Blakes Crossing
CHRISTIAN COLLEGE

Educating for Eternity

Senior School Course Booklet
2026

Contents

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

Mr Warren Hall	Principal	warren.hall@bccc.sa.edu.au
Mr Barney Jones	SACE Coordinator	barney.jones@bccc.sa.edu.au
Mr Jarrod Lungley	Head of Senior School	jarrod.lungley@bccc.sa.edu.au
Mrs Ashley Taylor Mr Matt Swift	VET Coordinators	vet@bccc.sa.edu.au
Mr Andrew Penny	Head of Teaching and Learning	andrew.penny@bccc.sa.edu.au
Mrs Helen Linke	Director of Character and Culture	helen.linke@bccc.sa.edu.au
Mr Angus Green Mrs Cyndi Graham	Chaplains	angus.green@bccc.sa.edu.au cyndi.graham@bccc.sa.edu.au
Mrs Courtney Bond	Director of Innovative and Integrated Education	courtney.bond@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 which was 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 called 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 level. 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 and then be eligible for an ATAR.

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 subjects	60 credits	Stage 2	Must be TAS subjects if ATAR needed

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.

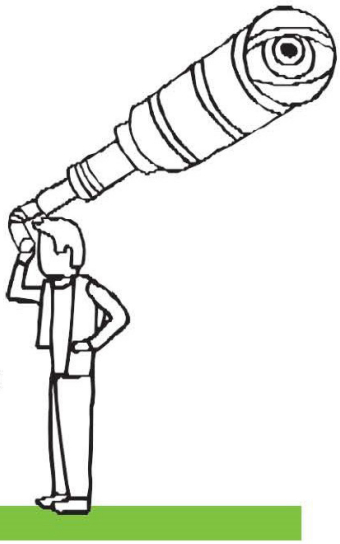
For an ATAR (ie: university entry), students need to achieve their SACE first which is to include at least 90 credits at Stage 2 (ie: 4 x 20 credit TAS subjects + AIF or 3 x 20 credit subjects + a stage 2 level VET course + AIF).

Welcome to the SACE

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

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

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



Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

COMPULSORY SUBJECTS

50 credits

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

STUDENT SELECTED SUBJECTS

90 credits

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

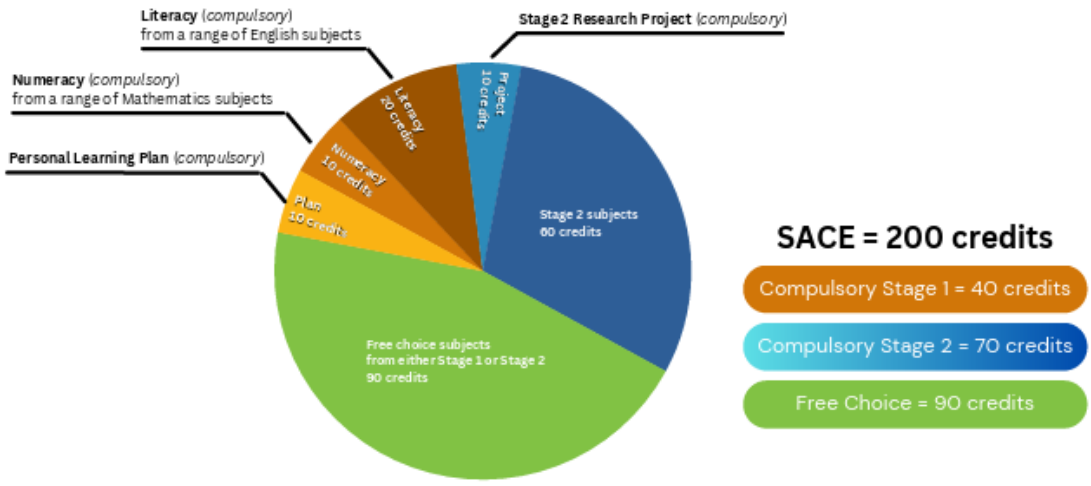
60 credits

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

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

SACE Structure & Requirements

Stage 1 - Years 10 & 11 **Stage 2 - Year 12**



Exploring Identities and Futures

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.

Students must achieve at least a C grade in EIF in year 10 to be invited into year 11.

Activating Identities and Futures

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.

Students must achieve at least a C grade in AIF in year 11 to be invited into year 12.

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).

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.

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.

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). 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

ATAR bonus points

Students may qualify for "bonus points" that contribute to their final ATAR calculation. This comes from two avenues:

1. All students at BCCC receive 5 bonus ATAR points because BCCC is part of the Universities Equity Scheme.
2. All students who study Maths Methods, English or English Literary studies, will also receive 2 bonus ATAR points per subject when applying to most universities who honor the scheme.

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.

NOTE: When setting up a profile, students must use their personal email address, not a BCCC email address.

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.

Successful progress through Senior School

In order to successfully achieve their SACE students must complete all compulsory subjects, to at least a satisfactory level (C grade or higher) in order to be offered a place in the following year level. In particular (but not limited to):

- EIF: Students must achieve at least a C grade in EIF in year 10 to be offered a place in year 11.
- English and Mathematics: Students must achieve at least a C grade in semesters 1 and 2 in year 11, in both Maths and English to be offered a place in year 12.
- AIF: Students must achieve at least a C grade in AIF in year 11 to be offered a place in year 12.
- In all other subjects, a C grade is required for normal progression.

Subjects considered at Years 10-12

LEARNING AREA	Year 10	Year 11 – Stage 1	Year 12 – Stage 2
ARTS	Music	Music	Creative Arts – Performing Arts *Music Explorations / Music Studies* *Solo & Ensemble Performance*
	Drama	Creative Arts - Performing Arts	Creative Arts - Performing Arts
	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	Biology Psychology Physics Chemistry	Biology Psychology Physics Chemistry
HEALTH & PHYSICAL EDUCATION	Health, PE and Personal Development Outdoor Education BCCC Sports Academy Food Technology	Integrated Learning (ie: PE) Outdoor Education Food & Hospitality	Integrated Learning (ie: PE) Outdoor Education 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 Digital Technology Computing	Information Processing and Publishing Workplace Practices Design, Photography, Technology and Engineering	Information Processing and Publishing Workplace Practices Design, Technology & Engineering
CROSS – DISCIPLINARY	Exploring Identities and Futures	Activating Identities and Futures	Community Connections
VET – some previously offered courses are:	None	Certificate III in Christian Ministry and Theology (VETA)	Additional VET courses (TBC)

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

Further subjects will be considered as per student feedback and staffing skills and expertise. The table below shows the subjects BCCC has offered in previous years, not what is guaranteed for the coming year.

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. (Digital Communication Solutions, Industry and Entrepreneurial Solutions, Material Solutions and Robotic and Electronic Systems)	Counting Restriction 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 - Proposed line structure

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 and Workplace Practices	English, HASS, and Science	Essential Maths **OR** General Maths **OR** Maths Methods	Outdoor Education Food & Hospitality Visual Arts Physical Education Music Design Technology Digital Technology Computing

Stage 1 – Year 11 – Proposed line structure

The completion of each subject within one semester achieves 10 credits.
Each column featured below represents 6 x 45minute lessons per week
Students will choose ONE subject from each of the Elective subject columns, per semester.

	COMPULSORY SUBJECTS			**ELECTIVE SUBJECTS** Choose 1 subject per line per semester You must choose AIF ONCE		
Line	Line 1	Line 3	Line 4	Line 5	Line 6	Line 7
Semester **1**	Christian Living, Praise & Worship, and House Shield.	Essential Mathematics	Essential English	Biology *Pref. Full Year*	Physics *FULL YEAR subject*	Chemistry *FULL YEAR subject*
		OR		OR	OR	OR
		General Mathematics		Legal Studies	Ancient History	Information Processing & Publishing
		OR		OR	OR	OR
		Mathematical Methods		Digital Tech	Food & Hospitality	Design Technology
				OR	OR	OR
				Music	Visual Arts	Outdoor Education -
				Physical Education	AIF	
				AIF	Psychology *Pref. Full Year*	
SACE credits	-	**10**	**10**	**10**	**10**	**10**
Semester **2**	Christian Living, Praise & Worship, and House Shield.	Essential Mathematics	Essential English	Biology *Possible Full Year*	Physics *FULL YEAR subject*	Chemistry *FULL YEAR subject*
		OR		OR	OR	OR
		General Mathematics		Media Studies	Modern History	Child Studies
		OR		OR	OR	OR
		Mathematical Methods		Digital Tech	Food & Hospitality	Design Technology
				OR	**OR**	**OR**
				Music	Visual Arts	AIF
				OR	**OR**	**OR**
				Physical Education	Psychology *Pref. Full Year*	Outdoor Education
				AIF		
SACE credits	-	**10**	**10**	**10**	**10**	**10**

All students must do Maths and English for the full year.

Proposed line structures are indicative only and subject to change.

