



Blakes Crossing
CHRISTIAN COLLEGE

Educating for Eternity

**Senior School
Curriculum Handbook**

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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 on offer at BCCC and find out what the requirements are for the path ahead – whether that is work, an apprenticeship or further study at a TAFE or university.

Senior School at BCCC is years 10 – 12, with SACE starting at Year 10 level through Exploring Identities and Futures (EIF) in 2024 (previously known as PLP) and then more heavily in Year 11 (Stage 1) and completing SACE in Year 12 (Stage 2).

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

This handbook provides information about 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 subject selections are listed in this handbook. You will also find a list of helpful websites.

Key Contacts at BCCC

Mr Warren Hall	Principal	warren.hall@bccc.sa.edu.au
Mr Barney Jones	Head of Senior School & SACE Coordinator	barney.jones@bccc.sa.edu.au
Mrs Courtney Bond	Head of Diverse Learning	courtney.bond@bccc.sa.edu.au
Mrs Ashley Taylor	VET Coordinator	ashley.taylor@bccc.sa.edu.au
Mrs Cyndi Graham	Chaplain	cyndi.graham@bccc.sa.edu.au
Mr Angus Green	Chaplain	angus.green@bccc.sa.edu.au

Useful Websites

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



Using this Handbook

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

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

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

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

Terminology

The following is some of the terminology used throughout this document

AIF	Activating Identities and Futures
AI	Artificial Intelligence tools such as "ChatGPT"
ATAR	Australian Tertiary Admissions Rank
EIF	Empowering Identities and Futures
PLP	Personal Learning Plan which is being replaced in 2024 by EIF
RP	Research Project which is being replaced in 2024 by AIF
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 qualification
SACE Stage 1	commonly referred to as the SACE subjects studied in Year 11
SACE Stage 2	commonly referred to as the SACE subjects studied in Year 12
TAS	Tertiary Admission Subjects
VET course	Vocational Education and Training course



Information about the SACE

What is the SACE?

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

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

How do students achieve their SACE?

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

There are two stages to SACE:

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

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

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

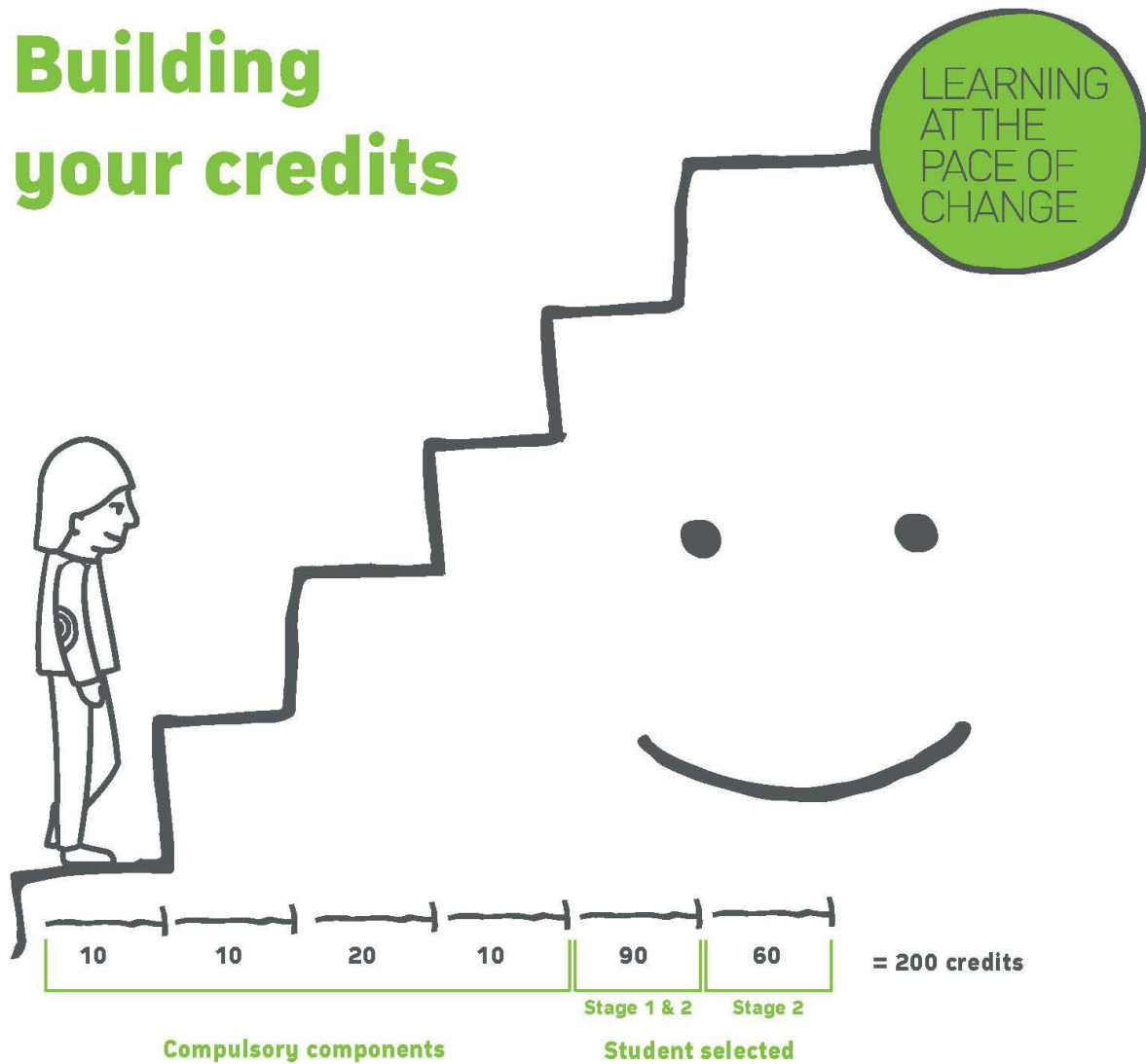
The compulsory subjects for SACE and as delivered at BCCC are:

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

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

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

Building your credits



Here's how it works.

Compulsory components

50 credits

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

Student selected

90 credits

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

60 credits

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

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



Exploring Identities and Futures (previously PLP)

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

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

Activating Identities and Futures (previously RP)

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

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

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

What is Community Learning?

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

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

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

Students interested in exploring this option should discuss their application with the SACE Coordinator. For more information on Community Learning, visit:

<https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>



Special Provisions

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

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

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

Individualised Programs – SACE Modified courses

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

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

University and VET Entry

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

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

Assessment and Moderation

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

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

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



Homework in Senior School

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

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

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

Due dates, Plagiarism, and Drafting

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.

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 can't be demonstrated, then they will be asked to resubmit the tasks by the set due date. This means students need to use the drafting process and any issues like this will become apparent early in the process. If students don't draft, and just hand in a final copy and it's deemed to not be their own work, students may receive a failing grade with no option to resubmit.



Academic Integrity and the Use of AI

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

Guidelines for AI Use and Academic Integrity

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

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

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

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

Consequences for Misuse of AI: The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent one's understanding, will be treated as a serious violation of BCCC policy. Consequences can range from failing the course, a zero mark or other more serious consequences.

We encourage you to use AI as a learning tool, but to do so responsibly and ethically. Remember, the goal of your education is not just about achieving grades; more importantly, it's about learning, growing, and preparing yourself for the future. The responsible use of AI aligns with these goals and helps you become a better learner and future leader.

SACE Capabilities

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

The following seven general capabilities underpin the SACE:

- Literacy.
- Numeracy.
- Information and Communications Technology.
- Critical and Creative Thinking.
- Personal and Social.
- Ethical Understanding.
- Intercultural Understanding.

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



The SACE “StudentsOnline” portal

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

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

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

Further Information

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

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



Subjects considered at Years 10-12

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

LEARNING AREA	Year 10	Year 11 – Stage 1	Year 12 – Stage 2
ARTS	Music	Music	Music Explorations / Music Studies Solo & Ensemble Performance
	Art & Design	Visual Arts	Visual Arts
ENGLISH	General English	Essential English	Essential English
	English	English	English English Literary Studies (TBC)
HUMANITIES & SOCIAL SCIENCES	Humanities and Social Sciences (HASS)	Ancient Studies	Ancient Studies
		Modern History	Modern History
HEALTH & PHYSICAL EDUCATION	Physical Education / Health Outdoor Education	Food & Hospitality	Food & Hospitality
		Physical Education	Physical Education
		Sports & Recreation	Sports & Recreation
		Outdoor Education	Outdoor Education
SCIENCE	Science (General/Core)	Biology	Biology
		Psychology	Psychology
		Physics	Physics
		Chemistry	Chemistry
MATHEMATICS	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics	Essential Mathematics
		General Mathematics	General Mathematics
		Mathematical Methods	Mathematical Methods
		Specialist Mathematics (TBC)	Specialist Mathematics (TBC)
BUSINESS, ENTERPRISE & TECHNOLOGY	Design Technology	Cert 2 Workplace Practices	Information Processing and Publishing
CROSS – DISCIPLINARY	Exploring Identities and Futures	Activating Identities and Futures	Community Connections
		Community Connections	
VET – some previously offered courses are:	None	Certificate II Workplace Skills Certificate II in Hospitality	Additional VET courses (TBC)



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

Recognised Studies	
Vocational Education and Training Course (can be counted towards SACE completion)	
Complete Certificate III (can be counted as 4 th subject/flexible option for university entry)	
Precluded Combinations and Counting Restrictions	
Arts Learning Area	
Music – No more than 40 credits can be studied across stage 1 and 2	Counting Restriction
Visual Art – Art & Visual Design – Design	Precluded Combination
Business, Enterprise and Technology Learning Area	
No more than 20 credits from Communication Products, Materials Products, System Control Products and the former Design and Technology Studies.	Counting Restriction
Material Products I and Material Products II	Precluded Combination
Cross-Disciplinary Learning Area	
No more than 20 credits of Cross-Disciplinary & Integrated Learning subjects	Counting Restriction
English Learning Area	
Essential English, English, English Literary Studies	Precluded Combination
Mathematics Learning Area	
No more than 40 credits of Mathematics	Counting Restriction
Essential Mathematics, General Mathematics, Mathematical Methods	Precluded Combination

Curriculum Pattern

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

Year 10

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

	COMPULSORY SUBJECTS				ELECTIVE SUBJECTS (students choose up to 4)
Semester 1	Christian Living, Chapel, Wellbeing and House	Exploring Identities and Futures	English, HASS, and Science	Essential Maths OR General Maths	Outdoor Education Home Economics Visual Arts Physical Education Music Design Technologies
Semester 2				Maths OR Maths Methods	



