Blakes Crossing
CHRISTIAN COLLEGE

Educating for Eternity

2025 Senior School Curriculum Handbook

Years 10 – 12 (incl Stage 1 & 2) Course Information

Welcome to the final years of schooling and the SACE!

This is an exciting time in your life as you select your subjects for senior schooling and pursue your chosen pathway in the SACE. As you go about making your decisions, talk with your parents, your teachers and students from the year above you. Draw on what you have learnt about yourself and your studies from the Personal Learning Plan and consider what your interests and skills are. Take the time to read about the subjects BCCC offers and find out what the requirements are for your career – whether that's work, an apprenticeship or further study at TAFE or university.

Senior School at BCCC is years 10 – 12, with SACE starting at Year 10 level through the first compulsory subject of Exploring Identities and Futures (EIF) and then more heavily in Year 11 (Stage 1), through to completing SACE in Year 12 (Stage 2).

After all, it's your future – dream big and aim high!

This handbook provides information about all subjects and the academic process for years 10-12. We include here information on the SACE, the subjects offered at BCCC and where you can find more information. Some of the key people who can assist you in your Senior Schooling years are listed in this handbook. You will also find a list of helpful websites.

Subject selection is a serious process, so please read the information carefully, and choose subjects wisely. Your SACE is exactly that, your SACE. Leave your social life to break times, and choose subjects that interest you, and that you need to do to prepare you for your future. If this happens to be a subject your friend also chooses, then excellent, but don't let the appeal of a social life, determine your subject choices.

Key Contacts at BCCC

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Mrs Ashley Taylor	VET Coordinator	ashley.taylor@bccc.sa.edu.au
Mr Andrew Penny	Director of Teaching and Learning	andrew.penny@bccc.sa.edu.au
Mrs Cyndi Graham	Chaplain	cyndi.graham@bccc.sa.edu.au
Mr Angus Green	Chaplain	angus.green@bccc.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Tabor Adelaide	www.tabor.edu.au
Torrens University	www.torrens.edu.au
Adelaide University	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
Charles Darwin University	www.cdu.edu.au
TAFE SA	www.tafe.sa.edu.au
My Future website	www.myfuture.edu.au
Vocational Educational and Training (VET)	www.training.gov.au

Using this Handbook

This handbook contains information about curriculum for years 10 – 12 including SACE Stage 1 (Year 11) and Stage 2 (Year 12), as it pertains to subjects undertaken during Senior School at Blakes Crossing Christian College.

It is intended that this handbook be a useful resource for students and their parents in the choosing of appropriate subjects for study at Year 10, Year 11 (Stage 1) and Year 12 (Stage 2) in the completion of the South Australian Certificate of Education (SACE).

This document is designed to be used in the consideration process in conjunction with discussions with the SACE Coordinator and subject teachers regarding a student's pathway into post-schooling options. Final decisions on course and subject choices must be made with the approval of the Head of Senior School / SACE Coordinator. For VET courses, this also needs to be approved by the Head of Senior School after discussion with the VET Coordinator. Students and parents will be taken through a program of Course Counselling involving subject teachers as well as the SACE and VET Coordinators. It is important to note that VET courses are delivered based on student demand and staffing experience and qualifications, which are unique and different to normal school subjects including SACE subjects, and may come at an additional cost when sourced from external RTO's (Registered Training Organisations).

At all year levels in Senior School (especially around Stage 1 and Stage 2 of the SACE), subject choice and achievement is carefully monitored and there is an on-going counselling program for all students. Parents are encouraged to participate in this, and discuss their child's progress and achievements with the relevant Pastoral Care teacher in the first instance, and if needed, the Head of Senior School / SACE Coordinator.

Terminology

The following is some of the terminology used throughout this document

AIF	Activating Identities and Futures
AI	Artificial Intelligence tools such as "ChatGPT"
ATAR	Australian Tertiary Admissions Rank
EIF	Exploring Identities and Futures
PLP	Personal Learning Plan which was replaced in 2024 by EIF
RP	Research Project (to be replaced by Activating Identities and Futures in 2025)
RTO	Registered Training Organisation
SACE	South Australian Certificate of Education
SACE credits	students must attain 200 credits (also known as "points") to successfully achieve their SACE
SACE Stage 1	commonly referred to as the SACE subjects studied in Year 11
SACE Stage 2	commonly referred to as the SACE subjects studied in Year 12
TAS	Tertiary Admission Subjects
VET course	Vocational Education and Training course

Information about the SACE

What is the SACE?

Students who successfully complete the requirements as outlined herein are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce. Students complete 1 SACE subject in Year 10, while the majority of the SACE program starts in Year 11, concluding in Year 12.

How do students achieve their SACE?

Students can achieve their SACE certificate in the equivalent of two years of full-time study; however, at BCCC we deliver the subject, EIF (Exploring Identities and Futures) during Year 10 to help students settle into the rigors of SACE courses, before full exposure in Year 11. This gives students the maximum opportunity to achieve their best.

There are two stages to SACE:

- Stage 1: most students complete this in Year 11, (NB: Exploring Identifies and Futures is completed in Year 10).
- Stage 2: most students complete Stage 2 in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE. Generally speaking Stage 1 courses are one semester in length and students receive 10 SACE credits. Stage 2 subjects attract 20 credits and run for the entire year.

Students are required to accrue at least 200 credits in order to qualify for the SACE, with at least 90 credits achieved at Stage 2. Credits are made up of compulsory subjects and elective subjects. Students will receive a grade from A to E for each subject they complete at Stage 1, and then a grade of A+ to E-, for subjects completed at Stage 2. For all subjects, students will need to achieve a C- grade or better, to be deemed successful in the subject and be awarded SACE credits. For subjects to be included in an ATAR (Australian Tertiary Admission Rank), students must achieve a C- or higher.

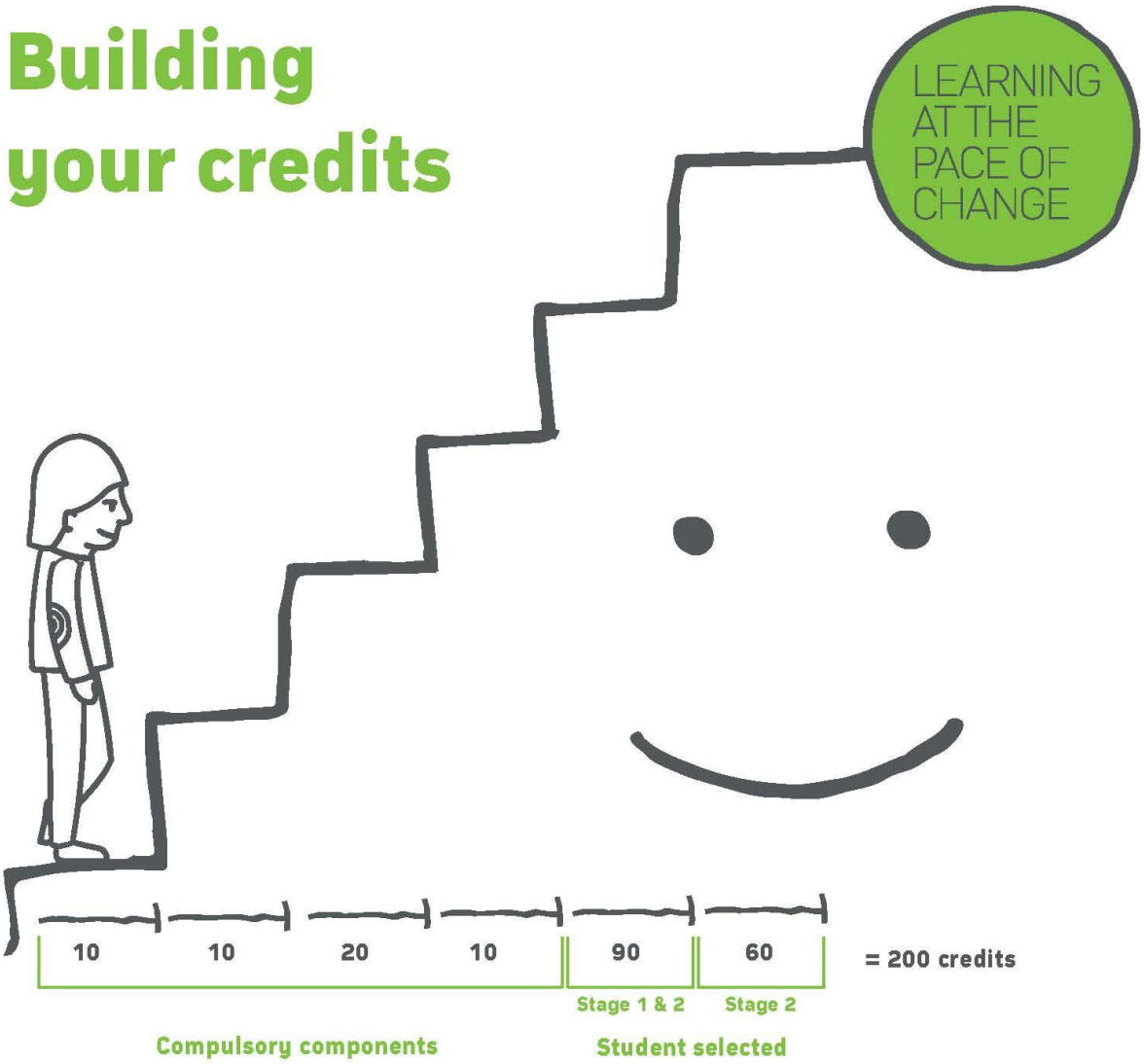
The compulsory subjects for SACE and as delivered at BCCC are:

Exploring Identities and Futures (EIF)	10 credits	Stage 1	Completed in Year 10.
Literacy	20 credits	Stage 1	From a range of English subjects.
Numeracy	20 credits	Stage 1	From a range of Mathematics subjects.
Activating Identities and Futures (AIF)	10 credits	Stage 2	An in-depth major research project.
Other Stage 2 academic (TAS) subjects	60 credits	Stage 2	If an ATAR is desired

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice. To achieve their SACE, students need to accumulate 200 credits. This must include at least 20 credits from a literacy subject, 20 credits from a numeracy subject, 10 credits from EIF (Exploring Identities and Futures EIF), 10 credits from AIF (Activating Identities and Futures) and 60 credits from other academic (or TAS) Stage 2 subjects.

For an ATAR (ie: university entry), students need to achieve their SACE, which is to include at least 90 credits at Stage 2 (ie: 4 x 20 credit subjects + AIF or 3 x 20 credit subjects + a stage 2 level VET course + RP).

Building your credits



Here's how it works.

Compulsory components

50 credits

10 credits - Personal Learning Plan
10 credits - Numeracy
20 credits - Literacy
10 credits - Research Project

Student selected

90 credits

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

60 credits

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

Find more information at **www.sace.sa.edu.au**

Government of South Australia

South Australian Certificate of Education

Exploring Identities and Futures (previously PLP)

Stage 1 Exploring Identities and Futures (EIF), is a compulsory 10-credit subject at stage 1 designed to help students make informed decisions about their personal development, identity, education and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the completion of their SACE and to prepare for work, further education and training and community life.

The EIF is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 EIF with a C grade or better to qualify for their SACE. Our students will generally complete this subject in Year 10. If students have not successfully completed it by the end of Year 10, they will need to complete it in Semester 1 of Year 11, however this causes other flow on challenges for a student's overall pathway and the accumulation of SACE credits.

Activating Identities and Futures (previously RP)

Activating Identities and Futures (AIF) is a compulsory 10 credit Stage 2 subject for which students must achieve a C- or better, in order to qualify for their SACE.

The intention behind AIF is for students to explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution.

In AIF students take greater ownership and agency over their learning 'learning how to learn' as they select relevant strategies 'knowing what to do when you don't know what to do' to explore, create and/or plan to progress an area of personal interest.

What is Community Learning?

Students can earn SACE credits via Recognition of Community Learning in two ways: Community-developed Programs and Self-directed Community Learning. This is quite rare, but important to note.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh Award and the SA Country Fire Service. Program details are updated as new information becomes available. Self-directed Community learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

It should be noted that whilst credits attained via Recognition of Community Learning may count towards some components of SACE completion, they cannot be used towards an ATAR (ie: university entry requirements).

Students interested in exploring this option should discuss their application with the SACE Coordinator. For more information on Community Learning, visit:
https://www.sace.sa.edu.au/studying/recognised-learning/community-learning

Special Provisions

Blakes Crossing Christian College, as an educational partner with the SACE Board of South Australia, is committed to providing all students with opportunities for success in completing the South Australia Certificate of Education.

There are, at times, specific grounds on which special provisions may be granted. Eligibility for special provisions is based on evidence that the student is unable to participate in or comply with the requirements or conditions of assessment due to illness, disability, impairment, misadventure or personal circumstances. Students considered eligible for special provisions may have access to a variety of assessment adjustments as deemed suitable by the Head of Diverse Learning and the SACE Coordinator, in consultation with the student, teachers and parents. In the case of circumstances that will require a change to SACE processes for external assessments for Stage 2 subjects, an application to the SACE Board will be required.

Any students seeking access to special provisions should contact the SACE Coordinator.

Individualised Programs – SACE Modified courses

Students with identified learning needs can access a range of reasonable adjustments, including individualised programs, that may support school-based assessment tasks and best support their required learning needs. Access to individualised programs will be reviewed and approved by the Head of Diverse Learning in consultation with the SACE Coordinator. These students may also access special provisions for SACE as detailed above.

Any queries related to individualised programs and special considerations should be directed to the SACE Coordinator in the first instance, who will liaise with the Head of Diverse Learning.

University and VET Entry

Pathways into post-school training and further study are varied and complicated. The information here is brief, and more information can always be gained from relevant websites and the colleges' SACE & VET Coordinators. Many Registered Training Organisations (such as TafeSA, Tabor College, Active Training, etc.) have a range of courses that are recognised by SACE in gaining an ATAR result. Students who complete Certificate 3 level courses may be eligible for an ATAR however each course has different standing when calculating eligibility for an ATAR. Please see the ATAR website for more specific information.

Students wanting to gain an ATAR need to satisfy the requirements for the SACE certificate and in so doing need to achieve a C- grade or higher in 90 credits at Stage 2, of which at least 60 credits (3 subjects) are to be classified as Tertiary Admissions Subjects (or TAS)s. Full details of University and VET entry requirements are included in the SATAC Guide Tertiary Entrance Booklet, available online through the SATAC website: www.satac.edu.au

Assessment and Moderation

All Stage 1 subjects will be assessed by the student's teachers based on how well the student has addressed the assessment criteria and met the performance standards, the indicators that reflect those standards and the grade levels to which they align. Students will receive a whole grade from A to E. (There are no "+" or "-" grade variants in Year 11/SACE Stage 1). Students will be required to achieve a minimum of a C grade in the compulsory elements at Stage 1: EIF, English and Mathematics to gain the required credits for those subjects and ultimately their SACE. The SACE Board will moderate a sample of students' work in each of the compulsory subjects.

In the other subjects, students who do not meet the requirements for the lowest standard (an E grade), will receive an N grade (non-completion). They will not receive any credits for these subjects.

At Stage 2, all subjects have an externally assessed component which makes up 30% of the student's overall result. This may take the form of examinations, field reports, investigations, performances, folios or presentations and will be marked by an External SACE Board Assessor. Please refer to the subject summaries for details of the format of the external assessment. Students can create a pathway that leads to either a traineeship, employment, or achieving their SACE and an ATAR.

Homework in Senior School

Homework is an important part of a student's progress in Senior School. Homework is not given as a purpose in itself but to allow students to spend time working on concepts introduced in lessons, completing tasks not done in lessons or working on projects or other folio tasks. It is important to keep in mind how much homework students are completing and let your child's PC teacher know if you feel they are not spending enough time, or too much time, at home doing homework. This needs balance, and it is an ongoing challenge for everyone.

Homework is set as an extension of the work done in class. It may involve completing class work, preparing for a future lesson, working on an ongoing assignment or project and may include revision and preparation for the examination period.