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 for the entire year)					
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

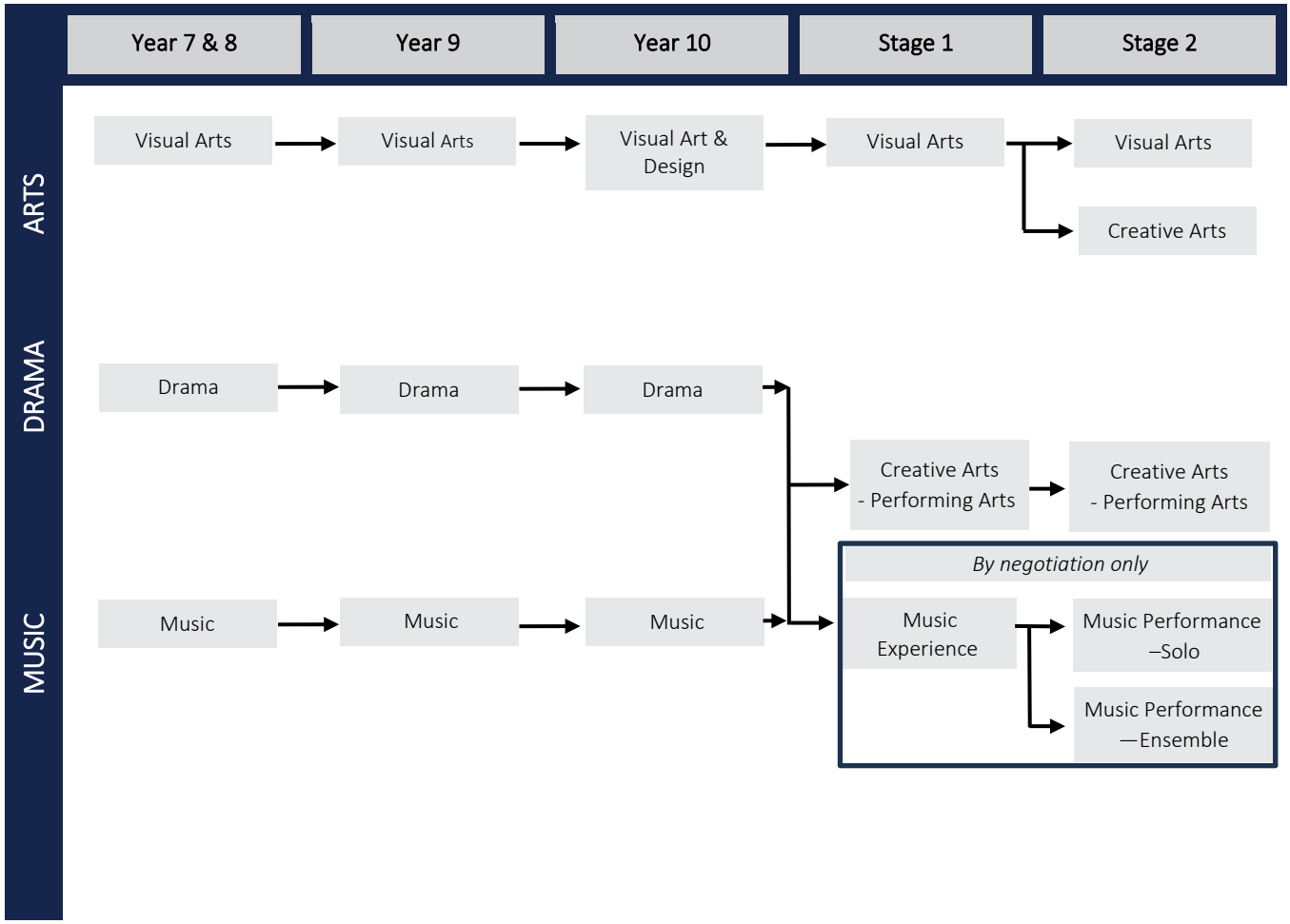
Year 12 students generally need to complete 4 subjects for the full year, but this varies depending on their pathway.

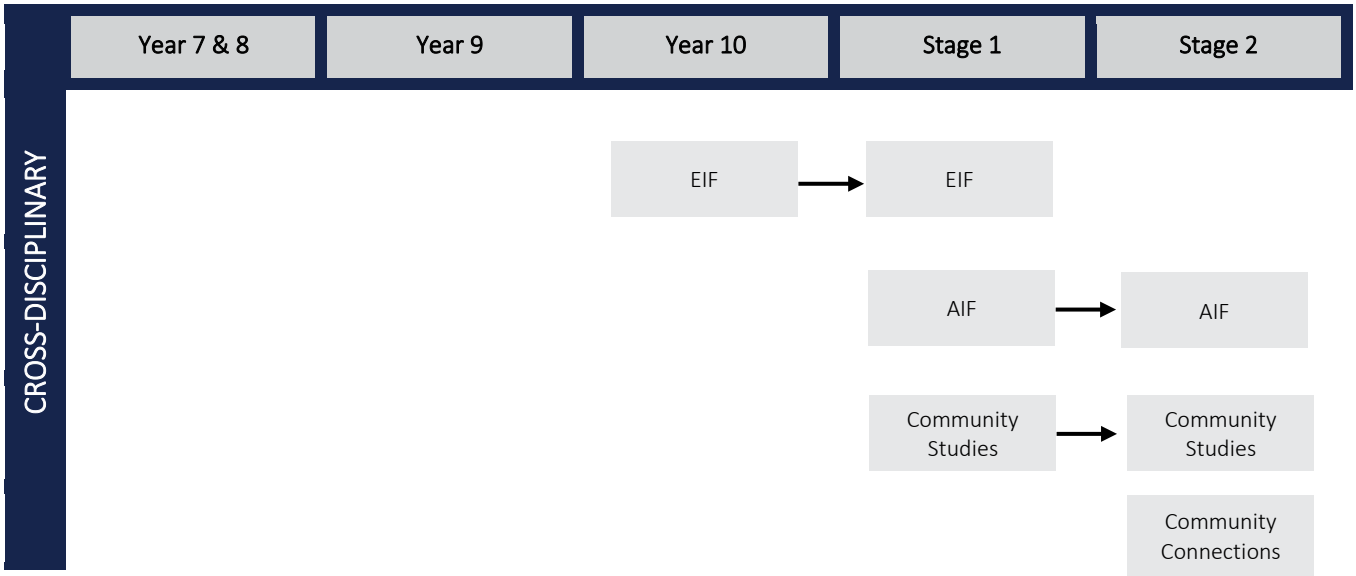
Markers for Success

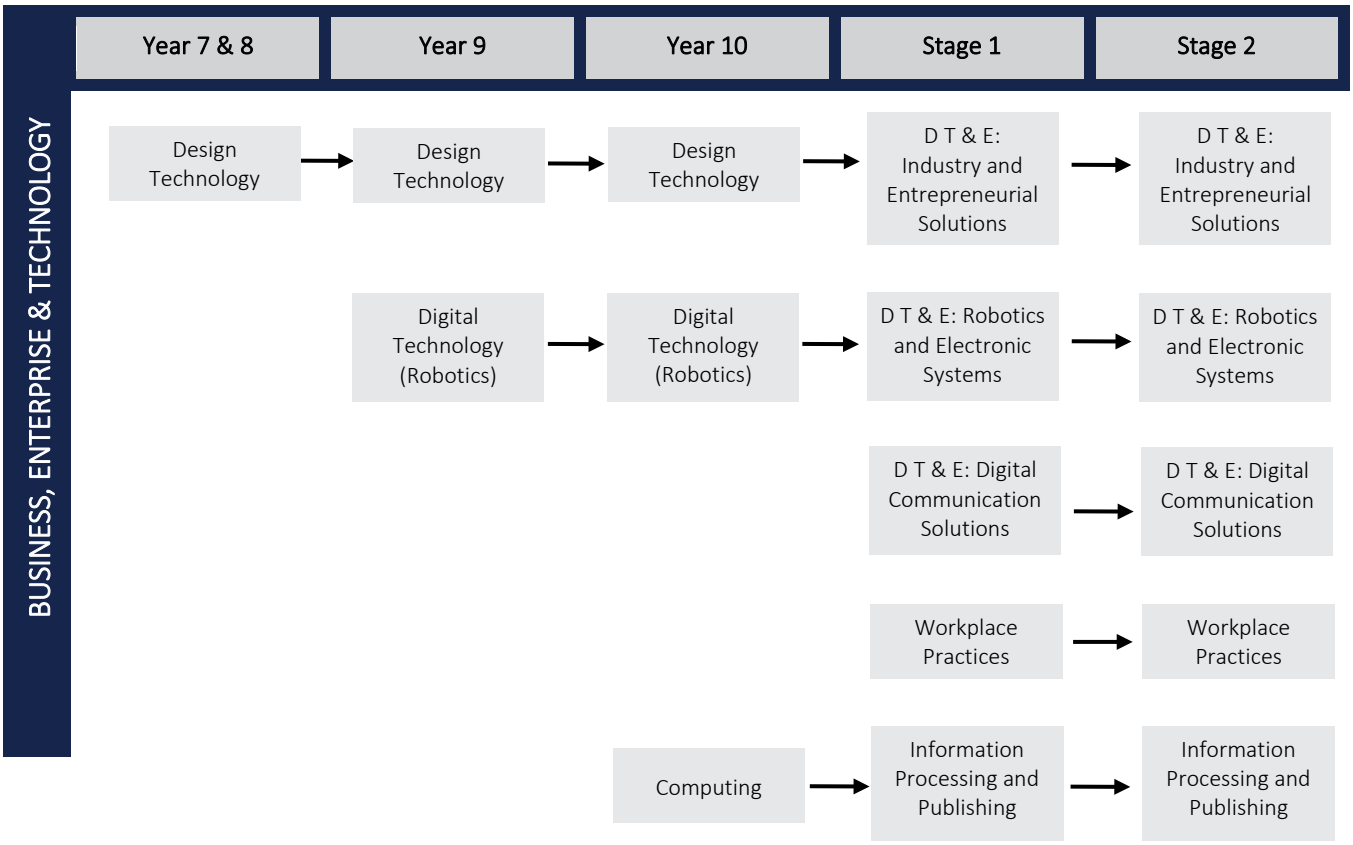
In order to successfully achieve their SACE students must complete all compulsory subjects, to at least a satisfactory level (C grade or higher) in order to be offered a place in the following year level. In particular (but not limited to):