Stage 1 – Year 11

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

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

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

Stage 2 – Year 12

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

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

Important Notes

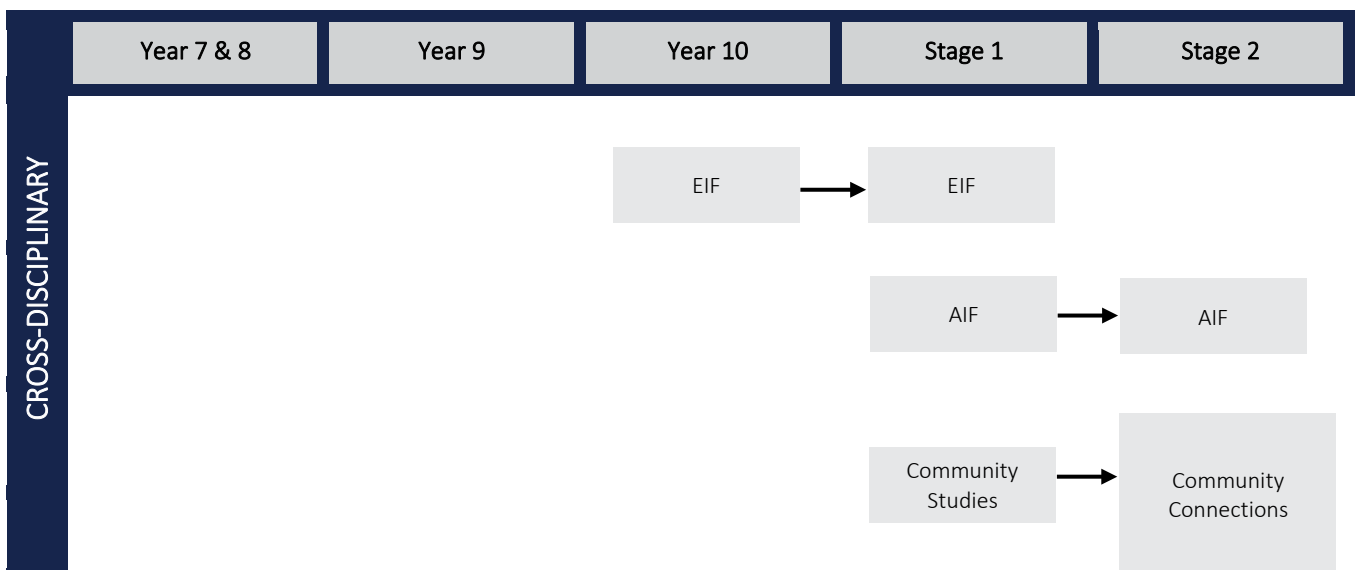
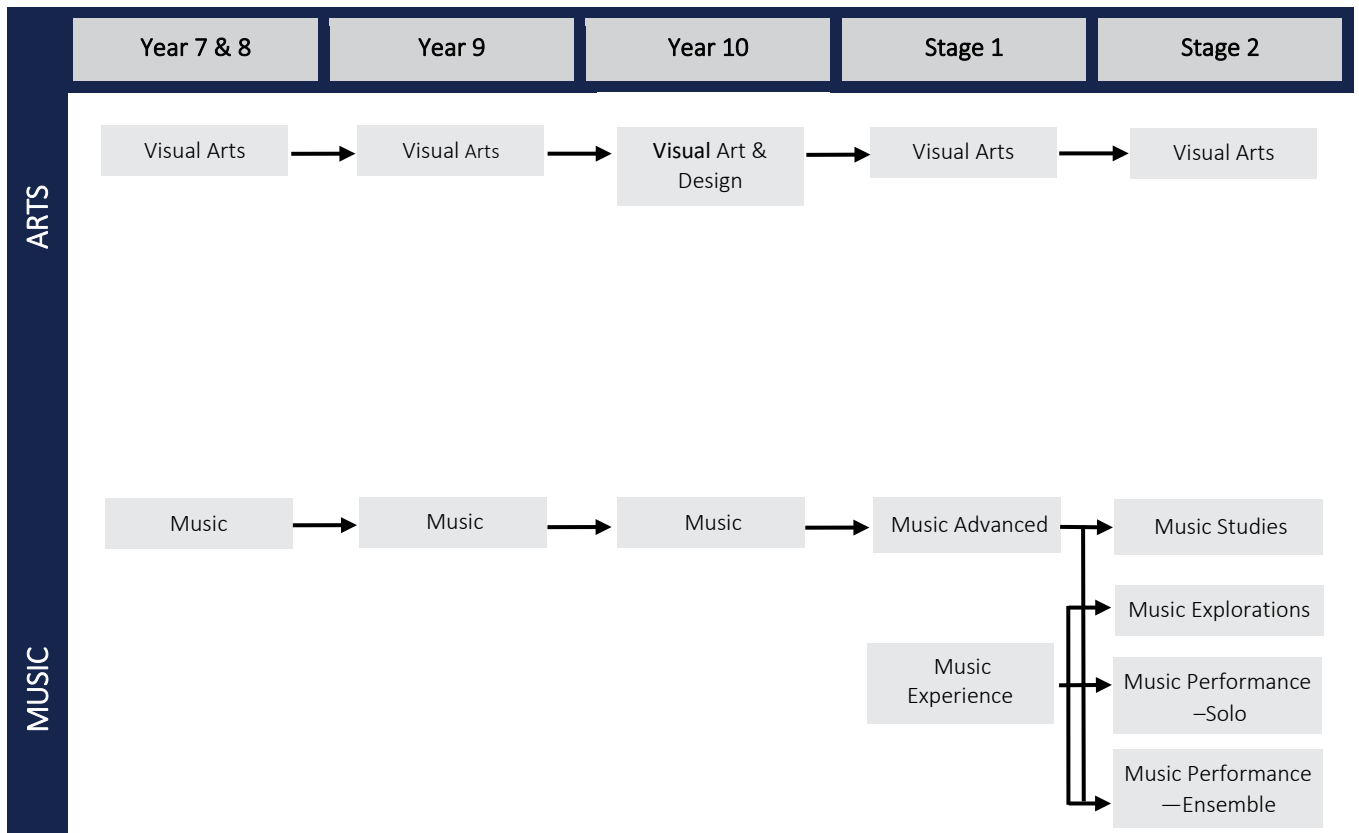
Any student who has not passed the Exploring Identities and Futures (EIF) in Year 10 will be required to complete this in Year 11. Students will not be able to enrol in Year 12 without successful completion of EIF.

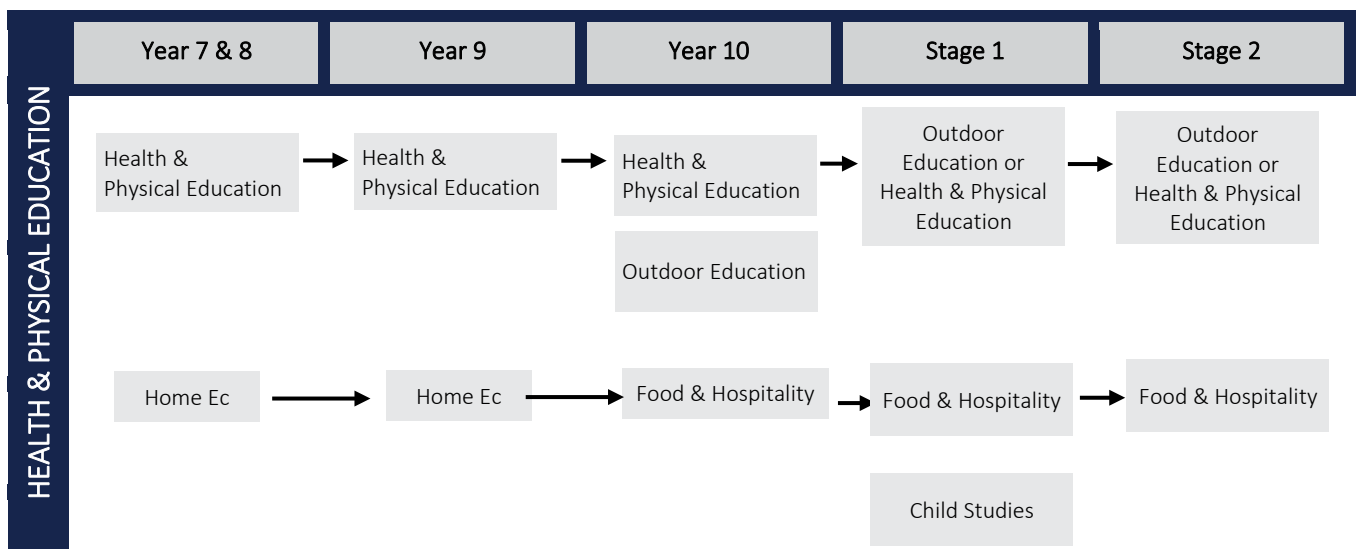
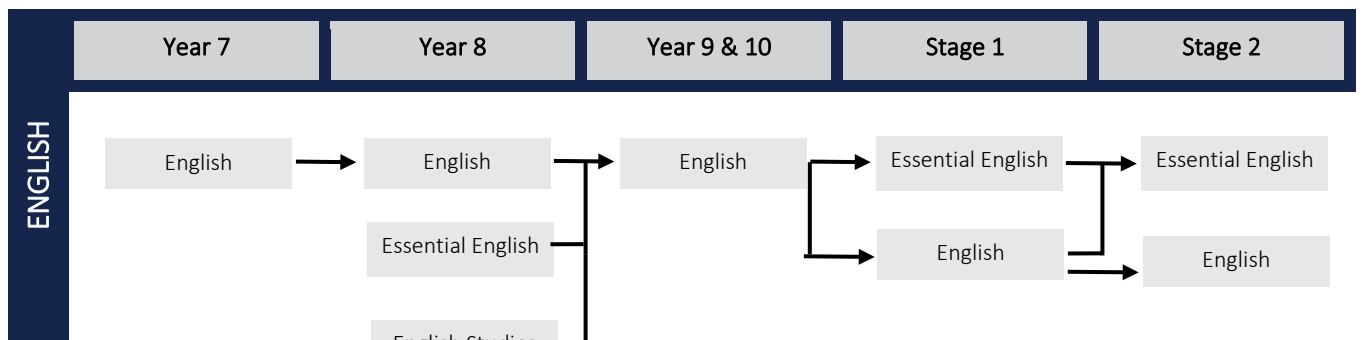
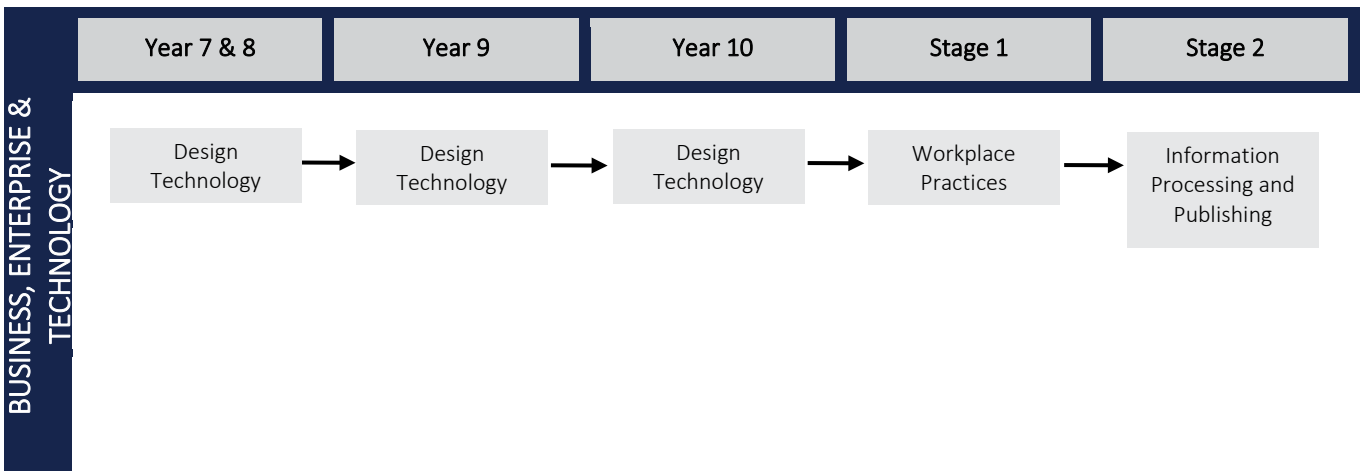
Any student who has not passed Activating Identities and Futures, Year 11 English or Mathematics will be placed on Academic Probation for Term 1, and if not successful in all subjects in Term 1, will be required to repeat Year 11.