- Year 10: 25 to 30 minutes per subject per night (1 hour 40 minutes to 2 hours per night)
- Year 11: 3 hours per subject per week (Study Periods should be used wisely and efficiently)
- Year 12: More than 3 hours per subject per week (including study periods)

Due dates and Late submissions,

All classwork, homework, assignments and projects are subject to the College Due Date Policy. All work must be submitted by the due date or agreed date if an extension has been negotiated and an alternative date set. A range of consequences are in place to assist students who fail to meet due dates or have difficulty organising their time to meet due dates. Year 11 and 12 students are subject to internal suspensions if due dates are missed to ensure assignments are completed and passed in as soon as possible even though the due date has lapsed. Penalties may apply including possible marks being deducted.

Students in senior school who don't submit their work on time, will receive a zero grade. If the work is submitted late without a request for extension, or information from parents, the students work, where time allows, will be marked, however the highest grade possible will be a C grade.

Plagiarism, and Drafting

In all subjects, students are required to provide references for their research as appropriate. Using AI software and tools, as well as taking someone else's work, no matter whatever form it is in, and claiming it as your own work is plagiarism. Learning to research and reference sources properly is an important skill which is addressed across all curriculum areas. Plagiarism can include using AI (Chat GPT etc), copying text from a source or sources, using sources without providing a reference, or copying the work of another student.

Plagiarism is not just limited to text. It also includes, but is not limited to, all forms of artwork, photographic pictures and across the whole range of media. The presence of artificial intelligence (AI) tools such as ChatGPT is obvious and students no doubt will try and use AI to assist them. Students need to remember that the submitted work must be their own, and they need to be prepared to discuss the content and their work with staff to ensure their understanding of the topic is evident from their verbal communication as well as that submitted in written form.

Teachers work with students throughout their schooling to develop their research and referencing skills. If a student is deemed to have plagiarised, the teacher will award a zero / fail grade in the first instance, and parents notified. In these cases the matter will also be referred to the Head of School, to discuss a course of action.

The consequence of plagiarising and presenting it as your work includes, but is not limited to, communication with the SACE Board, re-doing the task with a reduced mark, or in some instances, a zero result may be given with no opportunity to re-submit the task. REMEMBER: give credit where credit is due.

Drafts are important as this allows teachers to monitor student progress. Where a teacher believes work was plagiarised or produced by AI, the issue will be referred to the Head of Senior School. Students will then be given an opportunity to demonstrate it is their own work, and if this cant be demonstrated, then they will be asked to resubmit the tasks by the set due date. This means students need to use the drafting process and any issues like this will become apparent early in the process. If students don't draft, and just hand in a final copy and it's deemed to not be their own work, students may receive a failing grade with no option to resubmit.

Academic Integrity and the Use of AI

Artificial Intelligence (AI) has emerged as a key tool in the realm of education, supporting students in various ways, such as homework assistance, problem-solving, language learning, and so forth. However, with its growing role in education, we must address how AI interacts with our school's policies on academic integrity. AI can be a really great tool to use in the learning journey. It can offer personalized learning materials, help students understand complex topics, and gives access to a wealth of knowledge. It can facilitate studying and make learning more interactive and engaging. However, while using AI, it's essential to ensure that students' actions remain within the framework of academic integrity.

Guidelines for AI Use and Academic Integrity

Understand the Difference Between Assistance and Cheating: AI can assist in finding information and explaining concepts, which is very much like having an ESO or tutor assisting you. However, you should never use AI to complete your assignments, tests, or any form of graded work entirely on your behalf. This would be equivalent to cheating.

Cite AI-Sourced Information: When using AI for research or gathering information, ensure that you properly cite the sources provided. Not doing so could result in plagiarism. AI is a tool to find information, but that does not exempt you from acknowledging the original creators of that information.

Do not Use AI to Circumvent Learning: AI is here to complement your learning, not replace it. Using AI to bypass understanding concepts or doing the work yourself defeats the purpose of education, which is to develop your knowledge, skills, and competencies.

Understand the Limitations of AI: While AI can be very helpful, it's not infallible and shouldn't be wholly relied upon for accuracy. Always cross-verify information from multiple sources and don't hesitate to ask your teachers if you're unsure about something.

Consequences for Misuse of AI: The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent one's understanding, will be treated as a serious violation of BCCC policy. Consequences can range from failing the course, a zero mark or other more serious consequences.
We encourage you to use AI as a learning tool, but to do so responsibly and ethically. Remember, the goal of your education is not just about achieving grades; more importantly, it's about learning, growing, and preparing yourself for the future. The responsible use of AI aligns with these goals and helps you become a better learner and future leader.

SACE Capabilities

When students study the SACE they continue to develop capabilities to live, learn, work and participate successfully in an ever-changing society.

The following seven general capabilities underpin the SACE:

- Literacy.
- Numeracy.
- Information and Communications Technology.

- Critical and Creative Thinking.
- Personal and Social.
- Ethical Understanding.
- Intercultural Understanding.

The development of these capabilities ensures that all our students, whatever their learning pathway, develop and demonstrate the knowledge, skills and understandings for success in the SACE and beyond.

The SACE "StudentsOnline" portal

The *StudentsOnline* portal provides information about individual student progress around their SACE. This website is run by SACE and not connected to BCCC. It is used for students to:

- Plan their SACE pathway and look at different subjects, or subject and course combinations.
- Check their progress towards completing their SACE – called a SACE Completion Report.
- Access their results for each subject and their overall SACE certificate and ATAR (if applicable).

Students will be given instructions on how to login to Students Online using their SACE registration number and pin: https://apps.sace.sa.edu.au/students-online/login.do. Students should keep this information recorded for future use.

Further Information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.

Note: Decisions on what non-compulsory subjects will be offered depend on the number of students choosing a particular subject, as well as staffing and timetable restrictions. Expressions of interest are taken by staff and then courses are chosen based on student numbers and staffing capability. It is our intention to have all subjects, classes, and pathways finalised during Term 3 for the following year. It is important to note that just because a subject was offered in a previous year, that doesn't guarantee it will be offered again in the future.

Subjects considered at Years 10-12

Note: Subjects are only offered based on staffing expertise and student numbers and are subject to change yearly

LEARNING AREA	Year 10	Year 11 – Stage 1	Year 12 – Stage 2
ARTS	Music	Music	Music Explorations / Music Studies Solo & Ensemble Performance
	Art & Design	Visual Arts	Visual Arts Creative Arts
ENGLISH	English (unstreamed)	Essential English English	Essential English English English Literary Studies (TBC)
HUMANITIES & SOCIAL SCIENCES	Humanities and Social Sciences (HASS)	Ancient Studies Modern History Media Studies Legal Studies	Ancient Studies Modern History Media Studies (TBC) Legal Studies (TBC)
SCIENCES	Science (General/Core)	Biology Psychology Physics Chemistry	Biology Psychology Physics Chemistry
HEALTH & PHYSICAL EDUCATION	Health, PE and Personal Development Outdoor Education BCCC Sports Academy	Integrated Learning (ie: a version of PE) Outdoor Education	Integrated Learning (ie: a version of PE) Outdoor Education
	Food Technology	Food & Hospitality	Food & Hospitality
MATHEMATICS	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics (TBC)	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics (TBC)
BUSINESS, ENTERPRISE & TECHNOLOGY	Design Technology	Information Processing and Publishing Workplace Practices Design, Technology and Engineering: Industry and Entrepreneurial Solutions	Information Processing and Publishing Workplace Practices Design, Technology and Engineering: Industry and Entrepreneurial Solutions (TBC)
CROSS – DISCIPLINARY	Exploring Identities and Futures	Activating Identities and Futures Community Studies	Community Studies Community Connections
VET – some previously offered courses are:	None	Certificate III in Christian Ministry and Theology (VETA)	Additional VET courses (TBC)

Further subjects will be considered as per student feedback and staffing skills and expertise.

Recognised Studies
Vocational Education and Training Course (can be counted towards SACE completion) Complete Certificate III (can be counted as 4th subject/flexible option for university entry)

Precluded Combinations and Counting Restrictions	
Arts Learning Area	
Music – No more than 40 credits can be studies across stage 1 and 2	Counting Restriction
Visual Art – Art & Visual Design – Design	Precluded Combination
Business, Enterprise and Technology Learning Area	
No more than 40 credits of stage 2 Design, Technology and Engineering Subjects.	Counting Restriction
(Digital Communication Solutions, Industry and Entrepreneurial Solutions, Material Solutions and Robotic and Electronic Systems)	Precluded Combination
Cross-Disciplinary Learning Area	
No more than 20 credits of Cross-Disciplinary & Integrated Learning subjects	Counting Restriction
English Learning Area	
Essential English, English, English Literary Studies	Precluded Combination
Mathematics Learning Area	
No more than 40 credits of Mathematics	Counting Restriction
Essential Mathematics, General Mathematics, Mathematical Methods	Precluded Combination

Curriculum Pattern

The following tables have been designed to give a quick and easy visual reference to the curriculum pattern at Blakes Crossing Christian College with respect to the subjects that need to be completed during Stage 1 and 2 of the SACE. **Note: these tables will change each year based on student numbers and expressions of interest**.

Year 10

All subjects listed below represent what is called a "subject line". Generally subjects are four or five 45 minute lessons per week, however the main exception to this is EIF. Electives in year 10 are all ONE semester in length.

	COMPULSORY SUBJECTS				ELECTIVE SUBJECTS (students choose up to 4)
Semester 1 Semester 2	Christian Living, Chapel, Wellbeing and House	Exploring Identities and Futures	English, HASS, and Science	Essential Maths **OR** General Maths **OR** Maths Methods	Outdoor Education Food & Hospitality Visual Arts Physical Education Music Design, Technology and Engineering Digital Technology

Stage 1 – Year 11

The completion of each subject within one semester achieves 10 credits.

Each column featured below represents 5 x 45minute lessons per week for a full year, with AIF being the exception.

	COMPULSORY SUBJECTS (Full year subjects)				ELECTIVE SUBJECTS (Choose 1 for each line per semester)		
Semester 1	Christian Living, Chapel, Well Being and House	Activating Identities and Futures *10 credits*	Essential Maths **OR** General Maths **OR** Maths Methods *20 credits*	Essential English **OR** English *20 credits*	Subject Choice 1A *10 credits*	Subject Choice 2A *10 credits*	Subject Choice 3A *10 credits*
Semester 2					Subject Choice 1B *10 credits*	Subject Choice 2B *10 credits*	Subject Choice 3B *10 credits*

Stage 2 – Year 12

Each column featured below represents one subject choice studied for a full year.

	COMPULSORY SUBJECT	ELECTIVE SUBJECTS (Choose 1 for each line per semester)					
Semester 1 Semester 2	Christian Living, Chapel, Wellbeing and House	Subject Choice 1 *20 credits*	Subject Choice 2 *20 credits*	Subject Choice 3 *20 credits*	Subject Choice 4 *20 credits*	Additional Subject or Study Line	Additional Subject or Study Line

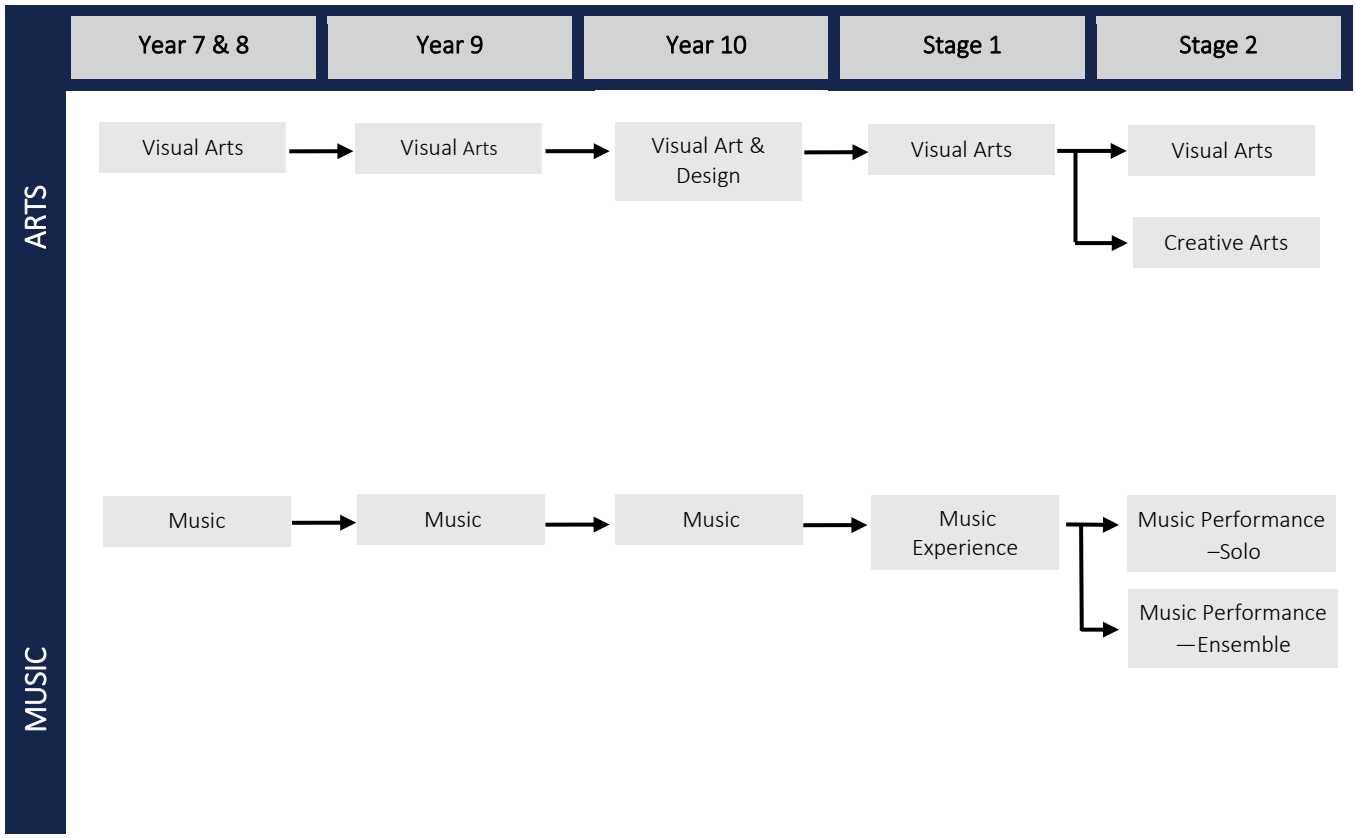
Important Notes

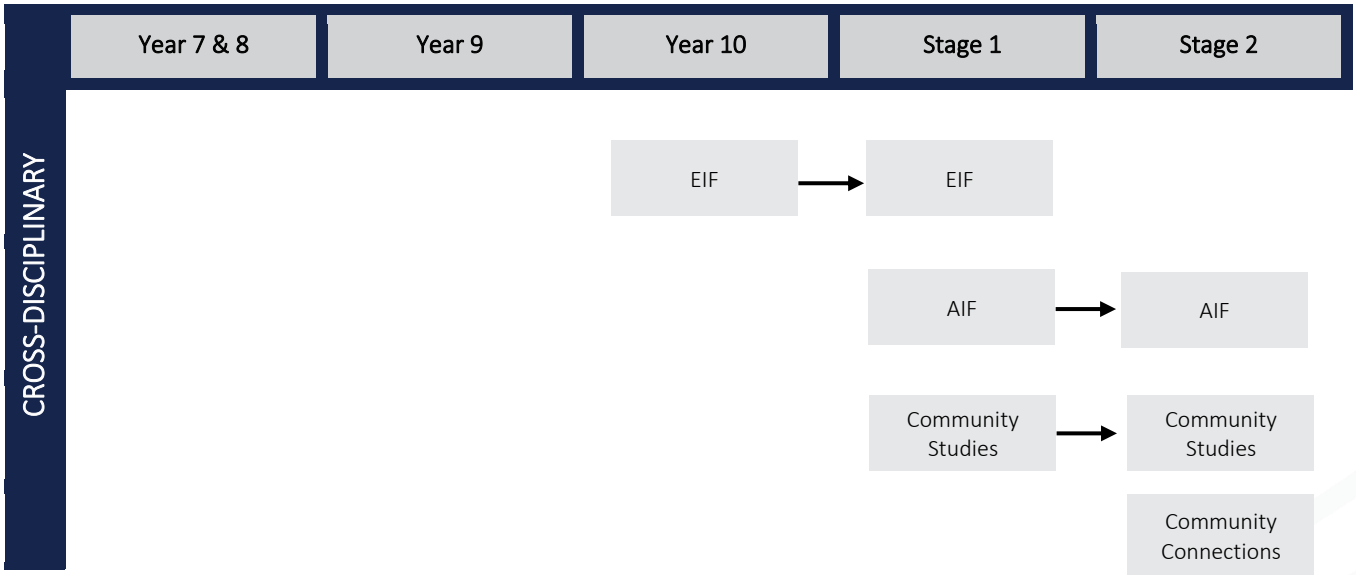
Any student who has not passed the Exploring Identities and Futures (EIF) in Year 10 will be required to complete this in Year 11. Students will not be able to enrol in Year 12 without successful completion of EIF.