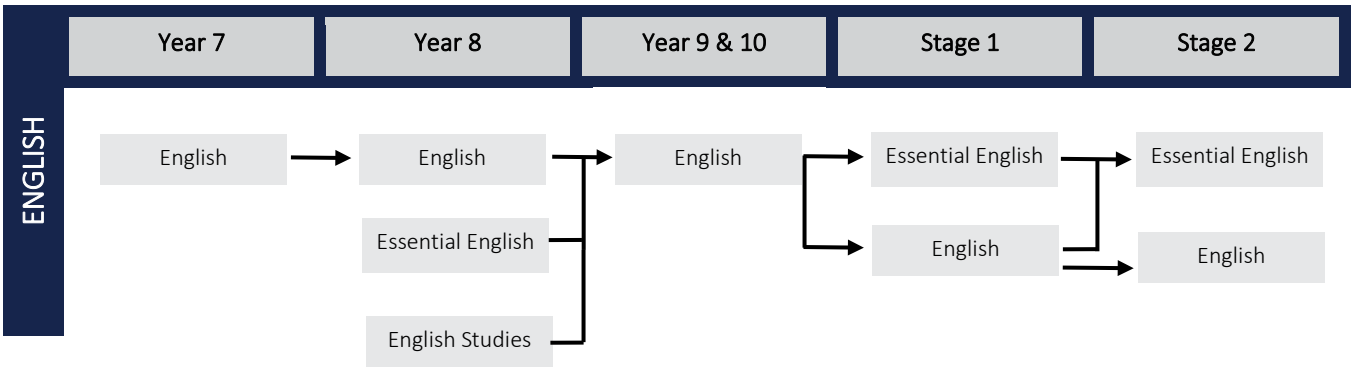
- **EIF:** Students must achieve at least a C grade in EIF in year 10 to be offered a place in year 11.
- **English and Mathematics:** Students must achieve at least a C grade in semesters 1 and 2 in year 11, in both Maths and English to be offered a place in year 12.
- **AIF:** Students must achieve at least a C grade in AIF in year 11 to be offered a place in year 12.
- **In all other subjects, a C grade is required for normal progression.**

