



Berri Regional Secondary College

CURRICULUM HANDBOOK 2027

Contents

OVERVIEW

[Junior Secondary](#) pg 6

[Middle Secondary](#) pg 7

[Senior Secondary](#) pg 9

RSSA

[RSSA](#) pg 11

[RSSA Subjects](#) pg 12-14

[RSSA VET](#) pg 15

[ACEE Program](#) pg 16

SACE/ATAR

[SACE and ATAR](#) pg 17

STUDIOS

[Studios](#) pg 18

ENGLISH

[English flowchart](#) pg 21

[English](#) pg 22-23

[Essential English](#) pg 24

[Literary Studies](#) pg 24

HEALTH AND PHYSICAL EDUCATION

[HPE flowchart](#) pg 26

[HPE](#) pg 27

[Sport & Recreation](#) pg 27

[Advanced PE](#) pg 28

[Physical Education](#) pg 28

[Health & Wellbeing](#) pg 29

[Outdoor Education](#) pg 30

[Specialist Sport Academy](#) pg 31

HUMANITIES AND SOCIAL SCIENCES

[HASS flowchart](#) pg 33

[HASS](#) pg 34

[History](#) pg 34

[Tourism](#) pg 35

[Women's Studies](#) pg 35

[Geography](#) pg 36

[Modern History](#) pg 37

[Business Innovation](#) pg 38

[RSSA Legal Studies](#) pg 38

LANGUAGES

[Languages flowchart](#) pg 40

[Languages](#) pg 41

[Spanish - Beginners](#) pg 41

[SAASTA Connect](#) pg 42

[Aboriginal Pathways to Success](#) pg 42

[RSSA SAASTA](#) pg 43

Acknowledgment of Country

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

Contents

INTERDISCIPLINARY

[Indisciplinary flowchart](#) pg 45
[Community Connections](#) pg 46
[Workplace Practices](#) pg 46
[EIF](#) pg 47
[AIF](#) pg 48
[Industry Connections](#) pg 48

MATHEMATICS

[Mathematics flowchart](#) pg 50
[Mathematics](#) pg 51
[Essential Mathematics](#) pg 51
[General Mathematics](#) pg 52
[Mathematical Methods](#) pg 53
[Specialist Mathematics](#) pg 54

SCIENCE

[Science flowchart](#) pg 56
[Science](#) pg 57
[Biology](#) pg 57
[Chemistry](#) pg 58
[Nutrition](#) pg 59
[Physics](#) pg 59
[Psychology](#) pg 60

TECHNOLOGIES

[Technologies flowcharts](#) pg 62-63
[Agriculture](#) pg 64-65
[Food/textiles](#) pg 66
[Food and hospitality](#) pg 67
[Kookaburra Cafe](#) pg 68
[RSSA Industry Connections - Cafe](#) pg 68
[Child Studies](#) pg 69
[Textiles Studios](#) pg 70
[Materials Solutions - Textiles](#) pg 70
[Digital Technologies](#) pg 71
[Design and Technologies](#) pg 72
[Woodwork](#) pg 73-74
[Metalwork](#) pg 74-75

TECHNOLOGIES – THE ARTS

[Technologies - The Arts flowcharts](#) pg 77
[Drama](#) pg 78-79
[Drama and Circus](#) pg 79
[Media Arts](#) pg 80
[Creative Arts](#) pg 81
[Instrumental Music \(IM\)](#) pg 81
[Music](#) pg 82-83
[Musical Theatre](#) pg 83
[Visual Arts](#) pg 84-85
[Visual Arts - Design](#) pg 85

SUBJECT COSTS

[Subject Costs](#) pg 86-87

Learning at Berri Regional Secondary College

Welcome to Berri Regional Secondary College (BRSC), where learning is designed with purpose and every student is known, challenged and supported to thrive.

At BRSC, we recognise that the world our young people are entering is changing rapidly. While strong literacy, numeracy and subject knowledge remain essential, success in today's world also requires students to think critically, solve problems, communicate effectively, collaborate with others, adapt to change and continue learning throughout their lives.

Our commitment is simple: Success for All.

We know every learner is different. Every student brings unique strengths, interests, aspirations and experiences into the classroom. Rather than expecting every learner to follow the same path, we design learning that is personalised, authentic and meaningful, helping every student discover their potential while preparing them for life beyond school.

Learning at BRSC extends beyond achieving grades, an ATAR or SACE completion. Academic success remains important, but it is only one measure of growth. We are equally committed to developing the capabilities, dispositions and character that enable young people to contribute positively to their communities, navigate an ever-changing world and confidently pursue the pathway that is right for them.

Our teachers are learning designers. They take the time to know their students, deeply understand the curriculum and create engaging learning experiences that connect classroom learning to real-life contexts, local opportunities, and future careers. Whether students aspire to university, an apprenticeship, employment, or entrepreneurship, our curriculum is designed to build both knowledge and lifelong capabilities.

This commitment to innovation has seen BRSC recognised as a leader across South Australia and nationally. Through partnerships with the Department for Education, universities, industry and community organisations, our students have access to authentic learning opportunities that challenge them to create, investigate, collaborate and make a genuine difference. Initiatives such as the Riverland Secondary Schools Alliance, Specialist Sport Academy, Kookaburra Cafe, Learning Expeditions, and our work leading the implementation of SACE Capabilities, are just some examples of how we continue to redefine what learning can look like.

Strong relationships underpin everything we do. We value the partnership between students, families, staff and our wider community, recognising that the best outcomes are achieved when we work together. Our culture of high expectations ensures every student is supported, challenged and encouraged to achieve their personal best within an inclusive, respectful and safe learning environment.

Learning at Berri Regional Secondary College

As you explore this Curriculum Handbook, you'll discover the diverse learning opportunities, pathways and experiences available at BRSC. More importantly, you'll see our commitment to ensuring every young person leaves our school not only with qualifications but with the knowledge, confidence, capabilities and character to succeed in whatever future they choose.

While this handbook outlines our current curriculum and subject offerings, it should not be seen as the limit of what is possible. If there is an area of learning, passion or future pathway that isn't represented within these pages, we encourage students and families to start a conversation with one of our Assistant Principals. Through partnerships with other schools, the Riverland Secondary Schools Alliance, tertiary providers, industry and community organisations, we are committed to exploring personalised pathways that ensure every learner has access to the learning they need.

In our senior years especially, we see learning as much more than accumulating SACE credits. SACE provides an important framework and qualification, but it should never limit a young person's opportunity to learn. Wherever possible, we encourage students to pursue learning because it develops their knowledge, capabilities and future opportunities, not simply because it contributes towards completion. We want every student to leave BRSC not only with a certificate but with a genuine sense of purpose, curiosity and confidence to continue learning throughout life.

Thank you for entrusting us with your child's education. We look forward to partnering with you throughout their learning journey.

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, Music, and Musical Theatre.

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.

Semester	English	Maths	Science	HASS	HPE	Studio	Technology	Art	Language: - Greek - Spanish - SAASTA Connect - Aboriginal Studies
Semester							Elective 1	Elective 2	

1 Semester Unit

Technology Agriculture Design and Technology Digital Technology Food Technology & Textiles	Art Drama Media Art Music Musical Theatre Visual Art	Languages Greek Spanish SAASTA Connect Aboriginal Studies
---	--	--

Middle Secondary

YEAR 9

Year 9 students will study the South 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 SAASTA Connect.

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

1 Semester Units Agriculture Design and Technology Digital Technology Food Tech Textiles	Circus Drama Media Art Music Musical Theatre Visual Art	SAASTA Connect
--	--	----------------

Middle Secondary

YEAR 10

Year 10 students will continue in their studies through the South 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 and 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.

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

Semester				Health & Physical Education	EIF (Stage 1)	Elective 1	Elective 2
Semester	English	Maths	Science	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 Agriculture Geography Women's Studies	2 Semester Unit SAASTA * by application for Aboriginal and Torres Strait Islander students only RSSA Specialist Sports Academy
---	---	--

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/Biology B (Full Year)
Biology A/B (Semester)
Business Innovation
Chemistry 1
Chemistry 2
Child Studies
Creative Arts – Media
Creative Arts – Negotiated
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
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)
Sport and Recreation*
Tourism
Visual Arts – Art A
Design
Women's Studies
Workplace Practices B
Kookaburra Cafe

Other Learning Approaches (2 Semester Unit)

SAASTA (academy)**
RSSA Specialist Sports Academy***
RSSA Industry Connections –

* Stage 2

** By application for Aboriginal and Torres Strait Islander students only

*** Application required

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 five, full-year subjects in addition to the 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 Essential English Essential Mathematics English English Literary Studies Food and Hospitality Geography	General Mathematics Health and Wellbeing Kookaburra Cafe Materials Solutions - Woodwork Materials Solutions - Metalwork Materials Solutions - Textiles Mathematical Methods Modern History Nutrition Outdoor Education Physical Education Physics Psychology	RSSA Industry Connections - Cafe RSSA Legal Studies RSSA Specialist Sports Academy (Full year) SAASTA* Specialist Mathematics Sport & Recreation Tourism Workplace Practices Women's Studies Visual Arts - Art Visual Arts - Design
---	--	---

* by application for Aboriginal and Torres Strait Islander students only

RIVERLAND SECONDARY SCHOOLS ALLIANCE (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, and Swan Reach Area School.

RSSA provides students across the Riverland with access to expanded subject choices, regional specialist programs, technical pathways, and tertiary pathway opportunities that may not be available within individual schools.

Through regional collaboration, students can access:

- RSSA Local Delivery SACE subjects
- RSSA Academies
- Technical Pathways Programs (VET)
- RSSA and Flinders University partnership pathways
-

RSSA programs may be delivered through face-to-face, blended, or regional delivery models, allowing students to remain connected to their home school while accessing specialist opportunities across the alliance.



RSSA LOCAL DELIVERY SUBJECTS

SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY – SAASTA



Delivery school: Berri Regional Secondary College



Mode of Delivery: Face-to-face regional delivery program conducted each Friday, incorporating practical learning experiences, cultural engagement, leadership development, community participation, and SACE-based learning.



Selection Requirements: Students are required to complete an application process supported by a recommendation from their school. Selection may consider attendance, engagement, attitude, commitment to school, and capacity to manage academy and school expectations.

COURSE DESCRIPTION

This program is available for Aboriginal and Torres Strait Islander students in Years 10–12. SAASTA supports students to strengthen their cultural identity, leadership, wellbeing, educational engagement, and future pathways through culturally responsive learning experiences connected to community, culture, sport, and SACE achievement.

All subjects contribute toward the attainment of the SACE. Students may have opportunities to participate in regional and statewide SAASTA experiences including the Aboriginal Power Cup (APC), SAASTA Shield, cultural activities, camps, leadership opportunities, and pathway development programs.

Participation in major SAASTA events is linked to demonstrated commitment to school, positive behaviour, attendance, engagement, and completion of learning requirements.

SACE STAGE 1

Integrated Learning (Semester 1)

Assessment:

Practical Exploration – 30%

- Aboriginal and Torres Strait Islander Sports Hall of Fame

Connections – 30%

- Collaboration for Social Change

Personal Venture – 40%

- Tribute to Voice Culture and Resilience (Aboriginal Power Cup Gurnsey/Polo/Banner Design)

SACE STAGE 1

Aboriginal Studies (Semester 2)

Assessment:

Learning Journey – 75%

- Community Experiences – Namatjira Portrait Prize (25%)
- Community Experiences – Representing Aboriginal Identities and Histories Through Film and Documentaries (25%)
- Community Enterprise – Celebrating Aboriginal Leadership, Initiatives, and Community Contributions (25%)

Creative Presentation – 25%

Aboriginal Superhero – Strength, Story, and Country – Comic Book

SACE STAGE 2

Aboriginal Studies

Stage 2 SAASTA enables students to explore Aboriginal identities, histories, perspectives, leadership, and contemporary issues through culturally responsive and community-connected learning experiences. Students investigate themes of culture, truth-telling, advocacy, community change, and representation while developing research, collaboration, and critical thinking skills.

Assessment:

Learning Journey – 40%

- Cultural Expressions – SAASTA Aboriginal Power Cup Banner (20%)
- Diversity and Identities – Representing Aboriginal Identities and Histories through Film and Documentary: Understanding Diversity and Truth-Telling (10%)
- Contemporary Experiences – Community, Power and Change: Aboriginal Voices in Contemporary Australia (10%)

Social Action – 30%

- Students collaboratively plan and implement a social action initiative

Acknowledgement – 30%

- Acknowledging an Aboriginal person, organisation, or initiative.

RSSA LOCAL DELIVERY SUBJECTS

SACE STAGE 2 INDUSTRY CONNECTIONS CAFE



Delivery school: Berri Regional Secondary College



Mode of Delivery: Face-to-face regional delivery program conducted each Thursday, incorporating practical hospitality learning, café operations, and industry-connected experiences.

COURSE DESCRIPTION

Industry Connections Café provides Year 11 and 12 students with opportunities to develop practical hospitality, customer service, teamwork, and employability skills through participation in a simulated café environment.

Students engage in authentic, hands-on learning experiences involving food preparation, barista skills, café operations, customer interaction, and small business concepts. Through practical and collaborative learning, students develop skills in communication, initiative, organisation, problem-solving, and workplace readiness while exploring hospitality, tourism, food and beverage, customer service, and business-related industries. This subject supports pathways into hospitality, tourism, food and beverage, customer service, business, and further vocational education and training.

Assessment:

School-based – 70%

- Work Skills Portfolio (50%)
- Reflection (20%)

External – 30%

- Industry Project (30%)

LEGAL STUDIES SACE STAGE 2



Delivery school: Loxton High School



Mode of Delivery: Blended delivery model incorporating online learning, live lessons, independent study, and scheduled face-to-face learning experiences throughout the year.

COURSE DESCRIPTION

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 ques-

tions', 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.

ASSESSMENT:

School-based (70%)

Folio – 40%

Inquiry – 30%

External (30%)

Examination – 30%

RSSA LOCAL DELIVERY SUBJECTS

SACE STAGE 2 INDUSTRY CONNECTIONS CAFE



Delivery school: Berri Regional Secondary College



Mode of Delivery: Face-to-face regional delivery program conducted each Friday, incorporating practical sport development, athlete education, and SACE-based learning.



Students are required to complete an application process supported by a recommendation from their school. Selection may consider attendance, engagement, attitude, commitment to school and community sport, and capacity to manage academy and school expectations.

COURSE DESCRIPTION

The RSSA Specialist Sport Academy is a regional high-performance sport program for students in Years 10–12 with an interest in athlete development, sports performance, leadership, and future sport and recreation pathways.

Students participate in a combination of practical and classroom-based learning experiences focused on:

- Athlete development and performance
- Sports science and biomechanics
- Nutrition, recovery, and wellbeing
- Leadership and teamwork
- Coaching and performance analysis
- Communication and personal development
- Connection to community sport
- Pathways in elite sport

The academy supports students to develop transferable skills relevant to sport, health,

recreation, coaching, community leadership, and future employment and study pathways.

In 2027, the RSSA Specialist Sport Academy will offer two specialised streams:

Australian Football Stream

Students apply academy learning through the context of Australian Football, with practical experiences focused on skill development, game strategy, fitness, teamwork, leadership, and performance.

Netball Stream

Students apply academy learning through the context of netball, with practical experiences focused on technical skill development, game sense, movement, teamwork, communication, and performance.