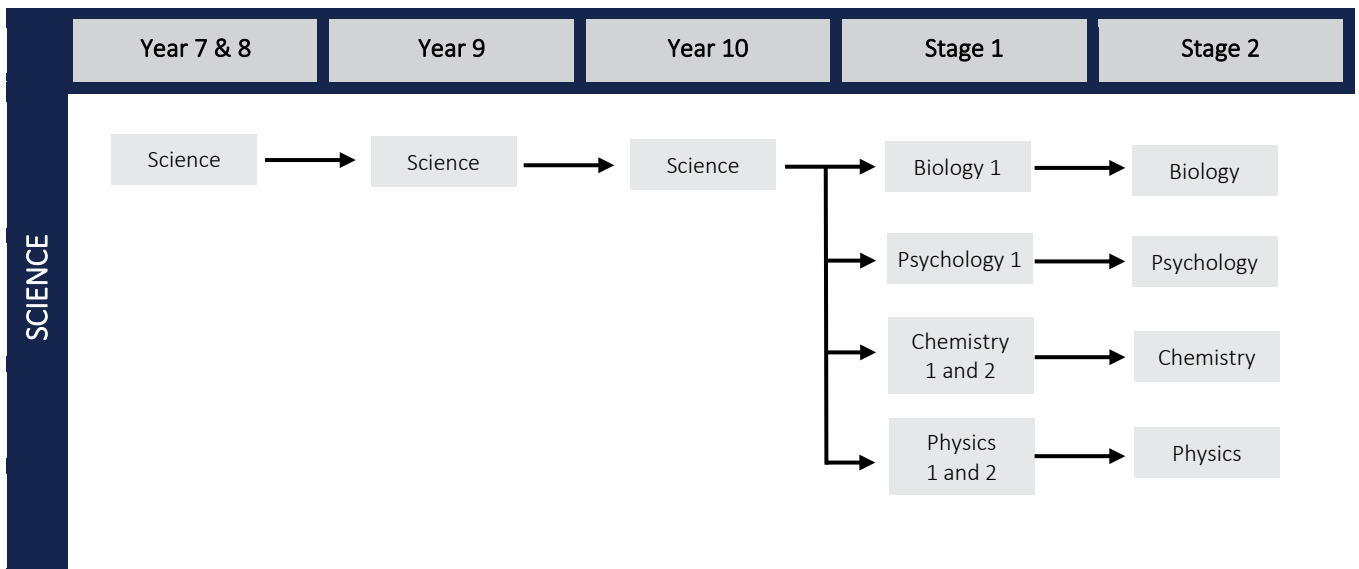
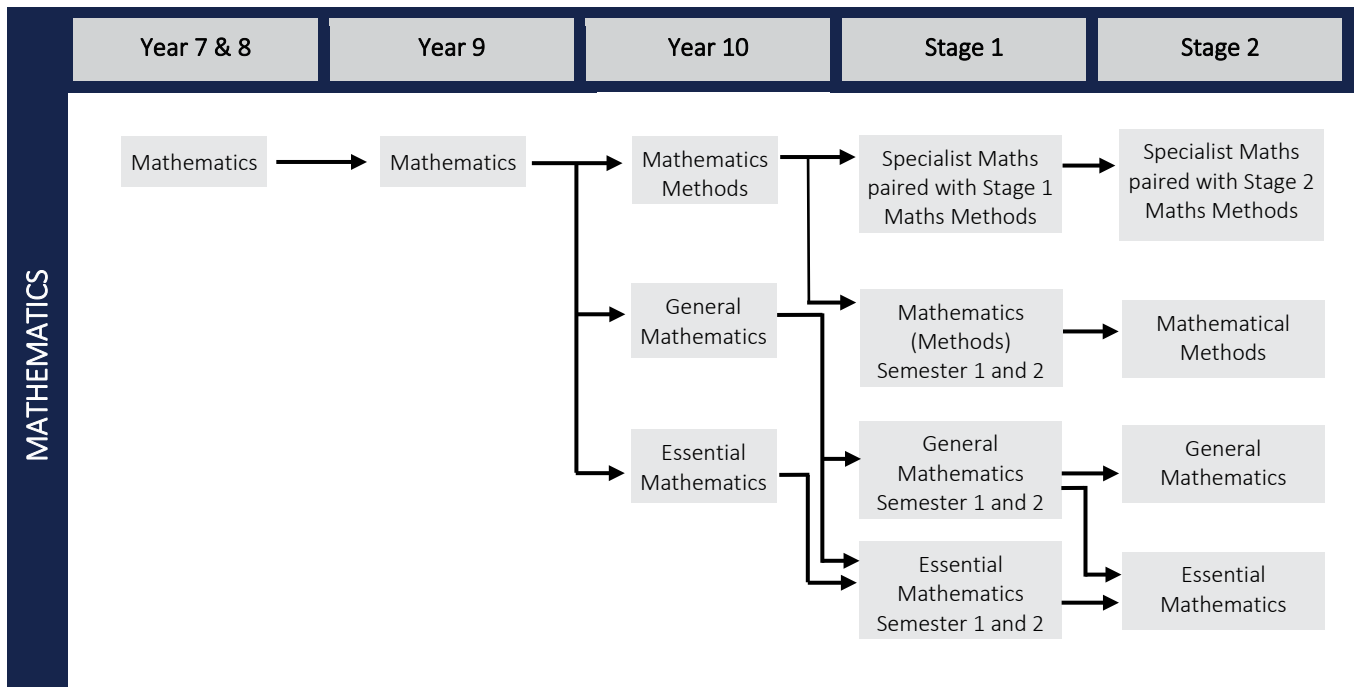
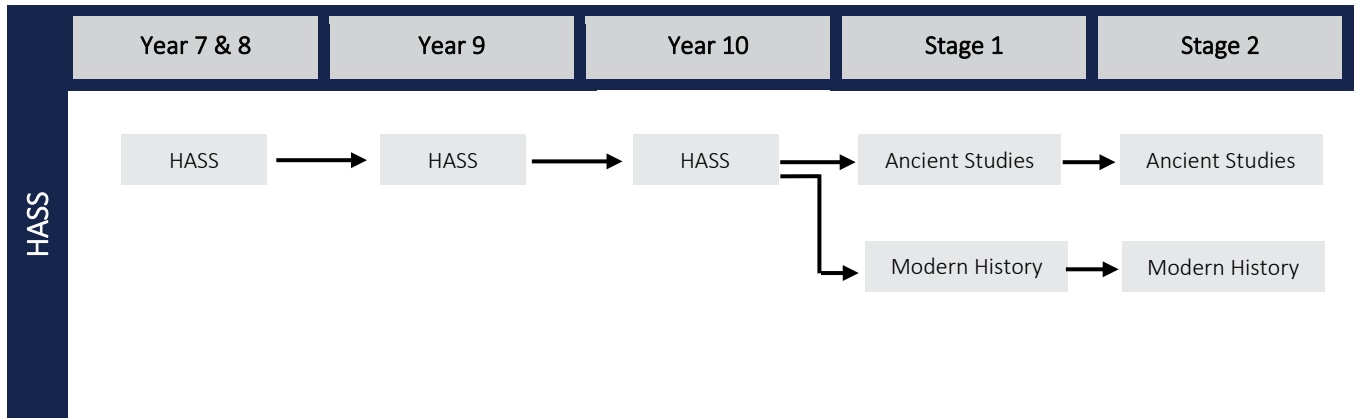
These are compulsory subjects required by the SACE board in order to qualify for the SACE.



Curriculum Overview









Subjects - Year 10

CHRISTIAN LIVING	1919
ENGLISH	2020
MATHEMATICS	2120-22
<i>Essential Maths</i>	2121
<i>General Maths</i>	2121
<i>Mathematical Methods</i>	2222
SCIENCE	2323
EXPLORING IDENTITIES AND FUTURES	2424
HASS – HUMANITIES AND SOCIAL SCIENCES	2525
HEALTH / PHYSICAL EDUCATION	2626
OUTDOOR EDUCATION	2727
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CHRISTIAN LIVING

Year 10- Christian Living			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Christian Living
PREREQUISITES	Nil		
CONTENT	<p>Semester 1:</p> <p>Term 1: The importance of godly leadership (Kings 1 & 2)</p> <p>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.</p> <p>Term 2: Godly Relationships</p> <p><u>Focus:</u> 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.</p> <p>Questions box (completed over Semester 1 and 2)</p> <p><u>Focus:</u> Students are encouraged to ask questions that they have about life, faith or any other aspect of their lives. Questions are then answered in class by the teacher.</p> <p>Semester 2:</p> <p>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.</p> <ul style="list-style-type: none"> • Creation • The Fall • The Promise of Redemption • Abraham • The Law • The Eternal Kingdom • Jesus • The Holy Spirit • The Second Coming 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Reflections based on learning • Questions based on learning • Class discussions • Small tasks 		



ENGLISH

Year 10- English			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	English
PREREQUISITES	Nil		
CONTENT	<p>Semester 1: Area of Study 1: Protest Poetry Students read, analyse and view famous speeches throughout history. They discuss the underlining language which is used and how it effects the audience. Students engage with written and media texts and identify author purpose. Using taught knowledge, students choose their own topic of protest and construct a protest poem, which they present to the class. A writer’s statement is attached to this, where they justify their choices of techniques and language used.</p> <p>Area of Study 2: Of Mice and Men Text Study and Film Comparison Students read the text ‘Of Mice and Men’, by John Steinbeck. They discuss the context of the text and how this relates to people groups. Students complete chapter questions to demonstrate comprehension. They write an essay on text themes, learning how to accurately express their ideas with supporting evidence. Furthermore, students view the film ‘Rainman’ and complete a comparative text between the two.</p> <p>Area of Study 3: Short Stories (completed over Semester 1 and 2) Students analyse and respond to a range of well-known short stories and discuss the language features and structure of the genre. They will answer text-related questions and create their own fictional work by writing a short story of their own. Students will learn to adapt and reimagine texts across genres by writing a playscript or extended scene from a short story studied.</p> <p>Semester 2: Area of Study 4: Film Study, The Truman Show Students explore how media is a powerful medium for influencing society and culture. They analyse various features of the ‘reality tv’ genre and respond to specific texts and newspaper articles both creatively and analytically. Students evaluate the film ‘The Truman Show’ and write an essay discussing major themes and the film techniques used to communicate ideas.</p> <p>Area of Study 5: Romeo and Juliet Text Study Students read Acts 1-5 of William Shakespeare’s, Romeo and Juliet. They complete reading comprehension questions, class activities and a formal assessment of a scene transformation performance. This year, students will also view a performance of Romeo and Juliet by the Shakespeare Company.</p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Protest Poem Oral Presentation and Writers Statement - 15% Weight • Chapter Responses- 10% weight • Thematic Essay- 20% weight • Film Comparison to Rainman – 20% weight • Short Story – 20% weight • Diary Entry Response- 15% • Essay on Mise en scene – 20% weight • Act Question Response- 20% • Group Pop stick Shakespeare Script, film and writers’ statement- 20% 		



MATHEMATICS

Essential Maths

Year 10 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
NA	NA	FULL YEAR	Mathematics
PREREQUISITES	Completion of year 9 mathematics		
CONTENT	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>The following assessment types enable students to demonstrate their learning in year 10 Essential Mathematics</p> <p>School Assessment</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Learning Portfolio • Assessment Type 3: Mathematical Investigations 		

General Maths

Year 10 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
NA	NA	FULL YEAR	Mathematics
PREREQUISITES	Completion of year 9 mathematics		
CONTENT	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>The following assessment types enable students to demonstrate their learning in year 10 General Mathematics</p> <p>School Assessment</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Mathematical Investigations • Assessment Type 3: Bookwork/Learning Portfolio 	<p>Comments:</p> <p>ICT capability is a major focus in Mathematical Investigations.</p>	