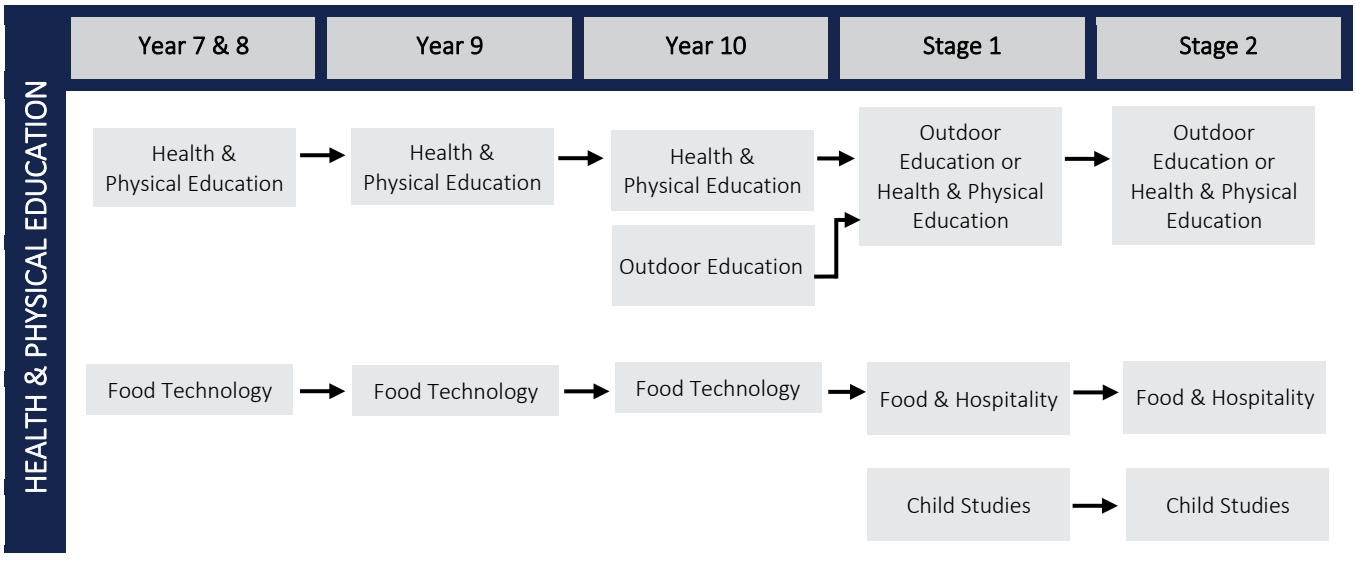
Curriculum Overview

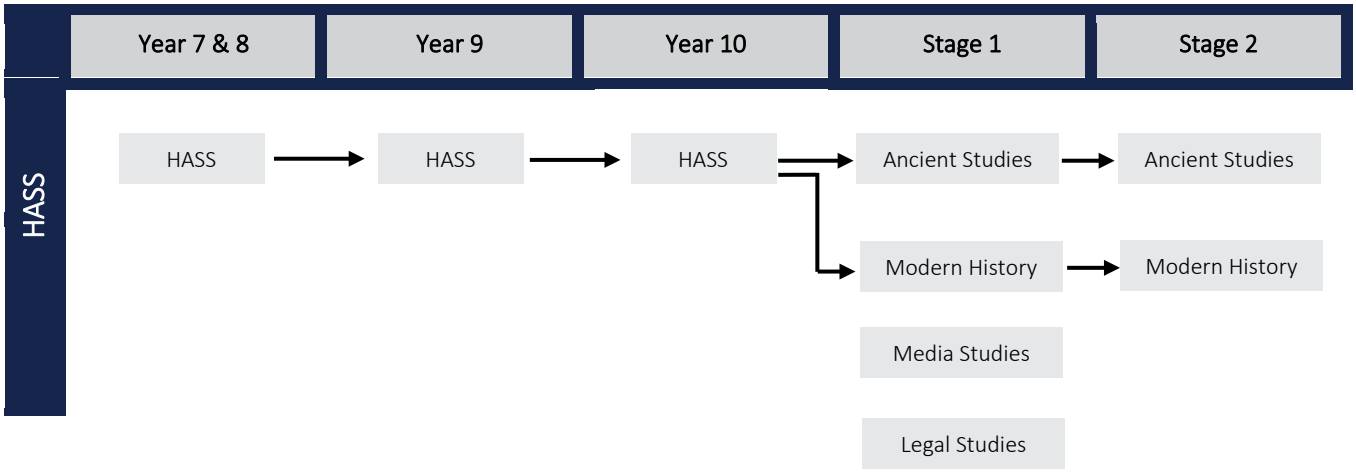


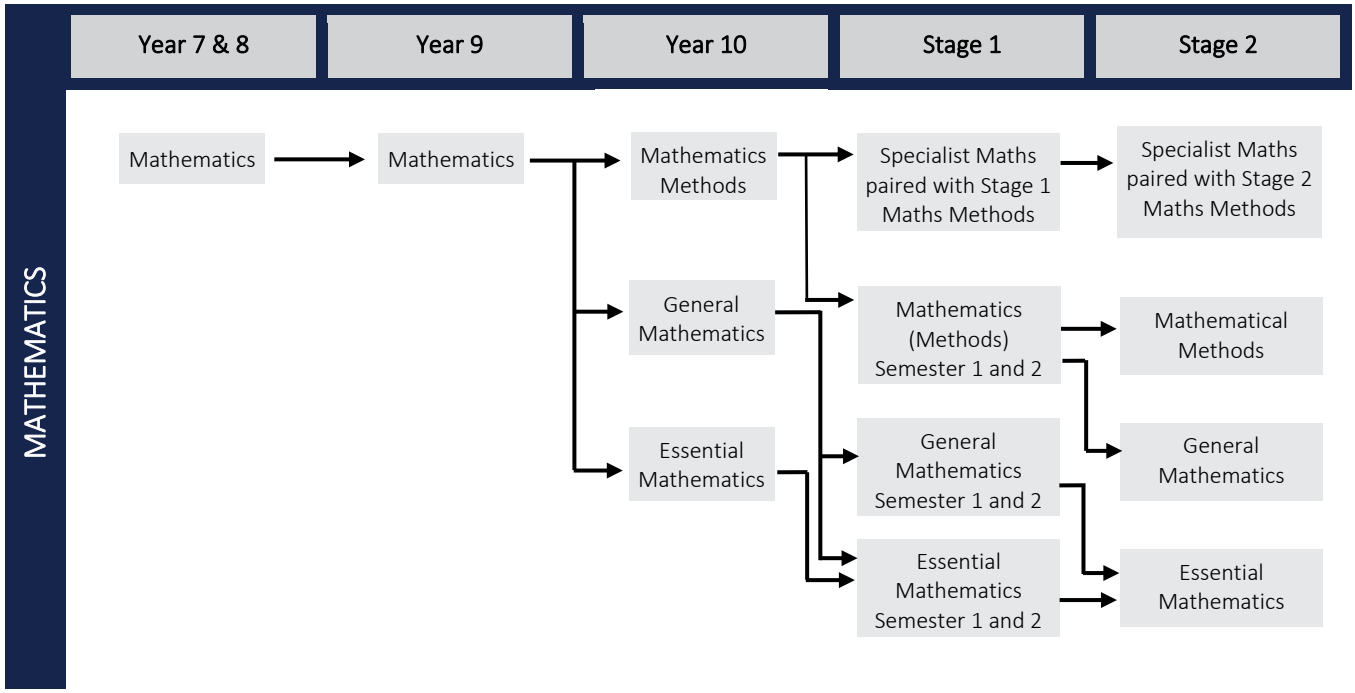


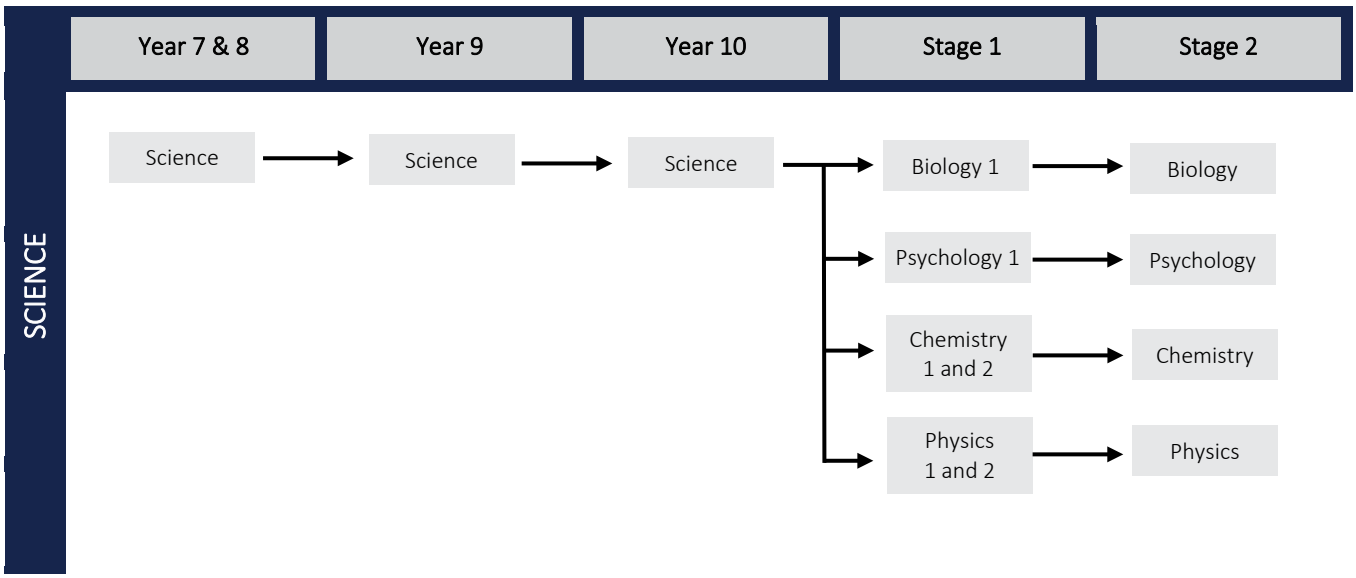

BUSINESS, ENTERPRISE & TECHNOLOGY
Year 7 & 8
Year 9
Year 10
Stage 1
Stage 2
Design Technology
Design Technology
Design Technology
D T & E: Industry and Entrepreneurial Solutions
D T & E: Industry and Entrepreneurial Solutions
Digital Technology (Robotics)
Digital Technology (Robotics)
D T & E: Robotics and Electronic Systems
D T & E: Robotics and Electronic Systems
D T & E: Digital Communication Solutions
D T & E: Digital Communication Solutions
Workplace Practices
Workplace Practices
Computing
Information Processing and Publishing
Information Processing and Publishing


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


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 or Health & Physical Education
Outdoor Education or Health & Physical Education
Outdoor Education
Food Technology
Food Technology
Food Technology
Food & Hospitality
Food & Hospitality
Child Studies
Child Studies


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


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


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

Subjects - Year 10

YEAR 10

CHRISTIAN LIVING

LEARNING AREA: Christian Living

OFFERED: Full Year

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

LEARNING AREA: English

OFFERED: Full Year

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.

YEAR 10

ESSENTIAL MATHEMATICS

LEARNING AREA: Mathematics
OFFERED: Full Year
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

LEARNING AREA: Mathematics
OFFERED: Full Year
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

YEAR 10

MATHEMATICAL METHODS

LEARNING AREA: Mathematics

OFFERED: Full Year

PREREQUISITES: Completion of year 9 mathematics to at least a B Grade level

CONTENT:

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

EVIDENCE OF LEARNING:

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

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

YEAR 10

SCIENCE

LEARNING AREA: Science

OFFERED: Full Year

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 7: 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%

YEAR 10

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 EIF and they have opportunities to add further evidence of learning at any stage during their SACE studies. It must be successfully completed before students can gain the SACE

LEARNING AREA: Cross-Disciplinary

CODE: 1EIF10

CREDITS: 10

OFFERED: Full Year

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.

Assessment Task 3: an externally assessed appraisal

YEAR 10

HUMANITIES AND SOCIAL SCIENCES

LEARNING AREA: Hass

OFFERED: Full Year

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 Portfoli

YEAR 10

DRAMA

LEARNING AREA: Arts

OFFERED: Semester 2

PREREQUISITES: Year 9 Drama at B Level or Audition. Displayed willingness to perform and display commitemnt to the topic

CONTENT:

Area of Study 1: Performance
Students develop their critical and creative thinking, and their appreciation of performance, the art of taking words and making them a story. Through exploring and responding to the drama, refining and presenting their performance as an individual and member of an ensemble.

Area of Study 2: Practice in Theory
Students experiment with, explore, and demonstrate artistic practice and methods of delivering performances. Students review differing approaches of how pieces can be performed and the style of performance used. Students will also be involved in looking at the 'off stage' roles involved in performance including director, music director, props, sets, lighting, sound etc.

Area of Study 3: Reviewing and refining performance
Students together and separately review performances of known works in a live or recorded live setting. Students review this and provide their thoughts, feedback and consideration of the performance elements used. This includes acting choices, emotional and directorial choices made by the cast and crew.

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: Drama Performance (40%)
- Assessment Type 2: Theory and methods of acting (10%)

Term 2:

- Assessment Type 3: Solo and Ensemble Performance (30%)
- Assessment Type 4: Performance Study and performance elements (20 %)

YEAR 10

MUSIC

LEARNING AREA: Arts

OFFERED: Semester

PREREQUISITES: Year 9 Music at B Level or Audition
Expected to have a preferred instrument with 3+ years of instrumental tuition/ experience

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 %)

YEAR 10

FOOD & HOSPITALITY

LEARNING AREA: Health and Physical Education

OFFERED: Semester

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:

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%)

YEAR 10

VISUAL ARTS & DESIGN

LEARNING AREA: Arts

OFFERED: Semester

PREREQUISITES: Nil

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.

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: 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.

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:
  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

YEAR 10

DESIGN TECHNOLOGY

LEARNING AREA: Technology
OFFERED: Semester
PREREQUISITES: Nil
CONTENT:

Students will engage in hands-on experiences with 3D modelling and printing, laser cutting with acrylic plastic, basic electronics, Raspberry Pi microcontrollers. There will be a focus on finding solutions-based outcomes to real-world problems.

An issues analysis task will also be completed that focuses on contemporary ethical, moral, or legal concerns in relation to the development and use of technologies.