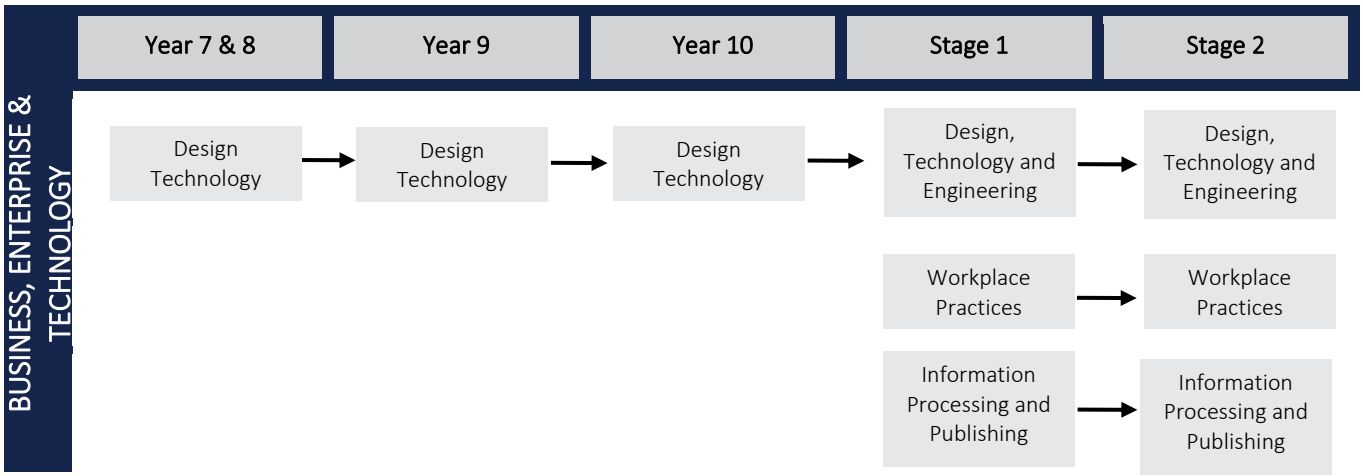
Any student who has not passed Activating Identities and Futures, Year 11 English or Mathematics will be placed on Academic Probation for Term 1, and if not successful in all subjects in Term 1, will be required to repeat Year 11.

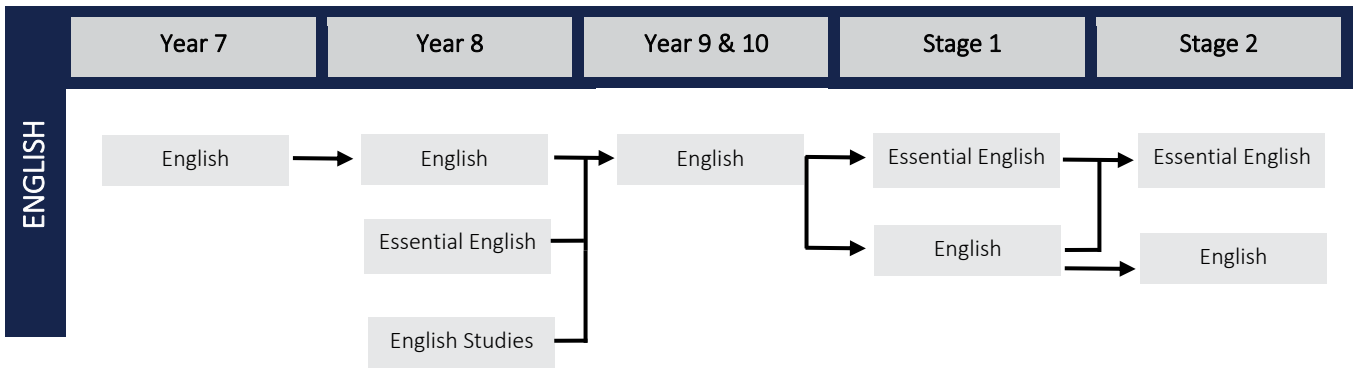
These are compulsory subjects required by the SACE board in order to qualify for the SACE.

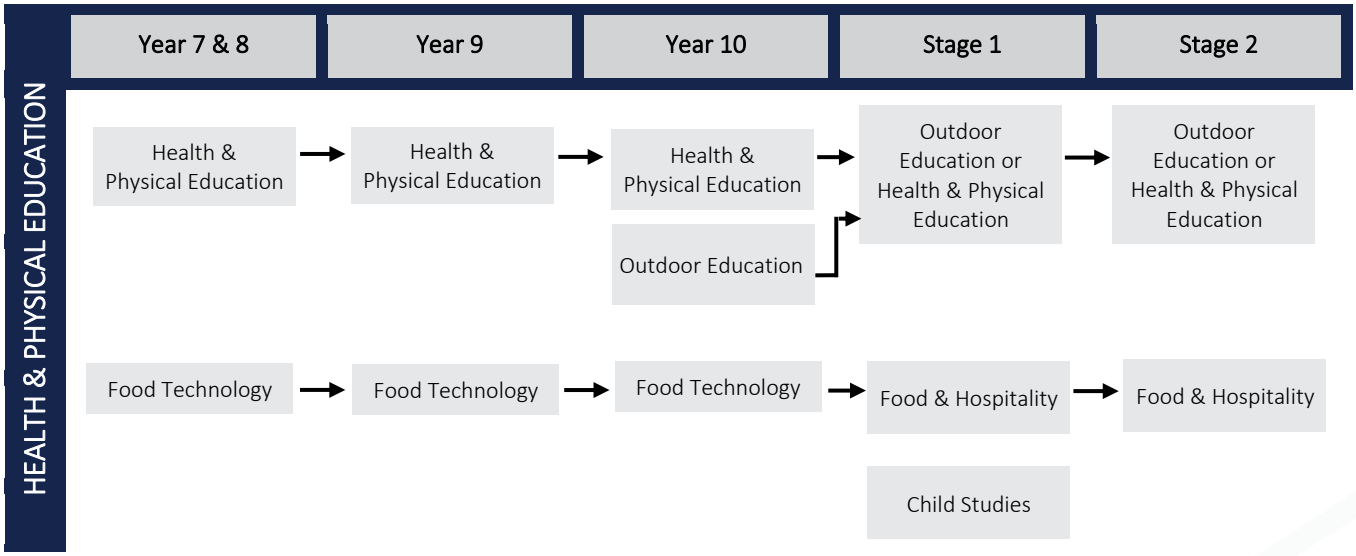
Curriculum Overview

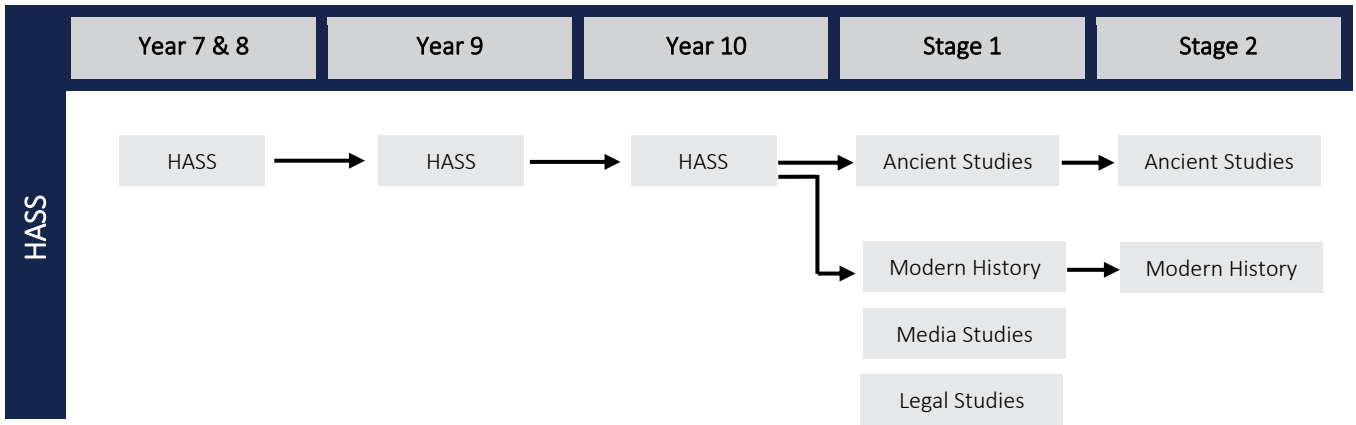


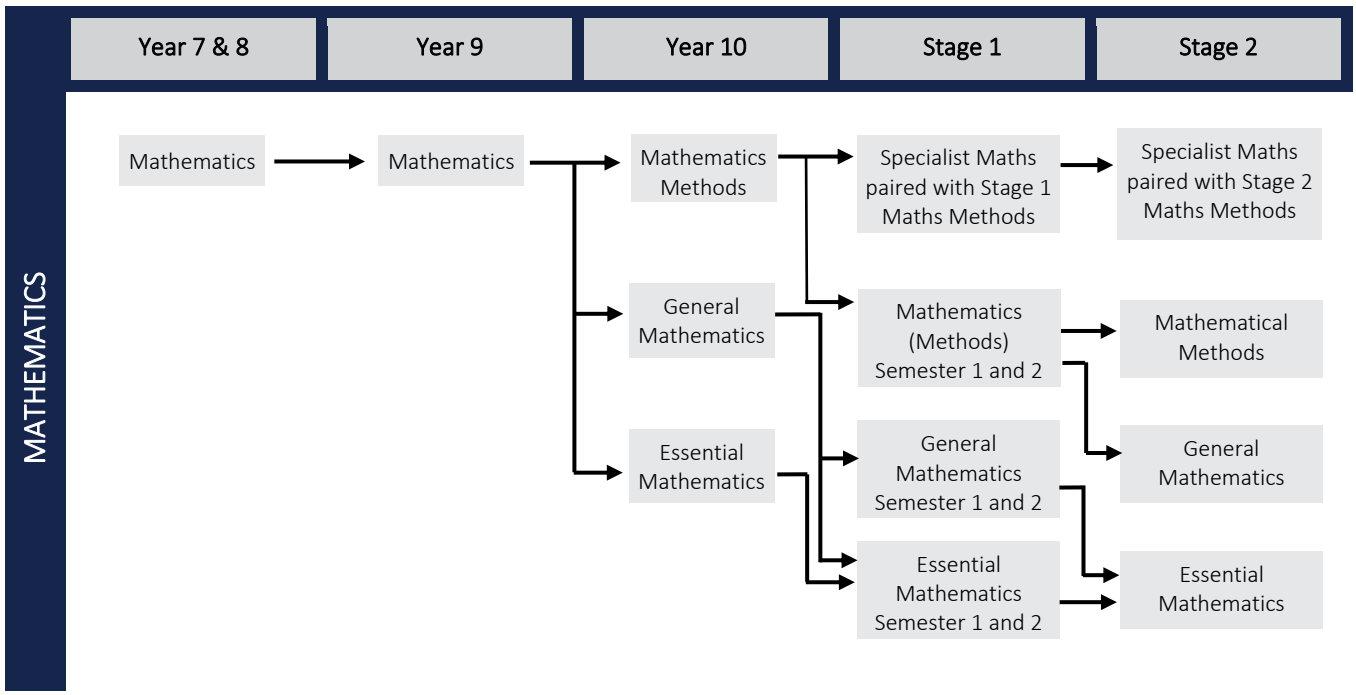


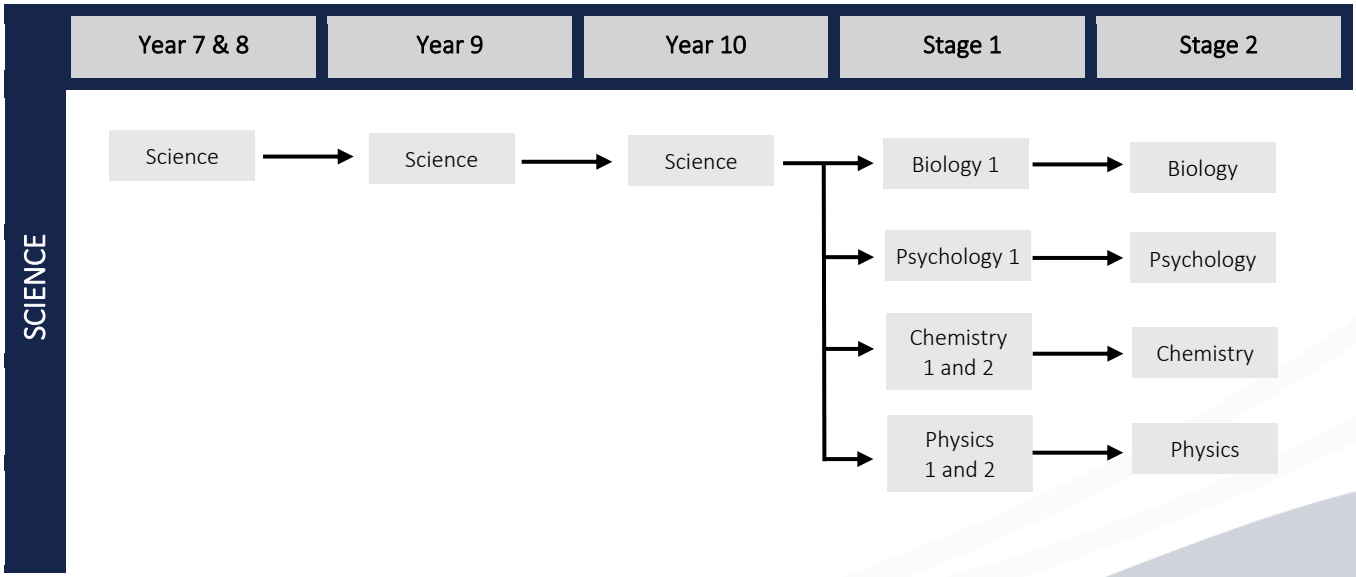

BUSINESS, ENTERPRISE & TECHNOLOGY
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
Design Technology
Design Technology
Design Technology
Design, Technology and Engineering
Design, Technology and Engineering
Workplace Practices
Workplace Practices
Information Processing and Publishing
Information Processing and Publishing


ENGLISH
Year 7
Year 8
Year 9 & 10
Stage 1
Stage 2
English
English
Essential English
English Studies
English
Essential English
English
Essential English
English


HEALTH & PHYSICAL EDUCATION
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
Health & Physical Education
Health & Physical Education
Health & Physical Education
Outdoor Education
Outdoor Education or Health & Physical Education
Outdoor Education or Health & Physical Education
Food Technology
Food Technology
Food Technology
Food & Hospitality
Food & Hospitality
Child Studies


HASS
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
HASS
HASS
HASS
Ancient Studies
Ancient Studies
Modern History
Modern History
Media Studies
Legal Studies


MATHEMATICS
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
Mathematics
Mathematics
Mathematics Methods
Specialist Maths paired with Stage 1 Maths Methods
Specialist Maths paired with Stage 2 Maths Methods
General Mathematics
Mathematics (Methods) Semester 1 and 2
Mathematical Methods
Essential Mathematics
General Mathematics Semester 1 and 2
General Mathematics
Essential Mathematics Semester 1 and 2
Essential Mathematics


SCIENCE
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
Science
Science
Science
Biology 1
Biology
Psychology 1
Psychology
Chemistry 1 and 2
Chemistry
Physics 1 and 2
Physics

Subjects - Year 10

CHRISTIAN LIVING

Year 10- Christian Living			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Christian Living
PREREQUISITES	Nil		
CONTENT	***Semester 1:*** ***Term 1: The importance of godly leadership (Kings 1 &2)*** Focus: By looking at many of the different kings outlined in Kings 1&2 students investigate the impact of good and bad leadership. Students are then encouraged to consider what kind of leadership they wish to display in their own lives. ***Term 2: Godly Relationships*** Focus: Students look at the different relationships that they have in their lives. These include family, friendships, romantic and spiritual relationships. Students learn about the five love languages and are given the chance to explore and ask questions about how to have God honouring relationships. ***Semester 2:*** The Christian Belief. Students spend two weeks on each of the below topics. Learning to read directly from Scripture, analyse the context of verses and discuss the building narrative of Redemption. • Creation • The Fall • The Promise of Redemption • Abraham • The Law • The Eternal Kingdom • Jesus • The Holy Spirit • The Second Coming		
EVIDENCE OF LEARNING	• Reflections based on learning • Questions based on learning • Class discussions • Small tasks		

ENGLISH

Year 10- English			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	English
PREREQUISITES	Nil		
CONTENT	Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will complete 7 units of study; Unit 1 – Finding your voice – Poetry Unit 2 – Novel Study – Of Mice and Men Unit 3 – Play Study – Shakespeare – Romeo and Juliet Unit 4 – Documentary – Black Fish Unit 5 – Perspectives in Australian Novels Unit 6 – Film Study – The Truman Show Unit 7 – Short Stories/Attend a live performance.		
EVIDENCE OF LEARNING	Responding to Text – 50% Creating Texts – 50% Students will complete a minimum of 1 assessment per unit and will include written, oral and/or multimodal responses.		

