



WAIKERIE HIGH SCHOOL

RESPECT RESPONSIBILITY TRUST ACHIEVEMENT COMMUNITY

2027

Curriculum Handbook

We show
Grit

We display
Resilience

We are
Self



Government of South Australia
Department for Education

THE FACT THAT A SUBJECT DESCRIPTOR APPEARS IN THIS BOOKLET DOES NOT NECESSARILY MEAN THAT THE SUBJECT WILL RUN EACH YEAR. THE DECISION FOR THE SUBJECT TO RUN WILL ULTIMATELY BE DETERMINED AT THE BEGINNING OF THE YEAR, ACCORDING TO STAFFING ALLOCATIONS AND CLASS SIZES.

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Introduction

This handbook outlines the curriculum pattern for all year levels. It contains information concerning the South Australian Certificate of Education (SACE) and subject information.

Subject offerings in each faculty area are listed in the descriptions of the anticipated learning areas, assessment information, special requirements of each course, and the possible pathways to future study and learning opportunities.

The Waikerie High School curriculum is based on the South Australian and/or Australian Curriculum. All students will be provided with opportunities to fulfill their education potential, to develop the skills necessary to be active participants in society, and to foster the notion of life-long learners in a safe and caring environment.

Waikerie High School provides a setting for highly effective learning. As a result, students can expect to:

- Experience a flexible curriculum based on the needs of each student
- Take part in inquiry-based work
- Make choices and take responsibility for their own learning within a supportive environment
- Demonstrate their progress and achievements in multiple ways
- Become highly skilled in the use of Information and Communication Technologies (ICT's) in their learning
- Develop self-discipline to respect the rights of others to learn and uphold the school values
- Develop a positive sense of self
- Develop high order communication skills

Students and parents should use this handbook to help plan learning pathways and future directions. This planning will not be done in isolation, but with the help of counsellors, subject teachers, home group teachers, and faculty coordinators. Please make use of this support to help tailor study options to the needs of each individual students.

Course selection is a very important step in the learning journey leading to future study, the world of work, and other pathways.

Information and help in deciding on course options can be obtained from the following sources:

- Your teachers
- Assistant Principal – Senior School, Middle School
- VET Coordinator
- Your parents
- People involved in industry and business
- Your home group teacher
- Web based material

When choosing a subject or course it is important that:

- You enjoy the subject(s)
- You have a passion for the subject content
- Your choices lead to subject options in Year 12 – Stage 2
- Your choices lead to and connect with any vocational pathways
- Your choices link, and lead, to any future study options in the Tertiary Sector, such as TAFE, University

Please read this booklet carefully and ask questions that concern you.

Information sessions will be held where the curriculum structure will be outlined and subject information discussed. Prepare for these sessions and plan your options carefully.

Course confirmation sessions will be held for all students moving into Years 11 and 12. Interviews involving both students and their parents will be held where individual questions can be addressed.

This is a very important process for your future.

Rachael Sparrow.
Assistant Principal – Middle School

Phil Valentine
Assistant Principal – Senior School

YEAR 7 SUBJECT OFFERINGS

Students in Year 7 will cover the following subjects:

Subject	Duration	Lessons per week
Mathematics	Full Year	5
English	Full Year	5
HASS (Humanities & Social Sciences)	Full Year	4
Science	Full Year	4
HPE (Health and Physical Education)	Full Year	4
The Arts	Full Year	2
Technology	One Semester	4
Agriculture	One Semester	4

All subjects are compulsory, A Year 7 student will have 7 subjects per semester so a typical timetable may be:

Semester 1	Mathematics	English	Science	HASS	Health & PE	The Arts	Technology
Semester 2	Mathematics	English	Science	HASS	Health & PE	The Arts	Agriculture

Art includes 1 x term of Music, Visual Arts, Drama, Community Arts.

Technology includes 5 weeks of Metalwork, Woodwork, Electronics & Computer/Digital.

Year 8 Subject offerings

Subject	Duration	Lessons per week
Mathematics	Full Year	4
English	Full Year	4
HASS (Humanities & Social Sciences)	Full Year	4
Science	Full Year	4
HPE (Health and Physical Education)	Full Year	4
The Arts	Full Year	4
Technology	Full Year	4

All subjects are compulsory so a Year 8 student will have 7 subjects per semester:

Semester 1	Mathematics	English	Science	HASS	Technology	Health & PE	Drama
Semester 2	Mathematics	English	Science	HASS	Technology	Health & PE	Visual Arts

Health and Physical Education includes 1 term of Home Economics

The Arts includes 1 term of Music, Visual Arts, Drama, Community Arts

Technology includes 1 Term each of Digital Technologies, Metalwork, Woodwork and Electronics

Year 9 subject offerings

Subject	Duration	Lessons per week
Mathematics	Full Year	4
English	Full Year	4
HASS (Humanities & Social Sciences)	Full Year	4
Science	Full Year	4
HPE (Health and Physical Education)	One Semester	4
ELECTIVES X 5	One Semester	4

A Year 9 student will have 7 subjects per semester so a typical timetable may be:

Semester 1	Mathematics	English	Science	HASS	Health & PE	Elective 1	Elective 2
Semester 2	Mathematics	English	Science	HASS	Elective 3	Elective 4	Elective 5

Choice subjects Students will study five subjects from the following choices (we ask you to select six in case one of your choices does not fit the timetable.)

Refer to the subjects listed in this Handbook

ARTS	Visual Arts	Drama	Music	
TECHNOLOGY	Woodwork	Metalwork	Systems Technology	
OTHER SUBJECTS	Food and Fibre Technologies	Specialist Physical Education	Agriculture A	Agriculture B

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Subject Selection – Year 10

Subject	Duration	Lessons per week
Mathematics <i>(Choice of Methods, General Maths, Essential Maths)</i>	Full Year	4
English <i>(Choice of English, Essential English)</i>	Full Year	4
Science	Full Year	4
HASS (Humanities & Social Sciences)	One Semester	4
HPE (Health and Physical Education)	One Semester	4
EIF	One Semester	4
ELECTIVES X 5	One Semester	4

Semester 1	Mathematics	English	Science	AIF	Elective 1	Elective 2	Elective 3
Semester 2	Mathematics	English	Science	HASS	Health & PE	Elective 4	Elective 5

Choice subjects Students will study five subjects from the following choices (we ask you to select six in case one of your choices does not fit the timetable.)

Refer to the subjects listed in this Handbook

ARTS	Visual Arts	Drama	Music	
TECHNOLOGY	Woodwork	Metalwork	Systems Technology	
OTHER SUBJECTS	Food and Fibre Technologies	Specialist Physical Education	Agriculture A	Agriculture B

Subject Selection – Year 11 (mainly Stage 1 SACE Subjects)

At Stage 1, you must take the following subjects to satisfy the curriculum pattern:

Compulsory subjects:

- At least 2 Semesters of English (*level recommended by teaching staff*)
- At least 1 Semester of Mathematics (*level recommended by teaching staff*)
- One Semester of Activating Identities & Futures (AIF) (Stage 2)

Other

- You must also take at least another 9 semesters from the offered subjects.
- See the VET section at the end of the document for Vocational and Education Training courses available.

Semester 1	English (10 Credits)	Mathematics (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)
Semester 2	English (10 Credits)	AIF (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Study Line

Subject Selection – Year 12 (mainly Stage 2 SACE Subjects)

At Year 12, you are able to select from the offered subjects if all compulsory subjects have been completed.

Most students will study four 20 credit subjects at Year 12 (Minimum of three 20 credits for SACE), but will vary depending on overall credits and future tertiary pathway intentions. Your subject counsellor will advise you on your requirements.

In your 200 credits you must include

- at least 60 units from Stage 2
- have passed the AIF (Activating Identities & Futures) and
- have passed all of the compulsory subjects from Stage 1 (EIF, English-20 credits, Mathematics -10 credits.) This satisfies the curriculum pattern for Stage 2.

A full time Year 12 student will have a minimum of four subjects or three subjects in addition to VET. Student considering university are strongly encouraged to study five subjects. If you wish to go onto higher education, you must also have four subjects to receive an ATAR:

Subject 1 (20 Credits)	Subject 2 (20 Credits)	Subject 3 (20 Credits)	Subject 4 (20 Credits)	Subject 5 (20 Credits) (Suggested for University)	Tutorial Line	Home Study
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Welcome to the SACE

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals using a combination of SACE subjects and vocational education and training (VET), community learning, university and TAFE Studies.

SACE Subjects are made up of investigations, performances, and any other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade

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 of study, and a 20-credit subject is usually over two semesters. **Here's how it works.** [Welcome to the SACE for students](#)

COMPULSORY SUBJECTS

50 Credits

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirements (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2.
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2.
- The Research Project (10 credits) (*Activating Identities and Futures from 2025*)

STUDENT SELECTED SUBJECTS

+ 90 Credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses or community learning

+ 60 Credits

Choose and successfully complete a selection of Stage 2 or VET Subjects worth at least 60 credits in total

Stage 2 subjects are externally assessed by the SACE Board of South Australia

The SACE is flexible and your schedule may differ depending on your school. The majority of students in South Australia will start their journey with **Exploring Identities and Futures** in Year 10, then choose **Stage 1 subjects in Year 11** (including the compulsory Maths and English choices) plus the Stage 2 Activating Identities and Futures, and then their chosen Stage 2 subjects in Year 12.

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits – compulsory

Exploring Identities and Futures (10 credits)
Stage 1 General Mathematics (10 credits – one semester)
Stage 1 Essential English (20 credits)
Stage 2 Activating Identities & Futures (10 credits)

Min. 90 credits

Stage 1 Biology 1 & 2 (20 credits)
Stage 1 Modern History 1 & 2 (20 credits)
Stage 1 Food and Hospitality (10 credits)
Stage 2 Food and Hospitality (20 credits)
Stage 1 VET: Certificate II in Hospitality (40 credits)

Min. 60 credits

Stage 2 Biology (20 credits)
Stage 2 Modern History (20 credits)
Stage 2 Essential English (20 credits)

How to get an ATAR

You are eligible for an Australian Tertiary Admissions Rank (ATAR) if you achieve 90 credits in Stage 2 (see next page). The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR. For more information about the ATAR (including scaling), visit [SATAC](#)

SACE - What kind of learner are you?

The SACE caters for practical and theory, hands-on and action-based learning both in and outside school.

You are encouraged to choose subjects that suit you and will open doors to a range of careers within your area of interest.

Exploring Identities and Futures will prove you with the opportunity to explore areas of personal value and interest, and prepare you for a different way of thinking and learning in senior school.

VET Options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including, automotive, electro technology, hospitality, community services, health and information technology.

In negotiation with your school, you can choose to combine study and part time work, a traineeship, or school-based apprenticeship.

The SACE Board offers **Modified Subjects** at both Stage 1 and Stage 2 for eligible students with identified significant disabilities.

SACE – Making sure it's fair

Your work is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well you have demonstrated your learning, and apply a grade.

From A to E for Stage 1 (C or higher to pass)

From A+ to E- for Stage 2 (C- or higher to pass)

To ensure your work is marked fairly, thousands of samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subject across the state. These processes are called **marking** and **moderation**.