Specialised Skills Task 1 – 25%

3D Design and Print

- Students will design a useful object using CAD, and print it on the 3D printer. The focus on this task is to solve 'an everyday annoyance/problem'.
- Students will also submit a short design journal.

Specialised Skills Task 2 – 25%

Acrylic Light Sign

- Students will use laser cutting and LED wiring to produce an engraved acrylic light with an artistic or branding theme.
- Students will also submit a short design journal.

Design Development and Solution Realisation – 50%

Part 1- Design Brief, Research, and Planning

- Students will identify an everyday problem that could be solved with the use of a designed and engineered solution, and formulate their own design brief that includes:
- identifying end-user needs,
- researching similar products,
- material choices, and
- evaluating ethical/sustainability issues.
- Students will produce multiple design options, a selection justification, and a production plan

Part 2 - Solution Realisation and Evaluation

- Students will construct their solution. They will include:
- documentation of their CAD/CAM files,
- photographs/video of the build, and
- Final evaluation

EVIDENCE OF LEARNING:

The following assessment types enable students to demonstrate their learning according to the Australian Curriculum v9 Year 10 standards:

- Specialist Skills Task 1: Max 500 words. (25%)
- Specialist Skills Task 2: Max 500 words. (25%)
- Design Development and Solution Realisation: 600 words (Part 1). 400 words (Part 2). (50%)

DIGITAL TECHNOLOGY (ROBOTICS)

LEARNING AREA: Technology

OFFERED: Semester or Year

PREREQUISITES: Nil

CONTENT:

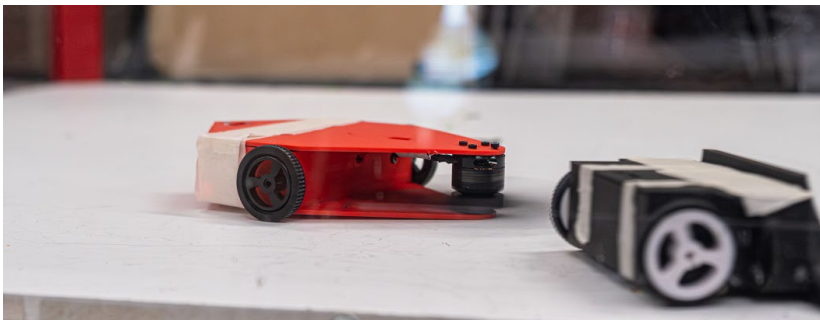
Students will learn coding, engineering and problem solving by using VEX EXP robots and Raspberry Pi microcontrollers.

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

- Flowcharts and Pseudocode
- Loops, decisions and variables
- Booleans (OR, NOT, AND)
- Debugging
- Text coding (Python)



Other skills developed

- Wiring micro controller circuits
- Programming a Raspberry Pi microcontroller
- Building and assembling robots
- Problem solving

EVIDENCE OF LEARNING:

Students will be assessed through their engineering notebooks throughout the semester. Each challenge students will keep an engineering notebook documenting the development of their robot and their code. There will be one challenge focusing on the engineering of the robot, one on the development of students coding skills and a larger challenge that incorporates the semesters learning. Single semester students will also create a mini project and folio using a raspberry pi to control a variety of electronic components while full year students a major project using the raspberry pi pico.

Single Semester Students

- Engineering focused notebook – 600 words (20%)
- Coding focused notebook – 600 words (20%)
- Major Challenge notebook – 1200 words (40%)
- Raspberry Pi Folio – 300 words (20%)

Full Year Students (2nd Semester)

- Engineering focused notebook – 600 words (20%)
- Coding focused notebook – 600 words (20%)
- Major Project Folio – 1200 words (60%)

DIGITAL TECHNOLOGY (COMPUTING)

LEARNING AREA: Technology

OFFERED: Semester

PREREQUISITES: Nil

CONTENT:

In Year 10 Computing, students have two areas of study, Web Design and Databases.

Students develop foundational skills in web design. They learn how to create structured, user-friendly websites using HTML and CSS, with a focus on layout, accessibility, and effective digital communication.

Students also explore the role of databases in managing and organising data, gaining practical experience in designing, building, and querying databases to solve real-world problems. Through these topics, students build both technical and problem-solving skills essential for further study in digital technologies

EVIDENCE OF LEARNING:

Students will be assessed through their engineering notebooks throughout the semester. Each challenge students will keep an engineering notebook documenting the development of their robot and their code. There will be one challenge focusing on the engineering of the robot, one on the development of students coding skills and a larger challenge that incorporates the semesters learning. Single semester students will also create a mini project and folio using a raspberry pi to control a variety of electronic components while full year students a major project using the raspberry pi pico.

Web Design

- 3x Minor tasks throughout the unit – 200 word equivalent (5% each)
- Major Assignment – Making a website and documentation – 1000 words + Website (35%)

Databases

- 3x Minor tasks throughout the unit – 200 word equivalent (5% each)
- Major Assignment – Making a database and documentation – 1000 words + Database (35%)

YEAR 10

HEALTH / PHYSICAL EDUCATION

LEARNING AREA: HPE

OFFERED: Semester 1 or 2

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

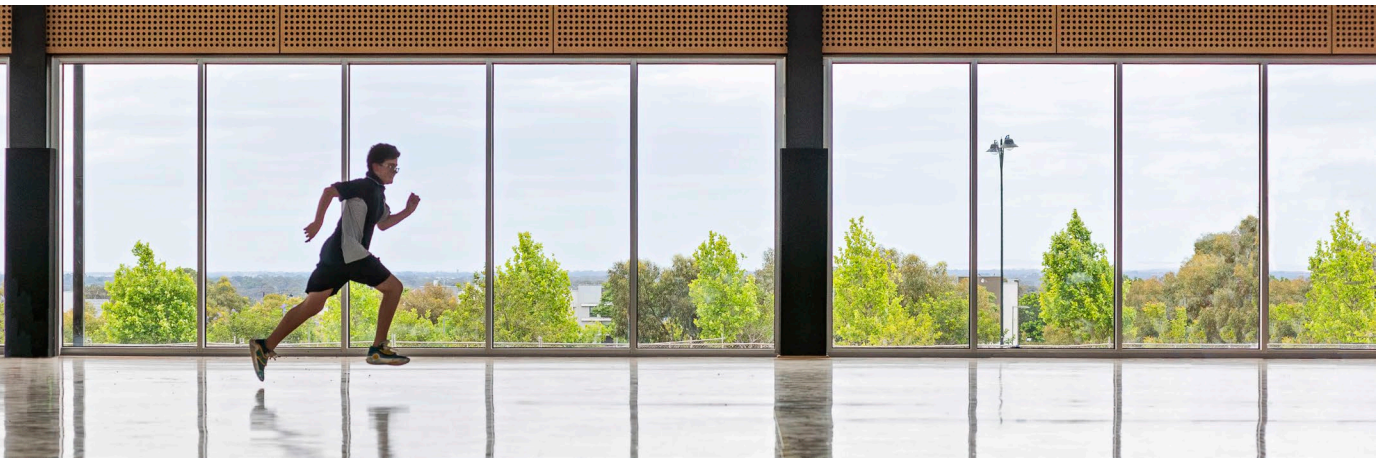
EVIDENCE OF LEARNING:

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.



YEAR 10

OUTDOOR EDUCATION

LEARNING AREA: Outdoor Education

OFFERED: Semester

PREREQUISITES: 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.

CONTENT:

SEMESTER 1

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

SEMESTER 2

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

EVIDENCE OF LEARNING:

- 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 session

SACE Subjects - Year 11 & 12

ARTS

Visual Arts - 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.

Performing Arts Pathways – Creative Arts & Music

Students who have trained in and enjoy music and drama have the opportunity to follow this through with two potential pathways at BCCC. The first is Creative Arts – Performing Arts, a subject that enables students to work on production of a product using their dramatic, musical or both skillsets to performing something special. This will take be in the form of a performance at our annual 'Showcase of the Arts'or as a part of any major musical production hosted by the school. Students will produce this product, learn about the performing arts area through an inqury and develop a portfolio to show their skill development and record of learning.

Music

SACE Music will be offered at BCCC dependant on successful application and meeting criterion to enrol. Students will, 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.

YEAR 11

VISUAL ARTS

LEARNING AREA: Arts

CREDITS: 10

CODE: 1VAA10 or 1VAD10

OFFERED: Semester 1 or 2

PREREQUISITES: Nil

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:
    - Product design – e.g. toy, fashion, stage, furniture and engineering design.
    - Environmental design – e.g. sustainable interior and exterior design.
    - 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:

- 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

COMMENTS:

Stage 1 Art may be studied in either semester.

