BRIGHTON SECONDARY SCHOOL

CURRICULUM GUIDE

Year 10 -12

Contents

Recommendations for Course Selection

COURSE COUNSELLING

Homegroup teachers help to prepare students for subject selection with the support of specialist staff. Students and parents are encouraged to contact subject teachers for specific information about particular subjects. Although every effort will be made to meet students' preferred choices, this will be possible only within the school's capacity to provide the required teachers and to form viable classes.

ONLINE COURSE SELECTION PROCESS

In term 3 students will receive an instruction guide with a unique username and password allowing them to log in to the course selection program from school or at home.

On completion of the online course selection process, an authentication slip must be printed and signed by the student's parent or caregiver and returned to the student's homegroup teacher.

Students will receive login instructions via their homegroup teacher.

Recommendations to all students about selecting a course

- It is important to consider possible future pathways based on your current level of performance as well as your aspirations. You should seek as much advice and information as possible in determining a learning program.
- It is important to be aware of the subject selection process. You need to know, for example, the number of subjects that you must select, the subject selection timeline, and the staff who are involved that can answer your questions.
- In thinking about future pathways, you will need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE institutes impose their own criteria for selection purposes.
- Refer to the Post School Pathways section of this booklet for more information.
- Look carefully at information in the various flow charts.
  If you need further clarification on a particular subject you should contact the school.
- Seek information from a variety of sources including subject teachers and leaders. The more information you have, the more informed will be your choices and the greater chance you will have of achieving personal success. Also refer to the back of this book for a list of useful publications/websites.

SPECIFIC RECOMMENDATIONS TO YEAR 10 AND 11 STUDENTS

You will need to thoroughly familiarise yourself with the range of SACE and flexible learning options.

- Learn the terminology used to describe the senior school curriculum.
- Understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET).
- Refer to the SACE section and the glossary in the back of this booklet.

SUBJECT RECOMMENDATIONS

For students currently in year 10 or 11 selecting Stage 1 and Stage 2 subjects, you will need to refer to the subject requirements and recommendations. Selection of some subjects including those in English, mathematics and science are based on recommendations from Semester 1 subject teachers. Recommendations are published on Daymap.

INFORMATION FOR INTERNATIONAL STUDENTS

French and Japanese (year 7-12) languages can be studied at the school while other languages can be studied offline by negotiation.

The school offers an Intensive Secondary English Course (ISEC) at year 10. The ISEC program is delivered in a learning environment that nurtures social cohesion and intercultural perspectives for students before they enter the mainstream. This class usually consists of no more than 18 students, who have a program specially designed to assist in developing their English proficiency, their knowledge of Australia and Australian lifestyle and introductory courses designed to familiarise students with schooling in Australia. Refer to page 93 for more information.

Entry to Special Interest program subjects in Music, Volleyball or Think Bright is considered by special application on an individual basis.

The International Student Program Leader and Student Support Officer supervise and support all international students at the school.

Brighton Secondary School delivers education programs to international students on behalf of Department for Education South Australia.

CRICOS PROVIDER CODE: 00018A

For further information

Mail: Brighton Secondary School 305 Brighton Road
North Brighton 5048 South Australia

Phone: 0011 61 88375 8236

Fax: 0011 61 8 8298 9179

Please refer to the school website, International Section for further details.
(**www.brightonss.sa.edu.au**)

Brighton Secondary
School 305 Brighton
Road NORTH
BRIGHTON SOUTH
AUSTRALIA 5048
For international access
Phone: 0011 61 8 8375
8200 Fax: 0011 61 8 8296
0949
Website: **www.brightonss.sa.edu.au**

CRICOS Provider Number 00018A

Special Interest Music

The Special Interest Music program provides unique opportunities for students to reach their musical potential while surrounded by other passionate musicians. Brighton Secondary School is recognised nationally and internationally as having one of the strongest music programs in South Australia.

SPECIAL INTEREST MUSIC

The Special Interest Music program fosters musical and academic excellence in gifted and highly committed young musicians through a comprehensive music curriculum.