SACE – If something happens during your journey

If your learning is significantly disrupted, special provisioning may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so you can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure special provisions are available for exceptional circumstances.

You will develop 7 capabilities that equip you to live and work successfully in the 21st century.

- ❖ **LITERACY**
- ❖ **NUMERACY**
- ❖ **INFORMATION AND COMMUNICATION TECHNOLOGY**
- ❖ **CRITICAL AND CREATIVE THINKING**
- ❖ **PERSONAL AND SOCIAL**
- ❖ **ETHICAL UNDERSTANDING**
- ❖ **INTERCULTURAL UNDERSTANDING**

Need more information?

The SACE Board provides detailed information on subjects, assessment modified subjects, special provisions and results. Visit: sace.sa.edu.au for more information.

Your school's SACE coordinator and other school leaders can offer advice and information on subjects being offered that best suit your interests and your plans for further education and training.



Tafe SA.

The entry requirements are dependent on the level of the course. Visit [TAFE SA](https://www.tafe.sa.gov.au)

University (South Australia)

- Complete SACE Stage 2
- Complete at least 90-credits of SACE Stage 2 subjects where at least 60 credits must be Tertiary Admission Subjects. The other 30 must be either TAS or a Recognised Subject.
- Comply with rules regarding subject combinations.
- Complete any prerequisite requirements for your chosen university course.
- Obtain an Australian Tertiary Admission Rank (ATAR)

Please visit [SATAC](https://www.satac.edu.au) for further information on University Courses.

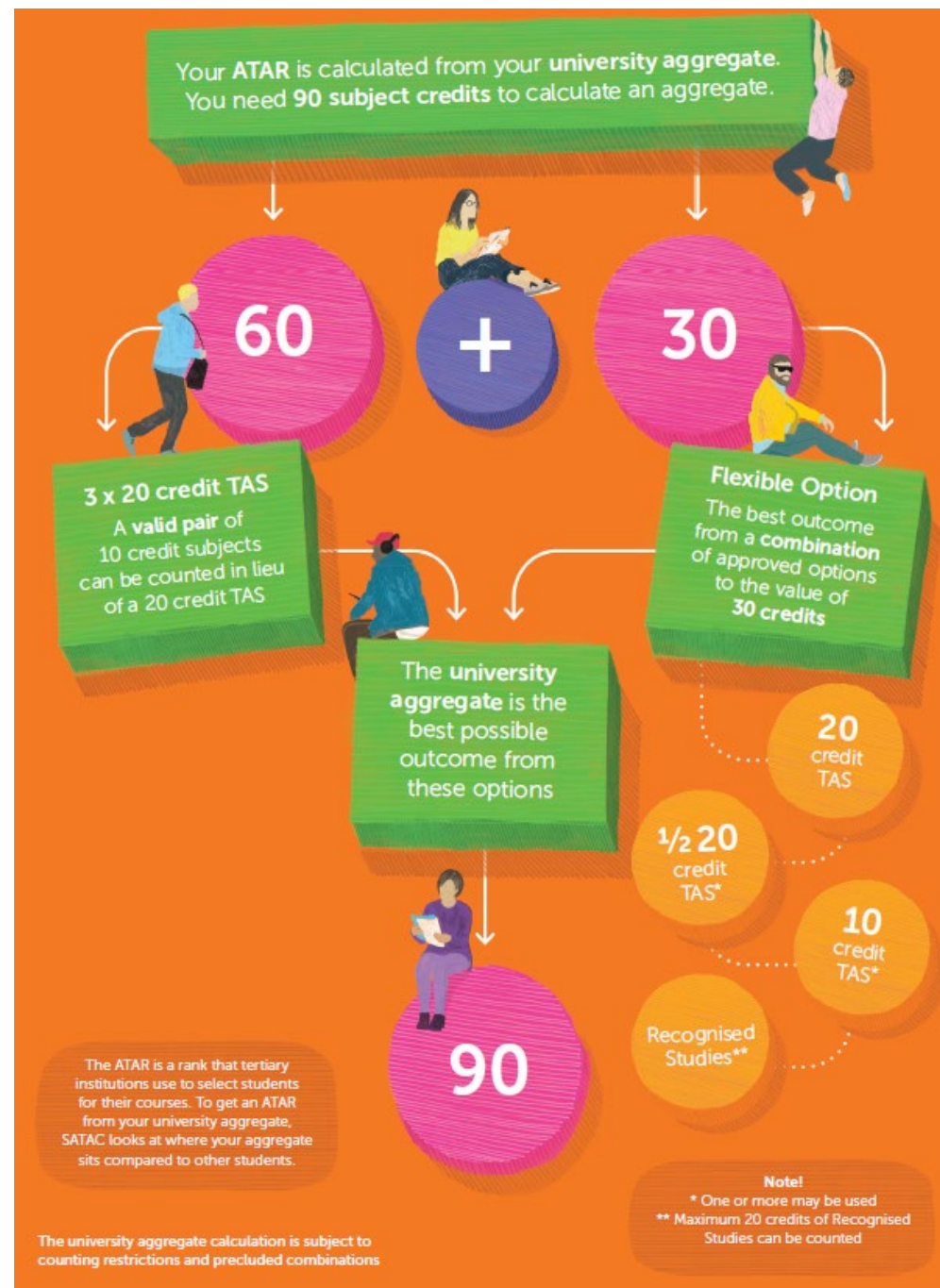
Interstate University

Same as a South Australian University plus Stage 2 English (English or Literary Studies)

VET COURSES – Stage 1 and Stage 2

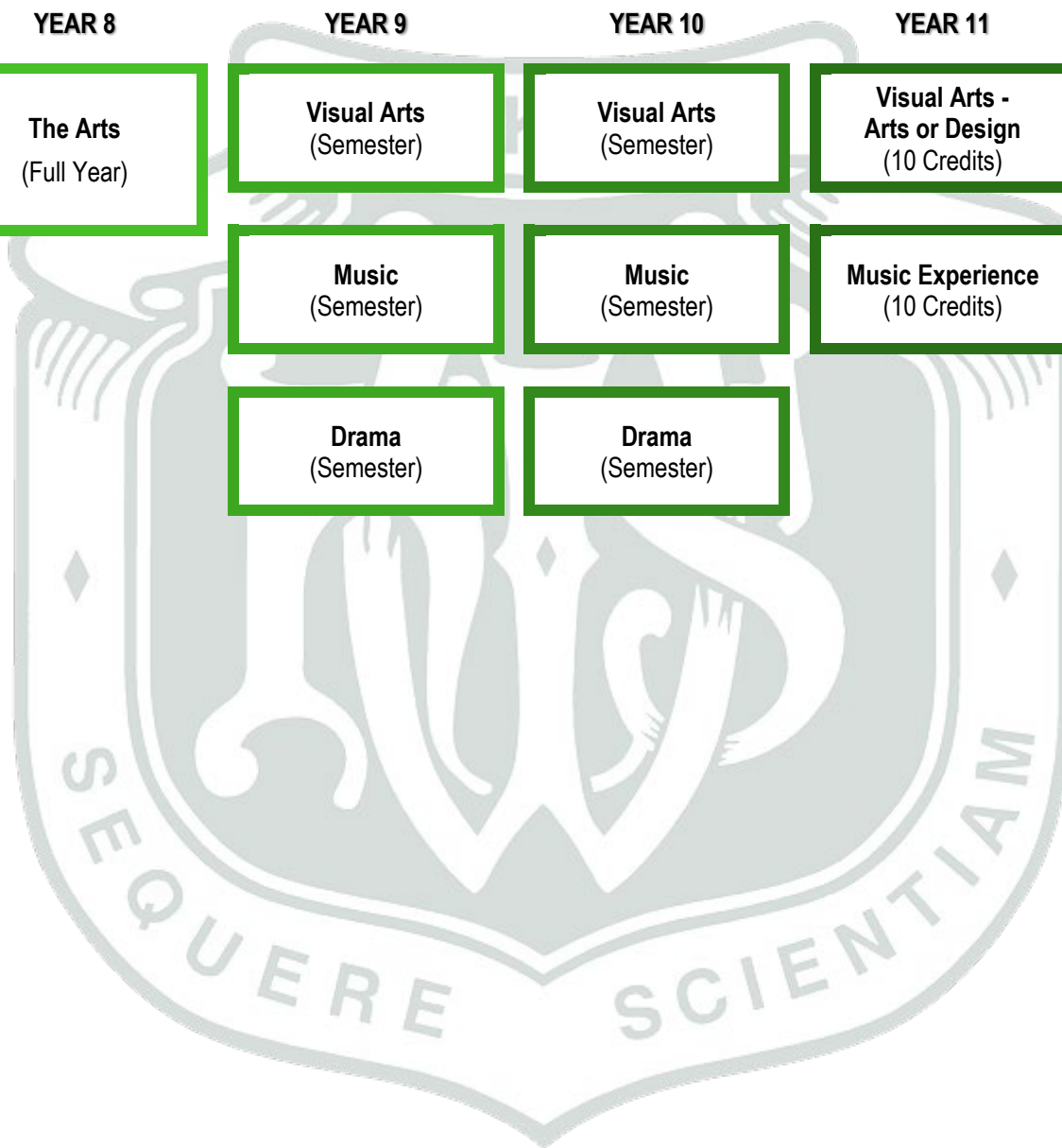
There may be some extra costs associated with these courses and they require a strong level of commitment.

See the VET section at the end of the document for Vocational and Education Training courses available.



The Arts

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The Arts (Full Year)	The Arts (Full Year)	Visual Arts (Semester)	Visual Arts (Semester)	Visual Arts - Arts or Design (10 Credits)	
		Music (Semester)	Music (Semester)	Music Experience (10 Credits)	
		Drama (Semester)	Drama (Semester)		



The arts

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year. (*Double lesson per week*)

PREFERRED BACKGROUND: No pre-requisites.

MUSIC - CONTENT: This unit exposes students to a broader musical experience. The focus is on musical learning through the development of basic instrumental skills. Students will also gain skills and understanding in the areas of performance, improvisation, composition, basic theory, genres of music and instrument families. Students have the optional opportunity and are encouraged to undertake tuition on a brass, percussion or woodwind instrument with teachers from the DfE Instrumental Music (IM).

ASSESSMENT: Students are assessed regularly on concentration, creative, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

DRAMA - CONTENT: Students are introduced to drama as a topic. The subject includes theatre games, teamwork, building characters and script writing with emphasis on the development of self-confidence and self-esteem. Practical skills are developed in the following areas: voice, physical movement, facial expressions, characterization and stage craft.

ASSESSMENT: Students are assessed regularly on concentration, creative, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

VISUAL ART - CONTENT: Students are introduced to the elements of Art, Sculpture and Design through a range of practical and theoretical components. The basic elements of Art are covered – line, shape, form, space, colour, tone, texture, balance, layout and composition. The practical component involves drawing, painting, printmaking, clay and graphic design. The theoretical component involves a range of written information on the areas covered.

ASSESSMENT: Students are assessed regularly on concentration, creative, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

COMMUNITY ART - CONTENT: Students are introduced to the elements.