YEAR 11

CREATIVE ARTS – PERFORMING ARTS

LEARNING AREA: Arts

CREDITS: 20

CODE: 2CVA20 or 2CVAD20

OFFERED: Full Year

PREREQUISITES: Year 10 Music/ Drama, Entrance by negotiation or audition.
It is expected that students seeking to undertake this unit are either musical and/ or interested in drama and performance

CONTENT:

Area of Study 1: Product
Students will undertake to present and perform an item (song/ act/ musical etc) as a part of the College musical or 'Showcase of the Arts'. Key factors in this area are:

- Consderation and selection of the work they will present.
- Performance of this pieve
- Review and reflection of their performance, including journal entries while learning.

Area of Study 2: Inquiry
Students will choose an area of interest to study and look at. This can be a person, musician, composer, actor, musical performer or other relevant artistic discipline. They conduct an indepth inquiry into this topic and what it teaches.

Area of Study 3: Portfolio of Skills
Students seek to develop a skill or talent, related to a Creative Arts discipline. They will document their research, learning, practise and skill development in this area. Students then reflect on this and how they feel the skill development has gone.

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

YEAR 11

MUSIC EXPERIENCE

SEMESTER 1

LEARNING AREA: Arts

CREDITS: 10

CODE: 1MXE10 and/or 1MVD10

OFFERED: Semester 1

PREREQUISITES: Entrance by negotiation and at teacher discretion, students are expected to be undertaking lessons of an instrument and/ or have 3+ years experience. Audition may be required

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 and Musical Literacy

COMMENTS:

Experience students may study Music Experience for one Semester in either Semester 1 or 2.

MUSIC EXPERIENCE

SEMESTER 2

LEARNING AREA: Arts

CREDITS: 10

CODE: 1MVD10 and/or 1MVD10

OFFERED: Semester 2

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 and Musical Literacy

COMMENTS:

Experience – most options of Stage 2 Music can be undertaken by studying one or both semesters of Music Experience

The Music Experience subjects will be offered by negotiation and subject to meeting relevant criteria, in the event a student is not able to do this course, Creative Arts – Performing Arts is available as a subject that can have with a musical focus.

YEAR 12

CREATIVE ARTS - VISUAL ARTS

LEARNING AREA: Arts

CREDITS: 20

CODE: 2CVA20 or 2CVAD20

OFFERED: Full Year

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:
    - Product design – e.g. toy, fashion, stage, furniture and engineering design.
    - Environmental design – e.g. sustainable interior and exterior design.
    - 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 (50%)- 30-40page A3 folio with equivalent of 4000 words of documentation, planning and research.
- Asssessent Type 2: Practical and Artist Statement (20%)- Final Artwork and Artist Statement (1000 words)

External Assessment (30%)

Assessment Type 3: Visual Study (30%)- 20 Page A3 folio which incorporates a least x3 artist research, practical application, analysis of a desired art topic/question, with equivalent of 2000 words of documentation.

YEAR 12

CREATIVE ARTS – PERFORMING ARTS

LEARNING AREA: Arts

CREDITS: 20

CODE: 2CVA20 or 2CVAD20

OFFERED: Full Year

PREREQUISITES: Stage 1 Creative Arts – Performing Arts or entrance by negotiation or audition.

CONTENT:

Area of Study 1: Product(s)

Students will undertake to present and perform an item (song/ act/ musical etc) as a part of the College musical or 'Showcase of the Arts'. Key factors in this area are:

- Consderation and selection of the work they will present.
- Performance of this pieve
- Review and reflection of their performance, including journal entries while learning.

Area of Study 2: Inquiry

Students will choose an area of interest to study and look at. This can be a person, musician, composer, actor, musical performer or other relevant artistic discipline. They conduct an indepth inquiry into this topic and what it teaches.

Area of Study 3: Portfolio of Skills

Students seek to develop a skill or talent, related to a Creative Arts discipline. They will document their research, learning, practise and skill development in this area. Students then reflect on this and how they feel the skill development has gone.

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.

YEAR 12

MUSIC PERFORMANCE - SOLO

LEARNING AREA: Arts

CREDITS: 10

CODE: 2MSO10

OFFERED: Half Year subject offered across a full year but should be paired with another Stage 2 Music subject

PREREQUISITES: Stage 1 Music Experience/ Entrance by negotiation and at teacher discretion, students are expected to be undertaking lessons of an instrument and/ or have 3+ years experience. Audition may be required.

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:

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

YEAR 12

MUSIC PERFORMANCE - ENSEMBLE

LEARNING AREA: Arts

CREDITS: 10

CODE: 2MEB10

OFFERED: Half Year subject offered across a full year but should be paired with another Stage 2 Music subject

PREREQUISITES: Stage 1 Music Experience/ Entrance by negotiation and at teacher discretion, students are expected to be undertaking lessons of an instrument and/ or have 3+ years experience. Audition may be required.

CONTENT:

Stage 2 Music Performance – Ensemble is a 10-credit subject that consists of Understanding Music, Creating Music (Performance) and 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:

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.

YEAR 11

ACTIVATING IDENTITIES AND FUTURES

LEARNING AREA: Cross-Disciplinary

CREDITS: 10

CODE: 2RPA10

OFFERED: Semester 2 in Year 11

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%

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.

Design, Technology and Engineering: Robotics and Electronic Systems

Robotics and Electronic Systems focuses on the application of electronic and electromechanical principles to design, prototype, and test functional systems. Students use the design and realisation process to engineer innovative solutions to real-world problems through the development of products or systems. The subject provides a flexible framework that encourages creativity, critical thinking, and enterprise, while building technical and problem-solving skills. Projects may involve coding, circuit design, microcontrollers, sensors, or mechanical components. Throughout the course, students explore the impact of technology on society and develop an understanding of how electronic systems are used across a range of industries.

Design, Technology and Engineering: Digital Communication Solutions

Digital Communication Solutions focuses on using digital technologies to create and communicate visual messages with purpose and impact. Students explore the principles of visual design and learn how to use photography and digital tools to convey meaning, influence audiences, and express ideas. Through the *design and realisation process*, students develop creative solutions to communication challenges, applying skills in image capture, editing, layout, and presentation. The subject encourages innovation, critical thinking, and an understanding of how digital media shapes communication in personal, commercial, and cultural contexts.

YEAR 11

DTE: INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 10

CODE: 1IES10

OFFERED: Semester 1 or 2

PREREQUISITES: Nil

CONTENT:

This subject has 3 tasks outlined below:

Specialised Skills Task 1 – 25%

Soldering and Safe Component Handling

- Students will complete a guided soldering project (e.g. a simple circuit board or controller interface) and demonstrate safe handling of electronic components.
- They will produce a short reflective video or written journal explaining what they did, any challenges, and how these skills will be applied to their final product.

Specialised Skills Task 2 – 25%

CAD and CAM for Retro Gaming Machine

- Students will produce a CAD model of their retro gaming machine using Autodesk Fusion
- They will generate a laser-cutting or CNC/CAM pattern using Adobe Illustrator which will inform Assessment Type 2 by refining parts for their final build.
- They will follow the Design Process to formulate and execute a design brief
- Students will evaluate their learning throughout the process and document improvements for future designs

Design Development and Solution Realisation – 50%

Part 1- Retro Gaming Machine Brief, Research, and Planning

- Students will investigate and respond to a design brief involving the creation of a Raspberry Pi-powered tabletop retro arcade machine. This will include:
    - identifying end-user needs,
    - researching similar products,
    - material choices, and
    - evaluating ethical/sustainability issues.
- Students will produce multiple design options, a selection justification, and a production plan

Part 2 - Solution Realisation and Evaluation

- Students will construct their working tabletop arcade machine using their plans. They will include:
    - documentation of their CAD/CAM files,
    - photographs/video of the build, and
- Final evaluation

EVIDENCE OF LEARNING:

- Specialist Skills Task 1: Max 600 words. (25%)
- Specialist Skills Task 2: Max 600 words. (25%)
- Design Development and Solution Realisation: 1250 words (Part 1), 500 words (Part 2). (50%)

YEAR 11

DTE: ROBOTIC AND ELECTRONIC SYSTEMS

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 10 / 20

CODE: 1RES10/1RES20

OFFERED: Semester 1 and / or Semester 2

PREREQUISITES: Nil

RECOMMENDED: Year 10 Digital Tech (Robotics)

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 (15% each) (2 per semester)

- Mini folio (300 words)
- Producing a 3D object within constraints (300 word equivalent)

Design Process and Solution Folio (70%) (1750 words) (1 per semester)

- Design Folio + Evaluation (1250 words) (25%)
- Product Production + Product Record (500 words) (45%)

YEAR 11

DTE: DIGITAL COMMUNICATION SOLUTIONS (PHOTOGRAPHY)

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 10 / 20

CODE: 1DCS10/1DCS20

OFFERED: Semester 1 and / or Semester 2

PREREQUISITES: Nil

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

YEAR 11

INFORMATION PROCESSING AND PUBLISHING

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 10

CODE: 1IPR10

OFFERED: Semester 1 or 2

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:

The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:

Assessment Type 1: Practical Skills (50%)

- 2x Design tasks demonstrating 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

YEAR 11

WORKPLACE PRACTICES

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 10

CODE: 1WPC10

OFFERED: Semester 2

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:

The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:
Assessment Type 1: Folio (1300 words)
Assessment Type 2: Performance (journal documenting 25-30 hours worked)
Assessment Type 3: Reflection (500 words or 5mins)

YEAR 12

DTE: INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 20

CODE: 2IES20

OFFERED: Semesters 1 and 2

PREREQUISITES: Nil. Assumed knowledge of Year 11 CAD/CAM.