SACE STAGE 1 Integrated Learning (20 Credits)

Assessment:

- Practical Exploration – 30%
- Connections – 40%
- Personal Venture – 30%

SACE STAGE 2 Integrated Learning

Assessment:

School-based – 70%

- Practical Inquiry – 40%
- Connections – 30%

External – 30%

- Personal Endeavour – 30%

RSSA TECHNICAL PATHWAYS (VET)

TECHNICAL PATHWAYS PROGRAM (VOCATIONAL EDUCATION AND TRAINING)



Delivery school: Berri Regional Secondary College, Berri TAFE SA, Renmark High School



Mode of Delivery: Technical Pathways Programs are delivered in partnership with Registered Training Organisations (RTOs). Programs are generally delivered face-to-face one day per week (Thursday).



Students are required to complete a VET Readiness Orientation (VETRO) process as part of their application. This includes a Language, Literacy, Numeracy and Digital Skills (LLND) assessment and may also include an interview and suitability review.



Some courses may incur additional costs that may or may not be covered by the school, however, each course has a \$100 administration fee. Some courses also require work placement as part of the qualification. Many programs are delivered regionally and travel to another Riverland school or venue may be required through RSSA transport arrangements.

Qualification	RTO	Delivery Location
Certificate II Salon Assistant (SHB20216)	TAFE SA	Berri TAFE SA
Certificate II Automotive Servicing Technology (AUR20520)*	TAFE SA	Berri TAFE SA
Certificate II Construction Pathways (CPC20220)	NEVC	Berri Regional Secondary College & Renmark High School
Carpentry Advanced Skills Cluster	NEVC	Renmark High School
Certificate III Early Childhood Education and Care (CHC30121)**	Equals International	Renmark High School
Certificate III Health Services Assistance (HLT33115)	Equals International	Renmark High School
Certificate II Electrotechnology (UEE22020)	Equals International	Renmark High School
Certificate II Commercial Cookery (SIT20421)	TAFE SA	Berri TAFE SA
Certificate III Individual Support – Ageing & Disability (CHC33021)***	SA Learning Centre	Renmark High School
Certificate III Information Technology (ICT30120)	TAFE SA	Berri TAFE SA
Certificate II Engineering Pathways (MEM20422)	TAFE SA	Berri TAFE SA
Certificate II Hospitality (SIT20322)	TAFE SA	Berri TAFE SA
Certificate III Screen & Media (CUA31020)	AIE	Online
Certificate III Rural Operations (AHC32822)*	TAFE SA	Berri TAFE SA

* 18-month course
 ** 18-month course and 160 hours of placement required
 *** 120 hours of placement required

ACEE Program

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 an 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



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 student's 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.

Studios Overview

Studios provide students with opportunities to learn in ways that extend beyond the traditional classroom.

The Studios program encourages students to think critically, collaborate with others, be creative and apply their learning in meaningful contexts. In Years 7 and 8, students explore their interests through a range of Studio offerings. In Year 9, students build on these experiences by engaging in themed, inquiry-based projects that connect learning with their school, community and the wider world.

Studios are designed to build Capabilities, with a particular focus on Quality Thinking, Collaboration, Agency, and Active Citizenship. These capabilities are embedded in every Studio, helping students become creative problem-solvers, effective communicators, responsible decision-makers and active contributors to their school and wider community.

Year 7 & 8 Studios

Whether students choose Volunteering, Fish Ed, Circus, Functional Fitness, Jewellery Making, Clay Making or another Studio, each experience provides authentic opportunities to learn by doing. Students might develop resilience and perseverance through Functional Fitness, demonstrate creativity and precision in Jewellery or Clay Making, or strengthen empathy, leadership and community connections through Volunteering. Every Studio offers unique experiences while developing skills that are valuable for life beyond school.

Studios provide students with the opportunity to build confidence, collaborate with others, think critically and apply their learning in meaningful contexts. These transferable skills support success across all learning areas and prepare students for future study, employment and active participation in their communities.

Students are assessed on their development of the Capabilities demonstrated throughout each Studio.

Year 9 Studios

Each term, all Year 9 students participate in a different Studio centred on a broad theme. Learning begins with a guiding inquiry question—one that cannot be answered with a simple Google search. These questions encourage students to investigate, think critically, collaborate with others, and create meaningful solutions, products or actions in response to authentic challenges.

Across the year, students explore a range of themes, including health and wellbeing, travel and culture, STEM, and photography. Each Studio provides opportunities for students to connect their learning with their school, local community and the wider world.

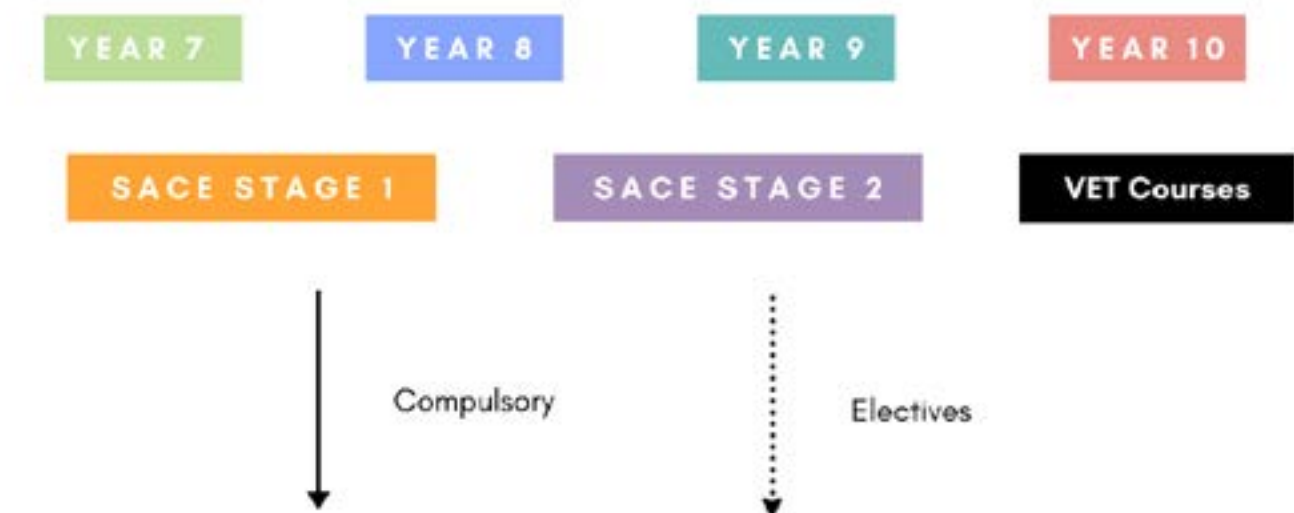
Year 9 Studios build on the foundations established in Years 7 and 8, supporting students to become independent learners who can apply their knowledge in unfamiliar situations, work effectively with others and make meaningful contributions to their community.

Students are assessed on their development and application of the Capabilities throughout each Studio.



CURRICULUM SEQUENCE CHARTS

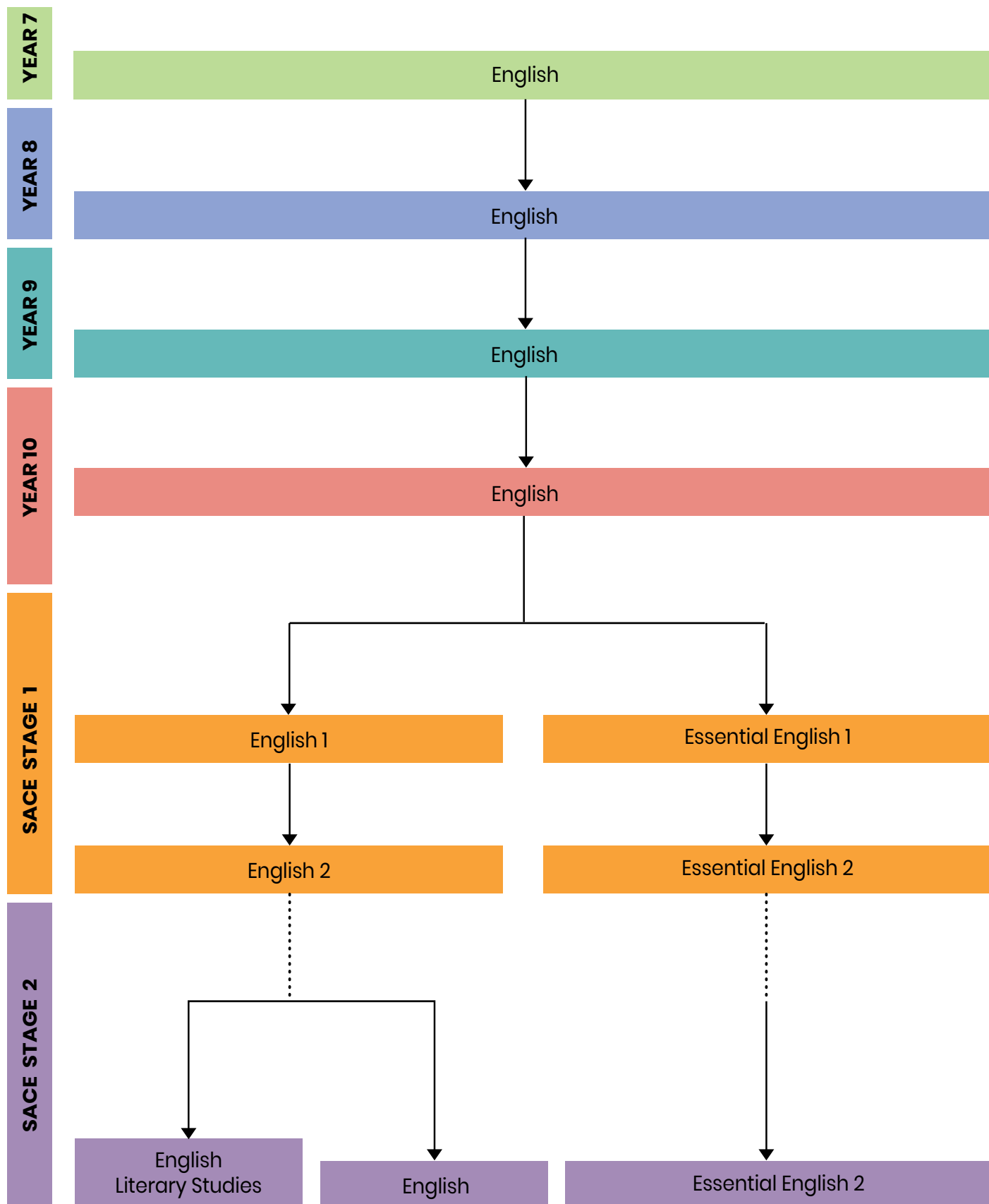
tips and hints



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

YEARS 7–10

YEAR 7

In Year 7 English, students are immersed in purposeful, real-world learning that fosters collaboration and meaningful interaction. Texts are used as an avenue to explore human experience, enabling students to develop a deeper understanding of themselves and others. As they create and analyse texts, they develop key qualities such as resourcefulness and empathy, discovering more about themselves and their community. Our curriculum emphasises exploration—encouraging students to express their ideas creatively and to evaluate texts critically, understanding how messages are crafted for different audiences and purposes.

YEAR 8

Year 8 English builds on previous learning by empowering students to use their voices to share ideas, advocate for themselves and others, and contribute to their community. Through creating and analysing a variety of texts, students further develop critical and creative skills, as well as key dispositions such as empathy, resourcefulness, and resilience. Our curriculum promotes learner agency by encouraging students to be purposeful, reflective, and ethical communicators who take initiative and make meaningful contributions to the world around them.

YEAR 9

Year 9 English extends students' skills as communicators by engaging with, and producing, a wide variety of texts. Our curriculum emphasises deeper analysis and interpretation, encouraging students to refine their ability to critique, respond to, and construct complex ideas and arguments. Students continue to develop



critical and creative thinking, while building dispositions such as empathy, initiative, and adaptability. Through collaborative and independent learning, students are supported to confidently express perspectives, engage thoughtfully with diverse viewpoints, and make considered contributions to our school and to broader society.

YEAR 10

Year 10 English challenges students to refine and consolidate their communication, analytical, and creative skills as they engage with increasingly sophisticated texts. Students are encouraged to explore complex issues, diverse perspectives, and subtle uses of language across a range of literary, media, and multimodal texts. Our curriculum develops a greater sense of independence, critical judgement, and ethical responsibility, as students construct responses, participate in sustained inquiry, and undertake projects that connect their learning to real-world contexts. This approach prepares students to become discerning, informed citizens who can thoughtfully interpret, create, and communicate ideas in a variety of settings.



ENGLISH

SACE STAGE 1

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 texts
Responding to texts
Intertextual study

SACE STAGE 2

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.

PREREQUISITES

Successful completion of Stage 1 English.

SCHOOL ASSESSMENT	70%
Creating text	40%
Responding to text	30%

EXTERNAL ASSESSMENT	30%
Comparative analysis	30%

ESSENTIAL ENGLISH

SACE STAGE 1, 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
Responding to texts (written and oral)

SACE STAGE 2

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.

SCHOOL ASSESSMENT	70%
Creating text	40%
Responding to text	30%

EXTERNAL ASSESSMENT	30%
Language Study	40%

LITERARY STUDIES

SACE STAGE 2

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.

SCHOOL ASSESSMENT	70%
Responding to texts	50%
Creating texts	20%

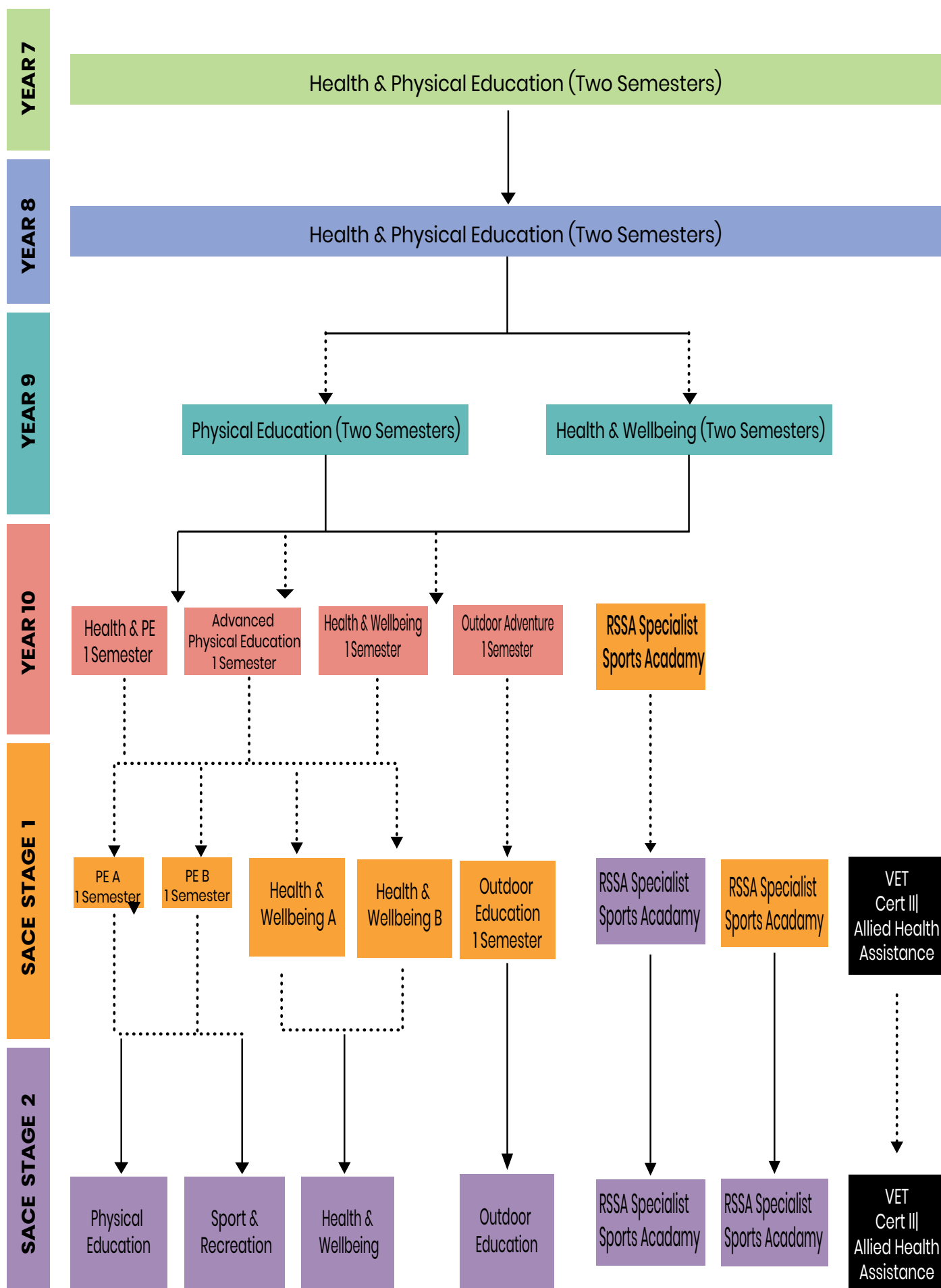
EXTERNAL ASSESSMENT	30%
Critical reading examination	15%
Comparative text study	15%

Please note: If viable student numbers are not achieved at an individual school, this subject may be offered through the RSSA Local Delivery model.



