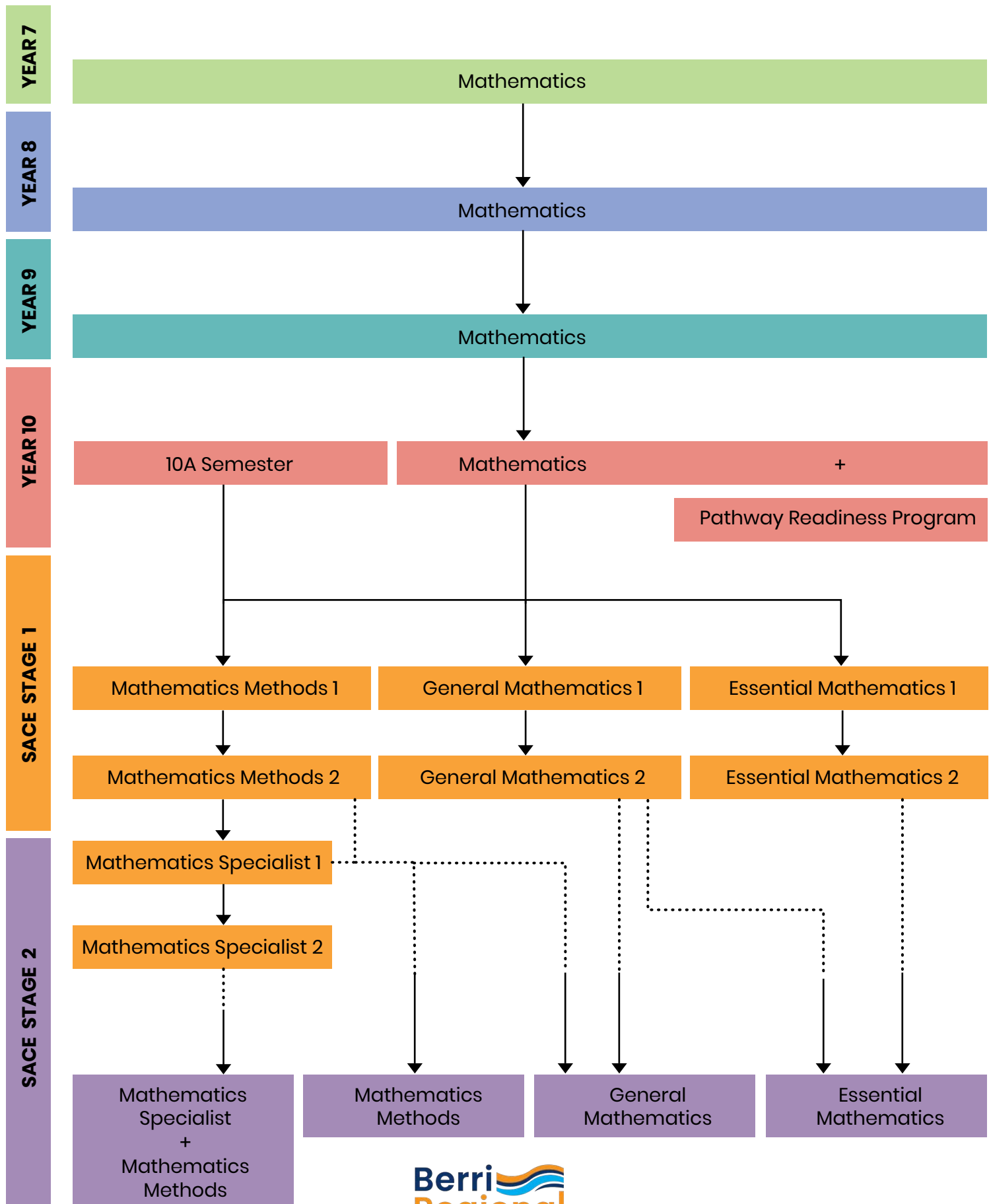
Assessment

- 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 focuses 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 Space; and Statistics and Probability, through an integrated learning model.

YEAR 9

Year 9 Mathematics continues to focus on developing understanding, fluency and flexibility, 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 alongside the Year 10 Mathematics course. Students who choose to undertake this course will have two separate classes of Mathematics in Semester 2.

**Can be offered on discussion with AP*

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 enrol in 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, the 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 in 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
- Folio

30%

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 recommended.

Students intending to study Stage 2 General Mathematics are recommended to have successfully complete a full year of Stage 1 General Mathematics or higher (A or B grade).

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

- Skills and Applications Task
- Folio

External Assessment

- Examination

70%

40%

30%

30%



MATHEMATICS

MATHEMATICAL METHODS

STAGE ONE (Mathematics Methods 1 and 2)

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

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

Students intending to study Stage 2 Mathematical Methods are recommended to have successfully complete a full year of Mathematics Methods 1 and 2 (two semesters) (A or B grade).

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

- Skills and Applications Task
- Folio

External Assessment

- Examination

70%

50%

20%

30%



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

MATHEMATICS

SPECIALIST MATHEMATICS

STAGE ONE (Mathematics Specialist 1 and Mathematics Specialist 2)

Mathematics Specialist is studied alongside Mathematics Methods

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
- Arithmetic and Geometric Sequence and Series
- Further trigonometry
- Matrices
- Real and complex numbers

A Casio FXCG20 Graphics Calculator (or similar) is recommended

Students intending to study Stage 2 Specialist Mathematics are recommended to have successfully complete Mathematics Methods 1 and 2, and Mathematics Specialist 1 and 2 at Stage 1 for a full year (four semesters) (A or B grade).

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.