ASSESSMENT: Students are assessed regularly on concentration, creative, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

The arts

YEAR LEVEL: 8

LENGTH OF SUBJECT: 1 Term of each

PREFERRED BACKGROUND: No pre-requisites.

MUSIC - CONTENT: This unit exposes students to a broader musical experience. The focus is on musical learning through the development of basic instrumental skills. Students will also gain skills and understanding in the areas of performance, improvisation, composition, basic theory, genres of music and instrument families. Students have the optional opportunity and are encouraged to undertake tuition on a brass, percussion or woodwind instrument with teachers from the DfE Instrumental Music (IM).

ASSESSMENT: Students are assessed regularly on concentration, creative, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

DRAMA - CONTENT: Students are introduced to drama as a topic. The subject includes theatre games, teamwork, building characters and script writing with emphasis on the development of self-confidence and self-esteem. Practical skills are developed in the following areas: voice, physical movement, facial expressions, characterization and stage craft.

ASSESSMENT: Students are assessed regularly on concentration, creativity, audience skills and participation. Students are assessed on group skills, performance skills and written reflection.

VISUAL ART - CONTENT: Students are introduced to the elements of Art, Sculpture and Design through a range of practical and theoretical components. The basic elements of Art are covered – line, shape, form, space, colour, tone, texture, balance, layout and composition. The practical component involves drawing, painting, printmaking, clay and graphic design. The theoretical component involves a range of written information on the areas covered.

ASSESSMENT: Assessment is through ongoing appraisal of class work theory, ideas and developmental work, which should be maintained in sketchbook. Students need to maintain a notebook and drawing equipment of their own.

COMMUNITY ART - CONTENT: Students are introduced to the elements.

ASSESSMENT: Assessment is through ongoing appraisal of class work theory, ideas and developmental work, which should be maintained in sketchbook. Students need to maintain a notebook and drawing equipment of their own.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Visual art

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 8 Art.

CONTENT: This subject further develops core elements of visual arts: line, shape, form, space, colour, tone, texture, balance, layout and construction. Students will continue developing their skills in the areas of drawing, painting, sculpture, printing and design. An appropriate art history project and analysis of other artist's work will also be covered.

ASSESSMENT: Ongoing appraisal of class work; the generation of ideas, research, and the refining and development of the artwork will be formally assessed at the end of each project; production and presentation and reflection of final art projects; a test covering art history and analysis.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

music

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students are strongly encouraged to undertake/continue instrumental lessons to complement their classroom music. The practical part of this course develops students' ensemble and solo performance skills through the use of their voice, individual practice time, group work, improvisation and composition. Students will expand on their knowledge of music theory, study the development of The Blues and begin to use music technology, such as the notation software Sibelius to support their musical learning.

ASSESSMENT: Students will be assessed on their level of participation and co-operation in class, small group and individual activities, their use of individual practice time and their contribution to various ensembles. Two solo performances, theory tests, use of music technology and research project(s) comprise the remainder of the assessment. IM students will also receive a report from their instrumental teacher.

drama

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Practical skills are developed in the following areas: script writing, film making, elements of drama, improvisation and character development.

ASSESSMENT: Focused on peer and self-assessment students are evaluated regularly on self-directed creative tasks, theatre skills, technical knowledge and participation. Students present their work as performances, films, audio recordings and written reflections.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

visual art

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Art.

CONTENT: This course consists of exploring and experimenting with a wide range of media including: drawing, painting, printmaking, design and clay. Related aesthetic studies involve historical and cultural investigations of artists and art styles. All area developed will contain exercises of a preparatory nature and folio development, leading to major artworks.

ASSESSMENT: Folio of developmental work, resolved artwork and written learning reflection of each area studied.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Student may be involved in an excursion to Adelaide (maximum cost \$25).

Music

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Music or at least one year of tuition on an instrument.

CONTENT: In music, students listen to, compose, rehearse, refine, appreciate, respond to, record and perform music from a diverse range of styles, traditions and contexts. They make informed and critical judgements about their own music choices, music they interpret and the music they listen to. Students develop their musical literacy as they explore where, how and why music takes place and the elements, materials, skills and processes involved in creating, developing, interpreting and performing musical ideas.

ASSESSMENT: Students will be assessed on their ability to rehearse and refine their instrumental skills through a solo and ensemble performance. They will also arrange and compose music in a particular style, documenting their progress and understanding of the musical elements through reflections and evaluations. They will work individually and collaboratively as they perform, compose, arrange and explore music technology.

SPECIAL REQUIREMENTS/COSTS OF COURSE: It is advisable that students own (or have access to) the instrument that they are focusing on so they can practice at home.

Drama

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Drama.

CONTENT: Students will develop and extend their expressive skills through taking part in improvisation, voice work, film making, movement, characterisation, role development and performance. They will study different styles of theatre, the theories of different dramatists and the conventions used in performance.

Area of Study:

1. Performance
2. Performance skills and technique
3. Analysis of Dramatists

ASSESSMENT: Creating and performing live theatre pieces, inquiries into aspects of the theatre. Creating and editing of a film and viewing live theatre.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students may be involved in an excursion to view live theatre (maximum cost \$25).

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Visual Arts – art or design

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Year 10 Visual Art.

CONTENT: Student will choose either Art or Design within the Visual Art subjects. Student's express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon Visual Art/Design works in their cultural and historical contexts.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: General school fees cover most studio materials. Projects involving additional costs must be met by the students. Some cost may be involved for an excursion to an Art Gallery – approximately \$20.

Music Experience

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Year 10 Music or at least two years of tuition on an instrument. Compulsory for instrumental music students.

CONTENT: Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music and provides pathways to stage 2 music subjects.

ASSESSMENT:

Assessment type 1: Creative works.

Assessment type 2: Musical Literacy

Instrumental Music students will also receive a report from their instrumental teacher.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Supply of an instrument if unavailable from the school.

Cross disciplinary studies

YEAR 7

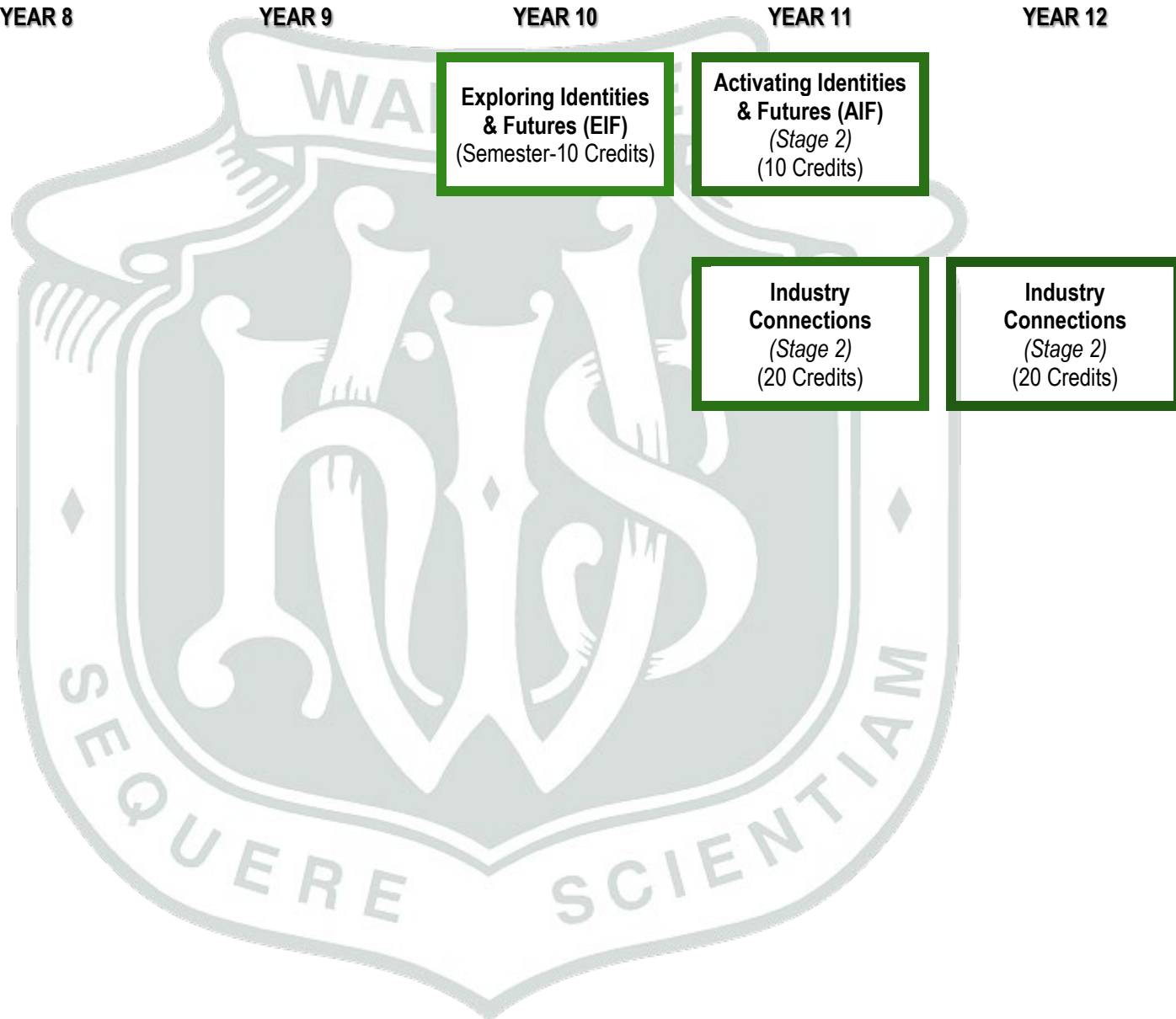
YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12



EXPLORING IDENTITIES & FUTURES (EIF) – (COMPULSORY)

YEAR LEVEL: 10 (Stage 1)

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Exploring Identities and Futures (EIF is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathways lead, exploring interests, work, travel and/or further learning.

ASSESSMENT: Students will be assessed on reflection the five SACE capabilities

NOTE: In order to meet the requirements of the SACE, students must receive a 'C' or better. Student's risk limiting their Year 11 subject options if they need to complete this subject in the subsequent year.

Activating identities & futures (aif) - (compulsory)

YEAR LEVEL: 11 (Stage 2)

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest toward a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do.'

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The subject was developed by the SACE Board working with the schools to pilot and evaluate this new subject with students before the wider implementation of the subject.

ASSESSMENT: Portfolio, Progress Checks and Appraisals.

NOTE: In order to meet the requirements of the SACE, students must receive a 'C-' or better for their subject, after school based and external moderation grades are combined. Students will not be able to commence Year 12 until the AIF is complete.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL

INDUSTRY CONNECTIONS

YEAR LEVEL: 11 (Stage 2)

LENGTH OF SUBJECT: Year

20 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: 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.

It is designed for students who undertake work experience or work placement as a part of their school timetable. Industry connections may be undertaken by students who are involved in VET study, have a School Based Apprenticeship or Traineeship (SBAT), have regular work experience, and/or are looking for an apprenticeship, traineeship or employment.

ASSESSMENT: Assessment is designed in conjunction with the teacher in an agreed focus area (related to a student's work). Students complete a Work Skills Folio, an Industry Project and a Reflection.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Work experience, employment, work placement and/or an SBAT is are a requirement of this course.