Health & Physical Education

HEALTH AND PHYSICAL EDUCATION





HEALTH AND PHYSICAL EDUCATION

YEARS 7 AND 8

COMPULSORY TWO SEMESTERS

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 TWO SEMESTERS

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 practicas focus on developing students' performance.

YEAR 10

COMPULSORY ONE SEMESTER

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

SACE STAGE 2

TWO SEMESTERS

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 ASSESSMENT	70%
Practical inquiry	70%
Connections	30%

EXTERNAL ASSESSMENT	30%
Personal endeavour	30%

ADVANCED PHYSICAL EDUCATION

YEAR 10 ELECTIVE

ONE SEMESTER, OFFERED SEMESTER TWO

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, and health improvement.

PHYSICAL EDUCATION

SACE STAGE 1, A AND/OR B

A OFFERED SEMESTER 1, B OFFERED SEMESTER 2

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 and Exercise Physiology)
- PE B (Volleyball - Skill Learning, Badminton - Game Analysis).

SCHOOL ASSESSMENT	100%
Performance improvement	50%
Physical activity investigation	50%

SACE STAGE 2

TWO SEMESTERS

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

SCHOOL ASSESSMENT	70%
Diagnostics x2	30%
Self-improvement	40%

EXTERNAL ASSESSMENT	30%
Group dynamics	



HEALTH AND WELLBEING

YEAR 10

ELECTIVE, 1 SEMESTER, OFFERED SEMESTER 2

Students focus on developing knowledge and behaviour for lifelong 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.

SACE STAGE 1, A AND/OR B

A OFFERED SEMESTER 1, B OFFERED SEMESTER 2

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 UNDERTAKE

At least one Practical Action task

At least one Issue Inquiry task

SACE STAGE 2

TWO SEMESTERS

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.

SCHOOL ASSESSMENT

70%

Type 1: Initiative - 1x individual, 1x collaborative

Type 2: Folio (two folio tasks)

EXTERNAL ASSESSMENT

30%

Type 3: Inquiry

OUTDOOR EDUCATION

YEAR 10 ELECTIVE

ONE SEMESTER

Students learning occurs through practical experiences and reflections. Students participate in a compulsory three-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.

A cost will incur for the camp, kayaking and excursion.



STAGE 1

ONE SEMESTER

Students participate in a compulsory four-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.

A cost will incur for the camp and surfing lessons.

STUDENTS UNDERTAKE

Type 1: About natural environment

Type 2: Experiences in nature

STAGE 2

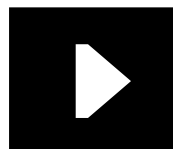
TWO SEMESTERS

Students cover environmental issues, leadership, planning, organisation and connection to natural environments. Students undertake four compulsory outdoor journeys, that amount to 14 days absent from school: kayaking camp, bushwalk, leading a bushwalk (Year 10s) and self-reliant bushwalk.

A cost will incur for the camp, kayaking and excursion.

SCHOOL ASSESSMENT	70%
About natural environments	20%
Experiences in natural environments	50%

EXTERNAL ASSESSMENT	30%
Connections with natural environments	



[Innes National Park Promotional Video](#)

[Mount Crawford Promotional Video](#)



Delivery School: Berri Regional Secondary School

Mode of Delivery: Face-to-face regional delivery program conducted each Friday, incorporating practical sport development, athlete education, and SACE-based learning.

Selection Requirements: Students are required to complete an application process supported by a recommendation from their school. Selection may consider attendance, engagement, attitude, commitment to school and community sport, and capacity to manage academy and school expectations.

SPECIALIST SPORTS ACADEMY

SACE STAGE 1 AND 2

TWO SEMESTERS, AVAILABLE YEARS 10-12

The RSSA Specialist Sport Academy is a regional high-performance sport program for students in Years 10-12 with an interest in athlete development, sports performance, leadership, and future sport and recreation pathways.

Students participate in a combination of practical and classroom-based learning experiences focused on:

- Athlete development and performance
- Sports science and biomechanics
- Nutrition, recovery, and wellbeing
- Leadership and teamwork
- Coaching and performance analysis
- Communication and personal development
- Connection to community sport
- Pathways in elite sport

The academy supports students to develop transferable skills relevant to sport, health, recreation, coaching, community leadership, and future employment and study pathways.

In 2027, the RSSA Specialist Sport Academy will offer two specialised streams:

Australian Football Stream

Students apply academy learning through the context of Australian Football, with practical experiences focused on skill development,

game strategy, fitness, teamwork, leadership, and performance.

Netball Stream

Students apply academy learning through the context of netball, with practical experiences focused on technical skill development, game sense, movement, teamwork, communication, and performance.

SACE STAGE 1 - 20 CREDITS



Integrated Learning - rotating annually with Cross-Disciplinary or scientific Studies to allow flexible enrolment across Years 11 and 12 - Available to students in Years 11 and 12.

SCHOOL ASSESSMENT	70%
Practical exploration	30%
Connections	40%
Personal Venture	30%

SACE STAGE 2 - 20 CREDITS



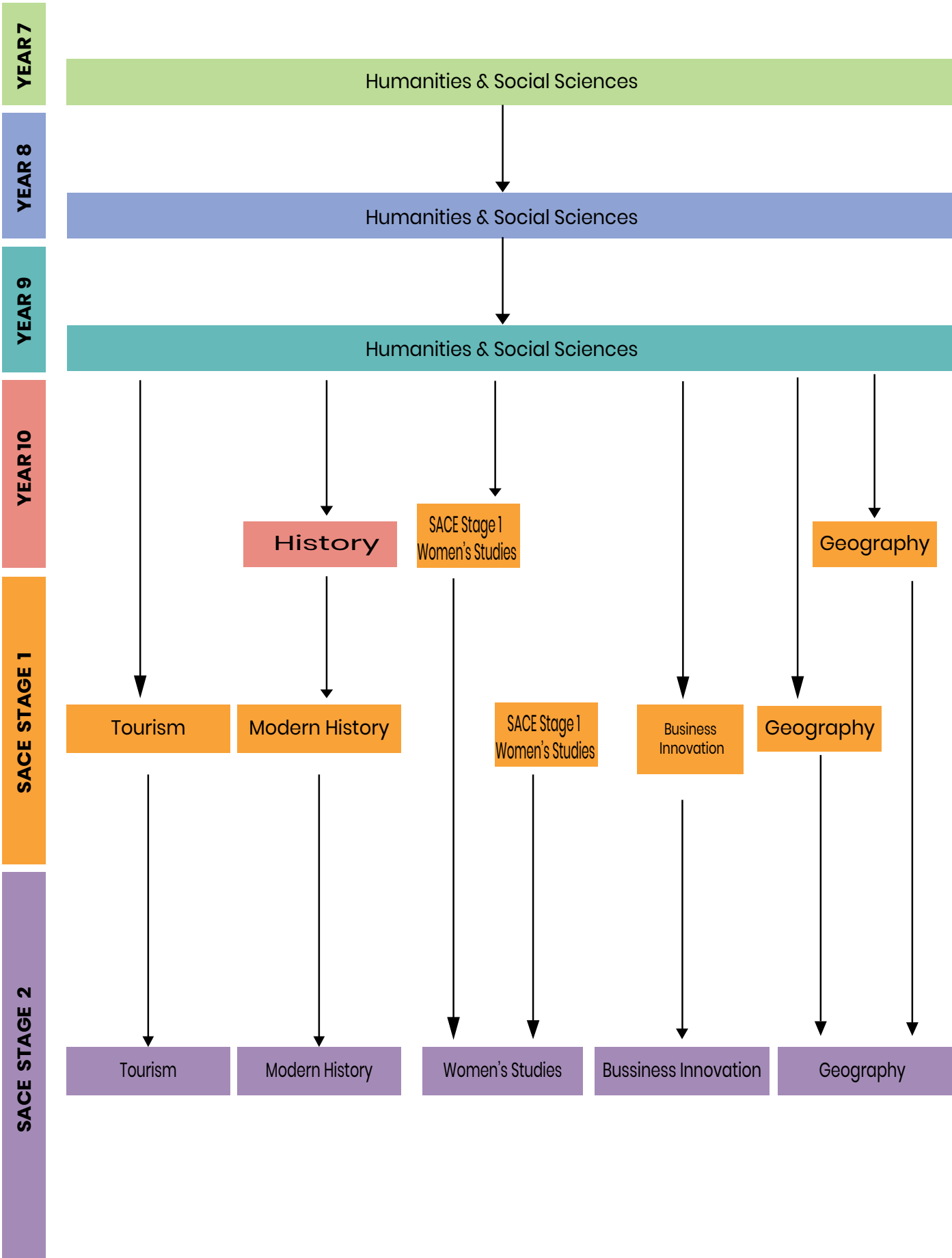
Integrated Learning - Available to students in Year 10 or 11

SCHOOL ASSESSMENT	70%
Practical inquiry	40%
Connections	30%

EXTERNAL ASSESSMENT	30%
Personal endeavour	



Humanities & Social Sciences



HUMANITIES AND SOCIAL SCIENCES

YEAR 7

Year 7 HASS encourages students to become curious, active inquirers as they engage with history, geography, civics and citizenship, and business and enterprise. Through interactive learning connected to our local environment, students investigate real-world issues and create projects to share with others. This approach nurtures curiosity, critical thinking and collaboration, helping students develop a deeper understanding of the world and their place within it.

YEAR 8

Year 8 HASS builds student understanding as they dive into history, geography, civics and citizenship, and business and enterprise, exploring big ideas including identity, change and perspectives. Through inquiry and active investigation, students ask questions, challenge their thinking, and develop

empathy, curiosity and responsibility. They collaborate, analyse and communicate, gaining skills to participate confidently and contribute meaningfully to their world.

YEAR 9

Year 9 HASS enables students to explore history, geography, and business with an emphasis on developing responsibility, empathy, and curiosity. The course supports students in becoming informed and thoughtful citizens by participating in discussions, conducting research, evaluating evidence, and forming perspectives relevant to a variety of historical and geographic contexts. Throughout these learning experiences, students build critical and creative thinking, inquiry-based research skills, effective communication, ethical understanding, and collaboration skills – equipping them with the tools to confidently participate in their community and the wider world.

HISTORY

YEAR 10

Year 10 History encourages students to critically examine key events, movements, and ideas that have shaped the modern world and Australia's place within it.

The course develops students' ability to analyse diverse perspectives, understand cause and effect, and reflect on the significance of social change.

Through inquiry, research, and collaborative

learning, students enhance their skills in critical and creative thinking, ethical reasoning, effective communication, and informed citizenship.

Engaging with topics such as the modern world and Australia from 1918 to the present, rights and freedoms, and global conflicts, students are empowered to make meaningful connections between the past and contemporary society.

TOURISM

SACE STAGE 1

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.



RECOMMENDATION
For students considering pathways in tourism, hospitality, event management, business and customer service.

SACE STAGE 2

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.



RECOMMENDATION
For students interested in future studies and careers in tourism management, hospitality, event planning, marketing, business and travel consultancy.

SCHOOL ASSESSMENT	70%
Folio	20%
Practical activity	25%
Investigation	25%
EXTERNAL ASSESSMENT	30%
Examination	

WOMEN'S STUDIES

SACE STAGE 1

Women's Studies explores the experiences, achievements, and roles of women throughout history and in contemporary society. Through critical discussion, research, and analysis, students will examine issues such as gender roles, social justice, media representations of women, equity, and the diversity of women's experiences both locally and globally. The subject encourages students to challenge stereotypes, understand the impact of feminism, and reflect on their own identities and attitudes. Assessment types may include research assignments, multi-modal presentations, creative responses, and group projects.



RECOMMENDATION
For students interested in humanities, social sciences, and community-focused pathways.

SACE STAGE 2

Stage 2 Women's Studies invites students to critically analyse the construction of gender, power relations, and the contributions of

women across cultures, communities, and time periods. By engaging with feminist theories, historical and contemporary texts, and media, students will deepen their understanding of gender equity and diversity. Key areas of study include women's activism, leadership, representation in society and popular culture, and the examination of gender-based issues such as violence and discrimination.

Students complete a range of assessments, including analytical essays, presentations, collaborative investigations, and an externally assessed investigation.



RECOMMENDATION
For students considering pathways in social sciences, humanities, law, health, education, and community leadership.

SCHOOL ASSESSMENT	70%
Text analysis	20%
Essay	20%
Folio	30%
EXTERNAL ASSESSMENT	30%
Issue analysis	

HUMANITIES AND SOCIAL SCIENCES



GEOGRAPHY

SACE STAGE 1

Geography encourages students to explore the dynamic relationships between people, places, and environments. Through the study of contemporary geographic issues and patterns at a range of scales, students develop skills in inquiry, data collection and analysis, mapping, and interpretation. The course promotes critical and creative thinking as students investigate topics such as sustainability, the management of natural and human environments, and global development. By engaging in fieldwork, research tasks, and collaborative learning, students build their capacity to communicate effectively, apply ethical judgement, and become active, informed citizens in a changing world.



RECOMMENDATION

For students considering pathways in environmental science, humanities, education, planning and community engagement.

SACE STAGE 2

Geography challenges students to investigate complex patterns and processes that shape environments, communities, and interactions at local, national, and global scales. The course nurtures students' curiosity, analytical skills, and ethical understanding as they undertake inquiry-based studies into contemporary geographic issues such as sustainability, environmental change, urbanisation, and global interdependence. Through research, fieldwork, and critical evaluation, students learn to interpret data, formulate evidence-based arguments, and present informed perspectives. Stage 2 Geography equips students with the knowledge, skills, and dispositions needed to actively engage with and contribute to a rapidly changing world.