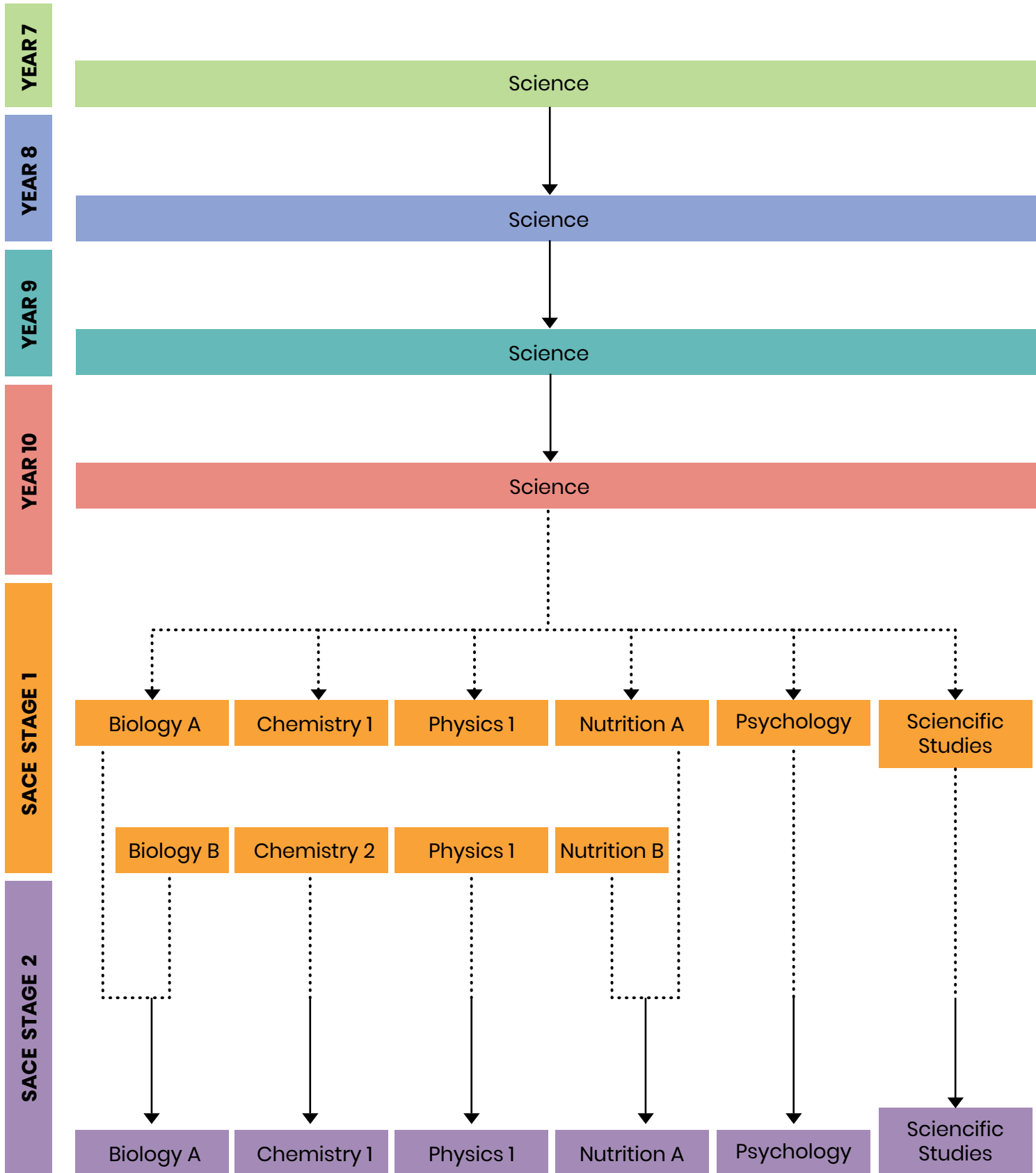
Students undertake:

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



Science

Science





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 science skills including: creativity, collaboration, communication 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 systems, food chains and food webs, forces and energy, 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 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 and earth sciences.

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 should successfully complete a year of the equivalent or higher in Stage 1.

YEAR 9

Year 9 Curriculum continues to develop student's 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, earth sciences, atoms, changes in matter and energy transfer and waves.

YEAR 10

Year 10 Curriculum is a full year of study structured around the disciplines of Biology, Chemistry, Earth Sciences and Physics.



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 task
- 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 ecosystem dynamics

Students undertake:

- Practical Investigations
- Science as a Human Endeavour task
- 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