INDUSTRY CONNECTIONS

YEAR LEVEL: 12 (Stage 2)

LENGTH OF SUBJECT: Year

20 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: 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.

It is designed for students who undertake work experience or work placement as a part of their school timetable. Industry connections may be undertaken by students who are involved in VET study, have a School Based Apprenticeship or Traineeship (SBAT), have regular work experience, and/or are looking for an apprenticeship, traineeship or employment.

ASSESSMENT: Assessment is designed in conjunction with the teacher in an agreed focus area (related to a student's work). Students complete a Work Skills Folio, an Industry Project and a Reflection.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Work experience, employment, work placement and/or an SBAT is are a requirement of this course.

English

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
English (Full Year)	English (Full Year)	English (Full Year)	English (Full Year)	English (20 Credits)	English (20 Credits)
			Essential English (Full Year)	Essential English (20 Credits)	Essential English (20 Credits)

*20 Credits of Literacy
(C or better)
required for SACE*

English

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 6 English.

CONTENT: This is a flexible program of language experience designed to promote personal growth and the development and extension of all English skill: reading, writing, listening, speaking, participating and viewing.

ASSESSMENT: All aspects of the course are assessed, e.g., written responses (both receptive and productive), oral activities, assignments etc.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

English

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 7 English.

CONTENT: This is a flexible program of language experience designed to promote personal growth and the development and extension of all English skill: reading, writing, listening, speaking, participating and viewing.

ASSESSMENT: All aspects of the course are assessed, e.g., written responses (both receptive and productive), oral activities, assignments etc.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

English

YEAR LEVEL: 9

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 8 English.

CONTENT: This is a flexible program of language experience designed to promote personal growth and the development and extension of all English skill: reading, writing, listening, speaking, participating and viewing.

ASSESSMENT: All aspects of the course are assessed, e.g., written responses (both receptive and productive), oral activities, assignments etc.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

English

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 English.

CONTENT: This is a flexible program that focuses on the skills and strategies required to interpret a range of texts. The Year 10 English course is designed to improve students' analytical and creative writing skills, in both receptive and productive modes.

ASSESSMENT: Students will be assessed across written and verbal tasks.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

Essential English

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 English.

CONTENT: This flexible program focuses on personal growth and the development of all English skills: reading, writing, listening, speaking, participating and viewing. In this subject, students respond to and create texts on a range of personal, social, cultural, community and/or workplace contexts. Students understand themes and ideas in texts, and consider ways in which language choices are used to create meaning.

ASSESSMENT: All aspects of this course are assessed. Students demonstrate evidence of their learning through the following assessment types: Receptive Mode and Productive Mode.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

English

YEAR LEVEL: 11

LENGTH OF SUBJECT: Full Year (Compulsory) **20 credits**

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: In English, students analyse the interrelationship between author, text and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students' own creating of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts, Creating Texts and Intertextual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

Essential English

YEAR LEVEL: 11

LENGTH OF SUBJECT: Full Year (Compulsory) **20 credits**

PREFERRED BACKGROUND: Successful completion of Year 10 English/Essential English.

CONTENT: In this subject, students respond to and create texts in a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, and consider ways in which language choices are used to create meaning.

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 Essential English through the following assessment types: Responding to Texts and Creating Texts.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

English

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year **20 credits**

PREFERRED BACKGROUND: Successful completion of Year 11 English.

CONTENT: In this subject, students respond to and create texts in a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, and consider ways in which language choices are used to create meaning.

ASSESSMENT: Students provide evidence of their learning through seven assessment, including the external assessment component. Students complete: three assessments for responding to Texts, three assessments for Creating Texts, and one Comparative Analysis

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Essential English

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 English or Essential English.

CONTENT: In this subject, students respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, and consider ways in which language choices are used to create meaning.

ASSESSMENT: Students provide evidence of their learning through six assessments, including the external assessment component. Students complete: two assessments for Responding to Texts, three assessments for Creating Texts, and one Language Report.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Health and physical education

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
		Health and Physical Education (Semester)	Health and Physical Education (Semester)	Physical Education 1 (10 Credits)	Physical Education (20 Credits)
Health and Physical Education (Full Year)	Health and Physical Education (Full Year)	Physical Education Specialist (Semester)	Physical Education Specialist (Semester)	Physical Education 2 (10 Credits)	Sports Studies <i>Integrated Learning</i> (20 Credits)
		Food and Fibre Technologies (Semester)	Food and Fibre Technologies (Semester)	Food and Hospitality Semester or Full year (10 Credits per Semester)	Food and Hospitality (20 Credits)

Health and physical education - (compulsory)

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year (1 double lesson per week)

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is aligned with the Australian Curriculum content and will cover the following areas through a range of practical and classroom activities

Practical Concepts: Fitness, basic games

Health Concepts: Healthy lifestyles (nutrition, healthy habits, benefits of physical activity, drugs and alcohol, sexual health and relationships).

ASSESSMENT: Practical component is graded through participation rubrics. Health component is graded by folio tasks and group work observations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Health and Physical education - (Compulsory)

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full year

PREFERRED BACKGROUND: Completion of Year 7 HPE.

CONTENT: The course is aligned with the Australian Curriculum content and will cover the following areas through a range of practical and classroom activities

Practical Concepts: Fundamental movement skills, games and sports, lifelong physical activity, cooking and kitchen safety.

Health Concepts: Healthy lifestyles (nutrition, healthy habits, benefits of physical activity, drugs and alcohol, sexual health and relationships).

ASSESSMENT: Practical component is graded through participation rubrics. Health component is graded by folio tasks and group work observations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Health and physical education – (Compulsory)

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 8 Health and Physical Education.

CONTENT: The course is aligned with the Australian Curriculum content and will cover the following areas through a range of practical and classroom activities

Practical Concepts: Physical activities will be covered include Swimming, Athletics, Cross Country running, Soccer, Netball, Hockey and Australian Rules football.

Health Concepts: Relationships and sexuality, mental health and wellbeing, alcohol and other drugs.

ASSESSMENT: Practical component is graded through participation rubrics. Health component is graded by folio tasks and group work observations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Physical education specialist

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 8 Health and Physical Education.

CONTENT: Students will develop skills and knowledge in a variety of physical activities. Core units of Touch, Softball, Cricket and Fitness will be studied with electives offered in Volleyball, Softball, Cricket and Tennis. Theory units include Fitness Components, types of games and sport analysis

ASSESSMENT: Fitness, Sport Analysis and Sport Competition Tasks.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Food and fibre technologies

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Nil.

CONTENT: This course aims to develop the students' range of food preparation skills and nutritional knowledge. Through the use of the design process students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate adolescents' health and understanding of ingredients. Students will individually design a healthy meal on a selected theme. In textiles, students will develop knowledge and skills of using a sewing machine to create a small textile project such as a pencil case or laptop cover utilising sewing skills such as applique and inserting a zipper.

ASSESSMENT: Textiles: Folio (practical and theory skill development tasks), practical project, theory assessment.

Food: Folio (practical and theory skills development tasks), practical assessment, theory assessment.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students may be required to bring some food ingredients for practical assessments. Students may need to supply their own fabric for sewing of their practical projects.

Health and Physical Education (COMPULSORY)

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Health and Physical Education.

CONTENT: The course is aligned with the Australian Curriculum context and will cover the following areas through a range of practical and classroom activities

Practical concepts: Fundamental movement skills, games and sports, challenge and adventure activities, lifelong physical activities, and the health benefits of physical activity will be covered through the sports of Badminton, Archery, Kayaking, recreation sports (Inc. orienteering) and fitness activities.

Health concepts: Relationships and sexuality and health promotion.

ASSESSMENT: Health promotion through recreation sports, sexual health folio, outdoor education folio

SPECIAL REQUIREMENTS/COSTS OF COURSE: Bushwalking Camp

Physical Education - Specialist

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Health and Physical Education and demonstrated a positive approach to physical activity.

CONTENT: Students develop skills in activities such as swimming, athletics, basketball, touch football, volleyball, fitness conditioning and cross country running. Emphasis is placed on skill acquisition, self and group organisation, cooperation, leadership skills and ways to improve performance. Theory topics include Biomechanics, skill acquisition and rules for each sport.

ASSESSMENT: Biomechanics in athletics, activity analysis, skill acquisition task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

FOOD AND FIBRE TECHNOLOGIES

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Food and Fibre Technologies, but not essential.

CONTENT: Fibre: Develop knowledge and practical skills in textile design and production through folio work, skill-development projects and the design and construction of a pair of boxer shorts. Explore the impacts of the fast fashion industry and sustainable approaches to textile production and consumption.

Food: This is a skills-based course that focuses on food preparation and presentation. Through weekly practical cooking sessions and supporting theory, students develop a range of cooking techniques, explore Asian cuisine through a dumpling unit, investigate sustainable packaging, and design, produce and market a gourmet biscuit product.

ASSESSMENT: Fibre: Folio, sewing projects and theory assessment

Food: Folio, cooking practicals and theory assessment

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to bring some food ingredients for practical assessments. Students will need to supply their own fabric for sewing of their practical projects.

Physical Education - 1

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Health and Physical Education, Physical Education and a demonstrated a positive approach to physical activity and skills development.

CONTENT: The study of Physical Education comprises two sections:

Performance Improvement (60%)

Physical Activity Investigation (40%)

Practical topics may be negotiated as a class, but could include Kayaking, Volleyball and Badminton.

Theory topics included biomechanics and training principals and methods

ASSESSMENT: Performance Improvement, Physical activity investigation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

Physical Education - 2

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Health and Physical Education, Physical Education and a demonstrated a positive approach to physical activity and skills development.

CONTENT: The study of Physical Education comprises two sections:

Performance Improvement (60%)

Physical Activity Investigation (40%)

Practical topics may be negotiated as a class, but could include Golf, Bushwalking, Lawn Bowls and Recreation Sports

Theory covers coaching, activity analysis and Outdoor Education.

ASSESSMENT: Performance Improvement, Physical activity investigation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Bushwalking camp.

Food and Hospitality

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester or full year

10 credits per semester

PREFERRED BACKGROUND: Successful completion of year 10 Food and Fibre Technologies displaying positive attitude and work ethic.

CONTENT: Students study topics with the following five areas of study. Food, the Individual, and the Family, Local and Global Issues in Food and Hospitality, Trends in Food and Cultures, Food and Safety, Food and Hospitality Industry.

Students require good skills in food preparation and presentation and the ability to communicate well. Students are expected to be able to work both independently and as a part of a working group.

ASSESSMENT: Group activity, practical activity, and investigation. Each practical activity consists of an action plan or research task as well as planning documentation prior to practical. Students will undertake a practical cooking assessment linked to the theoretical task. Some practical applications will also include an individual evaluation report. The group activity consists of group decision making, a group practical application and an individual evaluation report. The investigation is an individual research task focussing on a current problem within the food and hospitality industry.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

Physical Education

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of one unit of Stage 1 Physical Education. Students must have displayed a positive attitude and approach to Physical Education courses.

CONTENT:

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes

The exact physical activities that are participated in can be negotiated as a group, and may include, (but are not limited to) Volleyball and Badminton, Kayaking, Touch Football and European handball.