Mathematical Methods

Year 10 - Math Methods			
CODE	CREDITS	OFFERED	LEARNING AREA
NA	NA	FULL YEAR	MATHEMATICS
PREREQUISITES	Completion of Year 9 Mathematics		
CONTENT	<p>Triangles</p> <ul style="list-style-type: none"> 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 <p>Data Representation</p> <ul style="list-style-type: none"> 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. <p>Linear Relationships</p> <ul style="list-style-type: none"> 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. <p>Index Laws and Algebraic Fractions</p> <ul style="list-style-type: none"> Simplify algebraic products and quotients using index laws. Apply the four operations to simple algebraic fractions with numerical denominators. <p>Quadratic Functions</p> <ul style="list-style-type: none"> 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. <p>Money and Measurement</p> <ul style="list-style-type: none"> 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 		
EVIDENCE OF LEARNING	<p>SEMESTER 1: SAT (70%) and Folio (30%)</p> <p>SEMESTER 2: SAT (70%) and Folio (30%)</p>		<p>Comments: This course is a prerequisite for Stage 1 Math Methods</p>



SCIENCE

Year 10- Science			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	Science
PREREQUISITES	Nil		
CONTENT	<p>Semester 1:</p> <p>Area of Study 1: Energy</p> <p><u>Assignment:</u> Energy portfolio - 15% Weight</p> <p>Area of Study 2: Periodic table</p> <p><u>Assignment:</u> Worksheets- 10% weight – Creative representation- 20% weight- Group task – 20% weight</p> <p>Area of Study 3: Chemical reactions</p> <p><u>Assignment:</u> Application & research poster– 20% weight- Participation in class activities- 15%</p> <p>Semester 2:</p> <p>Area of Study 4: Biology: Lifecycles & Genetics</p> <p><u>Assignment:</u> Genetics test – 20% weight</p> <p>Area of Study 5: Theory of evolution, natural selection & survival of the fittest</p> <p><u>Assignment:</u> Adaption research & application report- 20%- Question booklet- 20%</p> <p>Area of Study 6: Physics</p> <p><u>Assignment:</u> Physics work booklet – 10% - Participation in class activities – 10%</p> <p>Area of Study 5: Cycles & spheres on Earth</p> <p><u>Assignment:</u> Science as a Human Endeavour essay – 20%</p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Energy portfolio - 15% Weight • Periodic table Worksheets- 10% weight • Creative representation- 20% weight • Group task –20% weight • Application & research poster– 20% weight • Participation in class activities- 15% • Genetics test – 20% weight • Adaption research & application report- 20% • Physics work booklet – 10% • Participation in class activities – 10% • Science as a Human Endeavour essay – 20% 		



EXPLORING IDENTITIES AND FUTURES

Stage 1 – Personal Learning Plan [Exploring Identities and Futures in 2024]			
CODE	CREDITS	OFFERED	LEARNING AREA
1PLP10 EIF in 2024	10	FULL YEAR (Year 10)	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	<p>The Seven Capabilities</p> <ul style="list-style-type: none"> Students develop their knowledge and understanding of each capability <p>Personal and Learning Goals</p> <ul style="list-style-type: none"> Student identify, explore and develop personal and learning goals and strategies to achieve them. Students undertake a work experience preparation program, a five day work experience placement and reflection of their learning <p>Reviewing the Learning</p> <ul style="list-style-type: none"> Students reflect on their development of at least one capability relevant to achieving their goals 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> Folio (60%) <ul style="list-style-type: none"> Evidence in developing the seven capabilities and their personal and learning goals Reviewing the Learning (40%) <ul style="list-style-type: none"> Review of their personal and learning goals and effectiveness of strategies they developed to achieve their goals 		



HASS – HUMANITIES AND SOCIAL SCIENCES

Year 10- HaSS			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	FULL YEAR	HaSS
PREREQUISITES	Nil		
CONTENT	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>EXAM in SEMESTER 1 and 2</p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Inter-war Poster • Holocaust Creative Writing Task • Kokoda Source Analysis • Rabbit Proof Fence Response Task • Environmental Issue mini essay • Coastal Fieldwork Report • Wellbeing presentation • Auction Portfolio 		



HEALTH / PHYSICAL EDUCATION

Year 10 – Health & Physical Education			
CODE	CREDITS	OFFERED	LEARNING AREA
		Semester 1 or 2	HPE
PREREQUISITES	Nil		
CONTENT	<p>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:</p> <p>Semester 1</p> <ul style="list-style-type: none"> • 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 <p>Semester 2</p> <ul style="list-style-type: none"> • Area of Study 5: Coaching Styles and Techniques • Area of Study 6: Field Invasion Games • Area of Study 7: Community Sports 		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in year 10 Health and Physical Education for each semester:</p> <p>School Assessment</p> <ul style="list-style-type: none"> • Assessment Type 1: Practical Explorations (40%) Student’s engagement and skill development in practical lessons and practical assessment events. • Assessment Type 2: Understanding Movement (30%) Student’s ability to analyse, evaluate and refine their own and others’ movement performances in a variety of contexts. • Assessment Type 3: Connections (30%) Students ability to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities. 		



OUTDOOR EDUCATION

Year 10- Outdoor Education			
CODE	CREDITS	OFFERED	LEARNING AREA
-	Nil	HALF YEAR	Outdoor Education
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 Comfortable to participate in water activities – paddle boarding and kayaking. Capable of walking a minimum of a 10 minute pace per kilometer for 5-6 Ks.		
CONTENT	<p><u>SEMESTER 1</u></p> <p><i>Unit 1: Natural Environment and Well-Being</i></p> <p><u>Assignment:</u> Park Reflection – 500 words and Participation in Group Discussions - 10%</p> <p><i>Unit 2: Camping Skills – Tent setup, Trangia cooking and Knot Tying</i></p> <p><u>Assignment:</u> Practical checklist – 10%</p> <p><u>Assignment:</u> Test on Camp Knowledge and Leave No Trace Principles 20%</p> <p><i>Unit 3: Outdoor Education Conditioning 20%</i></p> <p><i>Unit 4: Paddle Boarding 10%</i></p> <p><i>Unit 5: Mt. Biking & Hiking 30%</i></p> <p><u>SEMESTER 2</u></p> <p><i>Unit 1: Natural Environment and Well-Being</i></p> <p><u>Assignment:</u> Environmental Reflection – 500 words and Participation in Group Discussions - 10%</p> <p><i>Unit 2: Camp Planning – Risk Assessment Plan, Equipment Checklist, Food Menu Plan</i></p> <p><u>Assignment:</u> Practical checklist 10%</p> <p><u>Assignment:</u> Camp Reflection 20%</p> <p><i>Unit 3: Outdoor Education Conditioning 20%</i></p> <p><i>Unit 4: Indoor Climbing and Bouldering 20%</i></p> <p><i>Unit 5: Kayaking 20%</i></p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Written Reflection Assignment • Written Test Results • Practical Checklists • Observed practical improvement and safety awareness in the above units. 		



HOME ECONOMICS

YEAR 10 – Food and Hospitality		
CREDITS	OFFERED	LEARNING AREA
NA	SEMESTER	Health and Physical Education
PREREQUISITES	Completion of year 9	
CONTENT	Students change focus in Year 10 from the “domestic kitchen” environment to the “commercial kitchen” environment. Tasks are focused towards the establishment of various catering skills. There is a focus on dietary needs and the planning and execution of a 5 course staff breakfast as well as other smaller formative assessment tasks.	
EVIDENCE OF LEARNING	Subject specific weightings for the assessment tasks include (per term): <ul style="list-style-type: none">• Theory – In Class Worksheets (10%)• Theory – Homework Assignments x 2 (30%)• Practical – Knife Skills Challenge (10%)• Practical - Food Presentation (20%)• Practical - Hygiene/Cleaning Skills (10%)• Practical - Assessment Task (20%)	



ART

Year 10 – Visual Arts & Design			
CODE	CREDITS	OFFERED	LEARNING AREA
		Semester	Arts
PREREQUISITES	Nil		
CONTENT	<p>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:</p> <ul style="list-style-type: none"> • View works of art or design – understand the visual codes that describe, explain, analyse, interpret – and ultimately to develop a personal visual aesthetic. <p>This is achieved in the ‘Folios’ as students are able to present their thinking in a visual and practical way.</p> <p>Area of Study 2: Practical Resolution Works can be resolved using the various practical genres of Art and Design, which may include, for example:</p> <ul style="list-style-type: none"> • Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic or metal), sculpture, ceramics and textiles • Design: <ul style="list-style-type: none"> ○ Product design – e.g. skateboard and T-shirt designs <p>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.</p>		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning according to the Australian Curriculum year 10 standards.</p> <p>Term 1:</p> <ul style="list-style-type: none"> • Assessment Type 1: Design Folio (50%) • Assessment Type 2: Design Practical- Skateboard or T-shirt (50%) <p>Term 2:</p> <ul style="list-style-type: none"> • Assessment Type 3: Visual Art Folio (50%) • Assessment Type 4: Visual Practical- Art Movement Inspired Artwork(50 %) 		



MUSIC

Year 10 – Music			
CODE	CREDITS	OFFERED	LEARNING AREA
		Semester	Arts
PREREQUISITES	Nil		
CONTENT	<p>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 of others, and refining and presenting performances both as a soloist and as part of an ensemble.</p> <p>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.</p> <p>Area of Study 3: Composition Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.</p>		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning according to the Australian Curriculum year 10 standards.</p> <p>Term 1:</p> <ul style="list-style-type: none"> • Assessment Type 1: Solo Performance (40%) • Assessment Type 2: Practice Journal (10%) <p>Term 2:</p> <ul style="list-style-type: none"> • Assessment Type 3: Ensemble Performance (30%) • Assessment Type 4: '4 Chord Pop song' Composition(20 %) 		



DESIGN TECHNOLOGY

Year 10 – Design Technology			
CODE	CREDITS	OFFERED	LEARNING AREA
NA	NA	Semester or Year	Technology
PREREQUISITES	Nil		
CONTENT	<p><i>Semester students complete areas of study 1, 2 and 3. Full year students complete all areas of study.</i></p> <p>Area of Study 1: Design Process Students use the design process to create a folio to record their learning. The first stages of the design process include identifying constraints and opportunities, research of existing designs, creating of different concept designs and creation of a hand-drawn final design. Students use this final design to create their design on AutoCAD in the second stage of learning.</p> <p>Area of Study 2: CAD Students learn basic skills of computer aided design in AutoCAD. Students create a range of different drawings to demonstrate their learning in CAD. Using their hand drawn final design as a starting point, students design the hexapod robot in AutoCAD using a template provided by the teacher.</p> <p>Area of Study 3: Engineering Drawings Students create a set of engineering drawings using AutoCAD for their hexapod robot. This includes the top, bottom and parts of their hexapod. Drawings are done in a 1:1 to scale and include dimensioning according to general standards.</p> <p>Area of Study 4: Hexapod Robot Construction Students assemble their hexapod robots using bolts and locking nuts. Students include the three servomotors in their assembly and connect them with the legs of the hexapod.</p> <p>Area of Study 5: Electronics (Electronic components) – Full year students only. Students learn about electronic components, how they work and where they are used. Students learn about Ohm’s Law and how to read the resistance ratings on resistors. Students learn how to read an electronics schematic and how to design their own PCB layout.</p> <p>Area of Study 6: Electronics (PCB construction) – Full year students only. Students create their own PCB for their hexapod robot using the design they have created. Students learn to solder electronic components.</p> <p>Area of Study 7: Electronics (Coding) – Full year students only. Students learn coding for a Raspberry Pi. Students develop their own set of coding to enable their hexapod robot to walk.</p>		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning according to the Australian Curriculum year 10 standards.</p> <p>Term 1/3:</p> <ul style="list-style-type: none"> Assessment Type 1: Design Process Folio (Summative). Assessment Type 2: CAD drawings (Formative). <p>Term 2/4:</p> <ul style="list-style-type: none"> Assessment Type 3: Engineering Drawings (Summative). Assessment Type 4: Hexapod Robot Construction (Formative). <p>Term 3:</p> <ul style="list-style-type: none"> Assessment Type 5: PCB Design (Summative). Assessment Type 6: PCB Construction (Formative). <p>Term 4:</p> <ul style="list-style-type: none"> Assessment Type 7: Coding (Summative). 		