Our strong co-curricular ensemble program has raised the school's national and international profile through participation in music festivals, cultural events and tours including:

- international tours
- Generations in Jazz in Mount Gambier
- ABODA Band Festival
- Australian International Music Festival
- Adelaide Choral Eisteddfod
- ANZAC Day and Remembrance Day ceremonies
- events at Government House
- artists in residence
- collaborations with the other Special Interest Music centres

PATHWAYS

Students have the opportunity to work in a wide range of musical settings that will reinforce the concepts of life-long learning and global citizenship while providing pathways into tertiary education and careers in the music industry.

THE STRUCTURE AND CONTENT

In year 7-10 students will study a variety of theoretical and practical subjects with more personalised choices available in years 11 and 12. Special Interest Music students study CORE MUSIC and SPECIAL INTEREST MUSIC in year 7-10.

The content of the course includes:

- composing and arranging
- cultural and analytical studies
- solo performance
- ensemble performance
- study of a second instrument
- chamber music
- improvisation
- rhythmic studies
- keyboard studies
- aural musicianship

Students will participate in one or more of the school's co-curricular ensembles.

SELECTION PROCEDURES

Special Interest Music students are selected by audition and interview.

Further information about music subjects can be found on pages 38 to 42.

Further information about application processes and timelines is available on the school's website **www.brightonss.sa.edu.au**

The Special Interest Volleyball program is acknowledged throughout Australia and overseas for its pursuit of excellence in volleyball and athletic development, establishing it as one of the prominent specialist school sporting programs in the country.

SPECIAL INTEREST VOLLEYBALL

The aim of the Special Interest Volleyball (SIV) program is to maximise the holistic athletic development of talented students who have been identified throughout the state. Our goal is to promote skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sports, academic and vocational pursuits, as well as personal development.

PATHWAYS

The SIV program is offered from year 7-12. This allows students to develop the skills and behaviours that are consistent with the goals of the program.

THE STRUCTURE AND CONTENT

There are three main areas of the program. The Health and Physical Education curriculum in conjunction with personal athletic development forms the main component of the program. This component is assessed and reported using criteria relevant to the Health and Physical Education curriculum, with a distinct specialisation in volleyball.

The other two areas of the program are the training and competition opportunities. These involve before and after school training and participation in a variety of state and national competitions.

Students are selected into teams to compete in state and national tournaments on the basis of their performance and playing roles.

SELECTION PROCEDURES

Special Interest Volleyball at year 7 level is studied by the students who have applied and been selected into the program. Entry is through physical testing, observations and documentation of previous school performance. Selection trials are held during term 2 for year 6 and 7 for in and out of zone applicants. Additional entry into the SIV program in years 9-12 are held in term 3.

Further information about volleyball subjects can be found under the Health and Physical Education section

Further information about application processes and timelines is available on the school's website **www.brightonss.sa.edu.au**

Think Bright Program

The Think Bright program has a focus upon challenge through critical and creative thinking processes that enriches the learning experience for students who have demonstrated initiative, leadership, problem solving abilities and an interest in collaborative challenge-based learning. The program promotes entrepreneurial and collaborative learning with personalised and challenge-based approaches.

Think Bright is a dynamic, innovative and interdisciplinary program that further enhances the learning experiences at Brighton Secondary School.

STRUCTURE OF THE CURRICULUM

For year 7-9 Think Bright students remain in the same class for the core subjects of Science, Maths, English and Humanities and Social Sciences (HASS).

In year 10 students are able to select Mathematics or Advanced Mathematics studies depending on their intended SACE pathways.

Other subject choices are integrated with students outside of the Think Bright program.

CURRICULUM AND PEDAGOGY

The curriculum and delivery is aligned to the Australian Curriculum with an emphasis on integrated and challenge-based learning.

Students have the opportunity to work individually and collaboratively in teams. The integration and use of technology is an integral part of student's learning.

SELECTION PROCEDURES

Applications are available from the school and consist of a multimodal application, challenge based activities, and supporting documentation. Shortlisted applicants will be invited to attend further selection opportunities.