ASSESSMENT: School Assessment

Assessment Type 1: Diagnostics – Students participate in one or more physical activities and collect and analyse data related to the physical activity, and theory concepts (e.g. exercise physiology or biomechanics).

Assessment Type 2: Improvement Analysis – Students design a plan to improve in a particular area (e.g. a fitness program). They evaluate its effectiveness.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

Sports studies (integrated learning)

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of one unit of Stage 1 Physical Education. Students must have displayed a positive attitude and approach to Physical Education courses.

CONTENT: Sports Studies is delivered using the Integrated Learning SACE subject, and offers lots of flexibility in topics and assessment. Whether students study Physical Education or Sports Studies is negotiated with the class.

ASSESSMENT: School Assessment

Assessment Type 1: Practical Inquiry

Assessment Type 2: Connections

SPECIAL REQUIREMENTS/COSTS OF COURSE: Kayaking Camp.

Food and Hospitality

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: It is preferred that students have studies one or more semesters of Home Economics in Year 10 and 11.

CONTENT: Students study topics within the following five areas of study: Contemporary and Future Issues; Economic and Environmental Influences; Political and Legal Influences; Sociocultural Influences; Technology Influences.

Students require good skills in food preparation and presentation and the ability to communicate well. Students are expected to be able to work both independently and as part of a working group.

ASSESSMENT: Group activity, practical activity and investigation. Each practical activity consists of an action plan or research task and some practical applications will also include and individual evaluation report. The group activity consists of group decision making, a group practical application and an individual evaluation report. The investigation is 'student driven' and is externally moderated.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to bring some food ingredients of summative assessments – six in total for the year.

*Some out of hour's catering/food preparation may form a part of this course.

Humanities and Social Sciences Subjects

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HASS (Full Year)	HASS (Full Year)	HASS (Full Year)	HASS (Full Year)	Modern History 1 (10 Credits)	Modern History (20 Credits)
				Modern History 2 (10 Credits)	
					Legal Studies (Offered through RSSA) (20 Credits)



Hass – Humanities and social sciences

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The Year 7 curriculum provides a study of the ancient societies of the East and West and of indigenous Australia. Students investigate the nature of water, the liveability of places, their role in the local and national economy, and how Australia's democracy, legal system, rights and shared values contribute to a fair, diverse and cohesive society.

ASSESSMENT: This consists of assignments, reports, bookwork, essays, map reading and interpretation, map-making, oral activities, knowledge, inquiry investigations and participation in excursions.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Hass – humanities and social sciences

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT - Year 8 HASS explores history from c.650-1750, including Viking society and expansion, and life, power, and conflict in Medieval Europe. Students also study landscapes and landforms, changing nations, and population distribution, as well as the Australian government, rights, elections, laws and national identity.

ASSESSMENT: This consists of assignments, reports, bookwork, essays, map reading and interpretation, map-making, oral activities, knowledge, inquiry investigations and participation in excursions.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

HASS – HUMANITIES AND SOCIAL SCIENCES

YEAR LEVEL: 9

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT – Year 9 HASS explores the making of the modern world from 1750 to 1918, including the Industrial Revolution and the causes, experiences, and impacts of the First World War. Students also study biomes, food security, and global interconnections, alongside Australia's Constitution, government, and referendums, and how laws are created by Parliament and interpreted by the courts.

ASSESSMENT: This consists of assignments, reports, bookwork, essays, map reading and interpretation, map-making, oral activities, knowledge, inquiry investigations and participation in excursions.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Hass – Humanities and Social Sciences

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Year 10 History explores the history of Australia and the modern world from 1918 to the present with a focus on political change, international cooperation and Australia's place in the Asia-Pacific and wider world. Students undertake a depth study of the Second World War and examine the 1967 Referendum within the broader history and significance of referendums in Australia.

ASSESSMENT: All facets of the course are designed to be inclusive to all learning abilities. Assessments will include formal reports and essays, tests, multimedia presentations and group projects.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Modern History - 1

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: In the study of Modern History at Stage 1, Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. Our topics include: Genocide and Vietnam War and an individual and an Individual investigation Assignment. The course also contains the use of films rated MA15+, to compliment students' learning.

ASSESSMENT: Assessment will take the form of written assignments, film reviews, research tasks, oral presentations, group work and tests. Essay writing technique and evidence skills – important for success in Year 12 studies – will be focused on.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

Modern History - 2

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Semester 1 Modern History and/or good literacy skills.

CONTENT: Semester 2 Modern History can be a follow on from Semester 1 Modern History, or taken as a stand-alone 10 credit course. As in Semester 1, students will explore some major events from 1750 to today including revolutions and a deeper look into the Nazi Holocaust. This course will also prepare students from Stage 2 Modern History. This course contains the use of films rated MA15+ to complement the students' learning.

ASSESSMENT: Assessment will take the form of written assignments, film reviews, research tasks, oral presentations, group work and tests. Essay writing technique and evidence skills – important for success in Year 12 studies – will be focused on.

SPECIAL REQUIREMENTS/COSTS OF COURSE: NIL.

Modern History

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Completion of Modern History at Stage One to a high standard is preferred, but not essential if students have strong literacy skills.

CONTENT: Students will study two topics and complete a historical study on a topic of their choice. The topics covered will be, Modern Nations: Germany 1914-1948 and the Changing World Order – the Cold War. The third component will be a Historical Study – in this study students undertake an individual historical study based on an aspect of the world since c. 1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions. The final component of the course will be an examination. The course will include the use of several films and documentaries, some of which are rated MA15+.

ASSESSMENT: Folio, Individual Essay and Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A revision guide may be available at a cost of approximately \$50.

Legal Studies - RSSA

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

DELIVER SCHOOL: Loxton High School

Teacher: Tricia Yandell (LHS)



MODE OF DELIVERY: Blended delivery model incorporating online learning, live lessons, independent study, and scheduled face-to-face learning experiences throughout the year.

CONTENT: Legal Studies explores how laws and legal systems seek to balance competing tensions such as fairness and efficiency, rights and responsibilities, and certain 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 principals, 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%).**
 - Comparative Text Study – 30%

Mathematics

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics A (10 Credits)	
				Mathematics B (10 Credits)	Mathematical Methods (20 Credits)
				Mathematics C (10 Credits)	Specialist Mathematics (20 Credits)
			General Mathematics (Full Year)	General Mathematics A (10 Credits)	
				General Mathematics B (10 Credits)	General Mathematics (20 Credits)
			Essential Mathematics (Full Year)	Essential Mathematics A (10 Credits)	
					10 Credits of Numeracy (C or better) required for SACE

Mathematics

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to continue the student's development of Mathematics and Numeracy. It exposes students to more open-ended problems, developing high order problem solving skills and abstract thinking required for senior Mathematics. This will be done through the topics: Number and Place value, Real numbers, Money and Financial Math, Patterns and Algebra, Measurements, Statistics and Chance.

ASSESSMENT: Skills and Application Tasks (SATs) and Folio Investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific Calculator (compulsory), Geoliner, Compass, Ruler.

Mathematics

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to continue the student's development of Mathematics and Numeracy. It exposes students to more open-ended problems, developing high order problem solving skills and abstract thinking required for senior Mathematics. This will be done through the topics: 'Functions and Graphs', 'Measurement and Geometry', 'Number and Algebra' and 'Statistics and Probability'.

ASSESSMENT: Skills and Application Tasks (SATs) and Folio Investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific Calculator (compulsory), Geoliner, Compass, Ruler.

Mathematics

YEAR LEVEL: 9

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Success in Year 8 Mathematics.

CONTENT: This course is designed to continue the student's development of Mathematics and Numeracy. The course will have a strong focus on financial literacy to show where the skills are transferrable to "real life" situations. It exposes students to more open-minded problems, developing high order problem solving skills and abstract thinking required for senior Mathematics. This will be done through the topics: "Functions and Graphs", 'Measurement and Geometry', 'Number and Algebra' and 'Statistics and Probability'.

ASSESSMENT: Skills and Application Tasks (SATs) and Folio Investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific Calculator (compulsory), Geoliner, Compass, Ruler.

Mathematics

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

CONTENT: This course is designed for those students interested in studying Pure Mathematics and higher order Applied Mathematics at senior school. Students develop skills in Trigonometry, Functions and Polynomials, Statistics, Geometry, Surds and Logarithms.

ASSESSMENT: Folio, and Skills and Applications tasks, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

General Mathematics

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

CONTENT: This course is designed for students to develop higher order problem solving skills required for General Mathematics at Stage 1. Students develop skills in Financial Mathematics, Functions and Graphing, Measurement and Geometry, Trigonometry, Number and Algebra and Statistics and Probability.

ASSESSMENT: Folio, and Skills and Applications tasks, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

Essential Mathematics

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

CONTENT: This course is designed to develop Mathematics skills for the general work force. Students work with the teacher to design a program based on Number, Measurement, Statistics, using Microsoft Excel, and Budgeting.

ASSESSMENT: Folio, and Skills and Applications tasks.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator from the book room (\$25).

Mathematics A (Mathematical Methods)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

CONTENT: This course is designed for those students interested in studying Pure Mathematics and higher order Applied Mathematics at senior school. Students develop skills in Trigonometry, Functions and Polynomials, Statistics, Geometry, Surds and Logarithms.

ASSESSMENT: Skills and Assessment Tasks; Mathematical Investigations, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

Mathematics B (Mathematical methods)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Mathematics A.

CONTENT: Topic 1: Counting and Statistics; Topic 2: Growth and Decay; Topic 3: Introduction to Differential Calculus.

ASSESSMENT: Skills and Assessment Tasks; Mathematical Investigations, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

Mathematics C (Specialist mathematics)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

NB: This is essential for students wanting to do Specialist mathematics at Stage 2. Please note – this is likely to be done by correspondence, but the school will provide tutorial support of 1 or 2 extra lessons.

PREFERRED BACKGROUND: Successful completion of Mathematics A.

CONTENT: Topic 1: Arithmetic and Geometry Sequences and Series; Topic 2: Geometry; Topic 3: Vectors in Plane; Topic 4: Further Trigonometry; Topic 5: Matrices; Topic 6: Real and Complex Numbers.

ASSESSMENT: Skills and Application Tasks; Mathematical Investigations, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

General Mathematics A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Mathematics or General Mathematics.

CONTENT: Topic 1: Investing and Borrowing; Topic 2: Measurement; Topic 3: Statistical Investigation.

ASSESSMENT: Skills and Application Tasks; Mathematical Investigations, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

General Mathematics B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Mathematics or General Mathematics.

CONTENT: Topic 1: Application of Trigonometry; Topic 2: Linear and Exponential functions and their Graphs; Topic 3: Matrices and Networks or Share Investments.

ASSESSMENT: Skills and Application Tasks; Mathematical Investigations, Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately \$270.

Essential Mathematics A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Mathematics.

CONTENT: Topic 1: Calculations, Time and Ratio; Topic 2: Earning and Spending; Topic 3: Geometry.

ASSESSMENT: Skills and Application Tasks; Mathematical Investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately \$25.

Mathematical Methods

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Mathematics A & B.