RECOMMENDATION

For students interested in future studies and careers in geography, environmental science, urban and regional planning, international development, sustainability and policy analysis.

ASSESSMENT

Geographical skills and applications

Fieldwork report

SCHOOL ASSESSMENT

Geographical skills and applications

Fieldwork report

70%

40%

30%

EXTERNAL ASSESSMENT

Examination

30%

MODERN HISTORY

SACE STAGE 1

Stage 1 Modern History explores the people, events, ideas and movements that have shaped the modern world. Students investigate significant historical developments from the late eighteenth century to the present day and consider how these events continue to influence societies today. Through the study of revolutions, conflicts, political change, social movements, and individual experiences, students develop an understanding of continuity and change over time.

Students learn to think critically about the past by analysing a range of historical sources, perspectives, and interpretations. They develop skills in research, discussion, analysis and written communication while learning how historians construct arguments and evaluate evidence. Students also explore the role of power, identity, leadership, and ideology in shaping historical events and experiences.

Assessment tasks may include source analyses, historical investigations, multimodal presentations, essays, and tests.



RECOMMENDATION

For students interested in understanding the world, debating ideas, and developing strong analytical and writing skills. It provides a strong foundation for pathways in law, politics, journalism, teaching, and the humanities.



SACE STAGE 2

Stage 2 Modern History focuses on significant events, movements, and individuals that have shaped the modern world from the 1700s to the present. Students explore complex historical issues such as conflict, revolution, nationalism, political change, and social transformation while examining different historical perspectives and interpretations. Topics covered in previous years have been Germany 1919–1948 and the Cold War 1945–1991. Students create a question on any historical topic since c1750 through their Independent History Enquiry assignment.



RECOMMENDATION

For students considering further study and careers in law, politics, journalism, education, international studies, and the humanities.

SCHOOL ASSESSMENT	70%
Folio of course work	50%
Individual history essay	20%

EXTERNAL ASSESSMENT	30%
Examination	30%

HUMANITIES AND SOCIAL SCIENCES

BUSINESS INNOVATION

SACE STAGE 1

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.



RECOMMENDATION
For students considering pathways in business, commerce, entrepreneurship, retail, and administration.

SACE STAGE 1

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.



RECOMMENDATION
For students interested in future studies and careers in business management, accounting, marketing, entrepreneurship, finance, and commerce.

SCHOOL ASSESSMENT	70%
Business skills	40%
Business model	30%

EXTERNAL ASSESSMENT	30%
Business plan and pitch	30%

LEGAL STUDIES



Delivery School: Loxton High School

Mode of Delivery: Blended delivery model incorporating online learning, live lessons, independent study, and scheduled face-to-face learning experiences throughout the year.

SACE STAGE 2

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.

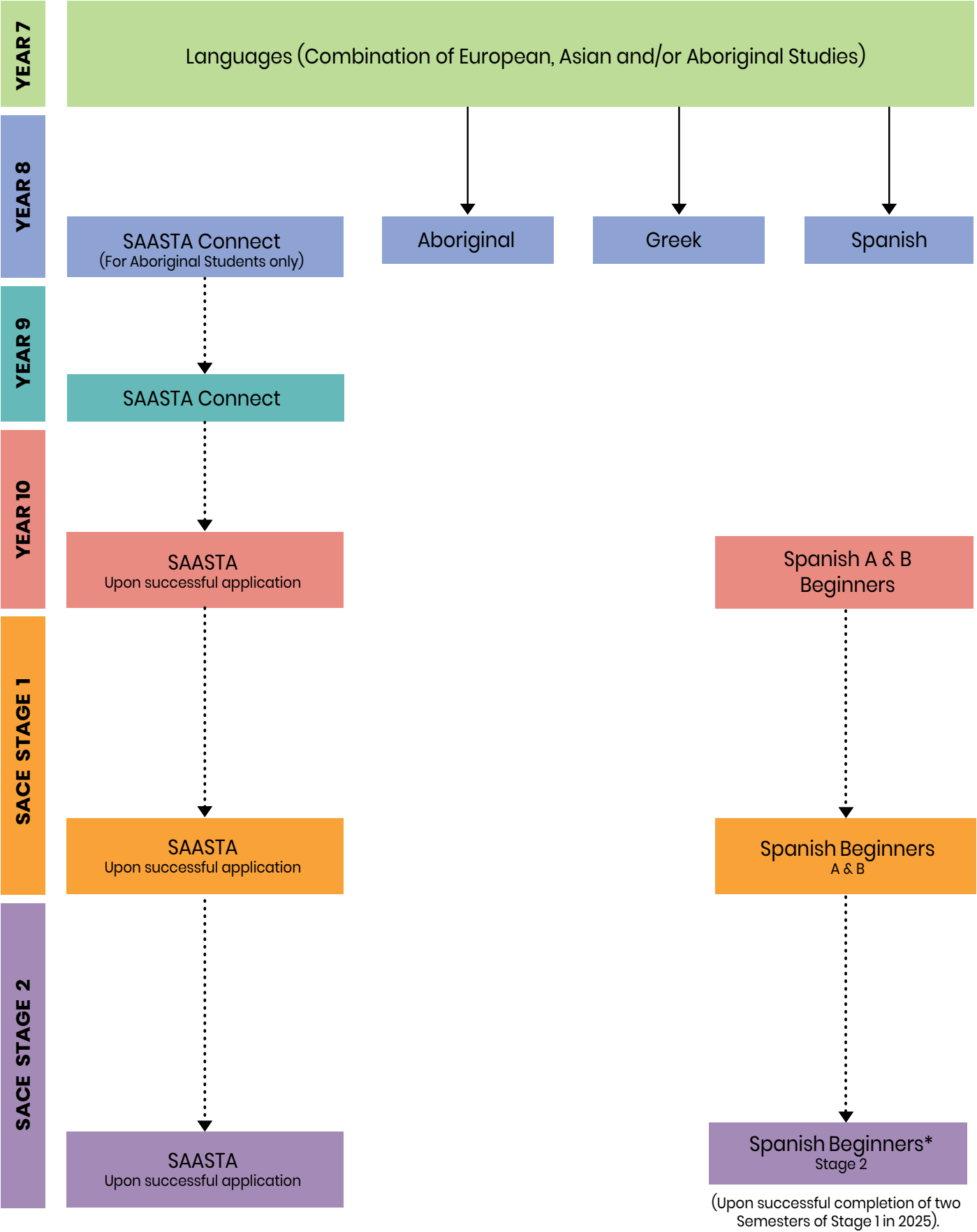
SCHOOL ASSESSMENT	70%
Folio	40%
Inquiry	30%

EXTERNAL ASSESSMENT	30%
Examination	



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

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

SACE STAGE 1 A AND B (AVAILABLE IN YEAR 10 AND 11)

SACE STAGE 2 (AVAILABLE IN YEARS 11 AND 12)

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

Interaction, text production, text analysis

Spanish Study Tour (2028)

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 CONNECT

YEARS 8-9

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 2027 are encouraged to participate in the SAASTA Connect program.

PAGE 42

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 APTS program, Year 10 SAASTA students will study Stage 1 Integrated Learning and Aboriginal Studies.



Delivery School: Berri Regional Secondary College

Mode of Delivery: Face-to-face regional delivery program conducted each Friday, incorporating practical learning experiences, cultural engagement, leadership development, community participation, and SACE-based learning.

Selection Requirements: Students are required to complete an application process supported by a recommendation from their school. Selection may consider attendance, engagement, attitude, commitment to school, and capacity to manage academy and school expectations.



SACE STAGE 1

This subject has been developed for Year 10 and 11 students, with learning experiences connected to both the Aboriginal Power Cup and SAASTA Shield. Students undertake a range of practical, cultural, collaborative, and inquiry-based tasks aimed at developing leadership skills, cultural knowledge, healthy lifestyles, and community connections.

SEMESTER 1 – INTEGRATED LEARNING

ASSESSMENTS	100%
Practical Exploration – Aboriginal and Torres Strait Islander Sports Hall of Fame	30%
Connections – Collaboration for Social Change	30%
Personal Venture – Tribute to Voice Culture and Resilience (Aboriginal Power Cup Guernsey/Polo/Banner Design)	40%

SEMESTER 2 – ABORIGINAL STUDIES

ASSESSMENTS	100%
Learning Journey - Community Experiences – Namatjira Portrait Prize (25%) - Community Experiences – Representing Aboriginal Identities and Histories Through Film and Documentaries (25%) - Community Enterprise – Celebrating Aboriginal Leadership, Initiatives, and Community Contributions (25%)	75%
Creative Presentation Aboriginal Superhero – Strength, Story, and Country – Comic Book	25%

This program is available for Aboriginal and Torres Strait Islander students in Years 10–12. SAASTA supports students to strengthen their cultural identity, leadership, wellbeing, educational engagement, and future pathways through culturally responsive learning experiences connected to community, culture, sport, and SACE achievement. All subjects contribute toward the attainment of the SACE. Students may have opportunities to participate in regional and statewide SAASTA experiences including the Aboriginal Power Cup (APC), SAASTA Shield, cultural activities, camps, leadership opportunities, and pathway development programs. Participation in major SAASTA events is linked to demonstrated commitment to school, positive behaviour, attendance, engagement, and completion of learning requirements.

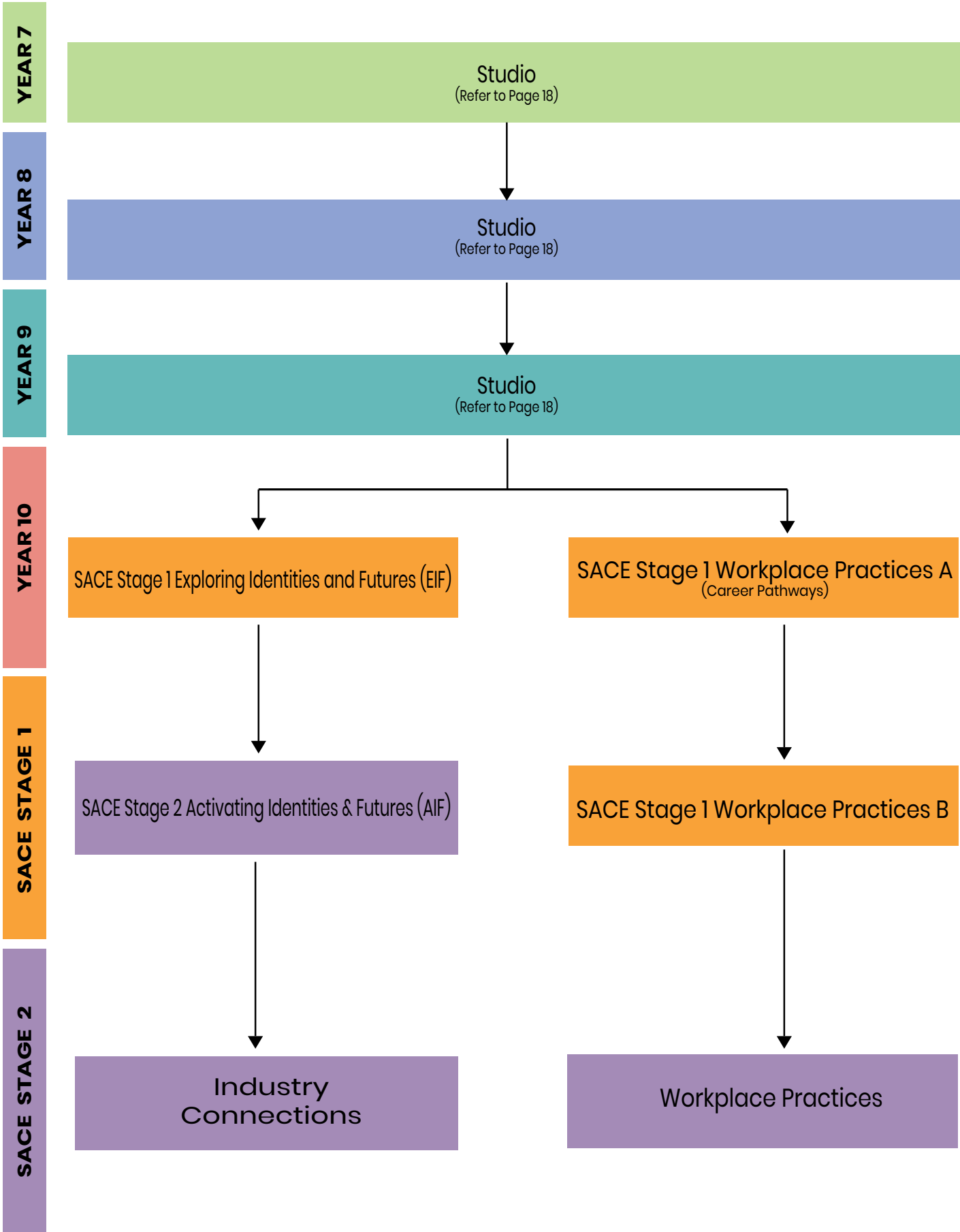
SACE STAGE 2 – ABORIGINAL STUDIES

Stage 2 SAASTA enables students to explore Aboriginal identities, histories, perspectives, leadership, and contemporary issues through culturally responsive and community-connected learning experiences. Students investigate themes of culture, truth-telling, advocacy, community change, and representation while developing research, collaboration, and critical thinking skills.

ASSESSMENTS	100%
Learning Journey - Cultural Expressions – SAASTA Aboriginal Power Cup Banner (20%) - Diversity and Identities – Representing Aboriginal Identities and Histories through Film and Documentary: Understanding Diversity and Truth-Telling (10%) - Contemporary Experiences – Community, Power and Change: Aboriginal Voices in Contemporary Australia (10%)	40%
Social Action Students collaboratively plan and implement a social action initiative	30%
Acknowledgement Acknowledging an Aboriginal person, organisation, or initiative	30%



Interdisciplinary





COMMUNITY CONNECTIONS

SACE STAGE 2

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.

SACE STAGE 1 A (CAREER PATHWAYS) AND 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.

SCHOOL ASSESSMENT	100%
Folio	40%
Performance	30%
Reflection	30%

SACE STAGE 2

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.

SCHOOL ASSESSMENT	70%
Folio	25%
Performance	25%
Reflection	20%

EXTERNAL ASSESSMENT	30%
Investigation	30%

EXPLORING IDENTITIES AND FUTURES

SACE STAGE 1 – COMPULSORY

Exploring Identities and Futures (EIF) is designed to help your child understand their hopes and dreams for the future. The subject encourages them to think about and consider the kind of person they want to become. Through EIF, students learn more about themselves and what they value, where they belong, and how they connect with others and the world around them. EIF prepares students for their SACE journey by building knowledge, skills, and confidence, so they are ready to make the most of their high school years and beyond.



COURSE CONTENT

EIF encourages students to become active partners in their own learning, giving them a say in shaping their learning experiences and taking responsibility for their growth. They'll have the opportunity to make choices about what and how they learn, developing a sense of independence and agency as they set goals and plan for the future. Students work together, share ideas, and learn from each other, building strong communication skills along the way.

At the same time, each student's individual journey is valued, and they are supported to reflect on their progress, seek feedback, and celebrate personal milestones.

EIF is all about empowering students to grow as learners and as people, building both the confidence to pursue their own goals and the skills to work well with others.

ASSESSMENTS

Exploring Me & Who I Want to Be

Letters to Past & Future Self

Taking Action & Showcasing my Capabilities

INDUSTRY CONNECTIONS

SACE STAGE 2

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.