STUDENT COMMITMENT

It is expected that all successful students in the Think Bright program will:

- uphold the values and expectations of the program
- commit to the program for three years
- engage in the requited extra-curricular activities including Write a Book in a Day
- actively participate in at least one extra-curricular activity or club

SUMMARY OF YEAR 10 SUBJECTS

REFERENCE FOR **YEAR 10** SUBJECTS

*CP = Communication Products
MP = Material Products
S&C = Systems and Control Products

Year 10 Curriculum Pattern

YEAR 10 CURRICULUM PATTERN STRANDS

BRIGHTON 1	UNITS	BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)	UNITS
Mathematics	2	Mathematics	2
Science	2	Science	2
English	2	English	2
History	1	History	1
Health and PE* (select from)	1	Health and PE Volleyball	2
Exploring Identities and Futures (EIF)	1	Exploring Identities and Futures (EIF)	1
CHOICE	5	CHOICE	4
TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 1	CHOICE SUBJECTS BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)
• Art and Ideas	• Art and Ideas
• Art in a Global Community	• Art in a Global Community
• Business Awareness	• Business Awareness
• Computer Aided Design	• Computer Aided Design
• Core Music (full year)	• Core Music (full year)
• Desktop Publishing	• Desktop Publishing
• Digital Technology Advanced	• Digital Technology Advanced
• Fashion Design Studio	• Fashion Design Studio
• Coffee, Food and Entertaining	• Coffee, Food and Entertaining
• French (full year)	• French (full year)
• Geography	• Geography
• Girls – Mind, Body and Soul*	• Girls – Mind, Body and Soul*
• Graphic Design	• Graphic Design
• Health and Wellbeing*	• Health and Wellbeing*
• Immersive Theatre	• Immersive Theatre
• Japanese (full year)	• Japanese (full year)
• Child Studies	• Child Studies
• Media Arts	• Media Arts
• Metal Technology	• Metal Technology
• Outdoor Education	• Outdoor Education
• Photography	• Photography
• Physical Education" Exercise Physiology*	• Physical Education: Exercise Physiology*
• Product and Environmental Design	• Product and Environmental Design
• Recreational and Community Sport*	• Recreational and Community Sport*
• Science Solutions	• Science Solutions
• Solid Wood Technology	• Solid Wood Technology
• STEM – F1 in Schools	• STEM – F1 in Schools
• Taste the World	• Taste the World
• Urban Theatre	• Urban Theatre
• Video Game Design	• Video Game Design

*Choice options within the compulsory HPE Australian Curriculum.

YEAR 10 CURRICULUM PATTERN STRANDS

BRIGHTON 3 (SPECIAL INTEREST MUSIC)	UNITS	BRIGHTON 4 (THINK BRIGHT)	UNITS
Mathematics	2	Mathematics (Think Bright)	2
Science	2	Science (Think Bright)	2
English	2	English (Think Bright)	2
History	1	History (Think Bright)	1
Health and PE* (select from)	1	Health and PE* (select from)	1
Arts (Core Music + Special Interest + EIF Imbedded)	4	STEAM (Think Bright)	1
		Exploring Identities & Futures (EIF)	1
CHOICE	2	CHOICE	4

CHOICE SUBJECTS BRIGHTON 3 (SPECIAL INTEREST MUSIC)	CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)
• Art and Ideas • Art in a Global Community • Business Awareness • Computer Aided Design • Desktop Publishing • Digital Technology Advanced • Fashion Design Studio • Coffee, Food and Entertaining • French (full year) • Geography • Girls – Mind, Body and Soul* • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Child Studies • Media Arts • Metal Technology • Outdoor Education • Photography • Physical Education: Exercise Physiology* • Product and Environmental Design • Recreational and Community Sport* • Science Solutions • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design	• Art and Ideas • Art in a Global Community • Business Awareness • Computer Aided Design • Core Music (full year) • Desktop Publishing • Digital Technology Advanced • Fashion Design Studio • Coffee, Food and Entertaining • French (full year) • Geography • Girls – Mind, Body and Soul* • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Child Studies • Media Arts • Metal Technology • Outdoor Education • Photography • Physical Education: Exercise Physiology* • Product and Environmental Design • Recreational and Community Sport* • Science Solutions • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design

*Choice options within the compulsory HPE Australian Curriculum.

The SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE).

INFORMATION ABOUT THE SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete certain requirements in their senior secondary education. The SACE forms the basis for entry into higher education.