SACE Subjects - Year 11 & 12

ARTS	33
<i>Art</i>	33
<i>Music</i>	33
CROSS-DISCIPLINARY	40
<i>Exploring Identities and Futures</i>	40
<i>Activating Identities and Futures</i>	40
<i>Community Studies</i>	40
BUSINESS, ENTERPRISE & TECHNOLOGY	44
<i>Workplace Practices</i>	44
<i>Information Processing and Publishing</i>	44
ENGLISH	47
HEALTH & PHYSICAL EDUCATION	50
<i>Outdoor Education</i>	50
<i>Integrated Learning – Sports and Recreation</i>	50
<i>Food and Hospitality</i>	50
<i>Child Studies</i>	50
HUMANITIES & SOCIAL SCIENCES	53
<i>Ancient History</i>	53
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VET Courses - Internal	67
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Art

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

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

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

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

Music

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



Stage 1 – Visual Arts			
CODE	CREDITS	OFFERED	LEARNING AREA
1VAA10 or 1VAD10	10	SEMESTER 1 or 2	Arts
PREREQUISITES	NIL		
CONTENT	With a focus on either art or design, the following three areas of study must be covered: <ul style="list-style-type: none"> • Visual Thinking • Practical Resolution • Visual Arts in Context 		
EVIDENCE OF LEARNING	Assessment Type 1: Folio (30%) Assessment Type 2: Practical (30%) Assessment Type 3: Visual Study (40%)	Comments: Stage 1 Art may be studied in either semester.	

Stage 2 – Creative Arts			
CODE	CREDITS	OFFERED	LEARNING AREA
2CVA20 or 2CVAD20	20	FULL YEAR	Arts
PREREQUISITES	Entry negotiable Stage 1 Art preferred		
CONTENT	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Area of Study 2: Practical Resolution Works can be resolved using the various practical genres of Art and Design, which may include, for example:</p> <ul style="list-style-type: none"> • Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic or metal), sculpture, ceramics and textiles • Design: <ul style="list-style-type: none"> ○ 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. <p>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.</p>		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts: School Assessment (70%) <ul style="list-style-type: none"> • Assessment Type 1: Folio (40%) • Assessment Type 2: Practical (30%) External Assessment (30%) <ul style="list-style-type: none"> • Assessment Type 3: Visual Study (30%) 		



Stage 1 – Music Advanced & Experience - Semester 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1MXE10 and/or 1MVD10	10	SEMESTER 1	Arts
PREREQUISITES	Advanced: Year 10 Music		
CONTENT	<p>Both Advanced and Experience courses will undertake: Solo or Ensemble Performance and Music Technology. Sound recording is studied using live and MIDI sound sources and a variety of Music Technology software.</p> <p>Advanced students develop Musicianship skills incorporating theoretical, analytical and aural studies. They develop skills in Composing/Arranging for Piano, Bass, Drums and two melodic instruments using Sibelius software, composing and recording technologies.</p> <p>Experience students explore Musical Styles and their defining musical elements with the aid of technology and sound recording to create an authentic Radio Program. In the song-writing course, students are guided through combining melody, harmony and lyrics to craft a song using Music Technology to record their composition.</p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> Creative Works Musical Literacy 	<p>Comments: Advanced students should study both Semesters of Stage 1 Music if they wish to study Stage 2. Stage 1 Music can be studied for a single Semester but only in Semester 1. Experience students may study Music Experience for one Semester in either Semester 1 or 2.</p>	

Stage 1 – Music Advanced & Experience - Semester 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1MVD10 and/or 1MVD10	10	SEMESTER 2	Arts
PREREQUISITES	Advanced: Stage 1 Semester 1		
CONTENT	<p>Both Advanced and Experience courses will undertake: Solo or Ensemble Performance.</p> <p>Advanced students will practice arranging using Sibelius software which incorporates writing for rhythm section and 3 melodic instruments. In relation to their solo performance students develop a folio to reflect on their practice techniques and the development of their performance pieces. They will also complete a reflection on their own performance. Students continue their development of theoretical, analytical and aural studies.</p> <p>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.</p>		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> Creative Works Musical Literacy 	<p>Comments: Advanced students should study both Semesters of Stage 1 Music if they wish to study Music at Stage 2. Experience – most options of Stage 2 Music can be undertaken by studying one or both semesters of Music Experience.</p>	



Stage 2 – Music Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
2MSI20	20	FULL YEAR	Arts
PREREQUISITES	Stage 1 Music Advanced		
CONTENT	<p>Stage 2 Music Studies is a 20-credit subject that consists of the following strands:</p> <ul style="list-style-type: none"> • <i>Understanding Music</i> • <i>Creating Music</i> • <i>Responding to Music</i> <p>Students develop an understanding of selected musical works and style, including how composers manipulate elements of music and apply this understanding to creating their own performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/or manipulating musical elements. Students synthesise the finding of their study and express their musical ideas through their creative works, responses and reflections.</p>		
EVIDENCE OF LEARNING	<p>Assessment Type 1: Creative Works (40%) Students present a portfolio consisting of:</p> <ul style="list-style-type: none"> • Their own creative works, which may be a performance or performances, a composition or compositions or an arrangement or arrangements • A creator’s statement in which they reflect on their creative works. <p>A performance or a set of performances should be 10-12 minutes. If a performance is within an ensemble, students provide additional evidence of their contribution to the ensemble through individual part-testing in their portfolio.</p> <p>A creative work may be a composition or set of compositions. It may notated work or in a digital audio format. A recording in digital audio format may be included. A composition or set of compositions should be 5-6 minutes.</p> <p>The creator’s statement that accompanies the creative work or set of works should be to a maximum of 5 minutes if oral, 750 words if written or the equivalent in multimodal form.</p> <p>For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria: • Understanding Music • Creating Music</p> <p>Assessment Type 2: Musical Literacy (30%) Students complete three musical literacy tasks. As a set the musical literacy tasks should enable students to:</p> <ul style="list-style-type: none"> • Manipulate musical elements • Apply and refine their musical literacy skills including aural perception and notation. • Deconstruct and analyse musical works and/or styles • Synthesise their findings <p>At least one task should be a practical application of the students’ skills in manipulating elements of music using standard notation in a composition or arrangement of approximately 2 minutes.</p> <p>As a set, the three responses should be to the equivalent in multimodal form of a maximum of 15 minutes presented orally or 2400 words.</p> <p>For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria: Understanding Music • Creating Music • Responding to Music</p> <p>Assessment Type 3: Examination (30%) Students complete one 2-hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways:</p> <ul style="list-style-type: none"> • Deconstruct, analyse and interpret musical works • Manipulate musical elements • Synthesise and express musical literacy and musical ideas <p>To enable students to focus on the application of their learning, a formula sheet, including standard chord progressions and key signatures, will be provided by SACE.</p> <p>The following specific features of the assessment design criteria for this subject are assessed in the creative synthesis:</p> <ul style="list-style-type: none"> • Understanding Music • Creating Music • Responding to Music • 		



Stage 2 – Music Explorations			
CODE	CREDITS	OFFERED	LEARNING AREA
2MEX20	20	FULL YEAR	Arts
PREREQUISITES	Stage 1 Music (Advanced or Experience)		
CONTENT	<p>Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:</p> <ul style="list-style-type: none"> • Understanding Music • Creating Music • Responding to Music <p>The strands are connected by the themes of exploration and experimentation. Students explore and experiment with musical styles, influences, techniques and/or music production as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present and/or produce music and experiment with their own creations. Contexts for study may include aspects of the music industry such as recording studios, performance rehearsal spaces or instrument crafting workshops. Students respond to and discuss their own and others' works and synthesise their findings to make connections between the music they study and their own creative works.</p>		
EVIDENCE OF LEARNING	<p>Assessment Type 1: Musical Literacy (30%) Students undertake three musical literacy tasks. Together the musical literacy tasks should enable students to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of musical elements, styles, influences and techniques • Apply musical literacy skills • Analyse and discuss musical works and their presentation • Develop their understanding of the relationship between musical notation and sound, in exploring and experimenting with music <p>One task should enable students to demonstrate their compositional skills through the creation of an original melody or a song with lyrics, using a form of contemporary music notation appropriate to the style. Students explain the intent of their composition and provide evidence of the skills and techniques they used in a composer's statement.</p> <p>Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2000 words if written or the equivalent in multimodal form. The original melody or song should be a maximum of 32-48 bars.</p> <p>For this assessment type students provide evidence of their learning primarily in relation to the following assessment design criteria:</p> <ul style="list-style-type: none"> • Understanding Music • Exploring and Experimenting with Music • Responding to Music <p>Assessment Type 2: Explorations (40%) Students provide evidence of their learning in a portfolio that comprises:</p> <ul style="list-style-type: none"> • A presentation of a set of short performances or compositions • A commentary on the processes of exploration and experimentation that they have used and their key findings <p>All performances must be recorded and the set of performances should be between 8-10 minutes. A set of compositions should be between 4-6 minutes. Compositions may be produced in a digital format or as an audio recording using a form of contemporary music notation appropriate to the style. The commentary that accompanies the portfolio should be to a maximum of 6 minutes if oral, 1000 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:</p> <p>Understanding Music • Exploring and Experimenting in Music</p> <p>Assessment Type 3: Creative Connections (30%) Students undertake on creative connections task in which the synthesis their learning in this subject from their explorations, experimentation and development of their musical literacy skills to present a final creative work (performance, composition or arrangement) and a discussion of that work. A creative work that is a performance should be between 6-8 minutes. A creative work that is a composition or arrangement should be between 3-4 minutes. It may be notated using standard and/or graphic notation and/or recorded in digital audio format.</p> <p>The discussion should be in oral and/or multimodal form to a maximum of 7 minutes or equivalent. For this assessment type students provide evidence of their learning in relation to the following assessment design criteria:</p> <ul style="list-style-type: none"> • Understanding Music • Exploring and Experimenting with Music • Responding to Music 		



Stage 2 – Music Performance - Solo			
CODE	CREDITS	OFFERED	LEARNING AREA
2MSO10	10	Half Year subject offered across a full year but should be paired with another Stage 2 Music subject	Arts
PREREQUISITES	Stage 1 Music (Advanced or Experience)		
CONTENT	<p>Stage 2 Music Performance – Solo is a 10-credit subject that consists of the following strands:</p> <ul style="list-style-type: none"> • Understanding Music • Creating Music (Performance) • Responding to Music <p>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. Student express their musical ideas through performing, critiquing and evaluating their performances.</p>		
EVIDENCE OF LEARNING	<p>School-Based Evidence of Learning</p> <p>Assessment Type 1: Performance (30%)</p> <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music <p>Assessment Type 2: Performance and Discussion (40%)</p> <p>Students present:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music • Responding to Music <p>Assessment Type 3: Performance Portfolio (30%)</p> <p>Students present a solo performance portfolio consisting of:</p> <ul style="list-style-type: none"> • A solo performance of a musical work or works • An evaluation of their learning journey <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music • Responding to Music 		



Stage 2 – Music Performance - Ensemble			
CODE	CREDITS	OFFERED	LEARNING AREA
2MEB10	10	Half Year subject offered across a full year but should be paired with another Stage 2 Music subject	Arts
PREREQUISITES	Stage 1 Music (Advanced or Experience)		
CONTENT	<p>Stage 2 Music Performance – Ensemble is a 10-credit subject that consists of:</p> <ul style="list-style-type: none"> • Understanding Music • Creating Music (Performance) • Responding to Music <p>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.</p> <p>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.</p>		
EVIDENCE OF LEARNING	<p>School-Based Evidence of Learning:</p> <p>Assessment Type 1: Performance (30%)</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music <p>Assessment Type 2: Performance and Discussion (40%)</p> <p>Students present:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music • Responding to Music <p>Assessment Type 3: Performance Portfolio (30%)</p> <p>Students present an ensemble performance portfolio consisting of:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • Understanding Music • Performing Music • Responding to Music 		



CROSS-DISCIPLINARY

Exploring Identities and Futures

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

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

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

Activating Identities and Futures

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

They will develop their research skills and understanding of research processes.