MATHEMATICS

Essential Mathematics

Year 10 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Mathematics
PREREQUISITES	Completion of year 9 mathematics		
CONTENT	In year 10 Essential Mathematics students will develop their **understanding, fluency, reasoning, and problem-solving** skills across several content areas: number and algebra, measurement and geometry, and statistics and probability. Students are met at their ability to mathematically explore the following content: • Data representation and interpretation and Geometric reasoning in triangles • Linear and non-linear relationships and Simultaneous Equations • Index Laws, Quadratics, Money and Measurement		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in year 10 Essential Mathematics School Assessment • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Learning Portfolio • Assessment Type 3: Mathematical Investigations		

General Mathematics

Year 10 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Mathematics
PREREQUISITES	Completion of year 9 mathematics		
CONTENT	In year 10 General Mathematics students will develop their **understanding, fluency, reasoning, and problem-solving** skills across several content areas: number and algebra, measurement and geometry, and statistics and probability. Students are met at their ability to mathematically explore the following content: • Money and Financial Mathematics, Linear and non-linear relationships • Data representation and interpretation, Geometric Reasoning in Triangles • Measurement, Pythagoras and Trigonometry • Index Laws, Factorisation and Expansion		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in year 10 General Mathematics School Assessment • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Mathematical Investigations • Assessment Type 3: Bookwork/Learning Portfolio		**Comments:** ICT capability is a major focus in Mathematical Investigations.

Mathematical Methods

<table>
<tr><th colspan="4">Year 10 – Mathematical Methods</th></tr>
<tr><th>CODE</th><th>CREDITS</th><th>OFFERED</th><th>LEARNING AREA</th></tr>
<tr><td>-</td><td>Nil</td><td>FULL YEAR</td><td>MATHEMATICS</td></tr>
<tr><td>PREREQUISITES</td><td colspan="3">Completion of Year 9 Mathematics</td></tr>
<tr><td>CONTENT</td><td colspan="3">
Triangles
• Formulate proofs involving congruent triangles and angle properties.
• Apply logical reasoning, including the use of congruence & similarity, to proofs and numerical exercises
• Solve right-angled triangle problems incl those involving direction and angles of elevation/depression
Data Representation
• Determine quartiles and interquartile range.
• Construct and interpret box plots and use them to compare data sets.
• Compare shapes of box plots to corresponding histograms and dot plots.
• Use scatter plots to investigate and comment on relationships between two numerical variables.
• Investigate and describe bivariate numerical data where the independent variable is time.
• Evaluate statistical reports by linking claims to displays, statistics and representative data.
• Use digital technologies to create statistics and their graphical representations from data sets.
Linear Relationships
• Substitute values into formulas to determine an unknown.
• Solve problems involving linear equations, including those derived from formulas.
• Solve linear inequalities and graph their solutions on a number line.
• Solve linear simultaneous equations, including those derived from formulas.
• Solve problems involving parallel and perpendicular lines and simple algebraic fractions.
Quadratic Functions
• Express algebraic expressions by taking out a common factor.
• Expand binomial products and factorise monic quadratic expressions using a variety of strategies.
• Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate.
• Solve simple quadratic equations using a range of strategies.
Money and Measurement
• Solve problems involving simple interest.
• Connect the compound interest formula to applications of simple interest using digital technologies.
• Substitute values into formulas to determine an unknown.
• Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids

Comments: This course is a prerequisite for Stage 1 Math Methods
</td></tr>
<tr><td>EVIDENCE OF LEARNING</td><td colspan="2">SEMESTER 1: SAT (70%) and Folio (30%)
• SAT 1: Triangles Test 1 (Pythagoras theorem and trigonometry) – 40 minutes supervised with an A4 page of handwritten notes
• SAT 2: Triangles Test 2 (congruence and similarity) – 40 minutes supervised with an A4 page of handwritten notes
• SAT 3: Linear Equations Part 1 - 80 minutes supervised with an A4 page of handwritten notes
• Folio: Statistics Investigation over a 2-week period of class and own time, producing a digital report of reaction times comparisons from provided data and processed with statistics produced by hand and using electronic technology</td><td>SEMESTER 2: SAT (70%) and Folio (30%)
• SAT 1: Coordinate Geometry Test - 80 minutes supervised with an A4 page of handwritten notes
• SAT 2: Quadratics Test – 80 minutes supervised with an A4 page of handwritten notes
• SAT 3: Financial Maths - 40 minutes supervised with an A4 page of handwritten notes
• Folio: Measurement Investigation over a 2-week period of class and own time, producing a plan of a landscape design with specified criteria, and materials requirements.</td></tr>
</table>

SCIENCE

Year 10- Science			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Science
PREREQUISITES	Nil		
CONTENT	***Semester 1:*** ***Area of Study 1: Energy*** Assignment: Energy portfolio - 15% Weight ***Area of Study 2: Periodic table*** Assignment: Worksheets- 10% weight – Creative representation- 20% weight- Group task – 20% weight ***Area of Study 3: Chemical reactions*** Assignment: Application & research poster– 20% weight- Participation in class activities- 15% ***Semester 2:*** ***Area of Study 4: Biology: Lifecycles & Genetics*** Assignment: Genetics test – 20% weight ***Area of Study 5: Theory of evolution, natural selection & survival of the fittest*** Assignment: Adaption research & application report- 20%- Question booklet- 20% ***Area of Study 6: Physics*** Assignment: Physics work booklet – 10% - Participation in class activities – 10% ***Area of Study 5: Cycles & spheres on Earth*** Assignment: Science as a Human Endeavour essay – 20%		
EVIDENCE OF LEARNING	• Energy portfolio - 15% Weight • Periodic table Worksheets- 10% weight • Creative representation- 20% weight • Group task – 20% weight • Application & research poster– 20% weight • Participation in class activities- 15% • Genetics test – 20% weight • Adaption research & application report- 20% • Physics work booklet – 10% • Participation in class activities – 10% • Science as a Human Endeavour essay – 20%		

EXPLORING IDENTITIES AND FUTURES

Exploring Identities and Futures (EIF) is a compulsory 10-credit subject. The EIF helps students to:

- Plan their personal and learning goals for the future
- Make informed decisions about their personal development, education and training
- Develop goals for the future through subject selection, career choices and exploring personal and learning goals.

Students normally begin the EIF in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or higher to successfully complete the PLP and they have opportunities to add further evidence of learning at any stage during their SACE studies. Students who have not successfully completed EIF by the beginning of Year 11 will need to complete this during Semester 1. It must be successfully completed before students can gain the SACE

Stage 1 – Personal Learning Plan [Exploring Identities and Futures in 2025]			
CODE	CREDITS	OFFERED	LEARNING AREA
1PLP10 or EIF (2025)	10	FULL YEAR (Year 10)	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them. Part A: Exploring me and who I want to be In this assessment type, students are facilitated through a self-directed journey exploring their identity, strengths, interests, skills, capabilities, and/or values. Students explore the connections they value in their life, develop their personal sense of agency and learning capabilities, and use insights to inform their aspirations for the future. Selecting from a range of possible activities, students use their agency to identify and reflect on their connections to people, dreams, culture, community and/or work. Part A has a specific focus on ***exploring identity and agency*** and ***exploring futures and connections***. Part B: Taking action and showcasing my capabilities Students explore and deepen their understanding of their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose. Students can work collaboratively with their peers on a shared activity, or they can choose to focus on an individual activity of interest. Throughout the activity, students plan and undertake an action seeking feedback to adjust their approaches and enhance their experience.		
EVIDENCE OF LEARNING	**Assessment Task 1:** a 1000 word representation of self (students choose modes of assessment that suit their learning preferences to communicate what they have learnt about themselves and their vision for their future.) **Assessment Task 2:** a 1000-1500 word portfolio of learning in an independently chosen format.		

HASS–HUMANITIES & SOCIAL SCIENCES

Year 10- HaSS			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	HaSS
PREREQUISITES	Nil		
CONTENT	***Semester 1: Area of Study 1: World War II*** Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. ***Area of Study 2: Rights and Freedoms*** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. ***Semester 2: Area of Study 3: Environmental Change and Management*** 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. ***Area of Study 4: Geographies of Human Wellbeing*** 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. ***Area of Study 5: Business and Economics*** The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. At BCCC, students explore this in the real-world context of property. Students study the economic contributors to the market and how property portfolios are created and assessed in an offer. They delve into financial literacy in this unit and apply this by creating an auctioneer's portfolio. ***EXAM in SEMESTER 1 and 2***		
EVIDENCE OF LEARNING	• Inter-war Poster • Holocaust Creative Writing Task • Kokoda Source Analysis • Rabbit Proof Fence Response Task • Environmental Issue mini essay • Coastal Fieldwork Report • Wellbeing presentation • Auction Portfolio		

HEALTH / PHYSICAL EDUCATION

Year 10 – Health & Physical Education			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	Semester 1 or 2	HPE
PREREQUISITES	Nil		
CONTENT	In Year 10 Health and Physical Education, students have an opportunity to demonstrate leadership, fair play, and cooperation across a range of movement and health contexts. They apply and transfer movement concepts and strategies to new and challenging movement situations. And work collaboratively to design and apply solutions to movement challenges. The subject is offered in both semesters with the course content delivered in the following format: **Semester 1** • Area of Study 1: Athletics • Area of Study 2: Planning and Running a Sports Day • Area of Study 3: Beach Volleyball • Area of Study 4: Personal Fitness **Semester 2** • Area of Study 5: Coaching Styles and Techniques • Area of Study 6: Field Invasion Games • Area of Study 7: Community Sports		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in year 10 Health and Physical Education for each semester: School Assessment • Assessment Type 1: Practical Explorations (40%) Student's engagement and skill development in practical lessons and practical assessment events. • Assessment Type 2: Understanding Movement (30%) Student's ability to analyse, evaluate and refine their own and others' movement performances in a variety of contexts. • Assessment Type 3: Connections (30%) Students ability to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities.		

OUTDOOR EDUCATION

<table>
<tr><th colspan="4">Year 10- Outdoor Education</th></tr>
<tr><th>CODE</th><th>CREDITS</th><th>OFFERED</th><th>LEARNING AREA</th></tr>
<tr><td>-</td><td>Nil</td><td>Semester</td><td>Outdoor Education</td></tr>
<tr><td>PREREQUISITES</td><td colspan="3">Year 9 Outdoor Ed. or displayed an active participation in year 9 physical education.
Able to ride a mountain bike or willing to learn.
Willingness to do indoor climbing, engage in multi day hikes, mt bike ride and feel comfortable parttaking in water activities such as full submersion swimming, snorkling, paddle boarding and surfing.
It is highly recommended that students have swimming experience, are able to walk a minimum of a 10 minute pace per kilometer for 5-6 Ks, and can achieve 5 in a Multi-Stage Fitness Beep Test as a baseline for fitness requirements needed to succesfully complete the practical components of this subject.</td></tr>
<tr><td>CONTENT</td><td colspan="3"><u>SEMESTER 1</u>
ASSESSMENT 1 (15%)
Port River Issues Analyses
500-word report based off a visit to a local marine area with a focus on identifying and suggesting solutions for man-made environmental issues.
ASSESSMENT 2 (15%)
Camp Craft Skills
PowerPoint Presentation on a selected camp craft skills with included tutorial for developing skill given to the class
ASSESSMENT 3 (10%)
Practical Skills
Practical Demonstration of Camping Skills – Tent setup, Trangia cooking and Knot Tying
ASSESSMENT 4 – (10%)
Physical Conditioning
Participation in all practical conditioning session with demonstrated markers of improvement.
ASSESSEMENT 5 – (10%)
Paddle Boarding Practical
Participation in practical excursion – Paddle Boarding Day Trip
ASSESSEMENT 6 (15%)
Mt Biking Planner
Completing a 500 Word Planning Package (Group Assignment)
ASSESSEMENT 7 – (15%)
Mt Biking Camp
Attending and Participating in a multi-day Mt Biking Camp

<u>SEMESTER 2</u>
ASSESSMENT 1 (15%)
Issues Analysis – Adelaide Beaches
500-word report based off a visit to a local marine area with a focus on identifying and suggesting solutions for man-made environmental issues.
ASSESSMENT 2 (15%)
Minimal Impact Strategies
PowerPoint Presentation about Minimal Impact Strategies for camping in the outdoors
ASSESSMENT 3 (10%)
Practical Skills - Bushwalking
Attending and participating in day hike excursion
ASSESSMENT 4 – (10%)
Physical Conditioning
Participation in all practical conditioning session with demonstrated markers of improvement.
ASSESSEMENT 5 – (10%)
Paddle Boarding Practical or Indoor Bouldering
Participation in practical excursion – Paddle Boarding Day Trip
ASSESSEMENT 6 (15%)
Bushwalking Planner
Completing a 500 Word Planning Package (Group Assignment)
ASSESSEMENT 7 – (15%)
Bushwalking Camp
Attending and Participating in a multi-day Mt Biking Camp</td></tr>
<tr><td>EVIDENCE OF LEARNING</td><td colspan="3">• Written Report – Issues Analysis x2
• PowerPoint Tutorial
• Practical Checklists
• Observed practical improvement and safety awareness in the above units
• Observation of participation in practical activities and physical Conditioning sessions</td></tr>
</table>

FOOD & HOSPITALITY

YEAR 10 – Food and Hospitality			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	Semester	Health and Physical Education
PREREQUISITES	Completion of year 9		
CONTENT	Students change focus in Year 10 from the "domestic kitchen" environment to the "commercial kitchen" environment. Tasks are focused towards the establishment of various catering skills. There is a focus on dietary needs and the planning and execution of a 2 course meal for members of staff. Assessments in Year 10 are geared towards preparing students for a successful completion of Stages 1 and 2 Food and Hospitality.		
EVIDENCE OF LEARNING	Subject specific weightings for the assessment tasks include: SEMESTER 1 *Unit 1: Celebratory Cake Decorating* Assignment: Students write an Action Plan, Food order, Workflow plan and Reflection, and design and decorate a celebratory cake - **30%** *Unit 2: Superfoods assessment* Assignment: Students write an Investigation, Food order, Workflow plan and reflection and design a signature dish featuring a Superfood of their choice – **30%** Assignment: Hygiene and cleaning skills **20%** Assignment: Food presentation skills **20%** SEMESTER 2 *Unit 1: Dinner 4 2* Assignment: Students write an Action Plan, Food order, Workflow plan and Reflection, and design and execute a two course meal for two members of staff. Students will additionally need to consider and design menus, table settings, invitations and feedback cards - **30%** *Unit 2: DIY Dessert* Assignment: Students write an Action plan, Food order, Workflow plan and reflection and design a Dessert of their choice – **30%** Assignment: Hygiene and cleaning skills **20%** Assignment: Food presentation skills **20%**		