- Skills and Applications Task
- Investigation Folio

External Assessment

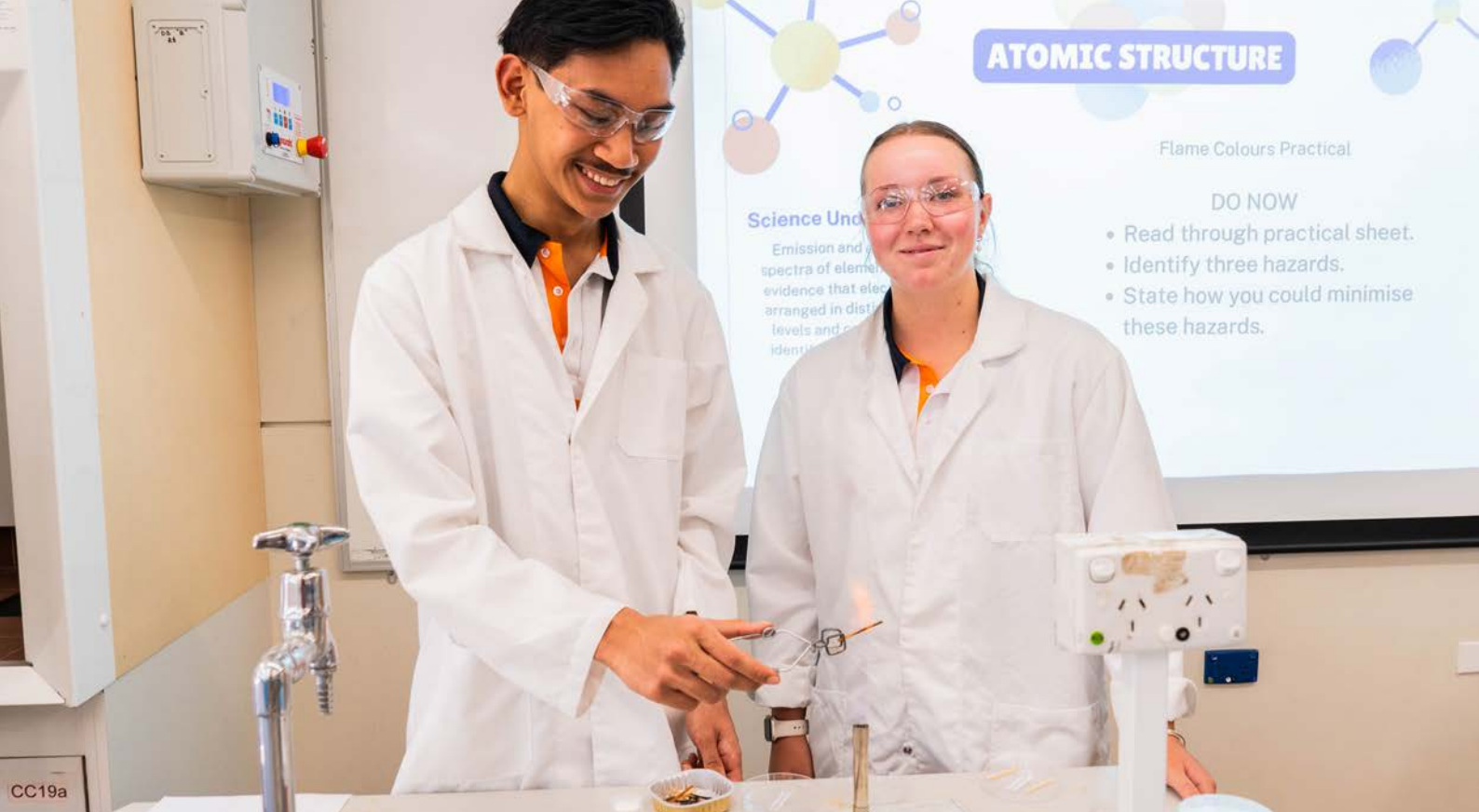
- Examination

70%

40%

30%

30%



SCIENCE

CHEMISTRY

STAGE ONE, 1 and 2

Students gain an understanding of 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 task
- 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

- Skills and Applications Task
- Investigation Folio

External Assessment

- Examination

70%

40%

30%

30%



SCIENCE

NUTRITION

STAGE ONE, A and B

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

Topics covered are:

- Macronutrients and micronutrients
- Australian Dietary Guidelines and nutrition in the lifecycle
- The psychology of food marketing
- Food processing and food safety
- Sustainability in food systems

Students undertake:

- Practical Investigations
- Science as a Human Endeavour task
- 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

- Skills and Applications Task
- Investigation Folio

External Assessment

- Examination

70%

40%

30%

30%



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 task
- 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

- Skills and Applications Task
- Investigation Folio

External Assessment

- Examination

70%

40%

30%

30%



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 task
- Skills and application tasks

STAGE TWO

Students learn about social cognition and human behaviour. 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

- Skills and Applications Task
- Investigation Folio

External Assessment

- Examination

70%
40%
30%
30%



SCIENCE

SCIENTIFIC STUDIES

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%

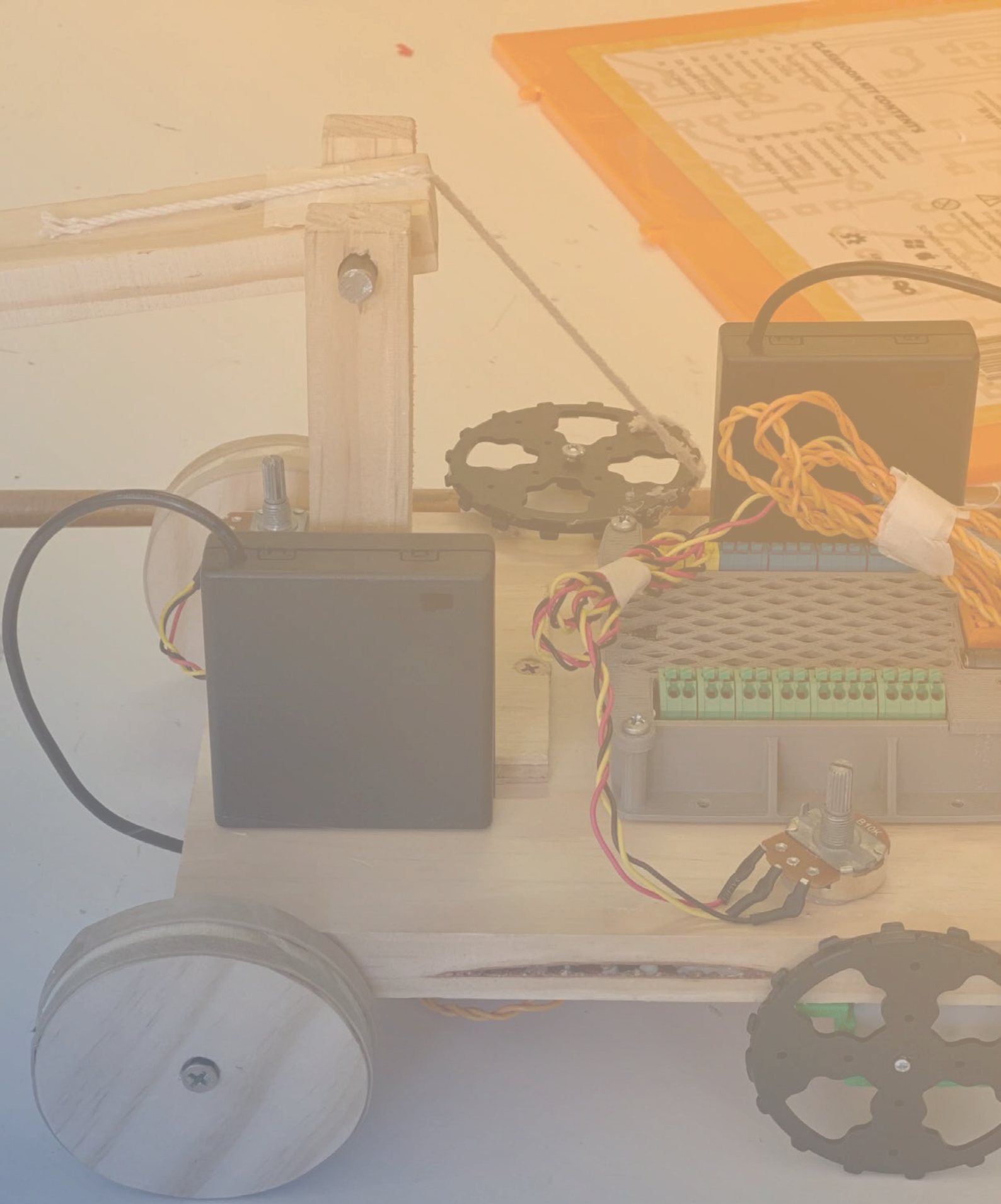
- Inquiry Proposal
- Science as Human Endeavour Report