ASSESSMENTS

100%

Portfolio of Work

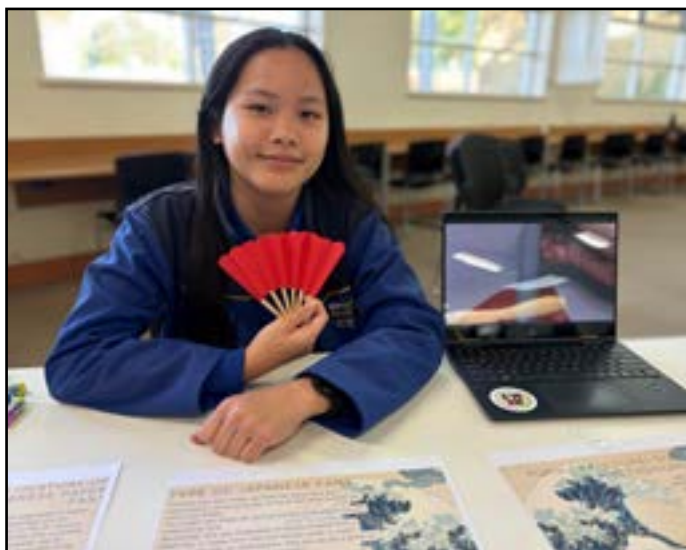
50%

Reflection

20%

Industry Project

30%



ACTIVATING IDENTITIES AND FUTURES

SACE STAGE 2 – COMPULSORY

Activating Identities and Futures (AIF) is designed to help students take more control of their learning. In this subject, your child will learn how to become a more independent and confident learner. They will practise choosing strategies for tackling unfamiliar situations, helping them know what to do even when they are unsure at first. Through this, students work towards creating or developing a project or plan based on something they are genuinely interested in.



COURSE CONTENT

In AIF, students focus on an area of personal interest. They guide their own learning through a process known as self-directed inquiry where they will be asking questions, researching, and exploring ideas that matter to them.

Students are encouraged to draw on skills, knowledge, and abilities they've picked up throughout school, and to apply these in new ways. As they do this, they learn to make decisions about what strategies will help them move forward, solve problems, and see their project through to the end. The ultimate goal is to help students grow important capabilities and prepare for whatever pathway they choose next.

SCHOOL ASSESSMENT

Portfolio — Students collect and reflect on evidence of their learning.

Progress Checks — Students demonstrate their on-going work and review their progress. (70% of final grade)

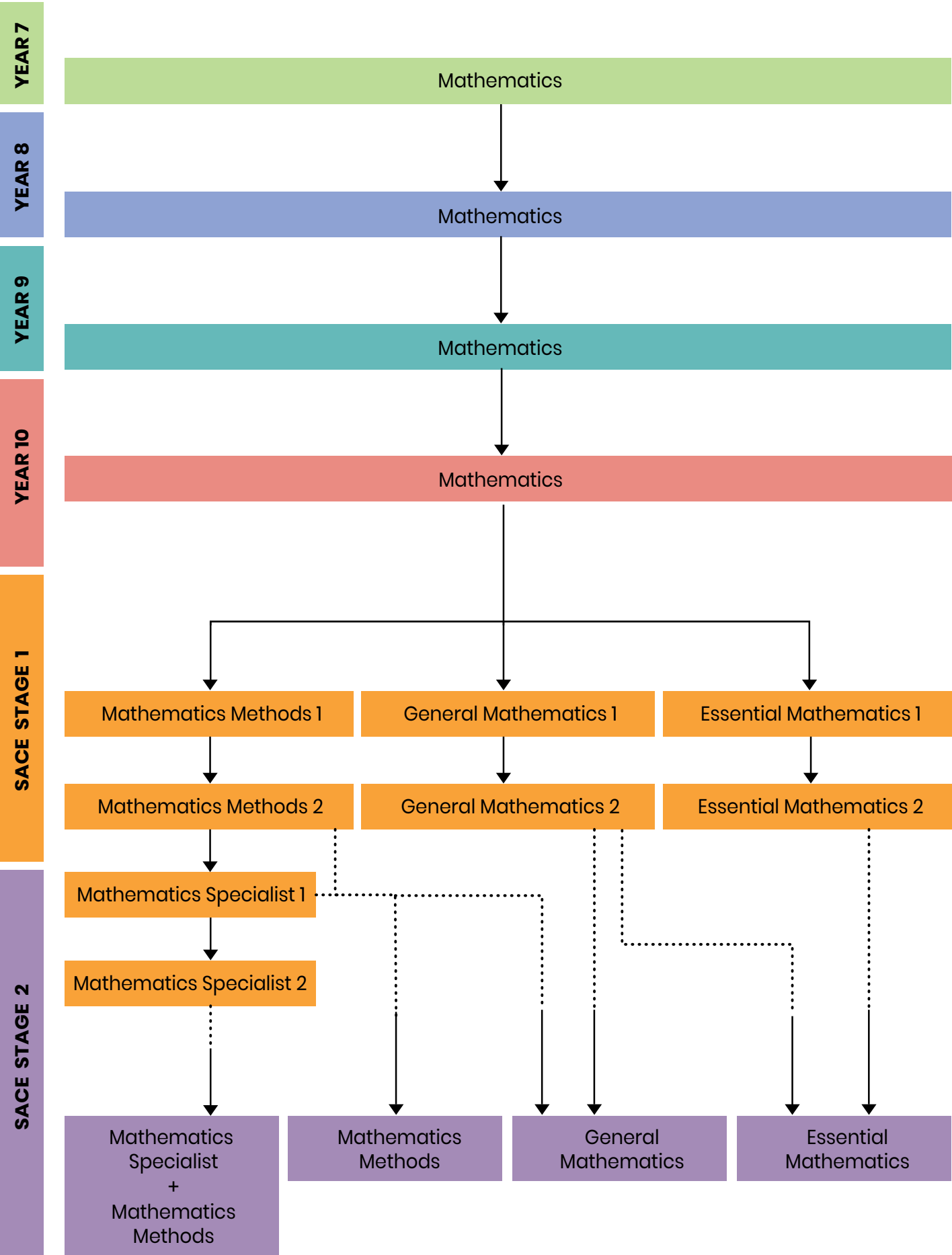
EXTERNAL ASSESSMENT

Appraisal — Students present or showcase their completed work for external review. (30% of final grade)



Mathematics

MATHEMATICS



MATHEMATICS ESSENTIAL MATHEMATICS

YEARS 7-10

Mathematics at Berri Regional Secondary College is about developing confident and capable learners who can apply mathematical thinking to real-world situations. Through engaging learning experiences, practical investigations and problem-solving challenges, students build the knowledge and skills needed for success in school, future pathways and everyday life.

Students develop their understanding across the key areas of number, algebra, measurement, space, statistics and probability. As they learn, they strengthen the mathematical capabilities of developing understanding, fluency and flexibility, reasoning, and strategic problem-solving. These capabilities enable students to think critically, make connections between concepts and confidently apply their learning in new situations.

Our mathematics program also fosters the important dispositions of being resilient, resourceful and reflective. Students are encouraged to persevere when faced with challenges, explore different strategies, learn from mistakes, and reflect on their progress as learners.

At BRSC, we aim to create supportive and engaging mathematics classrooms where students develop confidence, curiosity and the skills needed to become successful problem-solvers in an increasingly complex world.

SACE STAGE 1

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.

SACE STAGE 1

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

ASSESSMENTS	100%
Investigation	35%
Skills and application tasks	65%

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	70%
Skills and applications task	30%
Folio	40%
EXTERNAL ASSESSMENT	30%
Examination	



GENERAL MATHEMATICS

SACE STAGE 1

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.

PREREQUISITES

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).

SACE STAGE 2

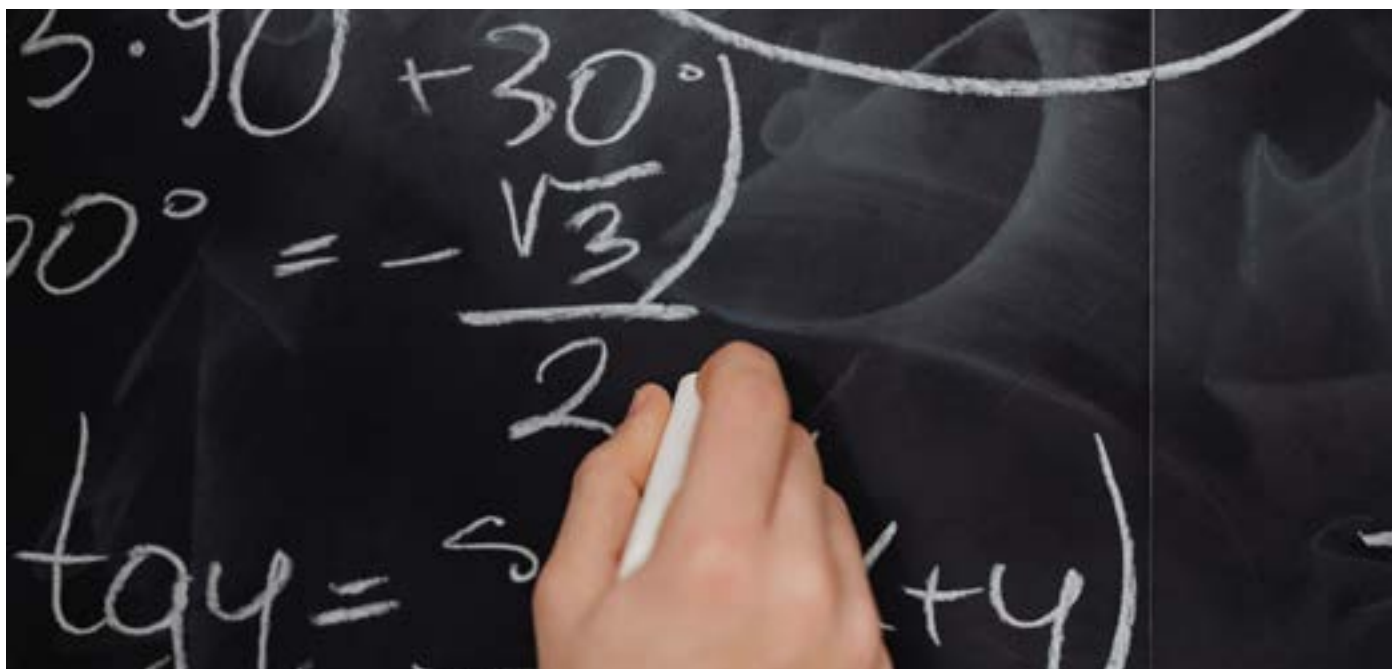
In this subject students develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts through engagement in the following topics:

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

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

SCHOOL ASSESSMENTS	70%
Skills and applications task	40%
Folio	30%

EXTERNAL ASSESSMENT	30%
Examination	



MATHEMATICAL METHODS

SACE STAGE 1, 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.

PREREQUISITES

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).

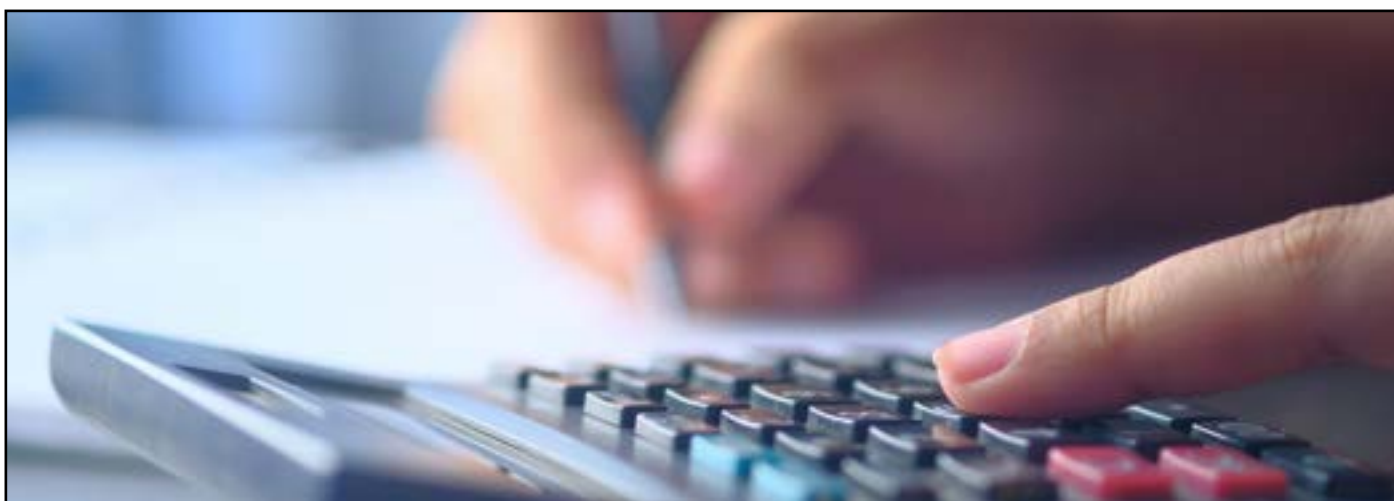
SACE STAGE 2

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.

SCHOOL ASSESSMENTS		70%
Skills and applications task		50%
Folio		20%
EXTERNAL ASSESSMENT		30%
Examination		30%



SPECIALIST MATHEMATICS

SACE STAGE 1, 1 AND 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.

PREREQUISITES

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).

PAGE 54

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	70%
Skills and applications task	50%
Folio	20%

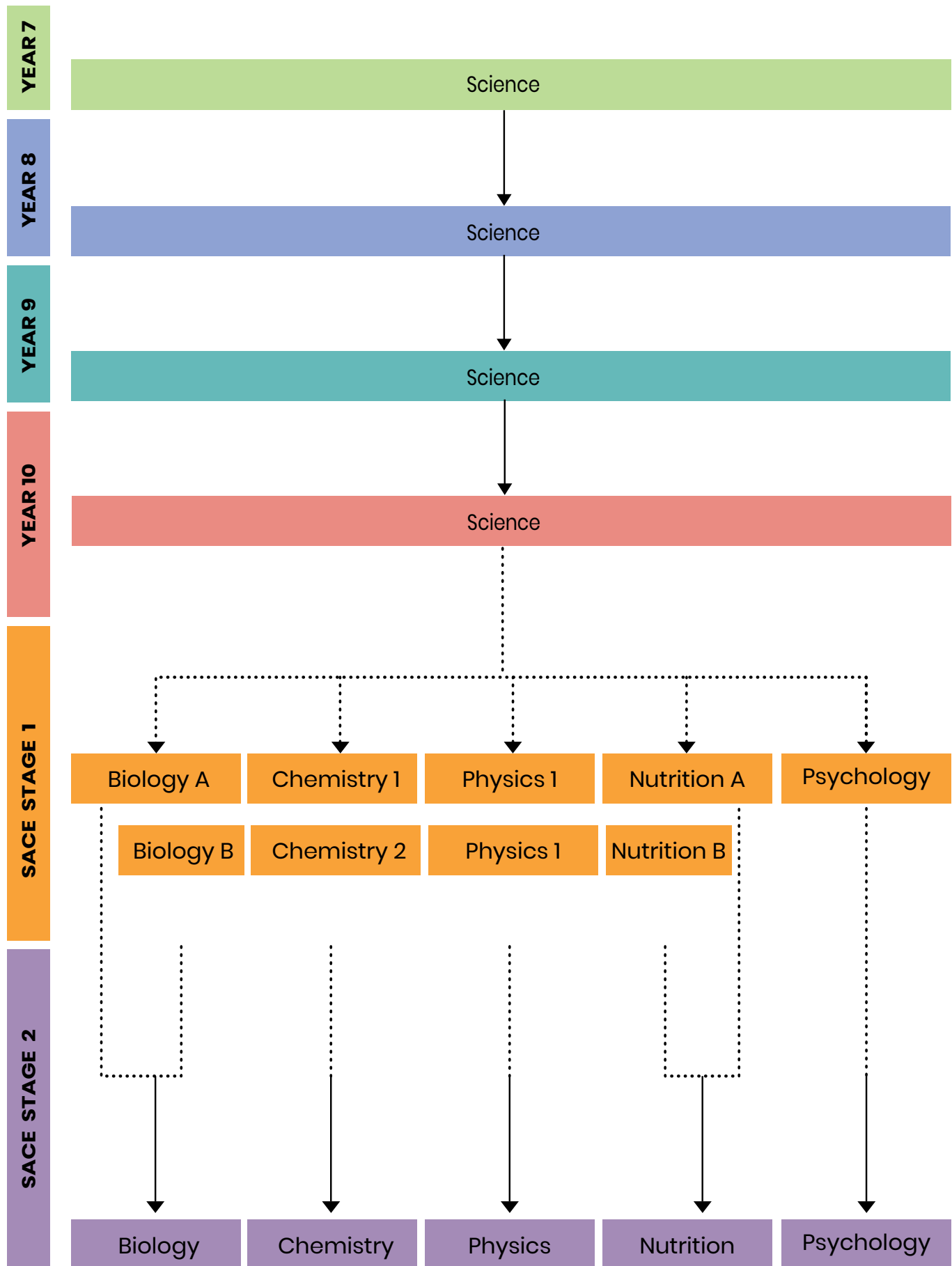
EXTERNAL ASSESSMENT	30%
Examination	30%

Please note: If viable student numbers are not achieved at an individual school, this subject may be offered through the RSSA Local Delivery model.