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

Community Studies

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

By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

At Stage 1, and in Community Studies A, students complete a contract of work, including a community activity and a reflection on their learning experiences. In Community Studies B students complete a folio of evidence of learning in a field of study and report and reflect on a community application activity.



Stage 2 – Research Project (Activating Identities and Futures in 2024)			
CODE	CREDITS	OFFERED	LEARNING AREA
2RPA10	10	SEMESTER 2 in Year 11	Cross-Disciplinary
PREREQUISITES	Research Practices		
CONTENT	<p>Students will:</p> <ul style="list-style-type: none"> Choose a topic of interest Learn about and apply research processes and the knowledge and skills specific to their research topic Record their research and evaluate what they have learnt. <p>Students follow the research framework below as a guide to completing the work:</p> <ul style="list-style-type: none"> Initiating and planning the research Developing the research Producing and substantiating the Research Outcome (synthesis) Reviewing or evaluating the research 		
EVIDENCE OF LEARNING	<p>School Assessment:</p> <ul style="list-style-type: none"> Folio (30%) Research Outcome (40%) <p>External Assessment:</p> <p>Review or Evaluation - including written summary (30%)</p>		

Stage 1 – Personal Learning Plan [Exploring Identities and Futures in 2024]			
CODE	CREDITS	OFFERED	LEARNING AREA
1PLP10 or EIF (2024)	10	FULL YEAR (Year 10)	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	<p>The Seven Capabilities</p> <ul style="list-style-type: none"> Students develop their knowledge and understanding of each capability <p>Personal and Learning Goals</p> <ul style="list-style-type: none"> Student identify, explore and develop personal and learning goals and strategies to achieve them. Students undertake a work experience preparation program, a five day work experience placement and reflection of their learning <p>Reviewing the Learning</p> <ul style="list-style-type: none"> Students reflect on their development of at least one capability relevant to achieving their goals 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> Folio (60%) <ul style="list-style-type: none"> Evidence in developing the seven capabilities and their personal and learning goals Reviewing the Learning (40%) <ul style="list-style-type: none"> Review of their personal and learning goals and effectiveness of strategies they developed to achieve their goals 		



Stage 1 – Community Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1COM10 or COM20	10 or 20	SEMESTER 1 and/or 2	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	<p>Students may undertake more than one Community Studies subject.</p> <p>In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:</p> <ul style="list-style-type: none"> • Arts and the Community • Communication and the Community • Foods and the Community • Health, Recreation, and the Community • Science, Technology, and the Community • Work and the Community 		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:</p> <p>Assessment Type 1: Contract of Work</p> <p>Assessment Type 2: Reflection</p>		

Stage 2 – Community Studies A			
CODE	CREDITS	OFFERED	LEARNING AREA
2COM10 or COM20	10 or 20	SEMESTER 1/ FULL YEAR	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	<p>Community Studies A is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one per area of study.</p> <p>In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:</p> <ul style="list-style-type: none"> • Arts and the Community • Communication and the Community • Foods and the Community • Health, Recreation, and the Community • Science, Technology, and the Community • Work and the Community 		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A:</p> <p>School Assessment (70%)</p> <p> Assessment Type 1: Contract of Work</p> <p>External Assessment (30%)</p> <p> Assessment Type 2: Reflection</p>		



Stage 2 – Community Studies B			
CODE	CREDITS	OFFERED	LEARNING AREA
2COM10 or COM20	10 or 20	SEMESTER 2/ FULL YEAR	Cross-Disciplinary
PREREQUISITES	NIL		
CONTENT	<p>Community Studies B is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one enrolment per field of study.</p> <p>In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:</p> <ul style="list-style-type: none"> • Humanities and the Community • Science, Technology, Engineering, and Mathematics (STEM) and the Community • Interdisciplinary Learning and the Community 		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies B:</p> <p>School Assessment (70%) Assessment Type 1: Folio External Assessment (30%) Assessment Type 2: Community Application Activity</p>		



BUSINESS, ENTERPRISE & TECHNOLOGY

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.

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



Stage 1 – Workplace Practices			
CODE	CREDITS	OFFERED	LEARNING AREA
1WPC10	10	SEMESTER 2	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	<p>Workplace Practices has three areas of study: Industry and Work Knowledge, Vocational Learning and VET.</p> <p>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.</p> <p>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.</p> <p>Area of Study 3: VET VET includes any accredited training provided under the AQF by an RTO.</p>		
EVIDENCE OF LEARNING	Assessment Type 1: Folio Assessment Type 2: Performance Assessment Type 3: Reflection		
Stage 2 – Workplace Practices			
CODE	CREDITS	OFFERED	LEARNING AREA
2WPC20	20	FULL YEAR	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	<p>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)</p> <p>Stage 2 Workplace Practices has three areas of study: • Industry and Work Knowledge • Vocational Learning • VET</p> <p>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</p> <p>Area of Study 2: Vocational Learning Assessment Type 2: Performance.</p> <p>Area of Study 3: VET Assessment Type 2: Performance</p>		
EVIDENCE OF LEARNING	School Assessment (70%) Assessment Type 1: Folio (25%) Assessment Type 2: Performance (25%) Assessment Type 3: Reflection (20%) External Assessment (30%) Assessment Type 4: Investigation (30%)		



Stage 1 – Information Processing and Publishing			
CODE	CREDITS	OFFERED	LEARNING AREA
1IPR10	10	SEMESTER *	Business, Enterprise & Technology
PREREQUISITES	NIL		
CONTENT	<p>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.</p> <p>Students will also concisely analyse and critique an issue related to information processing and publishing.</p>		
EVIDENCE OF LEARNING	<p>Assessment Type 1: Practical Skills (50%) Assessment Type 2: Product and Documentation (30%) Assessment Type 3: Issues Analysis (20%)</p>		

Stage 2 – Information Processing and Publishing			
CODE	CREDITS	OFFERED	LEARNING AREA
2IPR20	20	FULL YEAR	Business, Enterprise & Technology
PREREQUISITES	Stage 1 Information Processing and Publishing (Preferred)		
CONTENT	<p>Student Learning is directed towards both practical and theoretical skills for producing publications for business and personal use, using the design process and design principles</p> <p>Practical Skills</p> <ul style="list-style-type: none"> • Travel Invoice • Cookbook • Newsletter • Tourist Brochure • Infographic <p>Issues Analysis</p> <ul style="list-style-type: none"> • Online Purchasing Security Issue Analysis • Phones or Digital Cameras (Technical and Operational Understanding) <p>Product and Documentation (External)</p> <ul style="list-style-type: none"> • Magazine (front cover, two-page contents, two-page sample article) 		
EVIDENCE OF LEARNING	<p>SCHOOL-BASED (70%, moderated by SACE Board) Assessment Type 1: Practical Skills (40%) Assessment Type 2: Issues Analysis (30%) EXTERNAL (30%, marked by SACE Board) Assessment Type 3: Product and Documentation</p>		



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

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



Stage 1 – Essential English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ETE20	20	FULL YEAR	English
PREREQUISITES	Year 10 English		
CONTENT	Stage 1 Essential English incorporates the Senior Australian Curriculum for English into the SACE. This course enables students to develop their critical and functional literacy as well as their creative skills by exploring the relationship that exists between purpose, audience and form in a range of text types for an array of contexts including social, cultural, community and workplace situations.		
EVIDENCE OF LEARNING	Type 1: Responding to Texts (50%) Type 2: Creating Texts (50%)		

Stage 2 – Essential English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ETE20	20	FULL YEAR	English
PREREQUISITES	Stage 1 English or Stage 1 Essential English		
CONTENT	<p>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.</p> <p>Students consider how language is used for a variety of purposes, including to make connections with others in a range of contexts.</p> <p>The content includes:</p> <ul style="list-style-type: none"> • Responding to Texts • Creating Texts • Language Study 		
EVIDENCE OF LEARNING	<p>School Assessment Type 1: Responding to Texts (30%) Type 2: Creating Texts (40%)</p> <p>External Assessment Type 3: Language Study (30%)</p> <p>Students complete:</p> <ul style="list-style-type: none"> • Three assessments for responding to texts • Three assessments for creating texts • One language report 		



Stage 1 – English			
CODE	CREDITS	OFFERED	LEARNING AREA
1ESH20	*20	FULL YEAR	English
PREREQUISITES	Year 10 English		
CONTENT	<p>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.</p> <p>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.</p>		
EVIDENCE OF LEARNING	<p>Type 1: Responding to Texts Type 2: Creating Texts Type 3: Intertextual Study</p> <p>* For a 20 credit subject: 8 assessments with at least 2 assessments from each assessment type. Each assessment type should have a weighting of at least 20%</p>		

Stage 2 – English			
CODE	CREDITS	OFFERED	LEARNING AREA
2ESH20	20	FULL YEAR	English
PREREQUISITES	Stage 1 English		
CONTENT	<p>Stage 2 English incorporates the Senior Australian Curriculum for English into the SACE. Within this course students engage in the reading and viewing of a variety of texts and develop their critical analysis by comparing texts and considering the relationships between language, style, form and context, as well as how interpretation is influenced by these factors.</p> <p>Students also consider how language is used for a variety of communication purposes through the creation of their own texts, with an acknowledgement of the ways in which language can shape and define relationships.</p> <p>This content includes:</p> <ul style="list-style-type: none"> • Responding to Texts • Creating Texts • Comparative Analysis 		
EVIDENCE OF LEARNING	<p>School Assessment: Type 1: Responding to Texts (30%) Type 2: Creating Texts (40%)</p> <p>External Assessment: Type 3: Comparative Analysis (30%)</p> <p>Students Complete:</p> <ul style="list-style-type: none"> • Two or Three responses to text • Three or Four Created texts, one of which is a writer’s statement • One comparative analysis (External assessment component) 		



HEALTH & PHYSICAL EDUCATION

Outdoor Education

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

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

Integrated Learning – Sports and Recreation

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

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

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

Food and Hospitality

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

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

Child Studies

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



Stage 1 – Outdoor Education			
CODE	CREDITS	OFFERED	LEARNING AREA
1OUE10	10	SEMESTER 1 & 2	Health and Physical Education
PREREQUISITES	Year 10 Physical Education		
CONTENT	<p>Outdoor Education consists of three interrelated focus areas</p> <ol style="list-style-type: none"> 1. Environment and Conservation 2. Planning and Management 3. Personal and Social Growth and Development <p>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.</p> <p>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.</p>		
EVIDENCE OF LEARNING	<p>Assessment Type 1: About Natural Environments</p> <p>Assessment Type 2: Experiences in Natural Environments</p>		

Stage 1 – Integrated Learning			
CODE	CREDITS	OFFERED	LEARNING AREA
1OUE10	10	SEMESTER 1 & 2	Health and Physical Education
PREREQUISITES	Year 10 Physical Education		
CONTENT	<p>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.</p>		
EVIDENCE OF LEARNING	TBD		



Stage 2 – Food and Hospitality			
CODE	CREDITS	OFFERED	LEARNING AREA
2FOH20	20	FULL YEAR	Health and Physical Education
PREREQUISITES	Certificate 2 in Hospitality		
CONTENT	<p>Students study topics within the following five areas of study:</p> <ul style="list-style-type: none"> • Contemporary and Future Issues • Economic and Environmental Influences • Political and Legal Influences • Socio-cultural Influences • Technological Influences 		
EVIDENCE OF LEARNING	<p>School Assessment:</p> <ul style="list-style-type: none"> • Practical Activity (50%) • Group Activity (20%) <p>External Assessment:</p> <ul style="list-style-type: none"> • Investigation (30%) <p>Comments: The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis. It is double-marked, firstly by the teacher and secondly by an external assessor.</p>		

Stage 1 – Child Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
2FOH20	20	FULL YEAR	Health and Physical Education
PREREQUISITES	NIL but Home Economics recommended		
CONTENT	<p>Students study topics within the following three areas of study:</p> <ul style="list-style-type: none"> • The nature of childhoods and the socialisation and development of children • Children in the wider society • Children, rights and safety 		
EVIDENCE OF LEARNING	<p>School Assessment:</p> <ul style="list-style-type: none"> • Practical Activity (50%) • Group Activity (20%) <p>External Assessment:</p> <ul style="list-style-type: none"> • Investigation (30%) <p>Comments: The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis. It is double-marked, firstly by the teacher and secondly by an external assessor.</p>		



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.