CONTENT:

This subject is within the CAD/CAM specialisation.
This subject has 6 tasks (within 3 assessment types) outlined below:

Specialised Skills Tasks – 20%

Modelling, Rendering and Manufacturing

Students will be given an item and a measuring device. They will produce individual parts, a final assembly and renderings of the item for assessment.

Students will use machines available (3D printer, laser cutter and/or CNC router) to manufacture prototype parts.

The outcome of this skills task is usable for Specialised Skills Application 2

Technical Drawings

Students are required to produce a range of technical drawings (to AS1100 standard) of their CAD model which was produced in Specialised Skills Application 1.
Students are assessed on layout, and dimensioning and detailing reference to the appropriate AS1100 drawing standards.
A written/multimodal reflection of the processes used, problems encountered and solutions to these problems.

Design Process and Product – 50%

Folio

Students create a design folio, documenting their design from conception to realisation. The folio must include Investigation and Analysis, Design Development and Planning, and Evaluation.

Solution

Students produce the solution as designed in their folio. They produce a video or photographic record that includes evidence of: development of skills, selection and use of appropriate techniques and processes, modification to the design as a result of technical problems that arise, and ongoing reflection on ideas and procedures. Students create prototype model(s) of parts manufactured using either the 3D printer, laser cutter and/or CNC router.

Resources Study – 30%

Resource Investigation – Materials

Students investigate the properties of two or more 3D printing filaments. They look at the chemical properties as well as the physical properties of the materials. They gather qualitative and quantitative data about the materials and draw conclusions about the results.

Issue Exploration

Students investigate and analyse ethical, legal, economic and/or sustainability issues specific to their solution.

EVIDENCE OF LEARNING:

- Specialised Skills Tasks: Max 1200 words and folio of drawings (20%)
- Design Process and Product: Max 3000 words and folio of drawings. (50%)
- Resources Study: Max 2000 words. (30%)

YEAR 12

DTE: ROBOTIC AND ELECTRONIC SYSTEMS

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 20

CODE: 2RES20

OFFERED: Full Year

PREREQUISITES: Year 11 Robotics and Electronics

CONTENT:

In this hands-on course, students will design and build their own autonomous vehicle using a Raspberry Pi Pico and ultrasonic sensor. Aligned with the "Make it Move" theme, the course focuses on the practical application of electronics and robotics, with students developing a self-driving system for use on Earth or in extra-terrestrial environments. With a strong emphasis on student choice and agency, learners identify a real-world need and create innovative, functional solutions.

Throughout the course, students will engage with the four-part design process—investigating, devising, producing, and evaluating—to define a problem, analyse existing solutions, and develop their own working prototype.

Essential Skills developed across the year include

- Circuit design
- Soldering
- Production using advanced technologies (3D Printer, Laser Cutter, CNC)
- Python coding
- Working with microcontrollers
- Computer Aided Design (CAD)

EVIDENCE OF LEARNING:

Students will complete two specialised skills tasks to develop essential technical skills for their major project. They will then apply the design process to identify a problem, design a solution, and produce a working product. As part of this process, students will investigate and justify the selection of a key component and explore an issue related to a technology used in their final design.

Specialised Skills Tasks (20%)

- Mini folio (500 words)
- Producing a 3D object within constraints (500 word equivalent)

Design Process and Solution Folio (50%) (3000 words)

- Design Folio + Evaluation
- Solution Production + Product Record

External Assessment (30%) (2000 words)

- Resource Investigation
- Issues Exploration

YEAR 12

INFORMATION PROCESSING AND PUBLISHING

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 20

CODE: 2IPR20

OFFERED: Full Year

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

YEAR 12

WORKPLACE PRACTICES

LEARNING AREA: Business, Enterprise and Technology

CREDITS: 20

CODE: 2WPC20

OFFERED: Full Year

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)

ENGLISH

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.

YEAR 11

ENGLISH

LEARNING AREA: English

CREDITS: 20

CODE: 1ESH10

OFFERED: Full Year

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%

ESSENTIAL ENGLISH

LEARNING AREA: English

CREDITS: 20

CODE: 1ETE10

OFFERED: Full Year

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

YEAR 12

ENGLISH

LEARNING AREA: English

CREDITS: 20

CODE: 2ESH20

OFFERED: Full Year

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

ESSENTIAL ENGLISH

LEARNING AREA: English

CREDITS: 20

CODE: 1ETE20

OFFERED: Full Year

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

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.

YEAR 11

OUTDOOR EDUCATION

LEARNING AREA: Health and Physical Education

CREDITS: 10 (Semester) or 20 (Full Year)

CODE: 1OUT10 (Semester) or 1OUT20 (Full Year)

OFFERED: Semester 1 or 2 or Full Year

PREREQUISITES: Year 10 Physical Education

CONTENT:

Outdoor Education consists of two interrelated focus areas:

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

SEMESTER 1

Assessment Type 1:

About Natural Environments – 40%

Port River Estuary - Overcoming Human-Created Coastal Issues.

1100 words/7 mins Issues Analysis Multi-Modal Report

Assessment Type 2:

Experiences in Natural Environments – 60%

Part 1 - Paddling - Prior Preparation Prevents Poor Performances

-Planning Portfolio

-3-day Expedition Journey

1100 words/7 mins Reflection

Part 2 - Mountain Biking – A resilience story, learning to control the body and mind.

-Planning Portfolio

-3-day Expedition Journey

-1100 words/7 mins Reflection

SEMESTER 2

Assessment Type 1:

About Natural Environments – 40%

The River Murray – Achieving a Sustainable Future

1100 words/7 mins Issues Analysis Multi-Modal Report

Assessment Type 2:

Experiences in Natural Environments – 60%

Part 1 - Paddling - Collaboration through responsibility, teamwork, respect.

-Planning Portfolio

-3-day Expedition Journey

-1100 words/7 mins Reflection

Part 2 - Aquatics – Recognising the importance of the journey, as well as the destination.

-Planning Portfolio

-3-day Expedition Journey

-1100 words/7 mins Reflection

YEAR 11

INTEGRATED LEARNING- SPORTS IN THE COMMUNITY

LEARNING AREA: Health and Physical Education

CREDITS: 10

CODE: 1ILN10

OFFERED: Semester 1 & 2

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

YEAR 11

FOOD AND HOSPITALITY

LEARNING AREA: Health and Physical Education

CREDITS: 10

CODE: 1FOH10

OFFERED: Semester 1 & 2

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

YEAR 11

CHILD STUDIES

LEARNING AREA: Health and Physical Education

CREDITS: 10

CODE: 1CSD10

OFFERED: Semester

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)

YEAR 12

CHILD STUDIES

LEARNING AREA: Health and Physical Education

CREDITS: 20

CODE: 1CSD20

OFFERED: Full Year

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

YEAR 12

OUTDOOR EDUCATION

LEARNING AREA: Health and Physical Education

CREDITS: 20

CODE: 2OUT20

OFFERED: Full Year

PREREQUISITES: Year 11 Outdoor Education

CONTENT:

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.

Connections to Natural Environments

Students explore the deep connections between humanity and the natural world, blending theoretical understanding with practical, hands-on experience.

EVIDENCE OF LEARNING:

Assessment Type 1: About Natural Environments – 20%

Wellbeing and Natural Environments

1600 words/10 mins Multi-Modal Report

Assessment Type 2: Experiences in Natural Environments – 50%

Part 1 - Mountain Biking - Skill Development

-Planning Portfolio

-3-day Expedition Journey

-1000 words/6 mins Reflection

Part 2 - Paddling - Self Reliance

-Planning Portfolio

-3-day Self-Reliant Expedition Journey

-1500 words/10 mins Reflection

Assessment Type 3: Connection to Natural Environments – 30% (externally moderated)

Your Connection to Natural Environments

2000 words/12 mins Investigative Report

YEAR 12

FOOD AND HOSPITALITY

LEARNING AREA: Health and Physical Education

CREDITS: 20

CODE: 1FOH20

OFFERED: Full Year

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.

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.

YEAR 11

ANCIENT STUDIES

LEARNING AREA: Humanities and Social Sciences

CREDITS: 10

CODE: 1ANT10

OFFERED: Semester 1

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.

YEAR 11

MODERN HISTORY

LEARNING AREA: Humanities and Social Sciences

CREDITS: 10

CODE: 1MOD10

OFFERED: Semester 2

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:

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.

YEAR 11

MEDIA STUDIES

LEARNING AREA: Humanities and Social Sciences

CREDITS: 10

CODE: 1MES10

OFFERED: Semester 2

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.