Collaborative Inquiry 20%

- Long term inquiry focused on using the engineering design process or scientific method

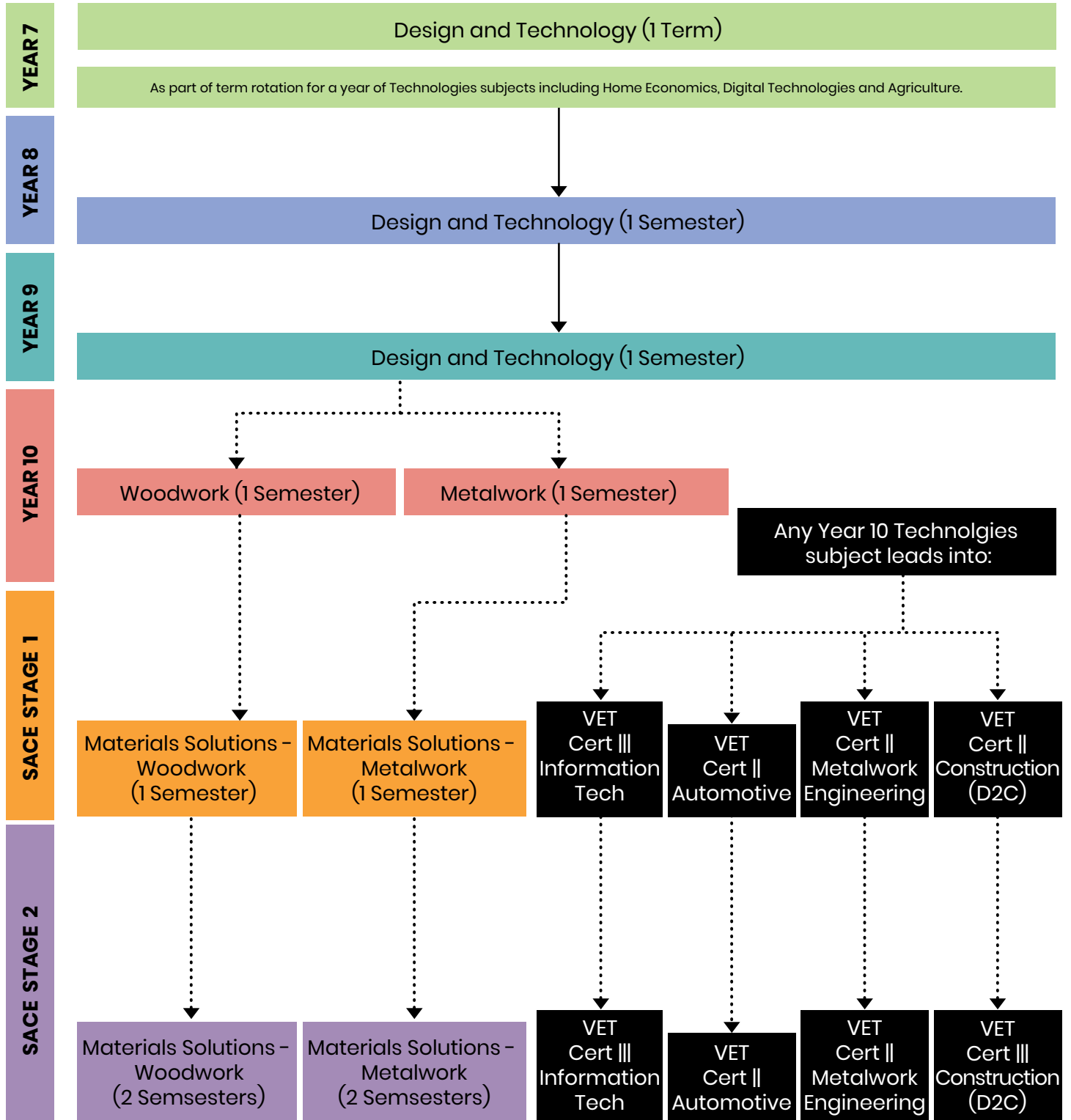
Individual Inquiry 30%

- An individual inquiry focused on your proposal from the inquiry folio

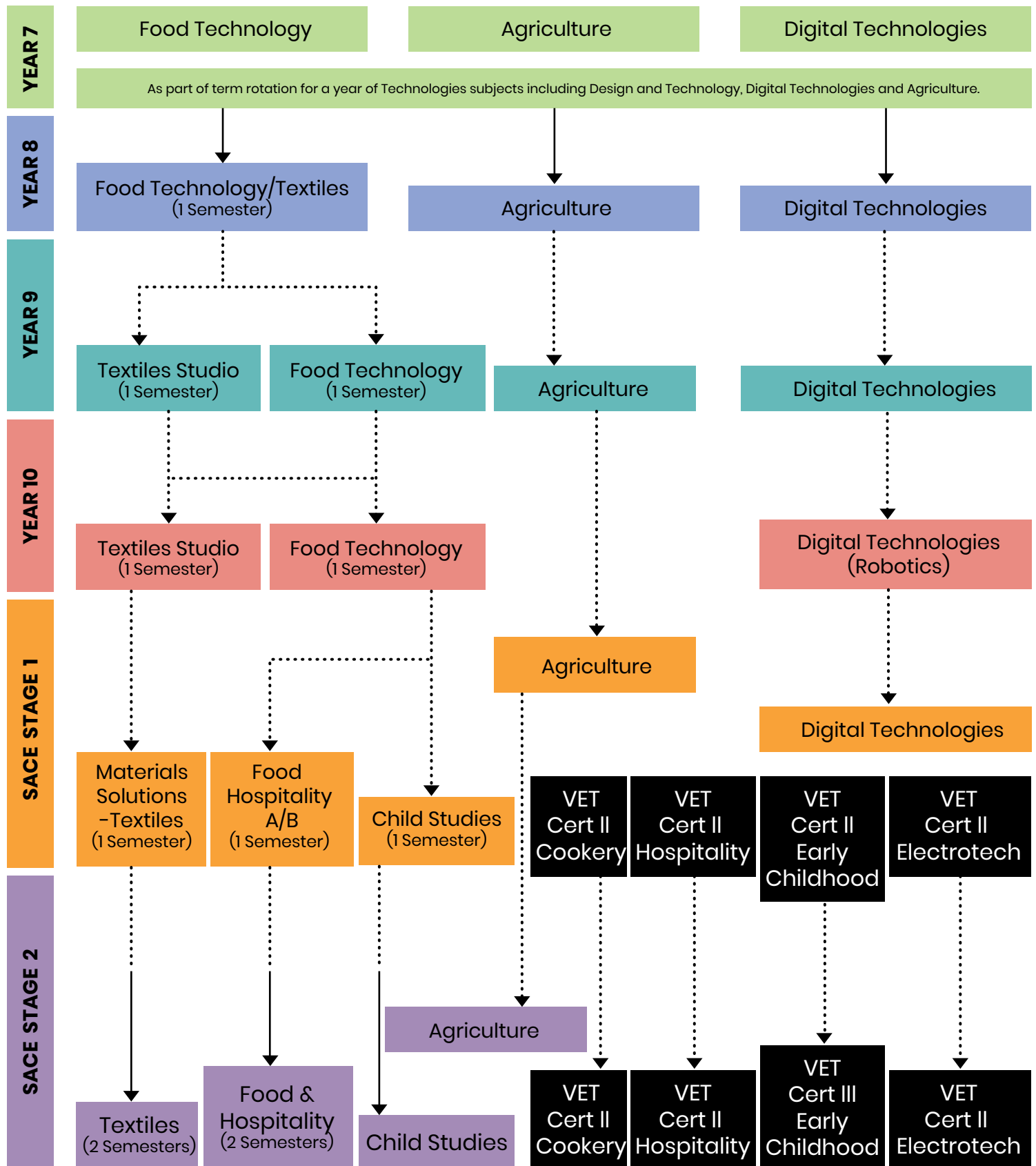


Technologies

Technologies



Technologies





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.

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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 10/11 - STAGE 1 AGRICULTURE

Stage 1 Agriculture will be offered in 2026 as a 10 credit SACE subject (semester) with main two units: Topic 1. Principles of Agriculture: Animal and plant production: focusing on scientific principles of plants and animals, and investigate requirements for production and farming. Key Plant Production learning areas: broadacre and horticulture (fruit, vegetables, trees, vines, natives, flowers) production, plant health and nutrition, trials Key Animal Production learning areas: health, pests and diseases, nutrition, breeding and products. Topic 2. Enterprise Management: Students investigate ways in which efficient management of agricultural enterprises is vital to communities. They explore key aspects of production, marketing, business strategies, and environmental management issues. Students examine different types of production systems and the associated ethical, health, and safety issues. Key learning areas: agribusiness, marketing, and innovation for animal and plant production.

Students undertake:

School-based Assessment

-At least 1 practical report	35%
-1 report focus on science as a human endeavour	30%
- At least 1 application task	35%



TECHNOLOGIES

AGRICULTURE

STAGE 2

Option 1: Agricultural Production

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area. Topics covered in this 20 credit Stage 2 SACE subject are:

Topic 1: Animal production

Topic 2: Plant production

Topic 3: Resource management

Topic 4: Agribusiness.

Students undertake:

School-based Assessment

70%

- Agricultural Reports

30%

- Applications

40%

External Assessment

30%

- Production Investigation

AGRICULTURE

STAGE 2

Option 2: Agricultural Systems

Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed.

Students explore aspects of agriculture that are important locally, nationally, and/or globally.

Topics covered in this 20 credit Stage 2 SACE subject are:

Topic 1: Animal systems

Topic 2: Plant systems

Topic 3: Soil and water systems.