ART

<table>
<tr><th colspan="4">Year 10 – Visual Arts & Design</th></tr>
<tr><th>CODE</th><th>CREDITS</th><th>OFFERED</th><th>LEARNING AREA</th></tr>
<tr><td>-</td><td>Nil</td><td>Semester</td><td>Arts</td></tr>
<tr><td>PREREQUISITES</td><td colspan="3">Nil</td></tr>
<tr><td>CONTENT</td><td colspan="3">Area of Study 1: Visual Thinking
Visual thinking skills for artists and designers are integral to the creative or problem-solving process. The concept of visual thinking includes the ability to:
• View works of art or design – understand the visual codes that describe, explain, analyse, interpret – and ultimately to develop a personal visual aesthetic.
This is achieved in the ‘Folios’ as students are able to present their thinking in a visual and practical way.
Area of Study 2: Practical Resolution
Works can be resolved using the various practical genres of Art and Design, which may include, for example:
• Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic or metal), sculpture, ceramics and textiles
• Design:
o Product design – e.g. skateboard and T-shirt designs

Area of Study 3: Creative Arts in Context
Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially and/or historically.
Students develop their understanding of the core concepts, forms, styles and conventions of the creative arts.
This area of study draws information and inspiration from the work of individual practitioners or group of practitioners historical and/or cultural contexts.
This is achieved in students ‘Folios’ where they are able to research and contextualise their chosen art and design topics.</td></tr>
<tr><td>EVIDENCE OF LEARNING</td><td colspan="3">The following assessment types enable students to demonstrate their learning according to the Australian Curriculum year 10 standards.
Term 1:
• Assessment Type 1: Design Folio (50%)- 10-page A3 folio with equivalent of 1000 words of documentation
• Assessment Type 2: Design Practical- Skateboard or T-shirt (50%)- Artist Statement 200 words
Term 2:
• Assessment Type 3: Visual Art Folio (50%)- 10-page A3 folio with equivalent of 1000 words of documentation
• Assessment Type 4: Visual Practical- Art Movement Inspired Artwork (50%)- Artist Statement 250 words</td></tr>
</table>

MUSIC

Year 10 – Music			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	Semester	Arts
PREREQUISITES	Nil		
CONTENT	**Area of Study 1: Performance** Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music, and refining and presenting performances both as a soloist and as part of an ensemble. **Area of Study 2: Musical literacy** Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, reflecting on and critiquing their learning in music. **Area of Study 3: Composition/ Arrangement** Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions. Studies include the use of a DAW (Soundtrap) and Notation using Sibelius.		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning according to the Australian Curriculum year 10 standards. Term 1: • Assessment Type 1: Ensemble Performance (40%) • Assessment Type 2: Music Terminology and Aural Training (10%) Term 2: • Assessment Type 3: Solo and Ensemble Performance (30%) • Assessment Type 4: Composition/Arrangement (20 %)		

DESIGN TECHNOLOGY

<table>
<tr><th colspan="4">Year 10 – Design Technology (Robotics)</th></tr>
<tr><th>CODE</th><th>CREDITS</th><th>OFFERED</th><th>LEARNING AREA</th></tr>
<tr><td>-</td><td>Nil</td><td>Semester or Year</td><td>Technology</td></tr>
<tr><td>PREREQUISITES</td><td colspan="3">Nil</td></tr>
<tr><td>CONTENT</td><td colspan="3">Students will learn coding and problem solving by using VEX EXP robots and Raspberry Pi microcontrollers.

Working in small groups students will break down various challenges before building and coding a VEX robot to compete against their classmates. Students will start out using block coding, flow charts and pseudocode to learn coding concepts before being introduced to Python programming. They will be introduced to raspberry pi microcontrollers and control a variety of electronic components using them.

Students who take the full year will spend the second semester using text code to control their robots in the class challenges before building and programming a motorised rover using a raspberry pi microcontroller.

Coding skills developed
• Block coding
• Flowcharts and Pseudocode
• Loops, decisions and variables
• Booleans (OR, NOT, AND)
• Debugging
• Text coding (Python)

Other skills developed
• Wiring up micro controller circuits
• Programming a Raspberry Pi microcontroller
• Building and assembling robots
• Problem solving</td></tr>
<tr><td>EVIDENCE OF LEARNING</td><td colspan="3">Students will be assessed in a similar way to Stage 1 Technologies subjects.

Each semester they will complete 2x specialised skills tasks developing their programming skills and deconstructions of problems. Students will then have a major assessment that uses the skills developed through both tasks which demonstrates their learning across the semester

Specialised Skills Tasks (25% each) (2 per semester)
• Problem deconstructions and planning (300 words)
• Writing of flow charts, code (Blocks) and pseudocode (300 word equivalent)

Design Process and Solution Folio (50%) (700 words) (1 per semester)
• Engineering notebook showing the deconstruction of a problem, robot design, and planning of algorithms
• Written code (Blocks or Text)
• Evaluation of results</td></tr>
</table>

SACE Subjects - Year 11 & 12

Art

In Art, students research, analyse, explore and experiment with media and technique and resolve and produce practical work.

This subject is categorised into the two broad areas of Art and Design.

Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique and resolution and production of practical work.

Design encompasses communication and graphic design, environmental design and product design. It emphasises a problem-solving approach to the generation of ideas or concepts and the development of visual representation skills to communicate resolutions.

Music

Through the study of music students engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills and their capacity to make informed interpretative and aesthetics judgements.

<table>
<tr><th colspan="4">Stage 1 – Visual Arts</th></tr>
<tr><th>CODE</th><th>CREDITS</th><th>OFFERED</th><th>LEARNING AREA</th></tr>
<tr><td>1VAA10 or 1VAD10</td><td>10</td><td>SEMESTER 1 or 2</td><td>Arts</td></tr>
<tr><td>PREREQUISITES</td><td colspan="3">NIL</td></tr>
<tr><td>CONTENT</td><td colspan="3">Area of Study 1: Visual Thinking
Visual thinking skills for artists and designers are integral to the creative or problem-solving process. The concept of visual thinking includes the ability to:
• View works of art or design – understand the visual codes that describe, explain, analyse, interpret – and ultimately to develop a personal visual aesthetic.
• Visually record – inspirations, influences, ideas, thoughts, messages, media, analysis of works of art or design – using technology, developing and refining ideas and skills and working towards resolution of works of art or design.
Area of Study 2: Practical Resolution
Works can be resolved using the various practical genres of Art and Design, which may include, for example:
• Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic or metal), sculpture, ceramics and textiles
• Design:
o Product design – e.g. toy, fashion, stage, furniture and engineering design.
o Environmental design – e.g. sustainable interior and exterior design.
o Graphic and visual communication design – e.g. branding, illustration and advertising.
Area of Study 3: Creative Arts in Context
Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially and/or historically.
Students develop their understanding of the core concepts, forms, styles and conventions of the creative arts.
This area of study draws information and inspiration from the work of individual practitioners or group of practitioners in particular historical and/or cultural contexts.</td></tr>
<tr><td>EVIDENCE OF LEARNING</td><td colspan="2">• Assessment Type 1: Folio (30%)- 15-page A3 folio with equivalent of 1500 words of documentation
• Assessment Type 2: Practical (30%)- Artist Statement 200 words
• Assessment Type 3: Visual Study (40%)-12-15-page A3 Visual Study with equivalent of 1500 words of documentation</td><td>Comments:
Stage 1 Art may be studied in either semester.</td></tr>
</table>

Stage 2 – Creative Arts			
CODE	**CREDITS**	**OFFERED**	**LEARNING AREA**
2CVA20 or 2CVAD20	20	FULL YEAR	Arts
PREREQUISITES	Entry negotiable Stage 1 Art preferred		
CONTENT	**Area of Study 1: Visual Thinking** Visual thinking skills for artists and designers are integral to the creative or problem-solving process. The concept of visual thinking includes the ability to: • View works of art or design – understand the visual codes that describe, explain, analyse, interpret – and ultimately to develop a personal visual aesthetic. • Visually record – inspirations, influences, ideas, thoughts, messages, media, analysis of works of art or design – using technology, developing and refining ideas and skills and working towards resolution of works of art or design. **Area of Study 2: Practical Resolution** Works can be resolved using the various practical genres of Art and Design, which may include, for example: • **Art:** video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic or metal), sculpture, ceramics and textiles • **Design:** o Product design – e.g. toy, fashion, stage, furniture and engineering design. o Environmental design – e.g. sustainable interior and exterior design. o Graphic and visual communication design – e.g. branding, illustration and advertising. **Area of Study 3: Creative Arts in Context** Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially and/or historically. Students develop their understanding of the core concepts, forms, styles and conventions of the creative arts. This area of study draws information and inspiration from the work of individual practitioners or group of practitioners in particular historical and/or cultural contexts.		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts: School Assessment (70%) • Assessment Type 1: Folio & Practical(50%)-20-page A3 folio with equivalent of 2000 words of documentation, final artwork and a 500 word Artist Statement • Assessment Type 2: Inquiry Task (20%)- Essay or report based on one or two artists of choice (1000 words) External Assessment (30%) Assessment Type 3: Skills Folio (30%)- x10-12 practical evidence's of skills developing in a 15-page A3 folio with equivalent of 2000 words of documentation		

Stage 1 – Music Experience - Semester 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1MXE10 and/or 1MVD10	10	SEMESTER 1	Arts
PREREQUISITES	*Advanced:* Year 10 Music		
CONTENT	**Music Experience** involves Solo and Ensemble Performance along with Composition or an Arrangement with Music Technology or with written notation using Sibelius. Students focus on the elements of music, musical techniques and compositional devices to demonstrate their knowledge, understanding and awareness of appropriate musical terminology. They complete a written Evaluation and Reflection on their live performance and composition/arrangement including a detailed analysis of their chosen works evaluating their skills development and appreciation of their understanding of music.		
EVIDENCE OF LEARNING	• Creative Works • Musical Literacy	**Comments:** ***Experience*** students may study Music Experience for one Semester in either Semester 1 or 2.	

Stage 1 – Music Experience - Semester 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1MVD10 and/or 1MVD10	10	SEMESTER 2	Arts
PREREQUISITES	Stage 1 Semester 1		
CONTENT	**Music Experience** course will undertake: Solo or Ensemble Performance. **Experience** students will further reinforce their Music Technology skills in the Recording Studio where students engage in advanced recording techniques using recordings from their ensemble performance class. Students continue their development of song-writing skills and utilise score-writing software to notate their composition in a lead sheet format. Students undertake a range of guided listening experiences to develop skills in general music analysis		
EVIDENCE OF LEARNING	• Creative Works • Musical Literacy	**Comments:** ***Experience*** – most options of Stage 2 Music can be undertaken by studying one or both semesters of Music Experience.	

Stage 2 – Music Performance - Solo			
CODE	CREDITS	OFFERED	LEARNING **AREA**
2MSO10	10	Half Year subject offered across a full year but should be paired with another Stage 2 Music subject	Arts
PREREQUISITES	Stage 1 Music Experience		
CONTENT	Stage 2 Music Performance – Solo is a 10-credit subject that consists of the following strands: • Understanding Music • Creating Music (Performance) • Responding to Music Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their chose repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their performances.		
EVIDENCE OF LEARNING	School-Based Evidence of Learning Assessment Type 1: Performance (30%) Students present a solo performance of a single work or a set of works by one or more composers. The performance should be a maximum of 6-8 minutes. For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria: • Understanding Music • Performing Music Assessment Type 2: Performance and Discussion (40%) Students present: • A solo performance of a single work or a set of works by one or more composers • A discussion of key musical elements of the chosen repertoire with a critique of strategies to improve and refine the student's performance The performance should be to a maximum of 6-8 minutes. The discussion should be to a maximum of 4 minutes if oral, 800 words if written or the equivalent in multimodal form. For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria: • Understanding Music • Performing Music • Responding to Music Assessment Type 3: Performance Portfolio (30%) Students present a solo performance portfolio consisting of: • A solo performance of a musical work or works • An evaluation of their learning journey A performance should be a maximum of 6-8 minutes. The evaluation should be a maximum of 3 minutes if oral, 500 words if written or the equivalent in multimodal form. For this assessment type students provide evidence of their learning in relation to the following assessment design criteria: • Understanding Music • Performing Music • Responding to Music		

Stage 2 – Music Performance - Ensemble			
CODE	CREDITS	OFFERED	LEARNING AREA
2MEB10	10	Half Year subject offered across a full year but should be paired with another Stage 2 Music subject	Arts
PREREQUISITES	Stage 1 Music Experience		
CONTENT	Stage 2 Music Performance – Ensemble is a 10-credit subject that consists of: • Understanding Music • Creating Music (Performance) • Responding to Music Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works and apply to their performances and understanding of the style, structure and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their own performances.		
EVIDENCE OF LEARNING	School-Based Evidence of Learning: **Assessment Type 1: Performance (30%)** Students present an ensemble performance of a single work or a set of works by one or more composers and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be a maximum of 6-8 minutes. The individual part-testing should be approximately 2 minutes. For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria: • Understanding Music • Performing Music **Assessment Type 2: Performance and Discussion (40%)** Students present: • An ensemble performance of a single work or a set of works by one or more composers and individual evidence of each student's contribution to the ensemble through individual part-testing • An individual discussion of key musical elements of the repertoire with a critique of strategies to improve and refine each student's performance. The performance should be to a maximum of 6-8 minutes. The discussion should be to a maximum of 4 minutes if oral, 800 words if written or the equivalent in multimodal form. For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria: • Understanding Music • Performing Music • Responding to Music **Assessment Type 3: Performance Portfolio (30%)** Students present an ensemble performance portfolio consisting of: • An ensemble performance of a musical work of works and individual evidence of each student's contribution to the ensemble through individual part-testing • An individual evaluation of their learning journey A performance should be to a maximum of 6-8 minutes with approximately 2 minutes of part-testing. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written or the equivalent in multimodal form. For this assessment type students provide evidence of their learning in relation to the following assessment design criteria: • Understanding Music • Performing Music • Responding to Music		

CROSS-DISCIPLINARY

Activating Identities and Futures

The AIF subject enables students to explore an area of interest in depth while developing skills to prepare them for further education, training and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative and solve problems.
They will develop their research skills and understanding of research processes.

The AIF is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10-credit AIF at Stage 2 of the SACE with a C- grade or better.

Community Studies

Students learn in a community context and interact with teachers, peers and community members. They decide the focus of their community activity/community application activity which begins from a point of personal interest, skill or knowledge.

By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.
At Stage 1, and in Community Studies A, students complete a contract of work, including a community activity and a reflection on their learning experiences. In Community Studies B students complete a folio of evidence of learning in a field of study and report and reflect on a community application activity.