Science

SCIENCE



SCIENCE

YEARS 7–10

Science at Berri Regional Secondary College encourages students to explore, question and understand the world around them. Through hands-on investigations, practical experiments and inquiry-based learning, students develop scientific knowledge while building the skills and dispositions needed to engage with local and global challenges. Students study living systems, Earth and space systems, forces and energy, and matter and materials. Through these contexts, they develop

the scientific capabilities of noticing and questions, exploring scientifically, reasoning with evidence, communicating with purpose, and engaging and influencing with science. Our science program nurtures the dispositions of being curious, responsible and open-minded. Students are encouraged to ask questions, investigate ideas, consider different perspectives and use evidence to make informed decisions about issues that affect their lives, communities and the environment.

At BRSC, science learning empowers students to understand the natural world, think critically about scientific issues and become active, informed contributors to society.

BIOLOGY

SACE STAGE 1, 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

SACE STAGE 1, B

In Biology B, Students continue to take an inquiry approach to the course.

Topics studied include:

- Multicellular organisms
- Biodiversity and ecosystem dynamics

Students undertake:

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

SACE STAGE 2

Stage 2 Biology focuses on the development of understanding of the overarching principles of biology, including:

- The relationship between structure and function
- The importance of regulation and control
- The need for the exchange of materials and the transformation of energy
- The continuity of life, involving adaptation and change.

These principles provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

SCHOOL ASSESSMENTS	
Skills and applications task	40%
Folio	30%
EXTERNAL ASSESSMENT	
Examination	30%



CHEMISTRY

SACE STAGE 1, 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 on to study Stage 2 Nutrition, Chemistry or Biology.

Students undertake:

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

SACE STAGE 2

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

SCHOOL ASSESSMENTS		70%
Skills and applications task		40%
Investigation Folio		30%
EXTERNAL ASSESSMENT		30%
Examination		30%

NUTRITION

SACE STAGE 1, 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

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	70%
Skills and applications task	40%
Investigation Folio	30%
EXTERNAL ASSESSMENT	30%
Examination	30%

PHYSICS

SACE STAGE 1, 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

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	70%
Skills and applications task	40%
Investigations Folio	30%
EXTERNAL ASSESSMENT	30%
Examination	30%



PSYCHOLOGY

SACE STAGE 1, A AND B

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

SACE STAGE 2

Students learn about social cognition and human behaviour. Additionally, the course covers altered states of awareness, types of learning, and the theories of personality.

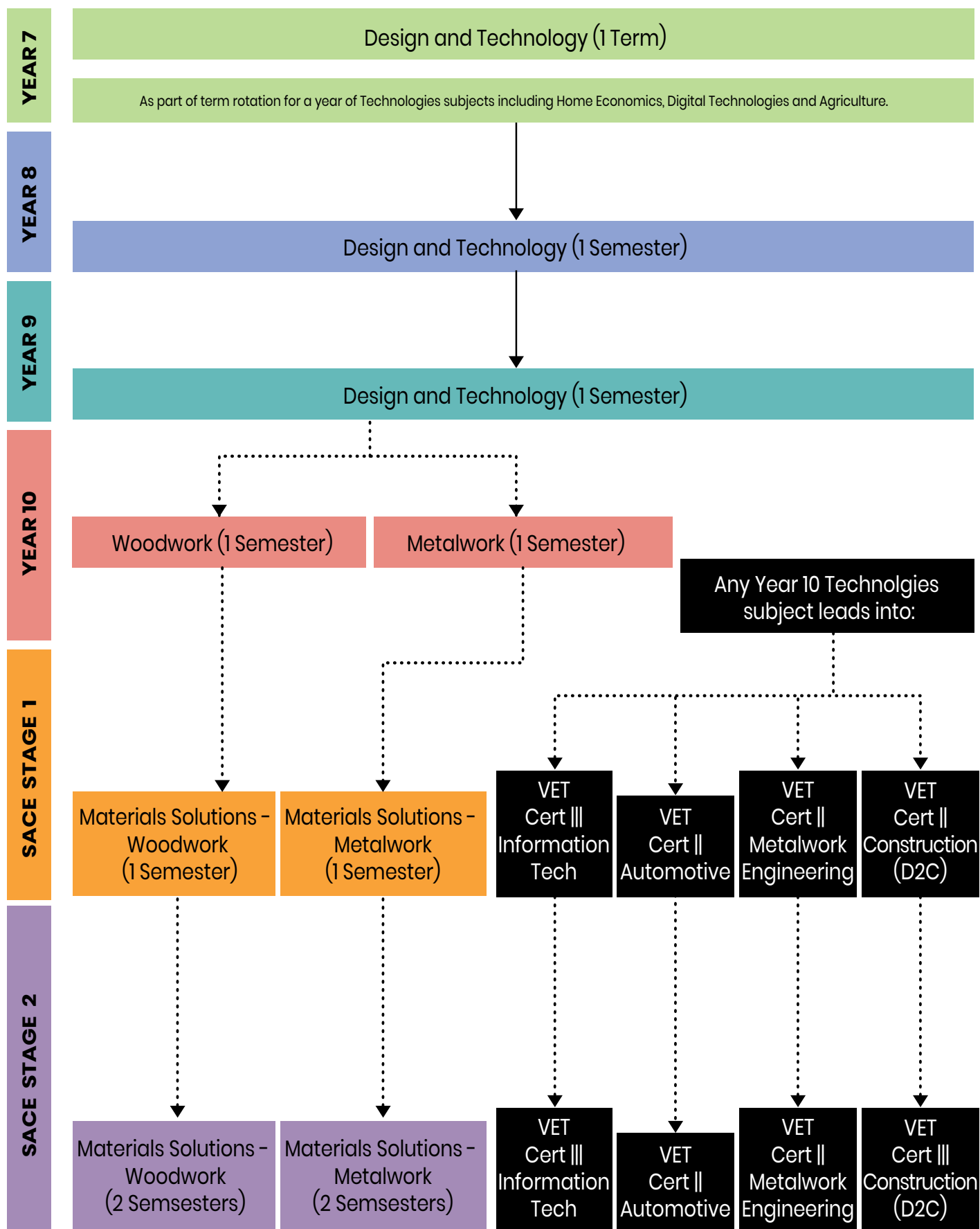
Topics studied include:

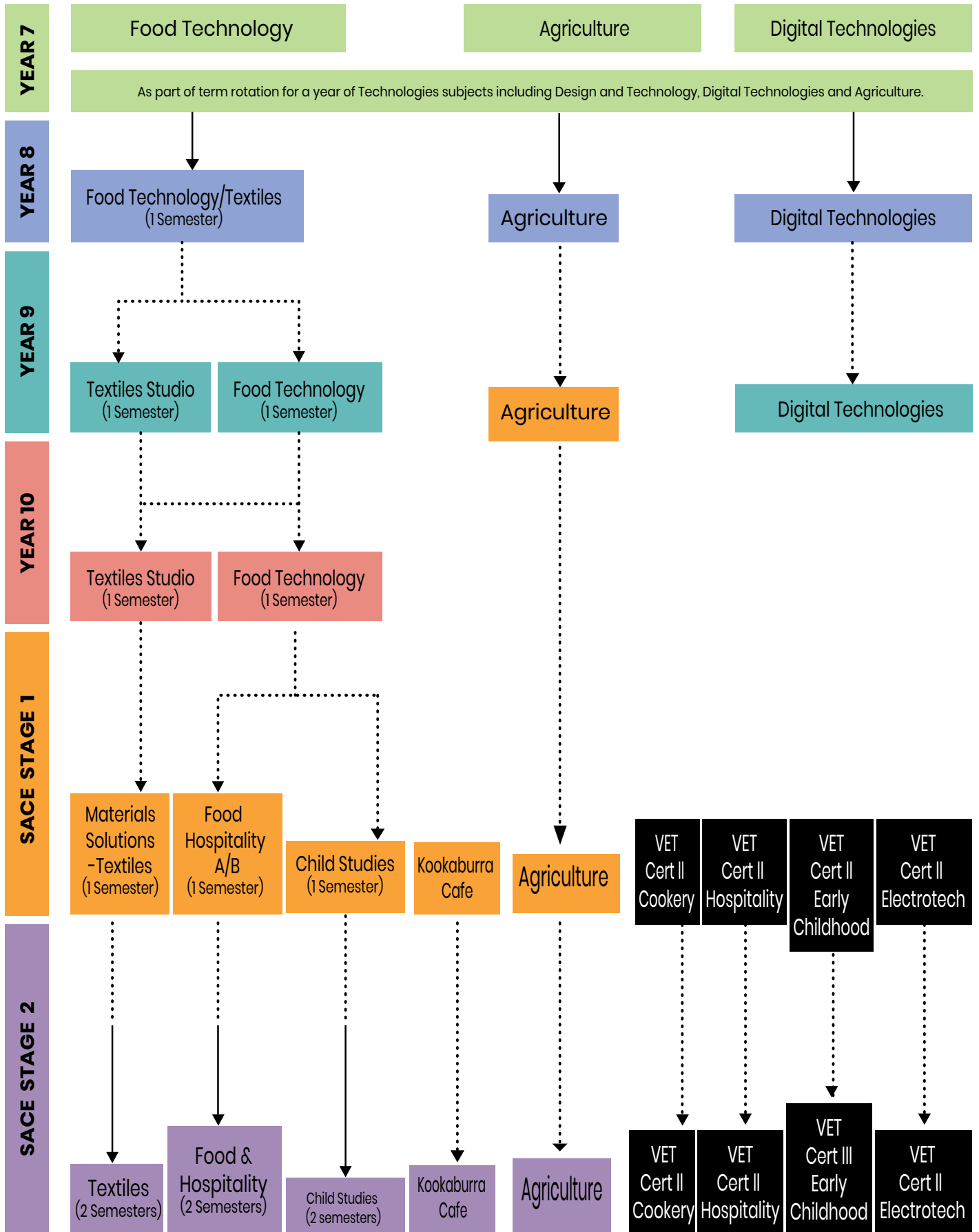
- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

SCHOOL ASSESSMENTS		70%
Skills and applications task		40%
Examinations Folio		30%
EXTERNAL ASSESSMENT		30%
Examination		30%



TECHNOLOGIES





AGRICULTURE

YEAR 7

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

YEAR 8

Students explore horticulture by managing their own vegetable garden; understanding the aspects of growing a successful garden through climate and growing organic vegetables. They also explore animal production through egg laying hens and study breeds of layers, nutrition, daily health and husbandry requirements of chickens. Students also get exposure to agricultural technologies within these areas that increase productivity and sustainability.

YEAR 9

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



SACE STAGE 1 OFFERED YEAR 10 AND YEAR 11

Stage 1 Agriculture will be offered in 2027 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.

SCHOOL ASSESSMENTS	100%
At least one practical report	35%
One report focus on science as a human endeavour	30%
At least one application task	35%



AGRICULTURE

SACE 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

SCHOOL ASSESSMENTS	70%
Agricultural reports	30%
Applications	40%

EXTERNAL ASSESSMENT	30%
Production investigation	30%

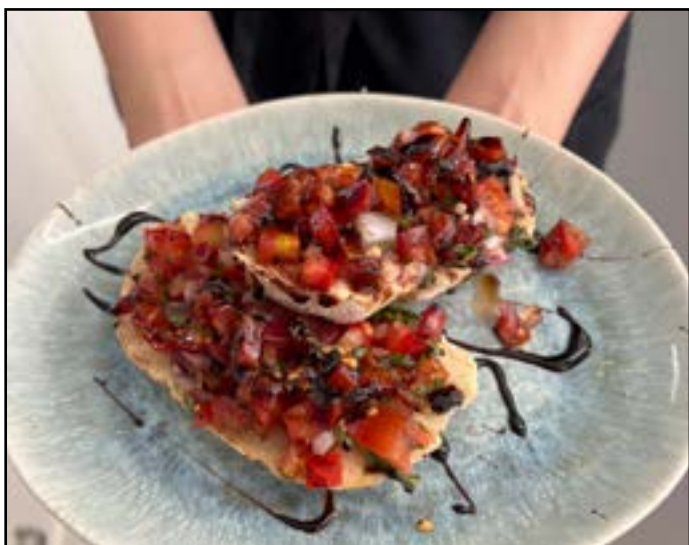
SACE STAGE 2 OPTION 2: AGRICULTURAL SYSTEMS

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.

SCHOOL ASSESSMENTS	70%
Agricultural reports	30%
Applications	40%

EXTERNAL ASSESSMENT	30%
Experimental investigation	30%



FOOD/TEXTILES TECHNOLOGY

YEAR 7 – FOOD TECHNOLOGIES

In Year 7, students are introduced to practical kitchen experiences, building foundational culinary skills and understanding food safety and hygiene. They will explore a variety of foods, investigate their properties, and develop lifelong skills for preparing food. The course encourages critical and creative thinking, as well as collaboration in a safe and supportive environment.

YEAR 8 – FOOD/TEXTILES TECHNOLOGIES

In Year 8, students extend their food preparation skills and explore healthy eating using the Australian Guide to Healthy Eating. They practise safe and hygienic kitchen skills while investigating food properties. In the textiles unit, students develop sewing skills by completing hand and machine sewing projects, enhancing their creativity and problem-solving abilities.

This subject incurs a cost.