Stage 1 – Ancient Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
1ANT10	10	SEMESTER 1	Humanities and Social Sciences
PREREQUISITES	NIL		
CONTENT	<p>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.</p> <p>Ancient History has one compulsory topic and five additional topics.</p> <p>Compulsory Topic Topic 1: Understanding Ancient History</p> <p>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</p>		
EVIDENCE OF LEARNING	<p>Assessment Type 1: Skills and Applications (50%) Assessment Type 2: Inquiry (50%)</p>		

Stage 2 – Ancient Studies			
CODE	CREDITS	OFFERED	LEARNING AREA
2ANT20	20	FULL YEAR	Humanities and Social Sciences
PREREQUISITES	One semester of Stage 1 History		
CONTENT	<p>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.</p> <p>Students study three topics from the list of seven topics.</p> <p>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</p> <p>Assessment Type 1: Skills and Applications 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.</p> <p>Assessment Type 2: Connections Students produce at least two Connections tasks, which together comprise a maximum of 2000 words or equivalent in oral or multimodal form.</p> <p>Assessment Type 3: Inquiry Students produce one literary, societal or historical inquiry which is presented as an informed and persuasive argument. Students must present their argument in one of two forms:</p> <ul style="list-style-type: none"> • A written essay to a maximum 2000 words or • In multimodal or oral form to a maximum of 12 minutes 		
EVIDENCE OF LEARNING	<p>School Assessment (Total 70%) Assessment Type 1: Skills and Applications (50%) Assessment Type 2: Connections (20%) External Assessment (Total 30%) Assessment Type 3: Inquiry (30%)</p>		



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

Stage 2 – Modern History			
CODE	CREDITS	OFFERED	LEARNING AREA
2MOD20	20	FULL YEAR	Humanities and Social Sciences
PREREQUISITES	One semester of Stage 1 History		
CONTENT	<p>Students study one topic from ‘Modern nations’ and one topic from ‘The world since 1945’.</p> <p>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.</p> <p>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.</p>		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:</p> <p>School Assessment (70%) Assessment Type 1: Historical Skills (50%) Assessment Type 2: Historical Study (20%)</p> <p>External Assessment (30%) Assessment Type 3: Examination (30%)</p>		



MATHEMATICS

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

Stage 1 Mathematics

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

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

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

Stage 2 Mathematics

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

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



Stage 1 – Mathematical Methods			
CODE	CREDITS	OFFERED	LEARNING AREA
1MAM10	10 per semester	SEMESTER 1 & 2 <i>(Students must choose both Semesters)</i>	Mathematics
PREREQUISITES	A high level of achievement in Year 10 Mathematics (A Grade recommended)		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • Functions and Graphs • Trigonometry • Counting and Statistics • Polynomials • Growth and Decay • Introductions to Differential Calculus 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Skills and Applications Tasks - Tests • Mathematical Investigations 		

Stage 2 – Mathematical Methods			
CODE	CREDITS	OFFERED	LEARNING AREA
2MHS20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Skills and Applications Tasks – Tests (50%) • Mathematical Investigations (20%) External Assessment: <ul style="list-style-type: none"> • Examination (30%) 		



Stage 1– Specialist Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MAM10	10 per Semester	SEMESTER 1 & 2 <i>(Students must choose both Semesters)</i>	Mathematics
PREREQUISITES	A high level of achievement in Year 10 Mathematics (A Grade recommended). Subject taken concurrently with Stage 1 Mathematics (Methods)		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • Arithmetic and Geometric Sequences and Series • Geometry • Vectors in the Plane • Further Trigonometry • Matrices • Real and Complex Numbers 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Skills and Applications Tasks - Tests • Mathematical Investigations 		

Stage 2 – Specialist Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MSC20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Specialist Mathematics paired with Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Skills and Applications Tasks – Tests (50%) • Mathematical Investigations (20%) External Assessment: <ul style="list-style-type: none"> • Examination (30%) 		



Stage 1 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MGM10	10 per Semester	Semester 1 & 2 <i>(Students must choose both Semesters)</i>	Mathematics
PREREQUISITES	A sufficient level of achievement in year 10 (B Grade recommended)		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • Investing and Borrowing • Measurement • Statistical Investigation • Applications of Trigonometry • Linear and Exponential Functions and their Graphs • Matrices and Networks 		
EVIDENCE OF LEARNING	<ul style="list-style-type: none"> • Skills and Applications Tasks - Tests • Mathematical Investigations 		

Stage 2 – General Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MGM20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 General Mathematics or Stage 1 Mathematical Methods		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none"> • Modelling with Linear Relationships • Modelling with Matrices • Statistical Models • Financial Models • Discrete Models 		
EVIDENCE OF LEARNING	School Assessment: <ul style="list-style-type: none"> • Skills and Applications Tasks – Tests (40%) • Mathematical Investigations (30%) External Assessment: <ul style="list-style-type: none"> • Examination (30%) 		



Stage 1 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
1MEM10	10 per semester	SEMESTER 1 & 2	Mathematics
PREREQUISITES	A sufficient level of achievement in Year 10 Essential Mathematics		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none">• Operations without a calculator• Earning and Spending• Geometry• Data and Display• Measurement• Investing		
EVIDENCE OF LEARNING	<ul style="list-style-type: none">• Skills and Applications Tasks – Tests• Folio Tasks		

Stage 2 – Essential Mathematics			
CODE	CREDITS	OFFERED	LEARNING AREA
2MEM20	20	FULL YEAR	Mathematics
PREREQUISITES	Stage 1 Essential Mathematics (Semester 1 & 2) or Stage 1 General Mathematics		
CONTENT	Students study the following topics as outlined by the SACE board: <ul style="list-style-type: none">• Scales, Plans and Models• Measurement• Business Applications• Statistics• Investments and Loans		
EVIDENCE OF LEARNING	School Assessment: <ul style="list-style-type: none">• Skills and Applications Tasks – Tests (30%)• Folio Tasks (40%) External Assessment: <ul style="list-style-type: none">• Examination (30%)		



Biology

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

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

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

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

Psychology

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

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

Physics

Physics is the scientific study of the laws, theories and models that determine the structure and behaviour of the universe. Knowledge and understanding provided by Physics helps us to identify and generate solutions to global challenges like climate change and the development of more efficient technologies and to join in and initiate debates about these 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 such as climate change, sustainable energy and food productions, which allows us to join in and initiate debates about these and other issues.

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



Stage 1 – Biology			
CODE	CREDITS	OFFERED	LEARNING AREA
1BGY10	10	SEMESTER 1	Science
PREREQUISITES	Year 10 Science		
CONTENT	<p>The topics for Stage 1 Biology are:</p> <p>Semester 1</p> <ul style="list-style-type: none"> • Topic 1: Cells and microorganisms • Topic 2: Infectious disease <p>Semester 2</p> <ul style="list-style-type: none"> • Topic 3: Multicellular organisms • Topic 4: Biodiversity and ecosystem dynamics 		
EVIDENCE OF LEARNING	<p><i>Assessment Type 1: Investigation Folio 50%</i></p> <p>Suggested formats for presentation of a practical investigation report include:</p> <ul style="list-style-type: none"> • a written report • an oral presentation • a multimodal product <p><i>Assessment Type 2: Skills & Applications Task 50%</i></p> <p>Skills and applications tasks may include, for example:</p> <p>modelling or representing concepts developing simulations practical and/or graphical skills a multimodal product an oral presentation an extended response</p>		

Stage 2 – Biology			
CODE	CREDITS	OFFERED	LEARNING AREA
20BGY20	20	FULL YEAR	Science
PREREQUISITES	Stage 1 Biology		
CONTENT	<p>The topics for Stage 2 Biology are:</p> <ul style="list-style-type: none"> • Topic 1: DNA and proteins • Topic 2: Cells as the basis of life • Topic 3: Homeostasis • Topic 4: Evolution 		
EVIDENCE OF LEARNING	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Biology:</p> <p>School Assessment (70%) Assessment Type 1: Investigations Folio (30%) Assessment Type 2: Skills and Applications Tasks (40%)</p> <p>External Assessment (30%) Assessment Type 3: Examination (30%)</p>		



Stage 1 – Psychology			
CODE	CREDITS	OFFERED	LEARNING AREA
1PSC10	10	SEMESTER 2	Science
PREREQUISITES	Year 10 Science		
CONTENT	3 Topics per Semester <ul style="list-style-type: none"> • Cognitive Psychology • Neuropsychology • Lifespan Psychology • Emotion • Psychological Wellbeing • Psychology in Context 		
EVIDENCE OF LEARNING	The following assessment types enable students to demonstrate their learning in Stage 1 Psychology Assessment Type 1: Investigation Folio 50% Assessment Type 2: Skills & Applications Task 50%		

Stage 2 – Psychology			
CODE	CREDITS	OFFERED	LEARNING AREA
2PSC20	10 per Semester	FULL YEAR	Science
PREREQUISITES	C or higher in at least 1 Semester of Stage 1 Psychology		
CONTENT	<ul style="list-style-type: none"> • Psychology of the Individual • Psychological Health & Wellbeing • Organisational Psychology • Social Influence • The Psychology of Learning 		
EVIDENCE OF LEARNING	Assessment Type 1: Investigations Folio (50%) Assessment Type 2: Skills and Applications Tasks (50%) Assessment Type 3: External Investigation		



Stage 1 – Physics 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1PYS10	10	SEMESTER 1	Science
PREREQUISITES	Grade B Year 10 Science recommended		
CONTENT	<p>Linear Motion and Forces</p> <ul style="list-style-type: none"> • Motion under constant acceleration • Forces <p>Energy and Momentum</p> <ul style="list-style-type: none"> • Energy • Momentum <p>Electric Circuits</p> <ul style="list-style-type: none"> • Potential difference and electric current • Resistance • Circuit analysis • Electric power 		
EVIDENCE OF LEARNING	<p><i>Investigations Folio Tasks (50%)</i></p> <ul style="list-style-type: none"> • Practical Investigations • An Issues Investigation <p><i>Skills and Applications Tasks (50%)</i></p> <ul style="list-style-type: none"> • Supervised Tests <p><i>Examination</i></p> <ul style="list-style-type: none"> • 2 hour end of semester exam 	<p>Comments:</p> <p>Physics 1 and Physics 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.</p>	