CONTENT: Topic 1: Further Differentiation and Applications; Topic 2: Discrete Random Variables; Topic 3: Integral Calculus; Topic 4: Logarithmic Functions; Topic 5: Continuous Random Variables and the Normal Distribution; Topic 6 Sampling and Confidence Intervals.

ASSESSMENT: Skills and Application Tasks; Mathematical Investigations, Examination – 2 hours.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator approximately \$270.

General Mathematics

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 General Mathematics or Stage 1 Mathematics.

CONTENT: Topic 1: Share Investments; Topic 2: Modelling with Linear Relationships; Topic 3: Statistical Models; Topic 4: Financial Models; Topic 5: Discrete Models.

ASSESSMENT: Skills and Assessment Tasks; Two Folio Tasks, Examination – 2 hours.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator approximately \$270 new.

Specialist Mathematics

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Stage 1 Mathematical Studies A (Semester 1) and B (Semester 2), and Specialist Mathematics (Semester 2).

CONTENT: Trigonometry, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

ASSESSMENT: Skills and Assessment Tasks (Tests); Folio (Investigation/Project), Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator approximately \$270 new.

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

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Science (Full Year)	Science (Full Year)	Science (Full Year)	Science (Full Year)	Physics A Semester 1 (10 Credits)	Physics (20 Credits)
				Physics B Semester 2 (10 Credits)	
				Biology 1 Semester 1 (10 Credits)	Biology (20 Credits) (Biology Scientific Studies - can be studied as a variant of this subject)
				Biology 2 Semester 2 (10 Credits)	
				Chemistry A Semester 1 (10 Credits)	Chemistry (20 Credits) (Chemistry Scientific Studies - can be studied as a variant of this subject)
				Chemistry B Semester 2 (10 Credits)	
Agriculture (Semester)		Agricultural Studies 1 (Semester)	Agricultural Studies 1 (Semester)	Agricultural Studies 1 Viticulture and Wine Production Semester – (10 Credits)	Agriculture Production (20 Credits) (Community Connections – can be studied as a variant of this subject)
		Agricultural Studies 2 (Semester)	Agricultural Studies 2 (Semester)	Agricultural Studies 2 Animals and Cropping Semester – (10 Credits)	

Science

YEAR LEVEL: 7

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to introduce students to all four sciences: Biology, Chemistry, Earth Science and Physics. It exposes students to an inquiry-based approach, developing high order problem solving skills and abstract scientific thinking. They will learn how to use fine motor skills, observation, measuring devices while doing experiments and predict the outcomes of these experiments. This will be done through topics: 'Classification and Ecosystems' (Biological Science), 'Separation techniques' (Chemical Science), 'Force and motion' (Physical Science) and 'Planets and renewable energy' (Earth and Space Science).

ASSESSMENT: Folio that consists of (Practical investigations, Skills and Applications tasks, Research Assignments and Science as a Human Endeavour task).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions/camps.

Agriculture

YEAR LEVEL: 7

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This unit is centred on introducing students to Agriculture through the following areas: Growing Great Grains, Apiary (Bee Keeping) , Propagation of plants as well as working with all the school's animals.

ASSESSMENT: Agriculture Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigations) and Farm Work Skills (Farm and Animal Handling skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions

Science

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to introduce students to all four sciences: Biology, Chemistry, Earth Science and Physics. It exposes students to an inquiry-based approach, developing high order problem solving skills and abstract scientific thinking. They will learn how to use fine motor skills, observation, measuring devices while doing experiments and predict the outcomes of these experiments. This will be done through topics: 'Cells and Multicellular' (Biological Science), 'Change Matters' (Chemical Science), 'Energy Changes' (Physical Science) and 'Rock Star' (Earth and Space Science).

ASSESSMENT: Folio that consists of (Practical investigations, Skills and Applications tasks, Research Assignments and Science as a Human Endeavour task).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions/camps.

Science

YEAR LEVEL: 9

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to introduce students to all four sciences: Biology, Chemistry, Earth Science and Physics. It exposes students to an inquiry-based approach, developing high order problem solving skills and abstract scientific thinking. They will learn how to use fine motor skills, observation, measuring devices while doing experiments and predict the outcomes of these experiments. This will be done through topics: 'Systems' (Biological Science), 'Change Matters' (Chemical Science), 'Energy Changes' (Physical Science) and 'Rock Star' (Earth and Space Science).

ASSESSMENT: Folio that consists of (Practical investigations, Skills and Applications tasks, Research Assignments and Science as a Human Endeavour task).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions/camps.

Agriculture 1

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This unit is centred on the following areas: Commercial Horticulture, Cropping and Poultry.

ASSESSMENT: Agriculture Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Works Skills (Farm & Animal Handling skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

Agriculture 2

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This unit is centred on the following areas: Poultry, Cropping and some commercial Horticulture.

ASSESSMENT: Agriculture Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Works Skills (Farm & Animal Handling skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

science

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to introduce students to all four sciences: Biology, Chemistry, Earth Science and Physics. It exposes students to an inquiry based approach, developing high order problem solving skills and abstract scientific thinking. They will learn how to use fine motor skills, observation, measuring devices while doing experiments and predict the outcomes of these experiments. This will be done through topics: 'Genetics and Evolution' (Biological Science), 'Atomic Structure and Reactions' (Chemical Science), 'Energy Conservation and Motion' (Physical Science) and 'Universe and Global Systems' (Earth and Space Science).

ASSESSMENT: Skills and Assessment Tasks, Folio Tasks and Semester Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Agricultural Studies 1

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Agriculture Studies or Science.

CONTENT: This Agriculture subject will cover Horticulture with some animal husbandry involving Sheep, Pigs and preparation of sheep for the Adelaide Show.

ASSESSMENT: Agricultural Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Work Skills (Farm & Animal Handling skills)

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

NB: *Only students who undertake a full year of Agriculture will be eligible for the Adelaide Show competition*

Agricultural Studies 2

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Agriculture Studies or Science.

CONTENT: This Agriculture subject will cover animal husbandry involving Sheep, Pigs and some Horticulture. Preparation of the school's wether's for the Adelaide show will be the priority early on.

ASSESSMENT: Agricultural Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Work Skills (Farm & Animal Handling skills)

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

NB: *Only students who undertake a full year of Agriculture will be eligible for the Adelaide Show competition*

Physics A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Science in Year 9 & 10.

CONTENT: Students are introduced to the language and symbols of Physics. They analyse linear motion and force in one dimension, and electric circuits. Students carry out experiments and use tables and graphs to explore these concepts of physics.

ASSESSMENT: Skills and Application Tasks (Tests and Exams), Folio (Practicals, skills and inquiry tasks and Science as a human Endeavour task.).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide – approximately \$30.

Physics B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Physics A.

CONTENT: Students apply their understanding of motion and force from Physics A to develop conceptual understanding of momentum and energy. They examine wave phenomena and apply this knowledge to sound and light, and consider the structure of the atom. Students carry out experiments and use tables and graphs to explore these concepts of physics.

ASSESSMENT: Skills and Application Tasks (Tests and Exams), Folio (Practicals, skills and inquiry tasks and Science as a human Endeavour task.).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide – approximately \$30.

Biology 1

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Completion of Year 10 Science.

CONTENT: There are two distinct areas of study in this course; 'cells and microorganisms' and 'infectious disease'.

Cells and microorganisms: students will understand structure and function of cells and their components, multicellular organisms existing as multiple interdependent and hierarchically - organised systems that enable exchange of matter and energy with their immediate environment, including obtaining nutrients, exchanging gases, growth and repair. Students will use science inquiry skills to explore the relationship between cell structure and function and consider ethical considerations that apply to the use of living organisms in research.

Infectious disease: students examine various pathogens, spread, control and immune system response. They learn the components of the immune system and investigate ethical decisions surrounding disease control.

ASSESSMENT: Folio (Deconstruction practical and Science as a Human Endeavour tasks.), Skills and Applications Tasks, exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Biology 2

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Completion of Stage 1 Biology 1.

CONTENT: The two topics for this course include: 'BIODIVERSITY AND ECOSYSTEMS and 'multicellular organisms'.

Multicellular organisms: students examine structure/function of multicellular organisms and investigate human/plant systems, including circulatory, respiratory, excretory and digestive.

Biodiversity and ecosystem dynamics: students will look at the classification of living organisms, biotic and abiotic factors that affect living things, relationships between species in ecosystems, biochemical cycling, food webs, water and nutrient cycles, human activity and biodiversity. Students will be involved in an excursion to Monarto Zoo for a look behind the scenes of their preservation programs.

ASSESSMENT: Investigation Folio (Practical and Science as a Human Endeavour tasks), Skills and Applications Tasks. Camp book and exams

SPECIAL REQUIREMENTS/COSTS OF COURSE: \$30 for Monarto Zoo.

Chemistry A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Science.

CONTENT: The Chemistry subject covers: The atom and its structure; chemical bonding; chemical reactions and reaction types; organic (carbon) chemistry. Students will have the opportunity to carry out numerous practical activities to reinforce scientific theory. Major practical activities include: Beer brewing using fermentation and analysis of carbon dioxide levels; solubility of fertilisers.

ASSESSMENT: Skills and Application Tasks (Tests/Exams), Investigations Folio (Practical and Science as a Human Endeavour).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator.

Chemistry B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Chemistry A.

CONTENT: The Chemistry subject covers: Electrochemistry (batteries and electrolysis); chemical quantities and calculations; volumetric analysis (titrations); acids and bases. Students will have the opportunity to carry out numerous practical activities to reinforce scientific theory. Major practical activities include: Design practical involving electrochemistry; comparison of acid content in food products.

ASSESSMENT: Skills and Application Tasks (Tests/Exams), Investigations Folio (Practical and Science as a Human Endeavour).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator.

Agricultural Studies 1 – Viticulture and Wine Production

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: A pass at Year 10 Agriculture or Year 10 Science.

CONTENT: Student's will be involved in a 'hands-on' practical learning experience of commercial wine production at the school from monitoring wines through to bottling.

ASSESSMENT: Agriculture Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Work Skills (Farm & Animal Handling Skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course involves an early start one morning to harvest the grapes and two excursions.

Agricultural Studies 2 – Animals and Cropping

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: A pass at Year 10 Agriculture or Year 10 Science.

CONTENT: This Agricultural subject will cover future of farming, cropping and animal husbandry.

ASSESSMENT: Agriculture Reports (Deconstruction Practical and SHE tasks), Applications (Research and Practical Investigation) and Farm Work Skills (Viticulture Skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Excursions.

Physics

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Physics A & B.

CONTENT: Students cover subtopics in motion and relativity, electricity and magnetism, and light and atoms. There are application tasks to reinforce the student's conceptual understanding. Students design and carry out experiments and consider Physics as a human Endeavour.

ASSESSMENT: Skills and Application Tasks (Tests and Exams) Folio (Practicals, skills and inquiry tasks and Science as a Human Endeavour tasks) and External Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide \$30.

Biology

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Biology A and B. Successful completion of other Sciences will be considered.

CONTENT: The topics for Stage 2 Biology are: DNA and Proteins, Cells as the basis of life, Homeostasis and Evolution. The three strands of Science: science inquiry skills, science as a human Endeavour and science understanding are integrated throughout the course.