YEAR 9 – FOOD TECHNOLOGIES

Year 9 Food Technology develops students' knowledge and skills in nutrition, food preparation, and sustainability. Students apply the Australian Guide to Healthy Eating to inform healthy choices for adolescents, while refining practical kitchen skills using technologies. They engage in designing, planning, and evaluating solutions for adolescent health needs, while building capabilities such as critical thinking and collaboration. A major focus is on sustainable food practices, food trends, and food miles, strengthening students' awareness of the environmental impacts of food choices.

This subject incurs a cost.

YEAR 10 – FOOD TECHNOLOGIES

In Year 10, students build advanced skills to prepare for Stage 1 and 2 food-based subjects. The course focuses on current food trends, catering enterprises, and food labelling, while further extending technical skills in the kitchen. Students investigate multicultural foods in greater depth, develop their critical and creative thinking, and demonstrate collaboration through a practical catering project.

This subject incurs a cost.

FOOD AND HOSPITALITY

SACE STAGE 1 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 prerequisites for this subject, prior skills and knowledge of cooking are expected.

This subject incurs a cost.

SCHOOL ASSESSMENTS	100%
2x Practical Activity	50%
Collaborative task	25%
Investigation	25%

SACE STAGE 1 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 cafe-style food and menu presentation and how technology has made an impact on the industry.

While there are no prerequisites for this subject, prior skills and knowledge of cooking are expected.

This subject incurs a cost.

SCHOOL ASSESSMENTS	100%
2x Practical Activity	50%
Collaborative task	25%
Investigation	25%



SACE STAGE 2

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 prerequisites required for this subject, it is expected that students have prior experience and skills in organising and preparing food.

SCHOOL ASSESSMENTS	70%
4x Practical Activity	50%
Collaborative task	20%

EXTERNAL ASSESSMENT	30%
Investigation	30%

KOOKABURRA CAFE

SACE STAGE 1 AND 2

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 Industry Connections, the program allows students to earn credits while building confidence, leadership, and industry readiness.

INDUSTRY CONNECTIONS – CAFE



Delivery School: Berri Regional Secondary College

Mode of Delivery: Face-to-face regional delivery program conducted each Thursday, incorporating practical hospitality learning, café operations, and industry-connected experiences.

SACE STAGE 2

Industry Connections Cafe provides Year 11 and 12 students with opportunities to develop practical hospitality, customer service, teamwork, and employability skills through participation in a simulated cafe environment. Students engage in authentic, hands-on learning experiences involving food preparation, barista skills, cafe operations, customer interaction, and small business concepts. Through practical and collaborative learning, students develop skills in communication, initiative, organisation, problem-solving,

and workplace readiness while exploring hospitality, tourism, food and beverage, customer service, and business-related industries.

This subject supports pathways into hospitality, tourism, food and beverage, customer service, business, and further vocational education and training.

SCHOOL ASSESSMENTS	70%
Work Skills Portfolio	50%
Reflection	20%

EXTERNAL ASSESSMENT	30%
Industry Project	30%



CHILD STUDIES

SACE STAGE 1

Students focus on children and their development from conception to two 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.

SCHOOL ASSESSMENTS	100%
2X Practical Activities	50%
Collaborative Task	25%
Investigation	25%

SACE STAGE 2

Students focus on children's growth and development from two to eight 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.

SCHOOL ASSESSMENTS	70%
4x Practical Activity	50%
Collaborative Task	20%

EXTERNAL ASSESSMENT	30%
Investigation	30%

TEXTILES STUDIOS

YEAR 9

Students will explore the fashion industry, investigate a selected designer, and develop basic hand and machine sewing skills. The course provides hands-on learning with modern technologies, enabling students to design, create, and evaluate their own textiles products. Critical and creative thinking are promoted throughout.

This subject incurs a cost.

YEAR 10

This subject prepares students for Stage 1 Material Solutions – Textiles. Students develop skills in fabric printing, overlocking, hand sewing, and advanced sewing machine techniques. They will learn to follow and use patterns while designing and constructing a negotiated textiles product. The course emphasises hands-on learning, creativity, and the use of modern technologies, allowing students to design, make, and evaluate their work. This subject contributes to critical and creative thinking.

This subject incurs a cost.

MATERIALS SOLUTIONS – TEXTILES

SACE STAGE 1

Students will undertake two 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.

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	10%
Specialised Skills Task A + B	40%
Design Process and Solution	60%

SCHOOL ASSESSMENTS	70%
Skills Task 1 and 2	20%
Design Process and Product	50%

EXTERNAL ASSESSMENT	30%
Resource Study	30%

DIGITAL TECHNOLOGIES

YEAR 7

In Year 7, students are introduced to a range of Digital Technologies concepts and skills across a single school term. Students begin by developing foundational coding skills through CodeCombat, using text-based Python commands to solve problems and build confidence with sequencing, logic, and debugging. They then move into Scratch to develop block-based coding skills and create simple interactive games while exploring conditions, loops, inputs, and outputs. Students may also apply these coding concepts through practical robotics challenges using Edison V3 robots, allowing them to transfer their block-coding knowledge into a physical computing context. Where appropriate, students are introduced to basic 3D printing or digital design tasks, giving them an opportunity to see how digital solutions can move from screen-based design into physical products. This term acts as a 'taster' of the Digital Technologies opportunities available as a full semester elective subject from Year 8 and beyond. Students develop introductory computational thinking, digital literacy, problem-solving, and safe and responsible use of digital tools.

YEAR 8

In Year 8, students continue to develop their skills and understanding in Digital Technologies by building on concepts introduced in Year 7. Students progress their coding skills by designing, modifying, testing, and debugging programs, including the development of basic computer games. They apply computational thinking by breaking problems into smaller parts, using algorithms, and refining their solutions through testing

and feedback.

Students also explore hardware, electrical circuits, and 3D printing by designing and constructing a working computer controller. Through this project, students combine software and hardware solutions to play a self-made computer game using a self-made controller. They develop critical and creative thinking, digital literacy, collaboration, and project management skills as they evaluate how effectively their digital and physical solutions meet user needs. Students also apply literacy and numeracy skills through the use of technical vocabulary, instructions, measurement, sequencing, and design specifications.

YEAR 9

In Year 9, students develop more independent and innovative digital solutions by exploring app development for Android devices. They investigate key concepts such as user experience (UX), user interface (UI), data categories, variables, user stories, and agile project management. Students consider how design choices affect the usability, accessibility, and effectiveness of their final product.

Students also deepen their understanding of coding, robotics, and digital systems by applying Digital Technologies concepts to real-world problems through student-led robotics and engineering challenges. They build on earlier skills in computational thinking, testing, debugging, collaboration, and project planning while considering how digital solutions can be designed responsibly for specific users and purposes. Students further develop ethical understanding by considering privacy, digital footprints, user needs, and the social impact of the digital solutions they create.

DESIGN AND TECHNOLOGY

YEAR 7

Students develop foundational skills in Design and Technologies through practical experiences. They learn to think technologically by exploring the design process, developing creative solutions, and applying process and production skills using hand tools, selected machinery and 3D modelling using CADD software. Students design and produce projects such as a chopping board while building ethical understanding through safe and responsible workshop practices. The course also fosters personal and social capabilities by encouraging collaboration, communication, resilience, and independence in practical learning environments. Students participate in a term-based rotation to experience a variety of learning opportunities that support informed subject choices for Year 8 semester courses and future pathways.

YEAR 8

Students continue to build their knowledge and skills in Design and Technologies through practical learning experiences in Woodwork and Computer Aided Design and Drawing (CADD), while being introduced to Metalwork for the first time. Students develop technological thinking by investigating design challenges, generating creative solutions, and applying process and production skills using hand tools, selected machinery, and digital technologies including 3D modelling and 3D printing. The subject promotes ethical understanding through safe, responsible, and sustainable workshop practices, while also strengthening personal and social capabilities such as teamwork, communication, problem-solving, resilience, and independent learning.

This subject incurs a cost.



YEAR 9

Across the semester, students further develop their Design and Technologies knowledge and skills through practical work in both Woodwork and Metalwork. Students apply technological thinking as they investigate design challenges, plan solutions, and refine ideas using a range of materials, tools, and technologies. Through the design and production process, students strengthen process and production skills while constructing projects such as a Breakfast Tray and a Folding Camp Shovel. Students also continue to develop their Computer Aided Design and Drawing (CADD) capabilities, including digital design and modelling techniques.

The subject promotes ethical understanding through safe, responsible, and sustainable workshop practices, while also fostering personal and social capabilities including collaboration, communication, resilience, creativity, and independent problem-solving.

WOODWORK

YEAR 10

With a focus on Woodwork, students further develop their Design and Technologies knowledge and skills through the application of Computer Aided Design and Drawing (CADD) to communicate, represent, and refine ideas using both 2D and 3D design techniques. Students apply technological thinking to investigate design possibilities, evaluate materials and construction methods, and develop detailed project management plans that include joint and material investigations, costing, cutting lists, and production sequences.

Through the design and production process, students strengthen process and production skills by safely and effectively using a range of hand tools, machinery, and workshop technologies to create substantial timber projects such as a chest or bedside unit. The subject also promotes ethical understanding through safe, responsible, and sustainable workshop practices, while fostering personal and social capabilities including collaboration, communication, resilience, organisation, creativity, and independent problem-solving.

SACE STAGE 1

Materials Solutions – Woodwork provides students with opportunities to develop advanced design and production skills through the safe manufacture of traditional timber joints using a range of hand tools, power tools, and workshop machinery. Students apply technological thinking as they investigate design challenges, evaluate materials and construction techniques, and refine solutions throughout the design process.



Through practical assessment tasks and the development of a major project, students strengthen process and production skills by planning, managing, and producing quality timber products using safe and efficient workshop practices. The subject also promotes ethical understanding through responsible use of materials, sustainability considerations, and adherence to workplace health and safety procedures. Personal and social capabilities are fostered through collaboration, communication, resilience, creativity, self-management, and independent problem-solving during both the design and production stages.

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.

ASSESSMENTS TASKS

Practical Task

CADD Designing

Major Product Creation and Folio

WOODWORK

SACE STAGE 2

Year 12 Woodwork provides students with opportunities to apply advanced technological thinking through the investigation, design, and production of high-quality timber projects. Students develop specialised skills using both traditional and contemporary joinery techniques while exploring design principles, material properties, and construction methods through practical and theoretical learning experiences.

Students strengthen process and production skills by planning, managing, and constructing an item of furniture using framing and/or carcass construction techniques. Through designing activities, written assignments, strength testing, and evaluations of practical tasks, students analyse the suitability and performance of materials and production methods, refining solutions to meet design requirements. The subject promotes ethical understanding through safe, responsible, and sustainable

workshop practices, including consideration of material selection and efficient resource use. Personal and social capabilities are also developed as students demonstrate independence, resilience, organisation, communication, collaboration, and critical problem-solving throughout the design and production process.

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 year.

SCHOOL ASSESSMENTS	70%
Type 1 Task 1 - Side Table	10%
Type 1 Task 2 - CADD Task	10%
Type 2 Task 3 - Design Folio	25%
Type 2 Task 4 - Major Product	25%

EXTERNAL ASSESSMENT	30%
Type 3 - Resource investigation	15%
Type 3 - Issues Investigation	15%

METALWORK

YEAR 10

With a focus on Metalwork, students extend their Design and Technologies knowledge and skills through the use of Computer Aided Design and Drawing (CADD) to communicate, represent, and refine ideas using both 2D and 3D design techniques. Students apply technological thinking to investigate design challenges, evaluate materials and joining methods, and develop detailed project management plans that incorporate material investigations, cutting lists, costing, and safe production sequences.

PAGE 74

Through the design and production process, students strengthen process and production skills by safely operating a range of hand tools, machinery, and workshop technologies to manufacture practical metal projects such as a Sack Truck. The subject also develops ethical understanding through safe, responsible, and sustainable workshop practices, while fostering personal and social capabilities including collaboration, communication, resilience, organisation, creativity, and independent problem-solving.

This subject incurs a cost for the construction of a Sack Truck project.

METALWORK

SACE STAGE 1 – MATERIAL SOLUTIONS

Materials Solutions – Metalwork builds on the knowledge and practical skills developed through Year 9 and 10 Metalwork, with a focus on metal fabrication, welding, and Computer Aided Design and Drawing (CADD) using programs such as Autodesk Inventor. Students apply technological thinking to investigate design challenges, develop creative solutions, and refine ideas through both digital and practical production processes.

Through the completion of projects including a workshop stool, CADD skills tasks, and a major project with supporting documentation, students strengthen process and production skills by planning, managing, and safely producing quality metal products. The subject promotes ethical understanding through responsible workshop practices, consideration of sustainability, and adherence to workplace health and safety standards. Personal and social capabilities are further developed through collaboration, communication, resilience, organisation, creativity, and independent problem-solving across all stages of the design and production process.

Students will undergo a cutting and costing exercise where they calculate major product costs, which they are required to pay before

ASSESSMENTS TASKS
Practical Task
CADD Designing
Major Product Creation and Folio

SACE STAGE 2

Year 12 Metalwork provides students with opportunities to apply advanced technological thinking through the investigation, design, and production of quality metal projects. Students develop specialised skills in a range of welding techniques while exploring metal fabrication processes and production methods through practical skills and application tasks. Students strengthen process and production skills by designing, planning, and constructing a metal project using a variety of welding and fabrication techniques. Through written assignments, strength testing, and evaluations of practical tasks, students analyse the properties, performance, and suitability of materials and production methods to refine and improve design solutions.

The subject promotes ethical understanding through safe, responsible, and sustainable workshop practices, including consideration of workplace health and safety requirements and efficient material use. Personal and social capabilities are also fostered as students develop independence, resilience, communication, collaboration, organisation, and critical problem-solving skills throughout the design and production process.

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 year.