Students undertake:

School-based Assessment

70%

- Agricultural Reports

30%

- Applications

40%

External Assessment

30%

- Experimental Investigation



TECHNOLOGIES

FOOD TECHNOLOGY

YEAR 7

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

FOOD AND TEXTILES

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. Students will complete a textiles unit and learn skills centred around hand sewing and utilising a sewing machine.

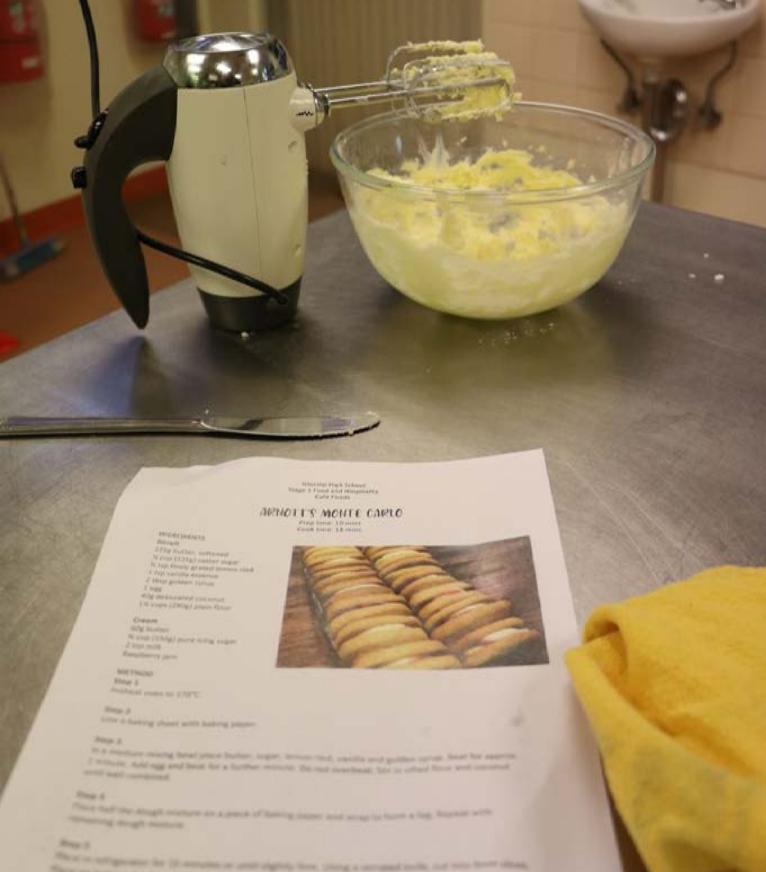
FOOD TECHNOLOGY

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. While there are no pre-requisites for this subject, prior skills and knowledge of cooking are expected. **This subject incurs a cost.**

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. While there are no pre-requisites for this subject, prior skills and knowledge of cooking are expected. **This subject incurs a cost.**

Students undertake:

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



TECHNOLOGIES

FOOD AND HOSPITALITY

STAGE TWO

Students will work over the year to complete six 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.

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.

This subject incurs a cost.

Students undertake:

School-based Assessment

- 4x Practical Activity
- Collaborative Task

External Assessment

- Investigation

70%

50%

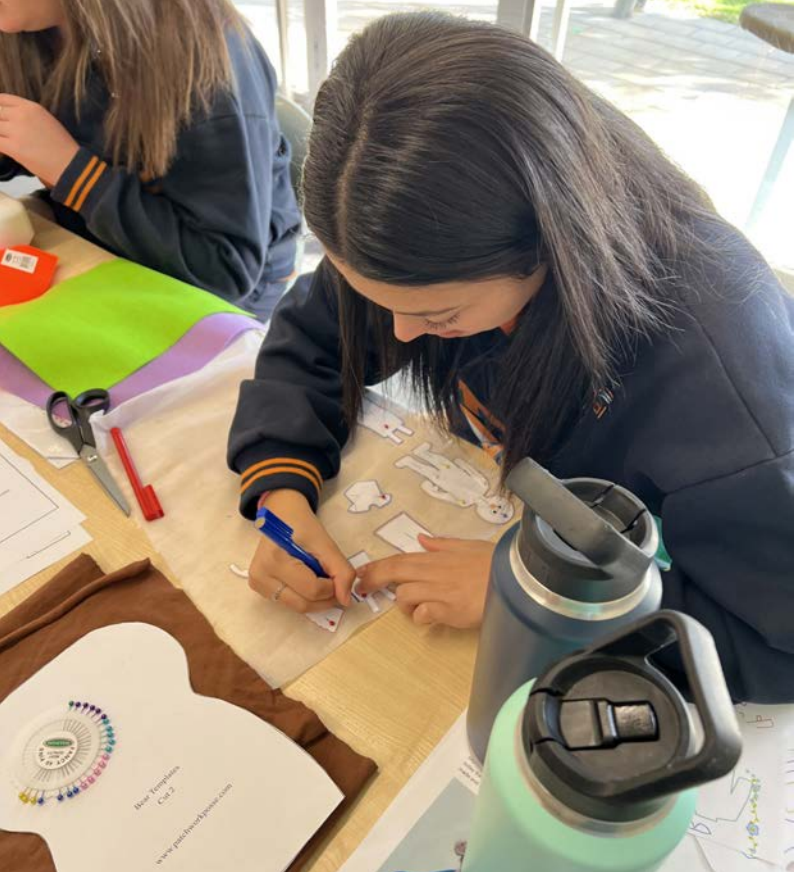
20%

30%

KOOKABURRA CAFE

STAGE ONE & STAGE TWO

The Kookaburra Cafe is an exciting, hands on learning program offered every Friday for Year 11 and 12 students, designed to simulate a real world cafe environment right at school. Operating from the TIL Kitchen and adjoining cafe space, students gain practical experience in hospitality, customer service, and business operations. The program equips students with transferable employability skills through weekly role rotations, menu planning, barista training, and food prep. Business acumen is developed through budgeting, costing, and marketing, while guest speakers and industry professionals help students explore career pathways. With a strong focus on teamwork, pride, and responsibility, students also engage in safe, hygienic practices and customer communication. Recognised as SACE Stage 2 Integrated Learning, the program allows students to earn credits while building confidence, leadership, and industry readiness