Stage 2 –Activating Identities and Futures			
CODE	CREDITS	OFFERED	LEARNING AREA
2RPA10	10	SEMESTER 2 in Year 11	Cross-Disciplinary
PREREQUISITES	Exploring Identities and Futures		
CONTENT	Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies. Each student will have a different learning journey that they tailor to their Learning Goal. Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for the student, others, and/or the broader community. Practically, students will develop a portfolio which includes their explored ideas and learning progress related to their learning goal. They will also participate in regular Progress Checks, where they will share their progress to a relative audience. Finally, students will appraise their learning. All assessment tasks are flexible in mode and require students to engage in authentic collection/development of learning.		
EVIDENCE OF LEARNING	**Assessment Type 1:** Portfolio 35% **Assessment Type 2:** Progress Checks 35% **Assessment type 3 (externally graded):** Appraisal 30%		

Stage 1 – Community Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1COM10 or COM20	10 or 20	SEMESTER 1 and/or 2	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	Students may undertake more than one Community Studies subject. In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study: • Arts and the Community • Communication and the Community • Foods and the Community • Health, Recreation, and the Community • Science, Technology, and the Community • Work and the Community		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies: Assessment Type 1: Contract of Work • Contract of Work • Community Activity • Folio Assessment Type 2: Reflection • Reflection		

Stage 2 – Community Studies A			
CODE	CREDITS	OFFERED	LEARNING AREA
2COM10 or COM20	10 or 20	SEMESTER 1/ FULL YEAR	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	Community Studies A is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one per area of study. In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study: • Arts and the Community • Communication and the Community • Foods and the Community • Health, Recreation, and the Community • Science, Technology, and the Community • Work and the Community		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A: School Assessment (70%) Assessment Type 1: Contract of Work • Contract of Work • Presentation • Folio External Assessment (30%) Assessment Type 2: Reflection • Reflection		

Stage 2 – Community Studies B			
CODE	CREDITS	OFFERED	LEARNING AREA
2COM10 or COM20	10 or 20	SEMESTER 2/ FULL YEAR	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	Community Studies B is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one enrolment per field of study. In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study: • Humanities and the Community • Science, Technology, Engineering, and Mathematics (STEM) and the Community • Interdisciplinary Learning and the Community		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies B: School Assessment (70%) Assessment Type 1: Folio External Assessment (30%) Assessment Type 2: Community Application Activity		

BUSINESS, ENTERPRISE & TECHNOLOGY

Information Processing and Publishing

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students create both hard copy and electronic text-based publications, and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage, and communicate information.

Throughout their learning, students are provided with opportunities to develop an appreciation of the current social, legal, and ethical issues that relate to the processing, management, and communication of text-based information, and to assess their impact on individuals, organisations, and society

Workplace Practices

In Workplace Practices, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject in both Stages 1 and 2 must include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF) and/or Vocational Learning.

Design, Technology and Engineering: Industry and Entrepreneurial Solutions

In Design, Technology, and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Stage 1 – Information Processing and Publishing			
CODE	CREDITS	OFFERED	LEARNING AREA
1IPR10	10	SEMESTER *	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	Students learn fundamental skills in Adobe Illustrator to create graphic design and layout tasks using the design principles (Proximity, Repetition, Alignment and Contrast). Students are encouraged to adopt an enterprising approach to design using the four-part design process (investigating, devising, producing, and evaluating). This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. Students will also concisely analyse and critique an issue related to information processing and publishing.		
EVIDENCE OF LEARNING	**Assessment Type 1: Practical Skills** (50%) 2 design tasks demonstrating the design principles **Assessment Type 2: Product and Documentation** (30%) 2 design products and a 750-word report **Assessment Type 3: Issues Analysis** (20%) 800-Word Report		

Stage 2 – Information Processing and Publishing			
CODE	CREDITS	OFFERED	LEARNING AREA
2IPR20	20	FULL YEAR	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	Students learn fundamental skills in Adobe Illustrator to create graphic design and layout tasks using the design principles (Proximity, Repetition, Alignment and Contrast). Students are encouraged to adopt an enterprising approach to design using the four-part design process (investigating, devising, producing, and evaluating). This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. Students will also concisely analyse and critique an issue related to information processing and publishing.		
EVIDENCE OF LEARNING	**Assessment Type 1: Practical Skills** (40%) Merge letter and registration form Invitation and save-the-date Seating chart and run sheet Main menu and kids menu Promotional products **Assessment Type 2: Issues Analysis** (30%) Security issues analysis (1200-word report) Technical operational and understanding task (1000-word report) **Assessment Type 3: Product and Documentation** (30%) Magazine and 150-word report		

Stage 1 – Workplace Practices			
CODE	CREDITS	OFFERED	LEARNING AREA
1WPC10	10	SEMESTER 2	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	Workplace Practices has three areas of study: Industry and Work Knowledge, Vocational Learning and VET. **Area of Study 1: Industry and Work Knowledge** This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It may consist of the following five topics: Topic 1: Future Trends in the World of Work Topic 2: The Value of Unpaid Work to Society Topic 3: Workers' Rights and Responsibilities Topic 4: Career Planning Topic 5: Negotiated Topics. **Area of Study 2: Vocational Learning** Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning. **Area of Study 3: VET** VET includes any accredited training provided under the AQF by an RTO.		
EVIDENCE OF LEARNING	Assessment Type 1: Folio (1300 words) Assessment Type 2: Performance (journal documenting 25-30 hours worked) Assessment Type 3: Reflection (500 words or 5mins)		

Stage 2 – Workplace Practices			
CODE	CREDITS	OFFERED	LEARNING AREA
2WPC20	20	FULL YEAR	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	Students can complete up to 40 credits of Stage 2 Workplace Practices by undertaking one or a combination of two or all of the following: Workplace Practices A (10 credits) Workplace Practices B (10 credits) Workplace Practices (20 credits) Stage 2 Workplace Practices has three areas of study: • Industry and Work Knowledge • Vocational Learning • VET **Area of Study 1: Industry and Work Knowledge** This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics: Topic 1: Work in Australian Society Topic 2: The Changing Nature of Work Topic 3: Industrial Relations Topic 4: Finding Employment Topic 5: Negotiated Topics **Area of Study 2: Vocational Learning** Assessment Type 2: Performance. **Area of Study 3: VET** Assessment Type 2: Performance		
EVIDENCE OF LEARNING	School Assessment (70%) Assessment Type 1: Folio (25%) (1500 words) Assessment Type 2: Performance (25%) (journal documenting 50-60 hours worked) Assessment Type 3: Reflection (20%) (2000 words) External Assessment (30%) Assessment Type 4: Investigation (30%) (2000 words)		

Stage 1 – DTE: Industry and Entrepreneurial Solutions			
CODE	CREDITS	OFFERED	LEARNING AREA
1IES10	10	SEMESTER 2	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	This subject has 3 tasks outlined below: **Specialised Skills Task 1 – 25%** **Architectural Instrument Drawing** Students demonstrate a range of skills in creating architectural drawings by hand. Skills and knowledge include: - Sketching. - Using tools such as drawing boards, writing equipment, scale rules, and set squares. - Using geometry, measurement and scale. - Using AS 1100 Technical drawing standards. - Dimensioning and annotating. - Isometric/axonometric projections. - First and third angle perspective. - Using common engineering and architectural elements. - Plan, section, elevation, and auxiliary views. **Specialised Skills Task 2 – 25%** **Digital Architectural Drawings – CAD** Students demonstrate a range of skills in creating architectural drawings using CAD software (AutoCAD). Skills and knowledge (in addition to skills from task 1) include: - Site/block plans. - Architectural working drawings (floor plans, standard elevations and sections). - Detail drawings (sub-floor plans, footing detail, plumbing layout and electrical schematics). - Producing final two-dimensional drawings for building design projects. - Using CAD software features. **Design Development and Solution Realisation – 50%** **Granny Flat Design Project** Students use the design process and skills learned to create a granny flat design. Students include: - Investigation and Analysis - Design Development and Planning - Production - Evaluation		
EVIDENCE OF LEARNING	Specialist Skills Task 1 (25%) – 500 words and a folio of drawings Specialist Skills Task 2 (25%) – 500 words and a folio of drawings Design Development and Solution Realisation (50%) – 1750 words and folio of drawings		

Stage 1 Robotic and Electronic Systems			
CODE	CREDITS	OFFERED	LEARNING AREA
1RES20 / 1RES10	10/20	Semester or Year	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	Students will learn a variety of fundamental skills essential for creating and producing robots and electronic systems. Each semester, students will produce a major project after learning a variety of skills needed to complete it. Semester 1 Ready to battle! In semester one the major project will involve students designing and producing their own 150g 'Ant Weight' combat robot. Throughout the semester they will learn skills in computer aided design (CAD), engineering drawings, 3D printing, soldering, and circuit design to produce their robot. They will also use Vex robots to develop their coding ability and to study mechanisms that they could implement. Semester 2 In semester 2 students will be producing a programmable LED sculpture using a Raspberry Pi microcontroller and a range of technologies including the 3D printers and laser cutter. Skills developed along the way will include computer aided design (CAD), engineering drawing, soldering, and circuit design. Students will also learn to code the Raspberry Pi microcontroller using the Python programming language; a skill vital to Stage 2 Robotic and Electronic Systems Essential Skills developed across the year • Computer Aided Design (CAD) • Engineering Drawings • Soldering • Circuit design • Production using advanced technologies (3D Printer, Laser Cutter, CNC) • Python coding • Mechanisms For those considering Robotic and Electronic Systems at Stage 2 it is advised to do the full year.		
EVIDENCE OF LEARNING	Each semester students will complete 2x specialised skills tasks developing a range of skills. Students will then have a major assessment that uses the skills developed through both tasks which demonstrates their learning across the semester *Specialised Skills Tasks (20% each) (2 per semester)* • Mini folio (500 words) • Producing a 3D object within constraints (500 word equivalent) *Design Process and Solution Folio (60%)* (1750 words) (1 per semester) • Design Folio (1250 words) • Product Production (500 words)		

Stage 1 – Photography (Digital Communication Solutions)			
CODE	CREDITS	OFFERED	LEARNING AREA
1DCS10	10	One Semester	Business, Enterprise & Technology
PREREQUISITES			
CONTENT	Students dive into the world of digital photography. They learn and utilise the design process to analyse, plan and produce a series of images that capture moments and communicate stories. Using the manual modes of a mirrorless camera students will explore the impact of each element of the exposure triangle in photography (Aperture, Shutter Speed and ISO.) They will develop their own photographic style and build a portfolio of images through practical activities, and exploring techniques involving composition, lighting and post-processing. Students will research, analyse and investigate other artists work and image techniques, They will produce plans and documentation of their learning to produce a series of finalised images for display.		
EVIDENCE OF LEARNING	*Specialised Skills Tasks (40%)* • Digital Photography Portfolio (500 words + Images) A series of images that show the effects of different camera settings. 500-word analysis and evaluation. • Digital image manipulation portfolio (500 words + Images) A series of images demonstrating and documenting the use of photo correction and manipulation strategies. Reflection on any problems that occurred. *Design Process and Product (60%)* • Design process (1250 words) Students to develop a brief in consultation with the teacher and go through the design process to document the planning and realisation of a design work of their choosing. (1250 words) • Product (Images + 500 words) A series of images based on a selected theme. Evaluation of the completed solution		

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal, social and cultural environments. In Stage 1 English, students read, view, write and compose, listen and speak and use information and communication technologies for a range of different purposes that expand their literate practice. Stage 1 English caters for students with a range of learning styles and aspirations and articulates with the Stage 2 English subjects.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C- grade or better or better in 20 credits of this subject meet this SACE literacy requirement.

Stage 1 – Essential English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ETE10	20	FULL YEAR	English
PREREQUISITES	Year 10 English		
CONTENT	Stage 1 Essential English incorporates the Senior Australian Curriculum for English into the SACE. This course enables students to develop their critical and functional literacy as well as their creative skills by exploring the relationship that exists between purpose, audience and form in a range of text types for an array of contexts including social, cultural, community and workplace situations.		
EVIDENCE OF LEARNING	Type 1: Responding to Texts (50%) **Film Response:** 800 words **Letter to the editor:** 800 words **Thematic Response:** 800 words **Storybook Oral Presentation:** 800 words maximum written outcome or equivalent in oral /multimodal Type 2: Creating Texts (50%) **Personal Prose:** 800 words **Theatre Creative Response:** 800 words maximum written outcome or equivalent in oral /multimodal **Advocacy Task:** 800 words maximum written outcome or equivalent in oral /multimodal **Film Creative Response**: 800 words		

Stage 2 – Essential English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ETE20	20	FULL YEAR	English
PREREQUISITES	Stage 1 English or Stage 1 Essential English		
CONTENT	Stage 2 Essential English incorporates the Senior Australian Curriculum for English into the SACE. Within this course students engage in a consideration of the uses of the spoken and written word in a variety of vocational, educational, cultural, social and personal contexts. Students consider how language is used for a variety of purposes, including to make connections with others in a range of contexts. The content includes: • Responding to Texts • Creating Texts • Language Study		
EVIDENCE OF LEARNING	School Assessment Type 1: Responding to Texts (30%) Type 2: Creating Texts (40%) External Assessment Type 3: Language Study (30%) Students complete: • Three assessments for responding to texts • Three assessments for creating texts • One language report		

Stage 1 – English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ESH10	*20	FULL YEAR	English
PREREQUISITES	Year 10 English		
CONTENT	Stage 1 English incorporates the Senior Australian Curriculum for English into the SACE. This course encourages students to develop critical, cultural and functional literacy by closely studying a variety of text types from traditional novels to multi-modal communications. Students will engage in a variety of assessment tasks that enable them to emulate the style and textual conventions of various literary forms and critically appraise these features in both written and oral analysis.		
EVIDENCE OF LEARNING	Assessment Type 1: Responding to Texts Assessment Type 2: Creating Texts Assessment Type 3: Intertextual Study 8 assessment tasks (ie 4 per semester) with at least 2 assessments from each assessment type. Each assessment task has a weighting of 25%		

Stage 2 – English			
CODE	CREDITS	OFFERED	LEARNING AREA
2ESH20	20	FULL YEAR	English
PREREQUISITES	Stage 1 English		
CONTENT	In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.		
EVIDENCE OF LEARNING	School Assessment – 70% Assessment Type 1: Responding to Texts (30%) Students complete three responses to texts, comprising of a maximum of 1000 words each or the equivalent in oral and/or multimodal form. Assessment Type 2: Creating Texts (40%) Students complete three created texts, one of which is a Writer's Statement, comprising of a maximum of 1000 words each or the equivalent in oral and/or multimodal form. External Assessment – 30% Assessment Type 3: Comparative Analysis (30%) Students complete one 2000 word comparative analysis.		

HEALTH & PHYSICAL EDUCATION

Outdoor Education

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.

They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Integrated Learning – Sports and Recreation

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. BCCC has designed an Integrated Learning program for the specific purpose of supporting students with an interest in the practical sides of various Sports and mentoring but without the heavy theoretical components of courses such as Stage 1 Physical Education.

In doing this, BCCC has determined an Integrated Learning program focus. The program focus is designed around a theme, community, or context that has meaning to the students; for example, innovation and enterprise initiatives, STEM activities, Aboriginal knowledge and cultures, global citizenship outlooks, art and cultural influences, health and wellbeing initiatives, leadership development, vocational pathways, and literacy and/or numeracy development and enhancement.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. Each cohort to go through this course will travel a different path, all dependant on their interests.

Food and Hospitality

In Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australia Society. They develop an understand of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Student investigate and debate contemporary food a hospitality issues and current management practices.