The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment.

The SACE meets the needs of students, families, higher and further education providers, employers and the community by helping students develop the skills and knowledge needed to succeed, whether, they are headed for further education and training, university, an apprenticeship or immediate employment.

The certificate is based on two stages of achievement. Stage 1 is normally undertaken in year 11 and Stage 2 is completed in year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

As part of the SACE students will:

- Receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Have their individual assessment tasks within a subject assessed using performance standards criteria.
- Have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways including examinations, investigations, practical or performances.
- Receive A – E grades for Stage 1 subjects and A+ – E- grades for Stage 2 subjects.

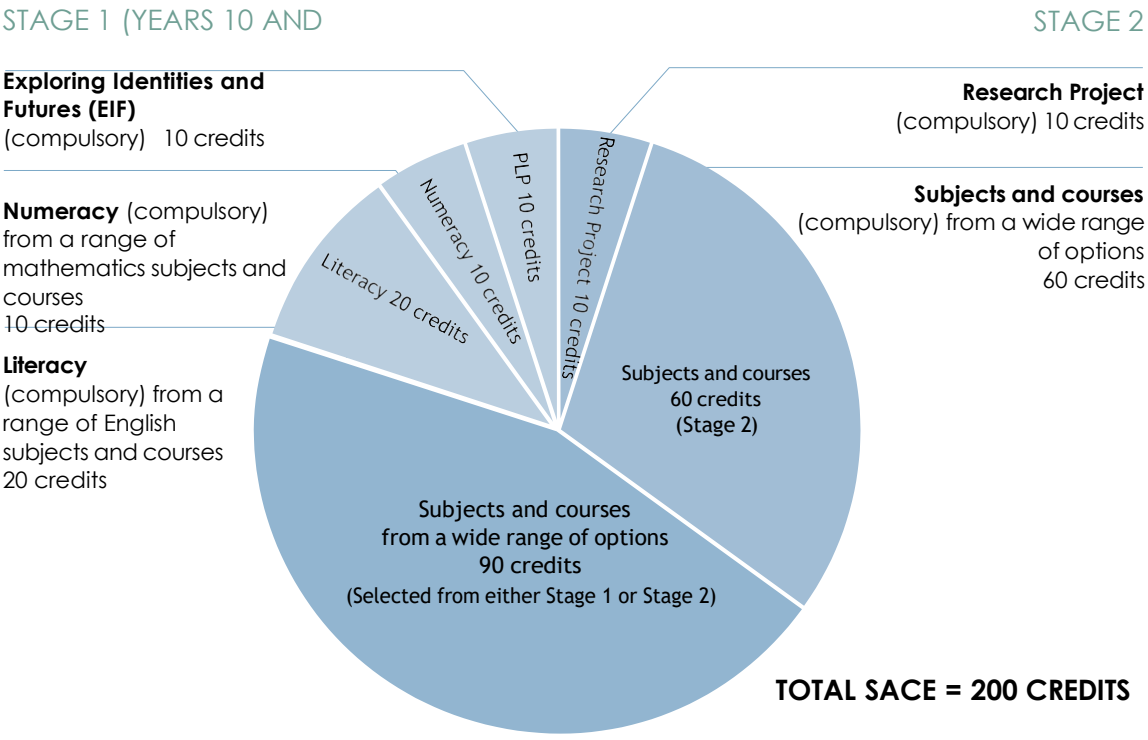
THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the SACE certificate students must earn 200 credits as per the SACE pattern requirements as shown below. Ten credits are equivalent to one semester or six months study in a particular subject or course.

SUBJECTS	CREDITS
Year 10 – Stage 1 subject	
Exploring Identities and Futures	10
Year 11 – Stage 1 subjects	
Literacy (from a range of English subjects or courses)	20
Numeracy (from a range of Mathematics subjects or courses)	10
Year 11 or 12 – Stage 1 or Stage 2 subjects	
Research Practices (Stage 1) and Research Project (Stage 2)	10 + 10
Other subjects and courses of the student's choice	Up to 90
Year 12 – Stage 2 subjects	
Research Project (Stage 2)	10
Stage 2 subjects and courses	60
TOTAL	210

The importance of the compulsory subjects is reflected in the requirement that students must achieve a 'C' or better at Stage 1 and a 'C-' at Stage 2 in those subjects to complete the SACE successfully.