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

- 4x Practical Activity
- Collaborative Task

External Assessment

- Investigation

70%

50%

20%

30%

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.**



TECHNOLOGIES

TEXTILES STUDIO

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 negotiated 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

STAGE TWO

Students will develop skills relating to construction of a range of textile-based products. They will investigate pattern design and construction of clothing and apparel textiles. Students will work through the design process to investigate fibres and fabrics and their features and aesthetics, and will then go through the process of construction of a chosen design. 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

In Year 7, students are introduced to a variety of Digital Technologies concepts and skills across a single school term. The term focuses on developing a general understanding of what makes up the Digital Technologies curriculum. Key focus areas include cyber safety, managing our digital footprints, investigating parts of computers, systems and networks, developing and/or reinforcing coding skills, as well as practical robotics challenges. This term focus intends to provide all students with a 'taster' of Digital Technologies opportunities available as a full-semester elective subject from Year 8 and beyond.

YEAR 8

In Year 8, students will continue to advance their skills and understandings in Digital Technologies, further building on key concepts covered in Year 7. Learners will progress their coding skills and begin to address more complex challenges, such as developing basic computer games. They will explore electrical circuits and 3D printing by designing and constructing a working computer controller, combining their software and hardware solutions in order to play a self-made computer game with a self-made computer controller.

YEAR 9

In Year 9, students will begin to explore app development by designing and creating a customised app for Android devices. They will explore key concepts such as the user experience (UX) and user interface (UI) of an app, defining data categories and variables, managing agile projects and will consider how design choices translate to the overall useability of their end product. Students will also further deepen their understandings of coding and robotics by applying Digital Technologies concepts in addressing real-world problems through student-led robotics engineering challenges.

YEAR 10 DIGITAL TECHNOLOGIES/ROBOTICS

In Year 10, students will explore a real-world problem of their choosing that will form the basis of a major inquiry project. In applying the principles of the Engineering Design Cycle, students will consider the personal impact of this problem on individuals and groups in society and develop a multidisciplinary solution that attempts to address the problem for those affected, drawing on skills and concepts from across the Digital Technologies, Design Technologies and other STEM-based learning areas.

STAGE ONE

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



TECHNOLOGIES

DESIGN AND TECHNOLOGY

YEAR 7

Students develop skills in Woodwork and Computer Aided Design and Drawing (CADD). 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 in a termly manner to provide 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 (CADD). 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 breakfast tray and a folding camp shovel. Students will work on also developing their CADD skills. ***This subject incurs a cost.***

YEAR 10 WOODWORK

With a focus on wood, students use Computer Aided Design and Drawings (CADD) to communicate and represent ideas and production plans in 2 and 3-dimensional representations. Students develop detailed project management plans incorporating joint and materials investigations, cutting, costing and production sequences in a safe manner. A range of tools and machinery are used to create student projects in a safe manner. ***This subject incurs a cost for a chest or bedside unit.***

YEAR 10 METALWORK

With a focus on metal, students use Computer Aided Design drawings (CADD) to communicate and represent ideas and production plans in 2 and 3-dimensional representations. Students develop detailed project management plans incorporating joint and materials investigations, cutting, costing and production sequences in a safe manner. A range of tools and machinery are used to create student projects in a safe manner. ***This subject incurs a cost for a sack truck project.***

STAGE ONE - WOODWORK

Material Solutions Woodwork involves students manufacturing traditional timber joints using both hand 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: CADD 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.



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

TECHNOLOGIES

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 CADD programs such as Autodesk Inventor. During the semester students will complete a workshop stool, CADD skills tasks, major project (including appropriate documentation).

Assessment:

- Assessment task 1: Practical Tasks
- Assessment task 2: CADD 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 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 assignments 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: Bench, Seat
- Task 2: CADD Task

10%

10%

Assessment Type 2

50%

- Design Folio
- Major Product

25%

25%

External Assessment

30%

Assessment Type 3

- Resource Investigation
- Issues Investigation

15%

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 welding and fabrication techniques.. 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: Shoe Rack
- Task 2: CADD Task