SCHOOL ASSESSMENTS	70%
Type 1 Task 1 – Shoe Rack	10%
Type 1 Task 2 – CADD Task	10%
Type 2 Task 3 – Design Folio	25%
Type 2 Task 4 – Major Product	25%

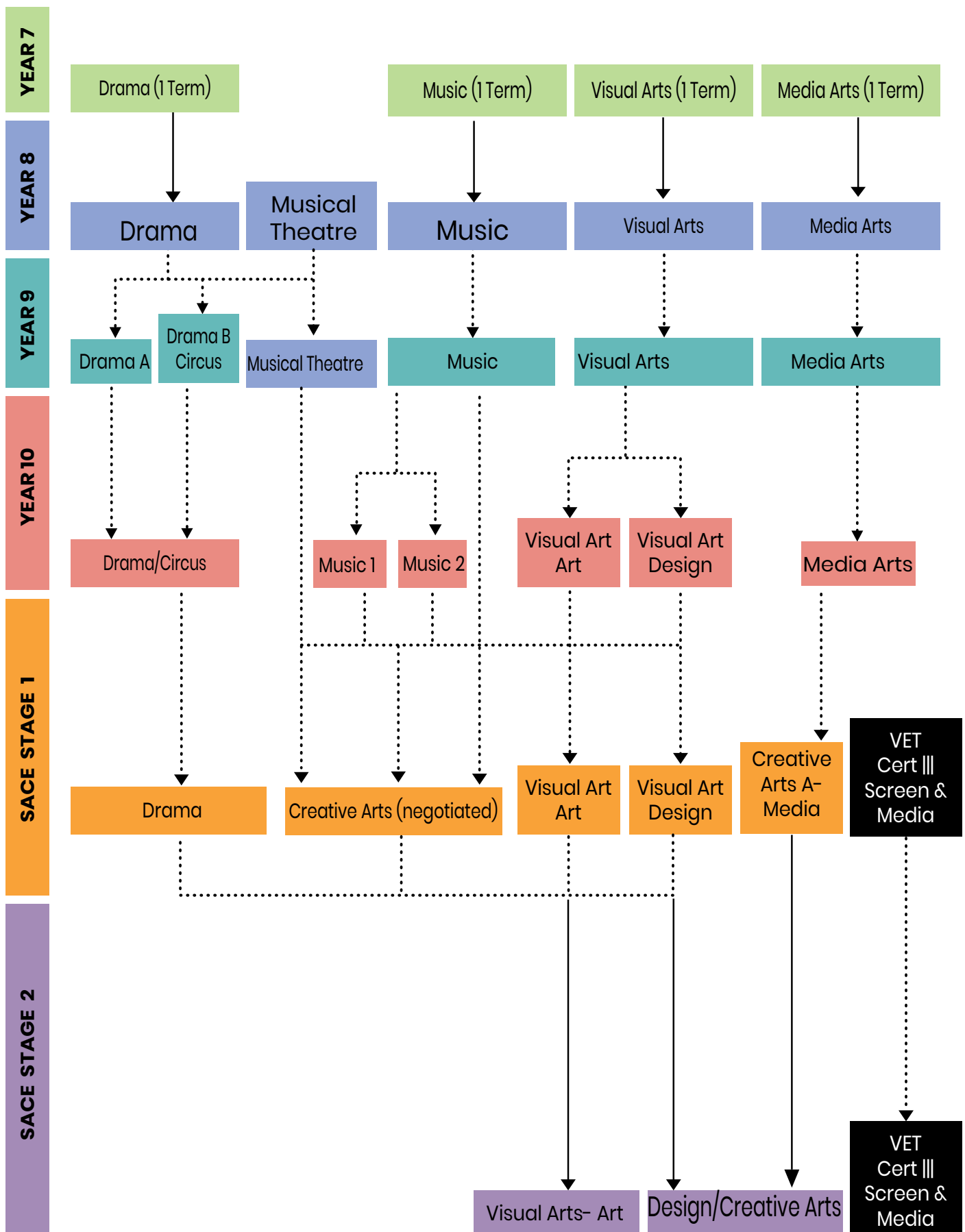
EXTERNAL ASSESSMENT	30%
Type 3 – Resource investigation	15%
Type 3 – Issues Investigation	15%



TECHNOLOGIES

The Arts

TECHNOLOGIES – THE ARTS



DRAMA

YEAR 7

Students explore the elements of drama, particularly voice and movement, and develop basic performance skills through a range of practical activities such as nonverbal communication, body language, and tableau, engaging in embodied and applied practice to communicate ideas and emotions, during both rehearsal and performance. Students build personal insight and collaboration as they work with peers to create several student-devised performances, reflecting on their own contributions and responding constructively to others. Through creative thinking and critical analysis, students use emotions and relationships as a foundation for dramatic action, manipulating voice and movement to develop characters and communicate meaning to an audience. They develop intercultural responsiveness by exploring diverse cultural perspectives and reflecting on how performances communicate ideas about culture, identity, and society.



YEAR 8

Students will develop confidence and resilience by building their character development and ensemble skills through the exploration of diverse performance styles, including slapstick comedy, scripted drama, and improvisation. They will demonstrate curiosity and creativity by negotiating topics they wish to explore collaboratively as a group. Reflexivity will be encouraged as students reflect on their performance choices and progress. Students will also engage with basic circus arts by selecting and practising circus apparatus of their choice (e.g. juggling, diabolo, flowersticks), fostering persistence and creativity in skill acquisition.

PAGE 78



YEAR 9 – DRAMA

Students will develop confidence, creativity, and collaboration skills by deepening their understanding of character development, playbuilding, voice, and movement through a variety of performance styles. Negotiated topics such as Theatre Sports, mask theatre, scripted drama, melodrama, and filmmaking will be explored based on student negotiation, encouraging agency and curiosity. Students will display resilience and reflexivity as they plan, rehearse, refine, and perform collaboratively, as well as respond to and analyse their own and others' performances using a format of their choice.

DRAMA AND CIRCUS

YEAR 9 – CIRCUS

Students will build confidence and resilience by advancing a range of circus skills. Through collaboration and creativity, they will work with others to devise group and solo performances and contribute to community-based projects.

Students will integrate circus skills with dramatic and design elements, demonstrating persistence and creative problem-solving.

Working towards solo, group, and community performances, students will display all key dispositions, especially collaboration, agency, and reflection on their performance development.



YEAR 10 – DRAMA AND CIRCUS PATHWAYS

Students will have agency to negotiate either a circus or traditional drama pathway.

Circus Pathway:

Students will explore and analyse Physical Theatre, deepening their circus skills with a focus on persistence, creativity, and collaboration. They will devise performances that incorporate circus, dramatic, and design/directorial elements, building confidence and resilience as they work with others.

Drama Pathway:

Students will further their knowledge of character development, playbuilding, voice and movement skills, and stagecraft, drawing inspiration from a range of cultures, times, and locations. Curiosity and creativity will be cultivated as students negotiate topics such as horror film, melodrama, Shakespeare, and realism. They will demonstrate reflexivity and agency by choosing how to respond to and analyse their own and others' performances, using a preferred format. Collaboration, persistence, and creative thinking will underpin both individual and group work throughout the year.

DRAMA

SACE STAGE 1

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.

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

ASSESSMENTS	100%
Performance (and Evidence of Learning)	50%
Responding to Drama	25%
Creative Synthesis	25%

MEDIA ARTS

YEAR 7

Students develop skills in the use of DSLR cameras and photography, fostering creative thinking and critical analysis as they explore camera angles, shot sizes, and aperture. Emphasis is also placed on intercultural responsiveness and ethical reasoning through learning about online safety and responsible sharing of images. In collaborative activities, students build personal insight while practising embodied and applied skills in capturing and presenting digital photographs.

YEAR 8

Building on their prior knowledge, students further develop creative thinking and critical analysis through projects in photography, film, and animation.

The curriculum reinforces online safety and ethical reasoning in image sharing, and introduces basic image manipulation. Students work together to collaborate and reflect, enhancing personal insight and appreciation for a diversity of perspectives while applying technical and artistic skills in various media formats.

YEAR 9

Students utilise a range of programs and equipment to create media projects both independently and collaboratively, encouraging personal insight and teamwork. Creative thinking and critical analysis are deepened as students analyse the construction of digital media and advertising, and reflect on their influence in daily life. The course also promotes intercultural responsiveness by examining diverse media representations, and ethical reasoning is



developed as students consider responsible creation and consumption of digital content. Practical, embodied and applied practice is embedded throughout all production processes.

YEAR 10

This advanced course extends students' skills in photography, film, and animation, supporting creative thinking and critical analysis through complex projects and advanced editing techniques. Students engage in ethical reasoning and action as they consider copyright, consent, and digital citizenship while handling, manipulating, and sharing content. Group work and independent production foster personal insight and collaboration. Throughout, students apply embodied and applied practice by using professional movie-making software to create and present high-quality digital media across a range of formats, with intercultural responsiveness encouraged through the exploration of global media perspectives.

CREATIVE ARTS

SACE STAGE 1 – 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.

SCHOOL ASSESSMENTS	100%
Product	50%
Folio	50%

SACE STAGE 1 – 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.

SCHOOL ASSESSMENTS	100%
Product	50%
Folio	50%

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	70%
Product	50%
Inquiry	20%

EXTERNAL ASSESSMENT	30%
Practical Skills	30%

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 IM program 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.

MUSIC

YEAR 7

Year 7 Music offers an opportunity for students to explore rhythm section instruments such as guitar, keyboard, and drum-kit, while building skills in reading, writing, and composing music with digital technology. This course inspires creative thinking and critical analysis through hands-on composition and performances. Students are encouraged to discover music from a range of cultures, building intercultural understanding and appreciation. By working collaboratively, they develop valuable teamwork and communication skills, as well as confidence in their own abilities.



YEAR 8

Year 8 Music builds on the skills gained in Year 7, giving students the chance to continue exploring rhythm sections instruments, including guitar, keyboard, and drum-kit. Students further develop their ability to read, write, and compose music, harnessing digital technology to create their own original 'computer music'. Throughout the course, students form their own bands where they collaborate, communicate, and demonstrate initiative—leading up to performances for a negotiated audience. This class strengthens capabilities in creative thinking and critical analysis as students compose, interpret, and reflect on music. Intercultural responsiveness is encouraged by exploring diverse musical traditions. Personal insight and collaboration are developed in ensemble settings, while embodied and applied practice is at the heart of every rehearsal, performance, and composition.

YEAR 9

In Year 9 Music, students further develop their skills in reading, writing, and performing music across a variety of styles. Through regular instrumental lessons with the Instrumental Music team or private tutors, they refine their individual technique and musicianship. Practical work—including solo, class, and small ensemble performances—forms the foundation of the course, encouraging embodied and applied practice as students bring music to life through active participation.

Music theory is a key focus, helping students build creative thinking and critical analysis as they compose and interpret music. Students also gain valuable music industry skills and extend their composition abilities through practical projects such as jingle writing. Collaboration is fostered within ensemble settings, promoting personal insight, teamwork, and shared responsibility. An exploration of music from different cultures ensures intercultural responsiveness, broadening students' perspectives and understanding of global musical traditions.

MUSIC

YEAR 10 – MUSIC 1

In Year 10 Music, students participate in class ensembles, deepening their teamwork and musical confidence through regular instrumental lessons and hands-on performance, which exemplifies embodied and applied practice. The course develops creative thinking and critical analysis as students are introduced to modern music theory, industry skills, song writing, arranging, and computer-generated music. Through collaborative projects, students enhance personal insight and the ability to work effectively with others, while exposure to diverse musical styles encourages intercultural responsiveness and a broader appreciation for global music traditions.

YEAR 10 – MUSIC 2

This Year 10 Music extension course is designed for students aiming to further develop their musicianship in preparation for SACE Music studies. Emphasising creative thinking and critical analysis, students will refine advanced performance techniques and deepen their understanding of diverse music styles and contemporary music technology. The course fosters embodied and applied practice through hands-on learning and real-world music applications, and students are encouraged to enhance personal insight and collaboration within a supportive ensemble environment. Intercultural responsiveness is woven throughout, broadening students' appreciation and understanding of music from multiple traditions.

This subject is highly recommended for those considering SACE Creative Arts with a Music focus, providing a strong foundation for future success.

MUSICAL THEATRE

YEARS 8–9 SEMESTER 1 ELECTIVE

A musical theatre production is being offered at BRSC for the first time in 2027, subject to student interest.

The production will be open to students across all year levels. It will be offered as an elective subject for students in Years 8–9. Year 7 students wishing to be involved will move into this subject following 2027 auditions. Students in Years 10–12 students who want to be involved should nominate this as their Creative Arts (negotiated) subject.

Musical Theatre is an exciting integrated Arts elective designed for students passionate about performance, singing, acting, and dance. This subject offers a strong foundation in the key elements of musical theatre, drawing from Drama, Music, and Dance strands of the Australian Curriculum. Students will develop performance skills, ensemble

collaboration, and an understanding of musical theatre history and structure. Students interested in participating in the following year's school musical theatre production are strongly encouraged to select this subject.

Term 1: Students will explore the foundations of musical theatre. This will include essential skills in drama, basic music and dance techniques, and an introduction to the history, conventions, and appreciation of musical theatre as a dynamic art form.

Term 2: The focus shifts toward practical application, as students engage in the preparation, rehearsal, and development of performance pieces aligned with the school's upcoming musical theatre production. By the end of the course, students will have gained valuable stage experience and an in-depth appreciation of what it takes to create and perform in a musical. This subject fosters creativity, confidence, and teamwork, equipping students for further opportunities both in the classroom and on the stage.

VISUAL ARTS

YEAR 7

This Visual Arts course introduces students to painting and drawing, with an emphasis on creative thinking, critical analysis, intercultural responsiveness, personal insight, and collaboration. Students will build practical skills while exploring the elements and principles of art and design. Through hands-on activities, class discussions, and presentations, students will engage in embodied and applied practice, develop their ability to appreciate diverse artworks, and confidently use art language to express and analyse their ideas.

YEAR 8

In this Visual Arts course, students will build on their basic skills in painting, sculpture, and printmaking. The program encourages creative thinking and problem-solving, while helping students apply key art concepts like the elements and principles of art and design. Through hands-on activities, class discussions, and individual reflections, students will learn to talk about and analyse artworks using appropriate art language, developing their confidence and understanding as young artists.

YEAR 9

In this Visual Arts course, students will further develop their skills in painting and printmaking. The focus will be on encouraging creative thinking, problem solving, and skill development, while learning how to use the elements and principles of art and design. Students will be guided to produce artwork ready for display and will learn to appreciate and discuss art through class discussions, presentations, and written responses, using the appropriate art language.

PAGE 84



YEAR 10

In this Visual Arts course, students will have the opportunity to build their skills in areas such as drawing, painting, sculpture, and design. They will experiment with different techniques, materials, and technologies to express their ideas through their artwork. The course focuses on creative thinking, problem solving, and developing both concepts and practical skills. Students will create pieces suitable for display and will learn to appreciate art by discussing, presenting, and responding to artworks, using the correct art terms both verbally and in writing.

SACE STAGE 1

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.

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

ASSESSMENTS	100%
Folio	40%
Practical	30%
Visual Study	30%

VISUAL ARTS

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	100%
2x Practical Works	40%
Folio – experimental and support work of practicals	30%
EXTERNAL ASSESSMENT	30%
Visual Study	30%

VISUAL ARTS – DESIGN

YEAR 10

In this Design course, students will further develop their skills across different areas of design by working through the Design Process in response to project briefs. The Course encourages creative thinking, critical analysis, and collaboration as students solve design challenges and adapt to requirements. Students will gain personal insight and develop cultural awareness by exploring a range of ideas and perspectives. Through hands-on, practical activities, they will produce high-quality work suitable for display, and deepen their appreciation for design by discussing, presenting, and responding to artworks using arts-specific language.

SACE STAGE 1

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.

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

ASSESSMENTS	100%
Folio	40%
Practical	30%
Visual Study	30%

SACE STAGE 2

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.

SCHOOL ASSESSMENTS	100%
2x Practical Works	40%
Folio – experimental and support work of practicals	30%
EXTERNAL ASSESSMENT	30%
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, ingredients, and materials
Food and Hospitality	Years 9 and 10	\$50 (per semester)	Ingredients
	Stage 1	\$75 (per semester)	Ingredients
	Stage 2	\$150	Ingredients
Textiles	Year 8	\$30	Materials
	Year 9 and Year 10	\$50	Materials
Outdoor Education	Year 10	\$150	Bushwalk camp / Kayaking
	Stage 1	\$150	Bushwalk camp / Kayaking
	Stage 2	\$150	Bushwalks / Surf Camp
Greek	Year 8	\$10	Materials
Spanish	Year 8	\$10	Materials
	Year 10, 11 and 12	\$75	Adelaide Excursion
Metalwork	Year 10	\$70	Materials
Woodwork	Year 10	\$70	Materials
Technology	Year 8	\$30	Materials
	Year 9	\$50	Materials

SUBJECT COSTS

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

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 \$30 Semester
	Design and Technology	Year 9	Materials \$50 Semester
	Materials Solutions	Stage 1 and 2	Materials (dependent on project design)
	Materials Solutions - Textiles	Stage 1 and 2	Materials (dependent on project design)

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

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