SACE REQUIREMENTS



Refer to the list of subjects to be offered at Stage 1 and Stage 2 at Brighton Secondary School in 2021.

WHERE DO YOU GO FOR FURTHER HELP?

Visit the SACE Board website at **www.sace.sa.edu.au** for further information concerning the SACE.

Students Online

Students can log into Students Online using their SACE registration number and pin at **www.sace.sa.edu.au/students/assessment-and-results/students-online**.

Students Online contains information about an individual student's SACE. It can help students to:

- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.

The following table indicates two examples of SACE completion.

SUBJECTS	CREDITS	TOTAL
Year 10		
Compulsory – Stage 1 Exploring Identities and Futures	10	
		10
Year 11		
Stage 2 – Research Project	10	
Compulsory – Stage 1 Essential English	20	
Compulsory – General Mathematics A	10	
Stage 1 – Research Practices	10	
Stage 1 General Mathematics B	10	
Stage 1 Biology CMID	10	
Stage 1 Creative Arts	10	
Stage 1 Physical Education	10	
(Biomechanics) Stage 1 Physical	10	
Education (Energy Systems) Stage 1	10	
Photography	10	
Stage 1 VET Automotive		120
Stage 2 – Research Project		
Year 12	10	
Stage 2 – Essential English	20	
Stage 2 – General Mathematics	20	
Stage 2 – Biology	20	
Stage 2 – VET Automotive	20	
		90
		210
Year 10		
Compulsory – Stage 1 Exploring Identities and Futures	10	
		10
Year 11		
Compulsory – Stage 1 English Literacy Studies	20	
Compulsory – Stage 1 Mathematical Methods A	10	
Stage 1 Mathematical Methods B	10	
Stage 1 Chemistry A	10	
Stage 1 Chemistry B	10	
Stage 1 Physics A	10	
Stage 1 Physics B	10	
Stage 1 Modern History	10	
Stage 1 Peer Leadership	10	
		100
Year 12		
Stage 2 – Research Project	10	
Stage 2 – English Literacy Studies	20	
Stage 2 – Mathematical Methods	20	
Stage 2 – Chemistry	20	
Stage 2 – Modern History	20	
		90

	Compulsory Stage 1 and Stage 2 subjects and courses		Other subjects and courses

STAGE 1 SUBJECTS

In order to meet the requirements for SACE Stage 1, students need to select:

- two units from the literacy group
- one unit from the numeracy group
- seven units from the choice subjects group

Students may choose to do up to two additional units at SACE Stage 1 level by negotiation.

* CP = Communication Products
MP = Material Products
S&C = Systems and Control Products

STAGE 2 SUBJECTS

* CP = Communication Products MP = Material Products S&C = Systems and Control Products

Back to Contents

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion.

SPECIAL ADVICE TO YEAR 12 STUDENTS

Our policy is for every student to be enrolled in a fulltime program of study which provides the maximum stretch and challenge for their abilities and enables the widest possible range of post-school pathways.

Year 12 students are strongly recommended to choose a minimum of four 20 credit Stage 2 subjects. When combined with the 10 Stage 2 credits obtained from completing the Research Project in year 11 this allows students to obtain an Australian Tertiary Entrance Rank (ATAR) for university entrance.

Students undertaking an eligible VET course or other recognised study during year 12 are only required to study three 20 credit Stage 2 subjects. Alternative patterns of study may be negotiated for students with individual learning or wellbeing needs, or students on flexible learning pathways.

Every Stage 2 subject has an external assessment component which accounts for 30% of the overall grade, which means an expert from outside the school will assess the student's work. This typically involves an exam, investigation, or performance. The remaining 70% of the subject's assessment is school based and is subject to moderation, whereby an expert panel from outside the school reviews student achievement against the performance standards as part of the SACE Board's quality assurance processes.