YEAR 11

LEGAL STUDIES

LEARNING AREA: Humanities and Social Sciences

CREDITS: 10

CODE: 1LES10

OFFERED: Semester 1

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

YEAR 12

LEGAL STUDIES

LEARNING AREA: Humanities and Social Sciences

CREDITS: 20

CODE: 2LES20

OFFERED: Full Year

PREREQUISITES: Stage 1 Legal Studies

CONTENT:

Central to the study of Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve to resolve these tensions whilst also responding to changes in community values and circumstances.

Focus Area 1: The Sources of Law

Extended Response (Folio)

Using a South Australian contemporary issue, demonstrate your knowledge and understanding of Focus Area: Sources of Law. To demonstrate this knowledge, students will critically analyse the following questions:

A) Big Question : Do people influence laws or do laws influence people?

B) Big Question: Are laws responsive to change?

Research Assignment (Folio)

Students will respond to questions and anaylse sources to prepare an extended response under direct supervision, in question and answer format.

Focus Area 2: Dispute Resolution

Extended Response (Folio)

Students will select from a range of extended response questions and respond to the selected question. The topic of the extended response is chosen based on a significant legal matter recently reported in the media.

Optional Area 1: The Constitution

Extended Response (Folio)

This task requires students to explore Section 44 of the Australian Constitution, analysing its historical context and its current application in contemporary Australian politics. Students will investigate how the section has evolved over time, including its interpretation by the High Court, and will assess the implications of its provisions on Australian politicians today.

EVIDENCE OF LEARNING:

School assessment (70%)

Assessment Type 1: Folio (40%)
Assessment Type 2: Inquiry (30%)

External assessment (30%)

Assessment Type 3: Examination

YEAR 12

ANCIENT STUDIES

LEARNING AREA: Humanities and Social Sciences

CREDITS: 20

CODE: 2ANT20

OFFERED: Full Year

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%)

YEAR 12

MODERN HISTORY

LEARNING AREA: Humanities and Social Sciences

CREDITS: 20

CODE: 2MOD20

OFFERED: Full Year

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%)

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(Year 11) Mathematics

Stage 1 Mathematics courses comprise of 10 credit semester courses in 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 semester of Specialist Mathematics in Year 11, namely two Maths subjects in semester 2.

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 (Yesar 12) 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. This is completed in addition to Maths Methods.
- 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.

YEAR 11

MATHEMATICAL METHODS

LEARNING AREA: Mathematics

CREDITS: 10 per semester

CODE: 1MES10

OFFERED: Semester 1 & 2 (Students must choose both Semesters)

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
    - Functions and Graphs: 60 minutes supervised with a handwritten A4 page of notes
    - Polynomials: 60 minutes supervised with a handwritten A4 page of notes
    - 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
    - Growth and Decay: 60 minutes supervised with a handwritten A4 page of notes
    - Calculus: 60 minutes supervised with a handwritten A4 page of notes
    - 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

YEAR 11

GENERAL MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 10 per semester

CODE: 1MGM10

OFFERED: Semester 1 & 2 (Students must choose both Semesters)

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

ESSENTIAL MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 10 per semester

CODE: 1MEM10

OFFERED: Semester 1 & 2 (Students must choose both Semesters)

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

SPECIALIST MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 10 per semester

CODE: 1MAM10

OFFERED: Semester 1 & 2 (Students must choose both Semesters)

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

YEAR 12

MATHEMATICAL METHODS

LEARNING AREA: Mathematics

CREDITS: 20

CODE: 2MHS20

OFFERED: Full Year

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%)

GENERAL MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 20

CODE: 2MGM20

OFFERED: Full Year

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:

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

YEAR 12

ESSENTIAL MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 20

CODE: 2MEM20

OFFERED: Full Year

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%)

SPECIALIST MATHEMATICS

LEARNING AREA: Mathematics

CREDITS: 20

CODE: 2MSC20

OFFERED: Full Year

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%)

SCIENCE

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.

YEAR 11

BIOLOGY

LEARNING AREA: Science

CREDITS: 10

CODE: 1BGY10

OFFERED: Semester 1

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

PSYCHOLOGY

LEARNING AREA: Science

CREDITS: 10

CODE: 1PSC10

OFFERED: Semester 2

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)

YEAR 11

PHYSICS
Semester 1

LEARNING AREA: Science

CREDITS: 10

CODE: 1PYI10

OFFERED: Semester 1

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 semester 1 and Physics semester 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.

PHYSICS
Semester 2

LEARNING AREA: Science

CREDITS: 10

CODE: 1PYI10

OFFERED: Semester 2

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 semester 1 and Physics semester 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.

YEAR 11

CHEMISTRY
Semester 1

LEARNING AREA: Science

CREDITS: 10

CODE: 1CME10

OFFERED: Semester 1

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 in Semester 2. Students planning to do Stage 1 Chemistry in Semester 2 need to take this course. All student work is assessed by the teacher.

CHEMISTRY
Semester 2

LEARNING AREA: Science

CREDITS: 10

CODE: 1CEM10

OFFERED: Semester 2

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

YEAR 12

BIOLOGY

LEARNING AREA: Science

CREDITS: 20

CODE: 20BGY20

OFFERED: Full Year

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%)

PSYCHOLOGY

LEARNING AREA: Science

CREDITS: 20

CODE: 2PSC20

OFFERED: Full Year

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

PHYSICS

LEARNING AREA: Science

CREDITS: 20

CODE: 2PYS20

OFFERED: Full Year

PREREQUISITES: 20 credits of Physics at Stage 1 Grade B or higher.

CONTENT:

Motion and Relativity

- Projectile motion
- Forces and momentum
- Einstein's relativity

Light and Atoms

- Wave behaviour of light
- Wave-particle duality
- Structure of the atom
- Standard Model

Electricity and Magnetism

- Electric fields
- Motion of charged particles in electric fields
- Magnetic fields
- Motion of charged particles in magnetic fields
- Electromagnetic induction

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.

YEAR 12

CHEMISTRY

LEARNING AREA: Science

CREDITS: 20

CODE: 2CME20

OFFERED: Full Year

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

LEARNING AREA: Christian Living

CREDITS: 70 Stage 2

CODE: 10741NAT

OFFERED: Semester 1 (2 year course- Start course in Year 11)

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

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, Matt Swift, who will provide greater detail on course opportunities related to student interest and pathway aspirations

SACE PLANNER

	Credits
Exploring Identities and Futures = 10 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
To gain the SACE, you must earn 200 credits	Total 200

Compulsory Stage 1	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.
Compulsory Stage 1 and Stage 2	
Compulsory Stage 2	
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

RIJKEN CUP

Requirements and Expectations

Students must attend the scheduled trials in Term 3 and 4 to be included in the selection process for the 2026 Rijken Cup BCCC squad.

- New students arriving at school in the beginning of 2026 will be given a chance to trial.
- Students must demonstrate good behaviour and engagement in classes.
- Students must attend all scheduled trainings, including before and after school
- Students are expected to attend all five days of the Rijken Cup tournament and stay until the end of each day.

Students must not be picked up early from the competition days, and any outside school commitments must be put on hold during the Rijken Cup week.

Students will be expected to maintain fitness for the sports they are participating in. (There will be fitness training for all teams). Students can be removed from the team for poor fitness, skill improvement, attitude & behaviour.

Rijken Cup Trainings

Will take place before and after school hours at:

- 7:30 – 8:30 am and 3:30 – 4:45 pm on scheduled days
- During lunch time: 1:05 – 1:40pm
- And occasionally during House lessons

Training times may involve competition in the evenings for Volleyball and Basketball. Scheduled practice games may occur, played against other schools E.g. Hope CC

All training sessions will be communicated home via email, so students must be checking their BCCC email account at least once every day

Timetable for Team Selections: **Trials: During Terms 3 & 4** – students to take part in trials for the Rijken Cup squad

Draft Rijken Cup Teams

- A draft team will be put together during **week seven of Term 4**.
- The draft teams are based on student attendance and engagement, as well as skill level, taken from students' performance during trials and training sessions during terms 3 and 4.
- Students are expected to participate on a minimum of two teams.

Proposed Rijken Cup Teams

- Proposed teams will be put together during **week two of Term 1 of the new year**
- Students will be fitted for uniforms and other kit where needed.
- The team will be made up of the max number of players allowed under Rijken Cup rules, plus a limited number of reserves.
- Students selected as part of the Proposed teams, are expected to train during Term 1.

Final Rijken Cup teams:

- The final selection process (including players and reserves) will occur during **Term 1, Week 10**
- Communication will be sent to students during **Term 1, Week 11**
- Until that time, all teams are still being selected, so participation at training is crucial.
- Reserves, if needed, will be determined by coaches and Sports Academy coordinator.
- During term two, all teams will continue to train up to the competition dates.

Commitment at all training sessions is compulsory to win and retain a place in each team.

Notes:

Notes:

Blakes Crossing CHRISTIAN COLLEGE

Educating for Eternity

14 Boucaut Ave
Blakeview SA 5114

Ph: (08) 7372 8100
Email: seniorschool@bccc.sa.edu.au