ASSESSMENT: Investigations Folio (includes two practicals and one Science as a Human Endeavour task), Skills and Applications Tasks (include four tests) and External Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: SAASTA revisions guide approximately \$30 and Biology workbook - \$60.

Biology can be studied as a variant:

Scientific Studies - Biology

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Biology A or Stage 1 Biology B. Successful completion of other Sciences will be considered.

CONTENT: The topics will follow the Stage 2 Biology course and will include assessments around; Science Inquiry Skills and Science as a Human Endeavour. Topics may include sports science, nutrition, enzymes, homeostasis and other topics of interest.

ASSESSMENT: Inquiry Folio which includes five tasks, collaborative inquiry and an external individual inquiry.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Chemistry

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of two units of Stage 1 Chemistry.

CONTENT: Topics include: Monitoring the Environmental Chemistry, Managing Chemical Processes, Organic and biological Chemistry, Managing Resources. Throughout all topics students will cover Science inquiring Skills.

ASSESSMENT: Investigations Folio (Practicals and a Science as a Human Endeavour task), Skills and Applications Tasks (Tests) and External Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Study guide – Essential Chemistry Workbook, approximately \$60. May be cost involved for an excursion.

Chemistry can be studied as a variant

Scientific Studies - Chemistry

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Chemistry A or Chemistry B. Successful completion of other Sciences will be considered.

CONTENT: The topics will follow the Stage 2 Chemistry course and will include assessments around; Science Inquiry Skills and Science as a Human Endeavour.

ASSESSMENT: Inquiry Folio which five tasks including a SHE task, collaborative inquiry and an external individual inquiry.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Agriculture Production

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Agriculture or Stage 1 Science based subjects.

CONTENT: School assessed work will be an individual Production Investigation, where students will investigate an aspect of the agricultural industry of their choice, and evaluate their production goals.

ASSESSMENT: Agriculture Reports, Application tasks and an External Production Investigation – a maximum of 1500 words.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The External Production Investigation will require students, in a number of situations, to supply their own equipment and resources needed to run and manage their investigation. Students will need to participate in the Adelaide Show and a small cost will be required.

Agriculture can be studies as a variant:

Community Connections

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

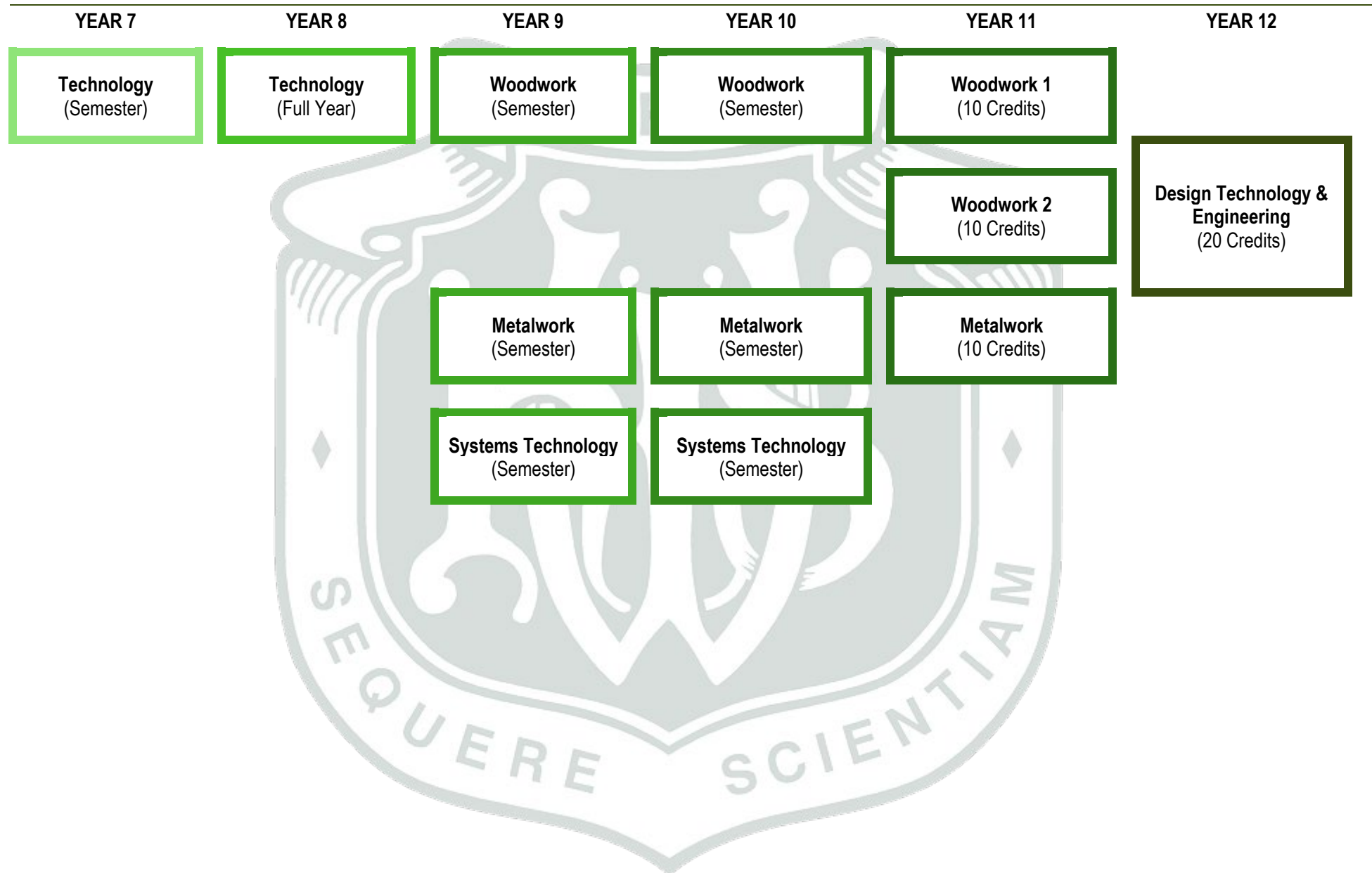
PREFERRED BACKGROUND: Successful completion of Stage 1 Agriculture or Stage 1 Science based subjects.

CONTENT: Students will be following the Stage 2 Agriculture course with a focus on Animal Husbandry, local horticulture and preparation for the Adelaide show.

ASSESSMENT: Five folio tasks and an External Community Application Activity.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students may need to participate in the Adelaide Show and there will be a cost involved.

Technology



Technology

YEAR LEVEL: 7

LENGTH OF SUBJECT: Semester (4 lessons per week)

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Emphasis is placed on gaining skills and confidence in design and digital technologies. Students find practical solutions to design problems. The following areas will be studied.

Digital Technologies: Computer Aided Design (C.A.D.) using Autodesk Inventor, 3D Printing, Electronics and Laser Cutting using Engrave Lab.

Design Technologies: Woodwork & Metalwork: using a variety of materials in woodwork and metalwork to design and produce a product.

ASSESSMENT: Students are assessed in accordance to the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

Technology

YEAR LEVEL: 8

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Emphasis is placed on gaining skills and confidence in Design and STEM Technologies. Students achieve practical solutions to design problems. The following areas will be studied:

STEM Technologies: Computer Aided Design (C.A.D.) using Autodesk Inventor, 3D Printing, Engineering, Electronics and Laser Cutting using Engrave Lab.

Design Technologies: Woodwork & Metalwork: using a variety of materials in Woodwork and Metalwork to design and produce a product.

ASSESSMENT: Students are assessed in accordance to the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

woodwork

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students will use the design process & engineering principals to produce various practical projects made from timber. Students will be introduced to the Laser Cutter & Engrave Lab. Students will learn different joining principals in the construction of various timber products. Students will also have the ability to design and produce their own product through the design process.

ASSESSMENT: Students are assessed in accordance with the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

metalwork

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students complete practical activities designed to develop basic skills in oxy-acetylene welding, fitting and machining, metal fabrication. Emphasis is also given to safe working habits and developing problem solving and design skills. Theory assignments are used to reinforce practical tasks and develop communication and graphics skills. A CAD and 3 D printing component will be added to the course, to strengthen design ideas and processes.

ASSESSMENT: Students are assessed in accordance to the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials then they will incur a charge for any extra materials that they use. This course enables the students to study Metalwork at Years 10, 11 and 12.

Systems Technology

YEAR LEVEL: 9

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students will develop and build projects which will develop skills in the use of electronics test equipment, circuit interpretation, circuit board production and population, soldering, component identification, fault finding and use circuit wizard to create electronic circuit diagrams. Picaxe programming is used to set circuits outputs. Written assignments will be used to further their understanding in the practical tasks.

ASSESSMENT: Students are assessed in accordance to the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials then they will incur a charge for any extra materials that they use.

Woodwork

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Students who have not completed Year 9 Woodwork may lack acquired skills required for Year 10 Woodwork and will find the course challenging.

CONTENT: A unit designed to cover a range of practical processes involved in traditional furniture making, including timber preparation, joint construction and timber finishing. Students will be expected to show proficiency in both hand and machine skills, problem solving skills and the ability to read and interpret technical drawings. Students use CAD to design final project ideas.

ASSESSMENT: Students are assessed in accordance with the South Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students who use more than the allocated allowance of materials will be expected to pay for the extra material used.

Important Information: This course is compulsory if the student intends to study any future Woodwork.

Metalwork

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Students who have not completed Year 9 Metalwork may lack acquired skills required for Year 10 Metalwork and will find the course challenging.

CONTENT: A unit designed to cover a range of practical processes involved in metal fabrication, including various welding techniques, machining and finishing. Students will be expected to show proficiency in hand and machine skills, problem solving, creativity and the ability to read, interpret and produce technical drawings. Students will use CAD to produce final project ideas.

ASSESSMENT: Students are assessed in accordance with the Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students who use more than the allocated allowance of materials will be expected to pay for the extra material used.

Systems Technology

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No prerequisites.

CONTENT: A flexible digital and design technologies subject, drawing from the two areas enabling students to focus on an area of interest. Students will have the opportunity to explore the interconnectivity of a range of systems; which may include computer systems (Computer Aided Design – CAD and 3D printing) and electronic systems (robotic programming and electronics). The course is a combination of theoretical and practical components.

ASSESSMENT: Students are assessed in accordance with the Australian Curriculum Standards for this curriculum area.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students who use more than the allocated allowance of materials will be expected to pay for the extra material used.

Woodwork 1 (Material Solutions)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Must have completed Year 10 Woodwork to enrol in this course.

CONTENT: Students complete a series of practical, graphic and written tasks revolving around the construction techniques of solid timber. This is a skills-based course with much of the work related to joints, frame construction, use of hand tools, power tools and various woodworking machines to produce an article of furniture. Research, design and a skill-based component are also part of the course.

ASSESSMENT: The SACE Board required that students complete a series of Design and Practical summative tasks at Stage 1 level.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of the basic course materials and consumable items. Students who elect to produce larger projects or use material will need to cover these extra costs.

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course is compulsory if the student intends to study any future Woodwork.