POST SCHOOL PATHWAYS

UNIVERSITY ENTRANCE REQUIREMENTS

Selection into university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

ELIGIBILITY

To be eligible to apply for university, you must:

- complete the SACE
- complete at least 90 credits at Stage 2
- At least 60 credits must be from approved Tertiary Admission Subjects (equivalent to three 20-credit Stage 2 subjects)
- 30 credits are "flexible" and may include VET (20 credit maximum) or other studies
- complete any prerequisites required for your chosen university courses
- obtain an Australian Tertiary Admissions Rank (ATAR)

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is based on the university aggregate.

Students and parents/caregivers are advised to check the SATAC (South Australian Tertiary Admissions Centre) guide or at the SATAC website (www.satac.edu.au) for further details of ATAR calculation, pre-requisite requirements, precluded combinations of subjects, counting restrictions and further details of application procedures.

Tertiary institutions provide their own information about their courses and selection requirements via their own websites, as well as Open Days in term 3. Students will be provided with the opportunity to hear from, and interact, with representatives from each of the three main South Australian universities through the pastoral care program.

TAFE ENTRY REQUIREMENTS

TAFE SA is South Australia's largest vocational education and training (VET) provider. Completion of the SACE can meet the admission requirements for most of TAFE SA's courses, while some courses have more or less advanced entry requirements.

For further details visit TAFE SA website
www.tafesa.edu.au

Cross Disciplinary is a learning area of the SACE which provides flexible learning programs for students. It includes the Personal Learning Plan which is a compulsory 10 credit subject in SACE Stage 1 and the Research Project which is a compulsory 10 credit subject in SACE Stage 2. In addition, courses developed under the frameworks of integrated learning, recognised learning – including VET – can be chosen by students to provide more flexible learning options for study within the school and in the community.

EXPLORING IDENTITIES AND FUTURES (EIF)

LEVEL Year 10

CREDITS 10

Year 10 Exploring Identities and Futures in year 10 focuses on the inquiry question:

What are my personal, learning and career goals?
Students will carry out varied career interaction challenges, including online research and interacting with industry guest speakers, undertake work experience, produce an e-Portfolio including producing a cover letter and resume, undertake a SACE pathway interview and reflecting on their learning.

The year 10 component culminates in a folio and reflection that is assessed for SACE accreditation. Student assessment is based on the performance standards:

- understanding the capabilities
- developing personal and learning goals
- reviewing the learning

RESEARCH PRACTICES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

Students in year 11 undertake Research Practices in Semester 1 to prepare them for Research Project.

CONTENT

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore a range of research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings in a variety of forms.

This subject provide a sound basis for undertaking the SACE Stage 2 Research Project.

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Folio

Students undertake at least two tasks for the folio. At least one task should focus on 'Exploring Research Approaches', and at least one task should focus on 'Exploring Research Skills'.

Assessment Type 2: Sources Analysis

Students undertake at least two sources analysis assessments. They consider the appropriateness, uses, and limitations of sources.

SPECIAL REQUIREMENTS Nil

THE RESEARCH PROJECT

The Stage 2 Research Project is a compulsory 10 credit subject undertaken in Semester 2 of year 11. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. Both Research Project A & B may contribute to a student's Australian Tertiary Admissions Rank (ATAR).

In the first instance, all Brighton Secondary School year 11 students will be enrolled in Research Project B, but are able to change their enrolment to Research Project A by the end of term 2 if they wish.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills, through the in-depth exploration of an area of interest.

RESEARCH PROJECT B

LEVEL Stage 2

LENGTH Semester

CREDITS 10

CONTENT

There are three assessment types in Research Project B. Assessment type 1 and 2 are assessed by the school. Assessment type 3 is externally assessed.

SCHOOL-BASED ASSESSMENT

Folio 30%

- proposal
- research development

Research outcome 40%

The research outcome can be presented in written form (maximum 2000 words), oral (12 minutes), or the multimodal equivalent.

EXTERNAL ASSESSMENT

Evaluation 30%

A written summary of 150 words, together with an evaluation of 1500 words. The external assessment for

Research Project B must be written.

Back to Contents

Integrated Learning is a framework through which students gain credit for their Cross Curricular Learning. At Brighton Secondary School, the following subjects from the Integrated Learning Framework are offered: Integrated Learning – Peer Leadership, Integrated Learning – Students Mentoring Students, Integrated Learning – Antipodeans Abroad – Integrated Learning – Community Learning.