Stage 1 – Physics 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1PYS10	10	SEMESTER 2	Science
PREREQUISITES	Stage 1 Physics 1		
CONTENT	<p>Waves</p> <ul style="list-style-type: none"> • Wave model • Mechanical waves • Light <p>Heat</p> <ul style="list-style-type: none"> • Heat and temperature • Specific heat capacity • Change of state <p>Nuclear Models and Radioactivity</p> <ul style="list-style-type: none"> • The nucleus • Radioactive decay • Radioactive half-life • Induced nuclear reactions 		
EVIDENCE OF LEARNING	<p><i>Investigations Folio Tasks (50%)</i></p> <ul style="list-style-type: none"> • Practical Investigations • An Issues Investigation <p><i>Skills and Applications Tasks (50%)</i></p> <ul style="list-style-type: none"> • Supervised Tests <p><i>Examination</i></p> <ul style="list-style-type: none"> • 2 hour end of semester exam 	<p>Comments:</p> <p>Physics 1 and Physics 2 must both be taken for entry into Stage 2 Physics. All student work is assessed by the teacher.</p>	



Stage 1 – Chemistry 1			
CODE	CREDITS	OFFERED	LEARNING AREA
1CME10	10	SEMESTER 1	Science
PREREQUISITES	Grade B Year 10 Science recommended		
CONTENT	There are three topics: Materials and their Atoms <ul style="list-style-type: none">• Properties and uses of materials• Atomic Structure• The Periodic Table Combinations of Atoms <ul style="list-style-type: none">• Types of materials• Bonding between atoms Molecules <ul style="list-style-type: none">• Molecule polarity• Interactions between molecules• Hydrocarbons• Polymers		
EVIDENCE OF LEARNING	<i>Investigations Folio Tasks (50%)</i> <ul style="list-style-type: none">• Practical Investigations• Human Endeavour Investigation <i>Skills and Applications Tasks (50%)</i> <ul style="list-style-type: none">• Supervised Tests <i>Examination</i> <ul style="list-style-type: none">• 2 hour end of semester exam	Comments: This is a subject for 10 credits or is paired with Stage 1 Chemistry 2 in Semester 2. Students planning to do Stage 1 Chemistry 2 need to take this course. All student work is assessed by the teacher.	

Stage 1 – Chemistry 2			
CODE	CREDITS	OFFERED	LEARNING AREA
1CME10	10	SEMESTER 2	Science
PREREQUISITES	Stage 1 Chemistry 1		
CONTENT	There are three topics: Mixtures and Solutions <ul style="list-style-type: none">• Miscibility and solutions• Solutions of ionic substances• Quantities of atoms, molecules and ions.• Quantities in reactions• Energy in reactions Acids and Bases <ul style="list-style-type: none">• Acid-base concepts• Reactions of acids and bases• The pH scale Redox Reactions <ul style="list-style-type: none">• Concepts of oxidation and reduction• Metal reactivity• Electrochemistry		
EVIDENCE OF LEARNING	<i>Investigations Folio Tasks (50%)</i> <ul style="list-style-type: none">• Practical Investigations• Human Endeavour Investigation <i>Skills and Applications Tasks (50%)</i> <ul style="list-style-type: none">• Supervised Tests <i>Examination</i> <ul style="list-style-type: none">• 2 hour end of semester exam	Comments: This is a subject for 10 credits or is paired with Stage 1 Chemistry 1 in Semester 2. Students planning to do Stage 2 Chemistry need to take this course. All student work is assessed by the teacher.	



Stage 2 – Physics			
CODE	CREDITS	OFFERED	LEARNING AREA
2PYS20	20	FULL YEAR	Science
PREREQUISITES	20 credits of Physics at Stage 1 Grade B or higher.		
CONTENT	<p>Motion and Relativity</p> <ul style="list-style-type: none"> • Projectile motion • Forces and momentum • Einstein’s relativity <p>Electricity and Magnetism</p> <ul style="list-style-type: none"> • Electric fields • Motion of charged particles in electric fields • Magnetic fields • Motion of charged particles in magnetic fields • Electromagnetic induction <p>Light and Atoms</p> <ul style="list-style-type: none"> • Wave behaviour of light • Wave-particle duality • Structure of the atom • Standard Model 		
EVIDENCE OF LEARNING	<p><i>Investigations Folio Tasks (30%)</i></p> <ul style="list-style-type: none"> • Practical Investigations • Human Endeavour Investigation <p><i>Skills and Applications Tasks (40%)</i></p> <ul style="list-style-type: none"> • Supervised Tests <p><i>Examinations (30%)</i></p> <ul style="list-style-type: none"> • 2 hour end of semester exam 	<p>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.</p>	

Stage 2 – Chemistry			
CODE	CREDITS	OFFERED	LEARNING AREA
2CME20	20	FULL YEAR	Science
PREREQUISITES	20 credits of Chemistry at Stage 1 Grade B or higher recommended.		
CONTENT	<p>There are four topics</p> <p>Monitoring the Environment</p> <ul style="list-style-type: none"> • Greenhouse Effect and Smog • Analytical Techniques <p>Managing Chemical Processes</p> <ul style="list-style-type: none"> • Reaction Rates and Equilibrium • Optimising Reactions <p>Organic and Biological Chemistry</p> <ul style="list-style-type: none"> • Functional groups and their properties • Chemical Synthesis <p>Managing Resources</p> <ul style="list-style-type: none"> • Energy, Water, Soil and Materials 		
EVIDENCE OF LEARNING	<p><i>Investigations Folio Tasks (50%)</i></p> <ul style="list-style-type: none"> • Practical Investigations • Human Endeavour Investigation <p><i>Skills and Applications Tasks (50%)</i></p> <ul style="list-style-type: none"> • Supervised Tests <p><i>Examination</i></p> <ul style="list-style-type: none"> • 2 hour end of semester exam 	<p>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.</p>	



VET COURSES - INTERNAL

Certificate II in Workplace Skills

CODE	CREDITS	OFFERED	LEARNING AREA
BSB20120	45 Stage 1	SEMESTER 1	VET
PREREQUISITES	NIL but C in English recommended		
CONTEXT	<ul style="list-style-type: none"> Administration Office Procedures Work Health and Safety Processes Business Structures 		
CONTENT	<p>This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.</p>		
EVIDENCE OF LEARNING	<p>Units include:</p> <ul style="list-style-type: none"> Work Effectively in Business Environments Plan and Apply Time Management Participate in Sustainable Work Practices Contribute to the Health and Safety of Self and Others Support Personal Wellbeing in the Workplace Use Digital Technology for Short and Basic Workplace Tasks Engage with Customers Deliver a Service to Customers Use Business Software Applications Communication Skills 		

Certificate II in Hospitality

CODE	CREDITS	OFFERED	LEARNING AREA
BSB20120	50 Stage 1	SEMESTER 1 (18 month course)	Home Economics
PREREQUISITES	Completion of Home Economics in Year 9/10		
CONTEXT	<ul style="list-style-type: none"> Customer service Cultural Understanding Front of House Operations Food and Beverage Service 		
CONTENT	<p>These qualifications enable learners to gain skills to work effectively and safely, learn how to interact with customers, source and provide information and service to customers while gaining skills to boost industry knowledge and communication.</p>		
EVIDENCE OF LEARNING	<p>Units include:</p> <ul style="list-style-type: none"> Work Effectively with others Source and Use Information in the Hospitality Industry Use Hospitality Skills Effectively Interact with Customers Show Social and Cultural Understanding Participate in Safe Work Practices Use Hygienic Practices for Food Safety Prepare and Serve Non-Alcoholic Beverage Prepare and Serve Espresso Coffee Serve Food and Beverage Provide First Aid 		



Certificate III in Business			
CODE	CREDITS	OFFERED	LEARNING AREA
BSB20120	70 Stage 2	SEMESTER 1 (Full Year Subject)	VET
PREREQUISITES	Competency in Certificate II in Workplace Skills (Business)		
CONTEXT	<ul style="list-style-type: none"> • Administration • Office Procedures • Work Health and Safety Processes • Business Structures 		
CONTENT	<p>This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.</p> <p>Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.</p>		
EVIDENCE OF LEARNING	<p>Units include:</p> <ul style="list-style-type: none"> • Support Personal Wellbeing in the Workplace • Participate in Sustainable Work Practices • Use Inclusive Work Practices • Assist with Maintaining Workplace Safety • Engage in Workplace Communication • Apply Critical Thinking Skills in a Team Environment • Use Business Software Applications • Use Digital Technologies to Communicate in a Work Environment • Identify Business Risk • Handle Receipt and Dispatch of Information • Purchase goods and services 		

Certificate III in Christian Ministry and Theology			
CODE	CREDITS	OFFERED	LEARNING AREA
10741NAT	65 Stage 2	SEMESTER 1 (2 year course- Start course in Year 11)	Christian Living
PREREQUISITES	NIL but C in English recommended		
CONTEXT	<ul style="list-style-type: none"> • Christian Ministry • Volunteerism • Leadership • Social Justice 		
CONTENT	<p>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.</p>		
EVIDENCE OF LEARNING	<p>Units include:</p> <ul style="list-style-type: none"> • Research Christian Scripture and Theology • Identify Theology Data • Present Information on a Theology Theme or Issue • Apply New Theological Insight • Apply Theological Knowledge to Contemporary Ethical Issues • Communication Theology in Everyday Language • Support Group Activities • Apply Critical Thinking Techniques 		



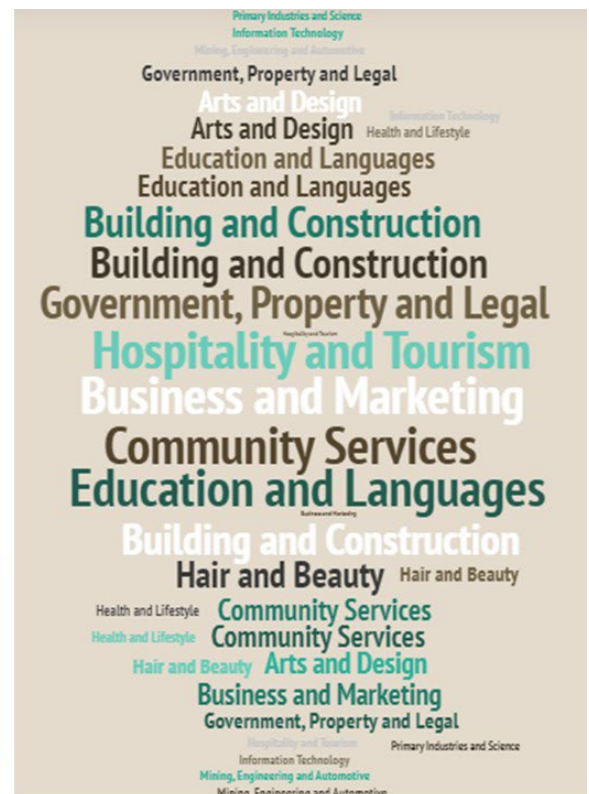
VET COURSES - EXTERNAL

There are over 103 different SACE Recognised Courses available to students with many diverse career opportunities available. Some VET courses that the school has previously facilitated include:

- Certificate 3 in Fitness (Active Training)
- Certificate 2 in Food Processing (IIFP)
- Certificate 3 in Electrotechnology (PEER)
- Certificate 3 in Early Childhood Care and Education (ACCCO)
- Certificate 3 in Animal Studies (TafeSA)
- Certificate 3 in Plumbing (PEER)
- Certificate 2 in Construction (SYC)

Our goal is to meet your student at their point of interest and help them build a platform for their career.

Registered Training Organisations:





SACE PLANNER

Personal Learning Plan = 10 credits

Credits

10

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

Subtotal 10

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

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.

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