Child Studies

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Stage 1 – Outdoor Education – Semester 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1OUT10	10	SEMESTER 1 & 2	Health and Physical Education
PREREQUISITES	Year 10 Physical Education		
CONTENT	Outdoor Education consists of two interrelated focus areas 1. **Assessment Type 1: About Natural Environments – weighting 40%** Barker Inlet and Port River Estuary - Exploring Our Own Backyard Investigation 1600 Word Issues Analysis Report 2. **Assessment Type 2: Experiences in Natural Environments – weighting 60%** Part 1 - Mountain Biking – What makes a successful outdoor experience? 1000 Word Planning Package 1000 Word Reflection Part 2 - Kayaking Ral Ral Creek – finding my way the journey and destination 1000 Word Planning Package 1000 Word Reflection **About Natural Environments** Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural and/or personal perspectives of at least one environmental area. **Experiences in Natural Environments** Students plan activities and journeys in a group. Students use peer and self-assessment to gather information about the development of their teamwork and practical outdoor skills.			
EVIDENCE OF LEARNING	Assessment Type 1: About Natural Environments Assessment Type 2: Experiences in Natural Environments		

Stage 1 – Outdoor Education – Semester 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1OUT10	10	SEMESTER 1 & 2	Health and Physical Education
PREREQUISITES	Year 10 Physical Education		
CONTENT	Outdoor Education consists of two interrelated focus areas 1. **Assessment Type 1: About Natural Environments – weighting 40%** Coast care – Human impact on South Australian Beaches 1600 Word Issues Analysis Report 2. **Assessment Type 2: Experiences in Natural Environments – weighting 60%** Part 1 - Bushwalking Mambray Creek – finding my way the journey and destination. What I found out about along the way! 1000 Word Planning Package 1000 Word Reflection Part 2 - Coastal Aquatics – What makes a successful outdoor experience? 1000 Word Planning Package 1000 Word Reflection **About Natural Environments** Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural and/or personal perspectives of at least one environmental area. **Experiences in Natural Environments** Students plan activities and journeys in a group. Students use peer and self-assessment to gather information about the development of their teamwork and practical outdoor skills.			
EVIDENCE OF LEARNING	Assessment Type 1: About Natural Environments Assessment Type 2: Experiences in Natural Environments		

Stage 1 – Integrated Learning – Sports in the Community			
CODE	CREDITS	OFFERED	LEARNING AREA
1ILN10	10	SEMESTER 1 & 2	Health and Physical Education
PREREQUISITES	Year 10 Physical Education		
CONTENT	Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. BCCC has designed an Integrated Learning program for the specific purpose of supporting students with an interest in the practical sides of various Sports and mentoring but without the heavy theoretical components of courses such as Stage 1 Physical Education. Integrated Learning consists of three interrelated focus areas: • **Assessment Type 1: Practical Inquiry – weighting 40%** Club/community sport Evidence: Practical Skill development sessions and 600 Word PowerPoint Reflection and Analysis of personal skill development • **Assessment Type 2: Connections – weighting 30%** Community Based Project Evidence: Planning and Running an Interschool Sports Tournament and 500 Word Planning Folio • **Assessment Type 3: Personal Endeavour – weighting 30%** Analysing Traditional and Modified Sports to determine what approaches enhance participation based off collected evidence. Evidence: Participate in a range of modified and unmodified sports, collecting and collating payer data and statistics and using evidence to present a 500 Word PowerPoint that communicates findings about participation statistics.		
EVIDENCE OF LEARNING	• Assessment Type 1: Practical Inquiry • Assessment Type 2: Connections • Assessment Type 3: Personal Endeavour		

Stage 1 – Food and Hospitality			
CODE	CREDITS	OFFERED	LEARNING AREA
1FOH10	10	Semester	Health and Physical Education
PREREQUISITES	Year 10 Food and Hospitality		
CONTENT	Students study topics within the following five areas of study: • Food, the Individual, and the Family • Local and Global Issues in Food and Hospitality • Trends in Food and Culture and Area of Study • Food and Safety; Area of Study • Food and Hospitality Industry		
EVIDENCE OF LEARNING	**Completed Each Semester:** School Assessment: • Practical Activity (50%) (AT1) • Group Activity (20%) (AT2) • Investigation (30%) (AT3)* **Comments:** Assessments are made up of three parts: - Part A- Depending on the assessment type Part A will either be an Investigation or Action plan based on the practical task. Students are expected to complete at least one Investigation and one Action plan per Semester. Each task is 400 words - Part B- The Practical assessment of each task. Students also must complete a food order and workflow plan to assist them in completing their practical. - Part C- A 400 word reflection written based on their planning and practical application. *The Investigation does not include a practical element, instead it is simply a 600 word investigation answering a specific question.		

Stage 2 – Food and Hospitality			
CODE	CREDITS	OFFERED	LEARNING AREA
2FOH20	20	FULL YEAR	Health and Physical Education
PREREQUISITES	Certificate 2 in Hospitality		
CONTENT	Students study topics within the following five areas of study: • Contemporary and Future Issues • Economic and Environmental Influences • Political and Legal Influences • Socio-cultural Influences Technological Influences		
EVIDENCE OF LEARNING	School Assessment: • Practical Activity (50%) (AT1) • Group Activity (20%) (AT2) External Assessment: Investigation (30%) (AT3) **Comments:** School assessments are made up of three parts: - Part A- Depending on the assessment type Part A will either be an Investigation or Action plan based on the practical task. Students are expected to complete at least two Investigations and two Action plans per full year course. Each task is 500 words. - Part B- The Practical assessment of each task. Students also must complete a food order and workflow plan to assist them in completing their practical. - Part C- A 500 word reflection written based on their planning and practical application. Students are expected to complete at least two reflections per full year course. *The Investigation does not include a practical element, instead it is simply a 2000 word investigation answering a question of the students' design.		

Stage 1 – Child Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1CSD10	10	SEMESTER*	Health and Physical Education
PREREQUISITES	NIL		
CONTENT	Students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.		
EVIDENCE OF LEARNING	**Assessment Type 1: Practical Activity** (50%) Task 1: Research Task – Gift Box for a Baby (900-word report) Task 2: Action Plan – Children's Birthday Cake (900-word report) **Assessment Type 2: Group Activity** (30%) Task 3: Action Plan – Children's Birthday Party (900-word report) **Assessment Type 3: Investigation** (20%) Task 4: Investigation – *In what ways does screen time impact a child's development?* (600-word report)		

Stage 2– Child Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
2CSD20	20	FULL YEAR	Health and Physical Education
PREREQUISITES	NIL		
CONTENT	Students focus on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.		
EVIDENCE OF LEARNING	**Assessment Type 1: Practical Activity** (50%) 4 1000-word tasks **Assessment Type 2: Group Activity** (20%) 2 1000-word tasks **Assessment Type 3: External Assessment** (30%) a 2000-word report on a contemporary issue of students choice		

HUMANITIES & SOCIAL SCIENCES

Ancient History

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia and the classical civilisations of Greece and Rome.

They consider the environmental, social, economic, religious, cultural and aesthetic aspects of societies and explore the ideas and innovations that shape and are shaped by societies

Modern History

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-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Legal Studies

Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition.

Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.

Media Studies

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products.

Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Stage 1 – Ancient Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1ANT10	10	SEMESTER 1	Humanities and Social Sciences
PREREQUISITES	NIL		
CONTENT	For Stage 1 Ancient History, the teacher will select societies and cultures for study from Pre-3000BCE to C.500CE. Content is selected according to student interest, resources and teacher expertise. Ancient History has one compulsory topic and five additional topics. **Compulsory Topic** Topic 1: Understanding Ancient History **Additional Topics** Topic 2: Art, Architecture and Technology Topic 3: Warfare and Conquest Topic 4: Social Structures, Slavery and Everyday Life Topic 5: Beliefs, Rituals and Mythology Topic 6: Creative Representations		
EVIDENCE OF LEARNING	**Assessment Type 1: Skills and Applications (75%)** Students produce three tasks which comprises of 800 words each or equivalent in oral or multimodal form. **Assessment Type 2: Inquiry (25%)** Students negotiate on a topic to investigate which comprises of a maximum of 1000 words or the equivalent in oral or multimodal form.		

Stage 2 – Ancient Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
2ANT20	20	FULL YEAR	Humanities and Social Sciences
PREREQUISITES	One semester of Stage 1 History		
CONTENT	For Stage 2 Ancient History, the teacher will select societies and cultures for study from Asia, Europe, Western Asia/North Africa during the period C.2000BCE to 900CE. Content will be different from what was studied in Stage 1. Students study three topics from the list of seven topics. Topic 1: Daily Life Topic 2: Military Conflict Topic 3: Political Power and Authority Topic 4: Religion Topic 5: Material Culture Topic 6: Literature – Prose, Narrative or Epic Topic 7: Literature – Drama or Poetry		
EVIDENCE OF LEARNING	**School Assessment (Total 70%)** **Assessment Type 1: Skills and Applications (50%)** Student produce at least four Skills and Applications tasks, which taken together comprise a maximum of 4000 words or equivalent in oral or multimodal form. At least 2 of the tasks must be completed under supervised conditions. **Assessment Type 2: Connections (20%)** Students produce at least two Connections tasks, which together comprise a maximum of 2000 words or equivalent in oral or multimodal form. **External Assessment (Total 30%)**		

Stage 1 – Modern History			
CODE	CREDITS	OFFERED	LEARNING AREA
1MOD10	10	SEMESTER 2	Humanities and Social Sciences
PREREQUISITES	Year 10 History		
CONTENT	Students explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability. Stage 1 Modern History consists of the following topics: Topic 1: Imperialism Topic 2: Decolonisation Topic 3: Indigenous peoples Topic 4: Social movements Topic 5: Revolution Topic 6: Elective. Each topic includes key ideas and concepts that provide a focus for study. For a 10-credit subject, students study two or more topics, one of which may be an elective topic.		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Modern History at Stage 1. **Assessment Type 1: Historical Skills (75%)** Students produce three tasks comprising of a maximum of 800 words each or equivalent in oral or multimodal form. **Assessment Type 2: Historical Study (25%)** Students produce one Historical Study which comprises a maximum of 1000 words or equivalent in oral or multimodal.		

Stage 2 – Modern History			
CODE	CREDITS	OFFERED	LEARNING AREA
2MOD20	20	FULL YEAR	Humanities and Social Sciences
PREREQUISITES	One semester of Stage 1 History		
CONTENT	Students study one topic from 'Modern nations' and one topic from 'The world since 1945'. In 'Modern nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. In 'The world since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Modern History: School Assessment (70%) Assessment Type 1: Historical Skills (50%) Assessment Type 2: Historical Study (20%) External Assessment (30%) Assessment Type 3: Examination (30%)		

Stage 1 – Legal Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1LES10	10	SEMESTER 1	Humanities and Social Sciences
PREREQUISITES	NIL		
CONTENT	This subject has 3 tasks and focus areas outlined below: **Forum Post and Journal Article – 30%** **Focus Area 1: Law and Communities** *Forum Post* Students will select one current Australian legal issue from the media (print/radio/TV/social media) and create a post about their selected issue. Students will link their issue to a 'big question' and participate in the forum by replying to two other forum posts. *Journal Article* Students are to create an article for an online journal. Students choose one of the below questions to address in their article: - Are the rights of all Australians adequately protected? - Should the law influence society, or society influence laws? - Does the Australian Legal System favour the empowered? - Is the media too powerful in driving change? **Inquiry – 30%** **Focus Area 2: Victims and the Law** *Essay* In response to one of the big questions, students inquire in depth into a current legal issue within the context of the focus area. Big questions Is there such a thing as a victimless crime? OR Is there an imbalance between the rights of the victim and the rights of the accused? Should there be? OR How can justice in the past be different from justice now? **Presentation – 40%** **Focus Area 3: Justice and Society** *Mock Closing Argument and Reflection* Working in teams of 2-4, students will be provided with information relating to a mock trial. Each team will be allocated a side to present (prosecution/plaintiff or defendant) and required to consider the evidence to write a mock closing argument. Each student will present their argument to a chosen audience (negotiated with the teacher), but will be able to collaborate with others to edit and draft their work. Individually, students will prepare relevant documents (such as referee statements, police forms etc.) to demonstrate their understanding of the topic Justice and Society.		
EVIDENCE OF LEARNING	Forum Post and Journal Article – 1200 words Essay – 1200 words Mock Closing Argument and Reflection – 7-10 minutes oral and 500 words written		

Stage 1 – Media Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1MES10	10	SEMESTER 2	Humanities and Social Sciences
PREREQUISITES	NIL		
CONTENT	This subject has 3 tasks outlined below: **Folio – 40%** *Written folio* Students will undertake research to create their own news story plan. Research could include statistical data, historical developments, political points of view, specialist interpretations, identification of local contacts, and archival multimodal resources. Students draft interview questions and represent the elements in a timeline/storyboard. *Multimodal presentation* In pre-production groups, students create digital texts to support their final production e.g. original or adapted music and/or sound design; scanning (and maybe cropping) of archival or other photographs, film, or records to appropriate image size; creating motion effects with still images using a program such as PowerPoint and incorporating narration and relevant sound effects; or titles, credits, special effects and background fields. **Interaction Study – 20%** *Written response* Students reflect on their personal interaction with one or more news or current affair shows viewed during lessons (e.g. 60 minutes, Spotlight, Rita Panahi Show or Bolt Report). They write a comprehensive analytical review, as if for publication in a newspaper such as The Australian or The Advertiser, reporting their evaluation of one of the following: How are stories selected and shaped to suit the expectations of the audience? To what extent are there differences in selection and reporting of news events in the various media? How satisfied are they with the range and quality of news available in their local community? **Product – 50%** *Documentary* Students review and further develop their production plan to design and construct a 5 minute news report/story. They identify relevant techniques to be used, complete and evaluate their product. Students provide evidence of collaborative production skills in use of techniques and technologies (interviewing, framing, camera work and editing). Students reflect on their roles in their individual evaluation.		
EVIDENCE OF LEARNING	Folio – Folio of research and 5 minute multimodal presentation. Interaction Study – 800 word written response. Product – 5 minute documentary video and 2 minute oral reflection.		

MATHEMATICS

Students will be required to study a full year of Mathematics (20 credits) in Stage 1, achieving at least a C grade.

Stage 1 Mathematics

Stage 1 Mathematics courses for 2022 will comprise of 10 credit semester courses in Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics. All students will take two semesters of Mathematics. However, if students wish to pursue Specialist Mathematics, they will be required to complete two semesters of Mathematical Methods and one unit of Specialist Mathematics in Year 11.

Links exist between Mathematics in Stage 1 and Stage 2. Studying certain courses at Stage 1 in Year 11 will allow access to pathway courses in Year 12.

In choosing a Mathematics course at Year 11, students and parents should consider carefully the ability, the interest and the likely career path of the student. Any student, who is uncertain about which Mathematics course would best suit them, should consult his/her Mathematics teacher and the SACE Coordinator.

Stage 2 Mathematics

When selecting a Stage 2 Mathematics subject to study, students should take into account various factors such as their interest and aptitude in Mathematics and university or other course pre-requisites and assumed knowledge. The following is a SACE Board guide to choosing Mathematics subjects:

- Specialist Mathematics is the most advanced level of Mathematics studied. This is used as entry requirements for many university courses based in the Mathematics of Science fields.
- Mathematical Methods can lead to tertiary studies of economics, computer sciences and the sciences. It prepares students for courses and careers that may involve the use of statistics such as health or social sciences.
- General Mathematics prepares students for a tertiary pathway requiring a non-specialised background in mathematics.
- Essential Mathematics is designed for students who are planning to pursue a career in a variety of different trades and vocational pathways.