Woodwork 2 (Material Solutions)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Must have completed Year 10 or Year 11 Woodwork to enrol in this course.

CONTENT: Students complete a series of practical, graphic and written tasks revolving around construction techniques. This is a skills-based course with much of the work related to furniture construction techniques, use of hand tools, power tools and various woodworking machines to produce an article of furniture. Research, design and a skill-based component are also part of the course.

ASSESSMENT: The SACE Board required that students complete a series of Design and Practical summative tasks at Stage 1 level.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of the basic course materials and consumable items. Students who elect to produce larger projects or use material will need to cover these extra costs.

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course is compulsory if the student intends to study any future Woodwork.

Metalwork (material solutions)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Students must have previous experience in Metalwork at Year 10.

CONTENT: Students complete a series of tasks using mainly solid and tubular materials. This is a skills-based course with much of the work related to Machining, Arc, Fusion, Braze and MIG welding. The metal and computer controlled lathes are used in the course. Designing and researching also make up a section of the course. Students build a bar clamp as a skills task. A free choice project is to be negotiated with teacher, before beginning design fabrication.

ASSESSMENT: The SACE Board requirements: Skills and Material investigation task, Folio task and Product Task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Part of the school fee covers the basic course. This covers materials used for projects and consumable items (e.g., welding electrodes). Students will need to meet the cost of extra materials for their major projects.

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course is compulsory if the student intends to study any future Metalwork.

Design, Technology & Engineering (Material Solutions)

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Woodwork or Metalwork.

CONTENT: Students studying this course are exposed to various construction techniques involving wood construction and where necessary welding and fabrication of metal.

ASSESSMENT: Assessment will be stipulated by the SACE Board associated with the Technology and Engineering curriculum.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of basic course materials and consumable items. Students who elect to produce larger projects or use extra materials and consumable items. Students who elect to produce larger projects or use extra materials will need to meet the cost above the basic fee.

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 expand 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.

Industry Connections - Cafe

YEAR LEVEL: 12

LENGTH OF SUBJECT:

20 Credits

DELIVER SCHOOL: Berri Regional Secondary College

Teacher: (TBA)



MODE OF DELIVERY: Face-to-face regional delivery program conducted each Thursday, incorporating practical hospitality learning, café operations, and industry-connected experiences.

CONTENT: 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 interactions, and small business concepts.

Through practical and collaboration learning, students develop skills in communication, initiative, organisation, problem-solving, and workplace readiness while exploring hospitality, tourism, foods and beverages, 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%)

South Australian Aboriginal Secondary training Academy – SAA

This program is available for Aboriginal and Torres Strait Islander students in Years 10-12. SAATA 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 camps, leadership opportunities, and pathways development programs.

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

DELIVER 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 form their school. Selection may consider attendance, engagement, attitude, commitment to school, and capacity to manage academy and school expectations.

SAATA – Integrated Learning

YEAR LEVEL: 10 / 11

LENGTH OF SUBJECT: Semester 1

10 credits

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

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 Guernsey/Polo/Banner Design)

SAASTA – Aboriginal Studies

YEAR LEVEL: 10 / 11

LENGTH OF SUBJECT: Semester 2

10 credits

CONTENT: 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, health lifestyles, and community connections.

ASSESSMENT:

Learning Journey – 75%

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

Creative Presentation – 25% – Aboriginal Superhero – Strength, Story and Country – Comic Book

SAASTA – Aboriginal Studies

YEAR LEVEL: 12

LENGTH OF SUBJECT: Semester 2

10 credits

CONTENT: 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%

- Community 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%)

Skill Action – 30% – Students collaboratively plan and implement a social action initiative.

Acknowledgement – 30% - Acknowledging and Aboriginal person, organisation, or initiative.

RSSA Specialist Sport Academy – rssa academy

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 focussed on:

- Athlete development and performance
- Sport 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 Sports Academy will offer two specialised streams:

Australian Football Stream

Netball Stream

DELIVER SCHOOL: Berri Regional Secondary College

MODE OF DELIVERY: Face-to-face regional delivery program conducted each Friday, incorporating practical sport development, athletic 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.

Australian football stream - Integrated studies

STAGE: Stage 1

LENGTH OF SUBJECT: Full Year

20 credits



DELIVER 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.

SELECTION REQUIREMENTS: Students are required to complete and 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.

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

ASSESSMENT:

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

Stage 1 netball stream - Integrated studies

STAGE: Stage 1

LENGTH OF SUBJECT: Full Year

20 credits



DELIVER 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.

SELECTION REQUIREMENTS: Students are required to complete and 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.

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

ASSESSMENT:

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

Stage 2 Australian football stream - Integrated studies

STAGE: Stage 2

LENGTH OF SUBJECT: Full Year

20 credits



DELIVER 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.

SELECTION REQUIREMENTS: Students are required to complete and 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.

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

ASSESSMENT:

School based – 70%

- Practical Inquiry (40%)
- Connections

External – 30%

- Personal Endeavour (30%)

Stage 2 netball stream - Integrated studies

STAGE: Stage 2

LENGTH OF SUBJECT: Full Year

20 credits



DELIVER 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.

SELECTION REQUIREMENTS: Students are required to complete and 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.

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

ASSESSMENT:

School based – 70%

- Practical Inquiry (40%)
- Connections

External – 30%

- Personal Endeavour (30%)

Vocational education

Regional vocational Education and Training (VET) programs

What is vocational education and training (VET)?

VET refers to national vocational and qualifications that are endorsed by industry. VET also includes developing specific industry-related skills through:

- Off-the-job learning – at school or with another training provider
- On-the-job learning – at one or more workplaces.

Students with VET qualifications are well prepared to take on apprenticeships (Including School Based Apprenticeships), further training and skilled jobs.

What are Riverland regional vet programs?

The aim of our Regional VET programs is to provide Year 11 and 12 students in Riverland schools with increased pathway options through the provision of a wide range of VET choices. Regional VET programs are hosted by schools and Registered Training Organisations (RTOs) and are available for students from Riverland schools to enrol in.

A list of Regional VET Programs being offered is provided below. For more information on specific VET programs contact the VET coordinator.

What are the benefits of choosing VET?

Some of the benefits are:

- Gaining a nationally-recognised qualification while completing your SACE.
- Getting a 'head start' in your chosen career.
- Making your senior school studies more relevant and interesting.
- Providing opportunities to learn 'on-the-job' while undertraining workplace learning.
- Gaining skills and knowledge that employers seek in their employees.
- Providing pathways into apprenticeships, traineeships, further education or training and direct employment.

How will doing a vet program contribute to my SACE?

This recognition arrangements for VET in the SACE enable students to include significant amounts of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

Within these 150 VET assessed credits students must also fulfil the literacy and numeracy requirements of SACE. The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits). Students can use a vocational context in completing these subjects (i.e., can be related to your VET program).

Each course offered as a part of our Regional VET Programs provides SACE information relevant to that particular program (i.e., number of the SACE credits and SACE stage). Please refer to the detailed information about each program with your VET Coordinator for more information about the VET in the SACE or visit the SACE Board website.

[VET in SACE | What is VET](#)

Will I have to pay to participate in a regional vet program

The cost of each course is \$100 (Subsidised by the school, and the Department of Education). Any extra cost associated with the course (e.g.; safety equipment, ID card, materials, TAFE uniform) are the responsibility of parents/caregivers.

If you have any questions regarding financial assistance then please contact Felicity Ziegler

How will I travel to my vet program?

Many of the courses take place in towns around the Riverland. Transport to all VET programs is provided by a bus which departs from the Recreation Centre car park each Thursday morning at 8am. The bus returns at 5pm. **All students** are expected to catch the bus. Any exceptions to this **MUST** be approved by the school.

Will I need to do some workplace learning as a part of my VET program?

Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities relate to your VET program in a real or simulate workplace. These placements provide on-the-job training and mentoring to develop your technical and employable skills.

The Department for Education provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:

- Occupational Health and Safety (OHS) in the workplace
- Insurance arrangements and implications
- Equal opportunity and harassment in the workplace
- Child protection
- Specific requirements of the workplace provider

Before participating in workplace learning, you will also need to complete a Workplace Learning Agreement Form from School, and ensure that it is signed by all parties (student, parent/caregiver, work placement provider and Principal). Please see your Home School VET Coordinator for a copy of your school's Workplace Learning Agreement Form.

VET programs that may be offered?

Below is a current list of the programs offered.

The program information following was corrected at the time of printing. There is also a possibility that new programs will be added. It is not guaranteed that all programs will run, as formation of classes is based on viable number of students selecting programs.

Vet programs

NB: most can be studies at either Year 11 or Year 12.

Subject Area	2025 Course	Cert Level	ATAR	SACE STAGE	Notes
Agriculture	Agriculture	2	NO	1	
Automotive	Automotive Servicing Technology	2	NO	2	
	Aircraft Maintenance	2	NO	1	
Community Services	Early Childhood Education and Care	3	YES	2	
	Individual Support – Ageing	3	YES	2	
Electrotechnology	Electrotechnology	2	NO	1	
Engineering	Engineering Pathways	2	NO	1	
General Construction	Construction	2	NO	1	
	Carpentry/Construction	3	NO	1	
Hairdressing & Cosmetics	Retail Cosmetics	2	NO	1	
	Salon Assistant	2	NO	1	
Health Support	Allied Health Assistance	3	YES	2	
Hospitality	Cookery	2	NO	1	
	Hospitality	2	NO	1	
Information Technology	Information Technology Studies	3	YES	2	
Media	Screen & Media • Game Design • Game Art • Game Development	3	YES	2	

Further information can be found at:

[Courses](#)

School based apprenticeship or traineeships (Sbats)

What is a school based apprenticeship or traineeship (sbat)?

A School-Based Apprenticeship or Traineeship is a great way to start your career while completing your SACE. SBATs allow senior school students to combine paid work, training and school, while working towards their SACE and a nationally-recognised qualification.

Students undertaking SBATs commence a Contract of Training through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation.

What are the benefits of undertaking a school based apprenticeship or traineeship?

- Getting a head start in your chosen job without competing with the rest of the school leavers in the State.
- Earning credits as part of your training which accrue towards your SACE
- Starting to complete time off your contract of training term
- Starting your career and earning money while you are still at school
- Working towards or gaining a nationally recognised qualification – Gaining hands-on experience in a career-orientated job – Having adult responsibility as a member of the workforce.

Does an Australian school-based apprentice or trainee get paid?

Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian school-based apprenticeship take to complete?

If the ASBA is not completed prior to the student completing Year 12, students can continue their enrolment at school until the apprenticeship is complete, their SACE is complete, or they turn twenty. Alternatively, they can leave school and become an 'adult' employee, but continue to earn SACE points to complete their SACE.

How much time does a school based apprentice spend away from school?

As facilitated by the school's Apprenticeship Broker, the School-Based Apprenticeship can be organised in a number of ways. It can be working one or more days a week; on weekends, during school holidays or blocks of time (e.g.; a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is required.

What are apprenticeship support networks?

Apprenticeship brokers are employed by Apprenticeship Support Networks (ASN) and meet with students and employers to sign a contract of training, should a student secure a school based apprenticeship. Students and families can contact the school's VET coordinator for more information