10%

10%

Assessment Type 2

50%

- Design Folio
- Major Product

25%

25%

External Assessment

30%

Assessment Type 3

- Resource Investigation
- Issues Investigation

15%

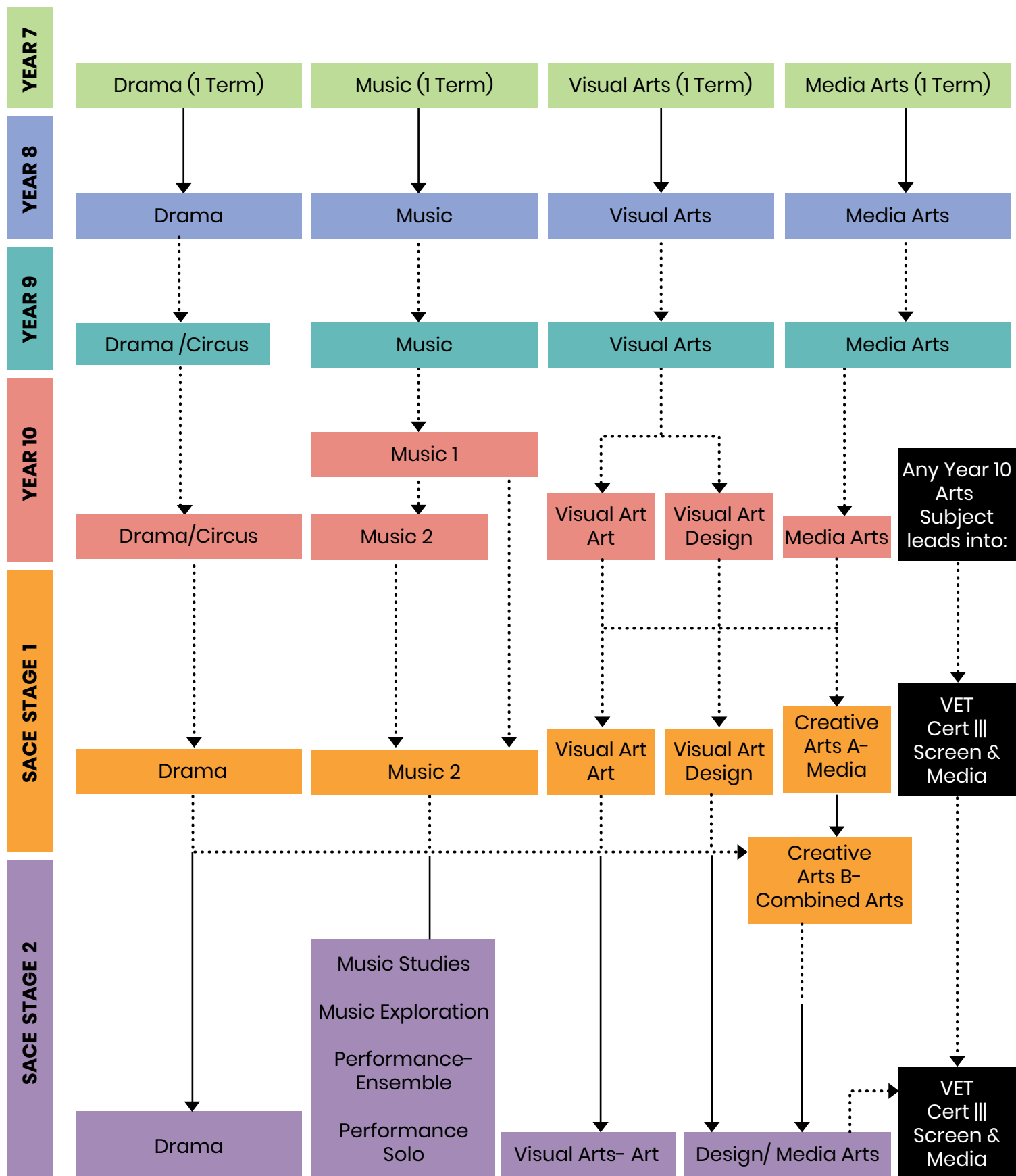
15%

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.



The Arts

The Arts





THE ARTS

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). Students will negotiate the topics they wish to explore. They will also be introduced to basic circus by developing skills in circus apparatus of choice (juggling, diabolo, flowersticks etc).

YEAR 9 DRAMA/CIRCUS

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 DRAMA/CIRCUS 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.

Students develop circus skills and collaborate with others to create drama that incorporates these skills as well as design/directorial elements. They will develop solo and group performative using the drama achievement standards. 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 artists and as creative entrepreneurs. They collaborate to create and present a dramatic product to an audience. They draw links between theory and current dramatic arts industry practice. Students view and engage with drama such as theatre, masterclasses and/or workshops. They study at least one dramatic text and at least one dramatic style. Students research and analyse how technology is being used by dramatic artists. 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) 50%
- Responding to Drama 25%
- Creative Synthesis 25%

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

STAGE TWO

Students are led by the teacher through the dramatic process to develop a group production. They select and present evidence of their learning in the form of a recorded presentation.

Students undertake one or two evaluation and creativity tasks. They complete two tasks, or they may choose to integrate the tasks to produce one single piece that synthesises the ideas, theories, practice, learning, and/or subject matter investigated. One task (or part-task) should focus on responding to drama. The second task (or part-task) should focus on creating drama. Presentation of work should be either oral, multi-modal or written.

Students undertake one creative presentation. The creative presentation comprises of two parts: a presentation and a learning portfolio. They collaborate in small groups to create a dramatic presentation in an area of interest. Each student individually provides a learning portfolio as evidence of their analysis and evaluation of learning.

Students undertake:

School-based Assessment

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

External Assessment

- Creative Presentation 30%



THE ARTS

MEDIA ARTS

YEAR 7

Students gain basic skills in the use of a DSLR camera and photography. Students learn about online safety, camera angles, shot size, aperture 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%

- Product 50%
- Inquiry 20%

External Assessment 30%

- Practical Skills



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.



THE ARTS

VISUAL ART

YEAR 7

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

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

External Assessment

- Visual Study 30%



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 as 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, model making 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

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

External Assessment

- Visual Study 30%

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	\$50 (per semester)	Ingredients
	Stage 2	\$100 (per semester)	Ingredients
Textiles	Year 9 and Year 10	\$50	Materials
	Stage 1 and 2	\$100	Materials
Outdoor Education	Year 10	\$50	Bushwalk camp / Kayaking
	Stage 1	\$100	Bushwalk camp / Kayaking
	Stage 2	\$200	Bushwalks / Surf Camp
Spanish	Year 10, 11 and 12	\$75	Adelaide Excursion
Metalwork	Year 10	\$60	Materials
Woodwork	Year 10	\$60	Materials
Technology	Year 8	\$20	Materials
	Year 10	\$40	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 (dependent on project design)

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

Biology Chemistry Drama	Health & Wellbeing Music Physical Education	Physics Sport and Recreation Textiles Studio	Tourism Visual Arts - Art Visual Arts - Design Languages (Greek/ Spanish)
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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?