Stage 1 – Mathematical Methods			
CODE	CREDITS	OFFERED	LEARNING AREA
1MAM10	10 per semester	SEMESTER 1 & 2 *(Students must choose both Semesters)*	Mathematics
PREREQUISITES	A high level of achievement in Year 10 Mathematics (A Grade recommended)		
CONTENT	Students study the following topics as outlined by the SACE board: • Functions and Graphs • Polynomials • Trigonometry • Growth and Decay • Introductions to Differential Calculus • Counting` and Statistics		
EVIDENCE OF LEARNING	*Semester 1* • Skills and Applications Tasks – Tests o Functions and Graphs: 60 minutes supervised with a handwritten A4 page of notes o Polynomials: 60 minutes supervised with a handwritten A4 page of notes o Trigonometry: 60 minutes supervised with a handwritten A4 page of notes • Mathematical Investigation: Trigonometry – efficiency of ball-wrapping designs with 1 week and homework, maximum of 8 pages Semester 2 • Skills and Applications Tasks – Tests o Growth and Decay: 60 minutes supervised with a handwritten A4 page of notes o Calculus: 60 minutes supervised with a handwritten A4 page of notes o Counting and Statistics: 60 minutes supervised with a handwritten A4 page of notes • Mathematical Investigation: Calculus – Cake Tin Optimisation with 1 week and homework, maximum of 8 pages		

Stage 2 – Mathematical Methods			
CODE	CREDITS	OFFERED	LEARNING AREA
2MHS20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: • Further Differentiation and Applications • Discrete Random Variables • Integral Calculus • Logarithmic Functions • Continuous Random Variables and the Normal Distribution • Sampling and Confidence Intervals		
EVIDENCE OF LEARNING	School Assessment: • Skills and Applications Tasks – Tests (50%) • Mathematical Investigations (20%) External Assessment: • Examination (30%)		

Stage 1– Specialist Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MAM10	10 per Semester	SEMESTER 1 & 2 *(Students must choose both Semesters)*	Mathematics
PREREQUISITES	A high level of achievement in Year 10 Mathematics (A Grade recommended). Subject taken concurrently with Stage 1 Mathematics (Methods)		
CONTENT	Students study the following topics as outlined by the SACE board: • Arithmetic and Geometric Sequences and Series • Geometry • Vectors in the Plane • Further Trigonometry • Matrices • Real and Complex Numbers		
EVIDENCE OF LEARNING	• Skills and Applications Tasks - Tests • Mathematical Investigations		

Stage 2 – Specialist Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MSC20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Specialist Mathematics paired with Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: • Complex Numbers • Mathematical Induction • Functions and Sketching Graphs • Vectors in Three Dimensions • Integration Techniques and Applications • Rates of Change and Differential Equations		
EVIDENCE OF LEARNING	School Assessment: • Skills and Applications Tasks – Tests (50%) • Mathematical Investigations (20%) External Assessment: • Examination (30%)		

Stage 1 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MGM10	10 per Semester	Semester 1 & 2 *(Students must choose both Semesters)*	Mathematics
PREREQUISITES	A sufficient level of achievement in year 10 (B Grade recommended)		
CONTENT	Students study the following topics as outlined by the SACE board: • Investing and Borrowing • Measurement • Statistical Investigation • Applications of Trigonometry • Liner and Exponential Functions and their Graphs • Matrices and Networks		
EVIDENCE OF LEARNING	School Assessment: **Assessment Type 1: Skills and Application Tasks** (65%) 3 tests per Semester **Assessment Type 2: Mathematical Investigation** (35%) 1 mathematical Investigation per semester		

Stage 2 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MGM20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 General Mathematics or Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: • Modelling with Linear Relationships • Modelling with Matrices • Statistical Models • Financial Models • Discrete Models		
EVIDENCE OF LEARNING	School Assessment: **Assessment Type 1: Skills and Application Tasks** (40%) Modelling with linear relationships test Modelling with matrices test Statistical models test Financial models test Discrete models test **Assessment Type 2: Mathematical Investigation** (30%) Ranking sports teams using Matrices folio Buying a home of your own folio **Assessment Type 3: Examination** (30%) External Examination at the end of the year		

Stage 1 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MEM10	10 per semester	SEMESTER 1 & 2	Mathematics
PREREQUISITES	A sufficient level of achievement in Year 10 Essential Mathematics		
CONTENT	Students study the following topics as outlined by the SACE board: • Operations without a calculator • Earning and Spending • Geometry • Data and Display • Measurement • Investing		
EVIDENCE OF LEARNING	• Skills and Applications Tasks – Tests • Folio Tasks		

Stage 2 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MEM20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Essential Mathematics (Semester 1 & 2) or Stage 1 General Mathematics		
CONTENT	Students study the following topics as outlined by the SACE board: • Scales, Plans and Models • Measurement • Business Applications • Statistics • Investments and Loans		
EVIDENCE OF LEARNING	School Assessment: • Skills and Applications Tasks – Tests (30%) • Folio Tasks (40%) External Assessment: • Examination (30%)		

Biology

In Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

The topics in Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

Psychology

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

Physics

Physics is the scientific study of the laws, theories and models that determine the structure and behaviour of the universe. Knowledge and understanding provided by Physics helps us to identify and generate advancements in technologies and to be sufficiently informed to participate in and initiate scientific and ethics debates about these advancements and other issues.

Studying Physics provides a fascinating opportunity to engage with the work of classical and contemporary physicists and to develop the skills necessary to pursue physical sciences at tertiary level. A sound ground in Physics is essential for many careers, including those associated with engineering, medicine and communication systems, pharmacy and sports science, renewable energy technologies, atomic, nuclear and particle physics and astronomy and cosmology.

Chemistry

Chemistry is the scientific study of substances, how they interact and the energy transfers associated with these interactions. Knowledge and understanding provided by Chemistry helps us to understand and address global challenges and to be sufficiently informed to participate in and initiate scientific and ethics debates about these challenges and other issues.

Studying Chemistry provides a stimulating opportunity to engage with chemical processes and properties which are part of everyday lives and to develop the skills necessary to pursue chemical sciences at tertiary level. A sound ground in Chemistry is essential for many careers, including those associated with engineering, medicine, pharmacy, sports science, forensic and environmental sciences, agriculture and winemaking.

Stage 1 – Biology			
CODE	CREDITS	OFFERED	LEARNING AREA
1BGY10	10	SEMESTER 1	Science
PREREQUISITES	Year 10 Science		
CONTENT	The topics for Stage 1 Biology are: Semester 1 • Cells and microorganisms • Multicellular organisms • Biodiversity and ecosystem dynamics		
EVIDENCE OF LEARNING	*Assessment Type 1: Investigation Folio 50%* Suggested formats for presentation of a practical investigation report include: • a written report (1500 word) • an oral presentation (equiv. 1500 word) • a multimodal product (equiv. 1500 word) *Assessment Type 2: Skills & Applications Task 50%* Skills and applications tasks may include, for example: modelling or representing concepts developing simulations practical and/or graphical skills a multimodal product an oral presentation an extended response		

Stage 2 – Biology			
CODE	CREDITS	OFFERED	LEARNING AREA
20BGY20	20	FULL YEAR	Science
PREREQUISITES	Stage 1 Biology		
CONTENT	The topics for Stage 2 Biology are: • Topic 1: DNA and proteins • Topic 2: Cells as the basis of life • Topic 3: Homeostasis • Topic 4: Evolution		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Biology: School Assessment (70%) Assessment Type 1: Investigations Folio (30%) (1500 word, or equiv.) Assessment Type 2: Skills and Applications Tasks (40%) *4 Supervised tests (1 regarding each topic), 75 minutes each External Assessment (30%) Assessment Type 3: Examination (30%)		

Stage 1 – Psychology			
CODE	CREDITS	OFFERED	LEARNING AREA
1PSC10	10	SEMESTER 2	Science
PREREQUISITES	Year 10 Science		
CONTENT	3 Topics per Semester • Cognitive Psychology • Neuropsychology • Psychological Wellbeing		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 1 Psychology Assessment Type 1: Investigation Folio 50% (1500 word, or equiv.) Assessment Type 2: Skills & Applications Task 50% (1 Oral presentation, 7-9 min, & 1 Supervised test, 75 minutes each)		

Stage 2 – Psychology			
CODE	CREDITS	OFFERED	LEARNING AREA
2PSC20	10 per Semester	FULL YEAR	Science
PREREQUISITES	C or higher in at least 1 Semester of Stage 1 Psychology		
CONTENT	• Psychology of the Individual • Psychological Health & Wellbeing • Organisational Psychology • Social Influence • The Psychology of Learning		
EVIDENCE OF LEARNING	Assessment Type 1: Investigations Folio (50%) (1500 word or equiv.) Assessment Type 2: Skills and Applications Tasks (50%) (2 x 1500 word or equiv. oral presentation, 1 x 1500 word or equiv. report, 2 x supervised test, 75 minutes) Assessment Type 3: External Investigation		

Stage 1 – Physics 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1PYI10	10	SEMESTER 1	Science
PREREQUISITES	Grade B Year 10 Science recommended		
CONTENT	**Linear Motion and Forces** • Motion under constant acceleration • Forces **Energy and Momentum** • Energy • Momentum **Heat** • Heat and temperature • Specific heat capacity • Change of state		
EVIDENCE OF LEARNING	*Investigations Folio Tasks (50%)* • Practical Design and Report (4 page Investigation Design and 1000 word Scientific Report) • Human Endeavour Investigation (1000 words) *Skills and Applications Tasks (50%)* • Supervised Test (90 minute) • Rocket Science Report (1000 words) *Examination* • 90 Minute end of semester exam	**Comments:** Physics 1 and Physics 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.	

Stage 1 – Physics 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1PYI10	10	SEMESTER 2	Science
PREREQUISITES	Stage 1 Physics 1		
CONTENT	**Waves** • Wave model • Mechanical waves • Light **Electric Circuits** • Potential difference and electric current • Resistance • Circuit analysis • Electric power	**Nuclear Models and Radioactivity** • The nucleus • Radioactive decay • Radioactive half-life • Induced nuclear reactions	
EVIDENCE OF LEARNING	*Investigations Folio Tasks (75%)* • Practical Investigation (1000 words) • Practical Design and Report (4 page Investigation Design and 1000 word Scientific Report) • Human Endeavour Investigation (1000 words) *Skills and Applications Tasks (25%)* • Supervised Test (90 minute) *Examination* • 90 Minute end of semester exam	**Comments:** Physics 1 and Physics 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.	

Stage 1 – Chemistry 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1CME10	10	SEMESTER 1	Science
PREREQUISITES	Grade B Year 10 Science recommended		
CONTENT	There are three topics: **Materials and their Atoms** • Properties and uses of materials • Atomic Structure • The Periodic Table **Combinations of Atoms** • Types of materials • Bonding between atoms **Molecules** • Molecule polarity • Interactions between molecules • Hydrocarbons • Polymers		
EVIDENCE OF LEARNING	*Investigations Folio Tasks (50%)* • Practical Design and Report (4 page Investigation Design and 1000 word Scientific Report) • Human Endeavour Investigation (1000 words) *Skills and Applications Tasks (50%)* • Completion Practical and Report (1000 words) • Supervised Test (90 minute) *Examination* • 90 Minute end of semester exam		**Comments:** This is a subject for 10 credits or is paired with Stage 1 Chemistry 2 in Semester 2. Students planning to do Stage 1 Chemistry 2 need to take this course. All student work is assessed by the teacher.

Stage 1 – Chemistry 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1CEM10	10	SEMESTER 2	Science
PREREQUISITES	Stage 1 Chemistry 1		
CONTENT	There are three topics: **Mixtures and Solutions** • Miscibility and solutions • Solutions of ionic substances • Quantities of atoms, molecules and ions. • Quantities in reactions • Energy in reactions **Acids and Bases** • Acid-base concepts • Reactions of acids and bases • The pH scale **Redox Reactions** • Concepts of oxidation and reduction • Metal reactivity • Electrochemistry		
EVIDENCE OF LEARNING	*Investigations Folio Tasks (75%)* • Practical Design and Report (4 page Investigation Design and 1000 word Scientific Report)) • Human Endeavour Investigation (1000 words) • Completion Practical + Scientific Report (1000 words) *Skills and Applications Tasks (25%)* • Supervised Tests (90 minute) *Examination* • 90 Minute end of semester exam		**Comments:** This is a subject for 10 credits or is paired with Stage 1 Chemistry 1 in Semester 2. Students planning to do Stage 2 Chemistry need to take this course. All student work is assessed by the teacher.

Stage 2 – Physics			
CODE	CREDITS	OFFERED	LEARNING AREA
2PYS20	20	FULL YEAR	Science
PREREQUISITES	20 credits of Physics at Stage 1 Grade B or higher.		
CONTENT	**Motion and Relativity** • Projectile motion • Forces and momentum • Einstein's relativity **Electricity and Magnetism** • Electric fields • Motion of charged particles in electric fields • Magnetic fields • Motion of charged particles in magnetic fields • Electromagnetic induction **Light and Atoms** • Wave behaviour of light • Wave-particle duality • Structure of the atom • Standard Model		
EVIDENCE OF LEARNING	*Investigations Folio Tasks (30%)* • Practical Investigations: (1) Uniform Circular Motion (90 minutes in laboratory, 1500 word report or equivalent done in own time); (2) Design and Deconstruct – topic of choice done in 3 phases: rough design and deconstruct (30 minutes), practical (40 minutes) and report of 1500 words (in own time). • Science as a Human Endeavour Investigation – topic of choice under the theme of "Big Science", with 2 lessons provided and over the course of 5 weeks of own time. 1500 words or equivalent. *Skills and Applications Tasks (40%)* • Supervised Tests of 80 minutes each under test conditions: (1) Light and Waves (2) Electricity and Magnetism (3) Light and Waves (4) Atoms and Relativity *Examinations (30%)* • 2 hour end of semester exam		**Comments:** All student Investigations Folio and Skills and Application Work (70%) is assessed by the teacher. The Examination (30%) is assessed by the SACE Board.

Stage 2 – Chemistry			
CODE	CREDITS	OFFERED	LEARNING AREA
2CME20	20	FULL YEAR	Science
PREREQUISITES	20 credits of Chemistry at Stage 1 Grade B or higher recommended.		
CONTENT	**Monitoring the Environment** • Greenhouse Effect and Smog • Analytical Techniques **Managing Resources** • Energy, Water, Soil and Materials **Managing Chemical Processes** • Reaction Rates and Equilibrium • Optimising Reactions **Organic and Biological Chemistry** • Functional groups and their properties • Chemical Synthesis		
EVIDENCE OF LEARNING	*Investigations Folio Tasks (50%)* • Practical Investigations (1) Supervised volumetric analysis performed over a double-lesson and 1500 word report in own time (2) Design and Deconstruct – topic of choice done in 3 phases: rough design and deconstruct 1 lesson, practical (2 lessons) and report of 1500 words (in own time). • Science as a Human Endeavour Investigation: Investigate the resource and use of graphene with 2 lessons provided and over the course of 5 weeks of own time. 1500 words or equivalent. *Skills and Applications Tasks (50%)* • 3 Supervised Tests of 90 minutes each under test conditions: (1) Monitoring the environment (2) Managing the environment (3) Organic and Biological Chemistry • A2 Infographic and 5-8 minute presentation prepared over 2 weeks *Examination* • 2 hour end of semester exam		**Comments:** This is a full-year subject for 20 credits. All student Investigations Folio and Skills and Applications work (70%) is assessed by the teacher. The Examination (30%) is assessed by the SACE Board.

VET COURSES - INTERNAL

Certificate III in Christian Ministry and Theology			
CODE	CREDITS	OFFERED	LEARNING AREA
10741NAT	65 Stage 2	SEMESTER 1 (2 year course- Start course in Year 11)	Christian Living
PREREQUISITES	NIL but C in English recommended		
CONTEXT	• Christian Ministry • Volunteerism • Leadership • Social Justice		
CONTENT	Certificate III in Christian Ministry and Theology is a Christian Leadership and Development Program that has been designed specifically for learners with a passion to develop their faith and improve their leadership skills. Learners will gain real skills through practical experiences and have the opportunity to be involved in hands on leadership in the College, their local church or through social justice and community work.		
EVIDENCE OF LEARNING	Units include: • Research Christian Scripture and Theology • Identify Theology Data • Present Information on a Theology Theme or Issue • Apply New Theological Insight • Apply Theological Knowledge to Contemporary Ethical Issues • Communication Theology in Everyday Language • Support Group Activities • Apply Critical Thinking Techniques		

VET COURSES - EXTERNAL

There are a multitude of Vocational Education and Training Courses available to high school students across South Australia. These provide practical, and nationally recognised Certificates that also assist in student SACE completion. VET courses are an invaluable opportunity for students to begin exploring future pathways and are available in a variety of fields. Below is a list of what previous BCCC students have completed:

- Certificate III in Christian Ministry
- Certificate III in Individual Support
- Certificate III in Allied Health
- Certificate III in Early Childhood Education and Care
- Certificate III in Fitness
- Certificate III in Business
- Certificate III in Screen and Media
- Certificate II in Construction
- Certificate II in Electrotechnology
- Certificate II in Plumbing (pre apprenticeship)
- Certificate II in Salon Assistance
- Certificate II in Light Vehicle Mechanical Technology
- Certificate II in Food Processing
- Certificate II in Animal Studies

Students are invited to reach out to our VET Coordinator, Ashley Taylor, who will provide greater detail on course opportunities related to student interest and pathway aspirations.

SACE PLANNER

Exploring Identities and Futures = 10 credits

	Credits
	10
	Subtotal 10

Literacy = 20 credits *Choose from a range of English subjects or courses*

Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*

	Subtotal 30

Stage 2 subjects or courses = 60 credits
Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits
(Activating Identities and Futures from 2025)

	10
	Subtotal 70

Additional choices = 90 credits
Choose from a range of Stage 1 and Stage 2 subjects and courses

	Subtotal 90
	Total 200

To gain the SACE, you must earn 200 credits

Compulsory Stage 1 **Compulsory Stage 1 and Stage 2** **Compulsory Stage 2**	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

Notes:

Notes:

Blakes Crossing CHRISTIAN COLLEGE

Educating for Eternity

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