PEER LEADERSHIP

INTEGRATED LEARNING SUBJECT

LEVEL Year 11

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Enrolment in this course is by application, followed by training workshops. Students are selected based on their written application, supporting statement from staff, participation in training workshops, and general attitude and engagement towards the school culture.

CONTENT

Students work in teams of Peer Leaders, allocated to support a Year 7 home group. Peer Leaders regularly attend Year 7 home group lessons, supporting with the delivery of pastoral care programs and leading their own activities. Subject time is dedicated to completing Integrated Learning assessments, developing leadership skills and SACE capabilities. Students undertake their own personal venture to gain skills in leadership, collaboration, problem solving, communication, and self-confidence.

Peer Leaders are committed to supporting students' transition to secondary school, whilst written, practical and oral tasks are designed to enhance personal development. The Integrated Learning subject runs for one semester but Peer Leaders are expected to continue to support Year 7 home groups across the full school year.

PEER LEADERSHIP *cont.*

Students demonstrate leadership by:

- Attending and supporting Transition/Orientation Days, Year 7 excursion/s, Challenge Cup, negotiated Year 7 activities across the year
- Collaborating with peers, home group teachers, and Year 7s

ASSESSMENT

Students demonstrate evidence of learning through school-based assessment types:

- Practical Exploration: reflecting on their own learning and self-development
- Connections: developing personal and social skills by working cooperatively and collaboratively to plan and deliver activities and learning experiences
- Personal Venture: expanding, reflecting and evaluating self-development and leadership skills

SPECIAL REQUIREMENTS:

1. Attend Year 7 home group lessons, weekly
2. Self-nominate through an expressions of interest process (end of Term 2, 2022)
3. Submit written application and staff supporting statement (Term 3, 2022)
4. Attend training workshops between (Term 3, 2022)
5. Nominating for Peer Leadership does not guarantee students will be involved. Only successful applicants will select Integrated Learning – Peer Leadership as an elective subject during subject selection in Week 6, Term 3

COMMUNITY LEARNING

The Community Learning framework is another way in which individual students can gain credit for learning which is based in the community. SACE credits for Community Learning can be achieved in two ways – community-developed programs and self-directed community Learning.

Community developed programs include:
the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available.

For further information visit the SACE website www.sace.sa.edu.au.
Self-directed Learning is gained through 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.
For more information on community learning, visit: https://www.sace.sa.edu.au/learning/community-learning
The Head of Senior School is the contact person for individually negotiated community based credit arrangements.

Flexible Industry Pathways (VET) is education and training that gives skills for particular jobs. In most cases it leads to industry-recognised qualifications.

WHAT IS FLEXIBLE INDUSTRY PATHWAYS (VET)?

A Flexible Industry Pathway is an industry-endorsed pathway from secondary school to employment in key growth industries in South Australia.

The training programs have been designed in consultation with industry and have been endorsed by the South Australian Training and Skills Commission's Industry Skills Councils.

Flexible Industry Pathways include one or more VET qualifications at Certificate II to III level that industry considers suitable for school students, with enterprise and employability skills training and specific industry requirements linked to the pathway.

There are 26 Flexible Industry Pathways. They are reviewed annually to ensure that they are an accurate response to the current employment opportunities and emerging industries in South Australia.

The Flexible Industry Pathways include:

- aged care and disability
- agriculture
- animal care
- aquaculture
- automotive retail, service and repair
- building and construction
- childcare
- civil construction
- conservation and land management
- cyber
- education
- electrotechnology
- entrepreneurial (small business owner)
- food processing
- forestry
- hair and beauty
- health support
- horticulture
- hospitality and tourism
- information, communication and technology
- manufacturing and engineering
- maritime
- meat processing
- plumbing
- screen and media production, gaming and visual effects

WHAT IS VET?

Students are able to count VET qualifications for all of their free choice credits and all of their Stage 2 credits towards their SACE. Students can earn 10 SACE credits for every 70 nominal hours of VET successfully completed.
To find out whether the VET will count at Stage 1 or Stage 2 level or to find out more information about VET please check the VET recognition register at www.sace.sa.edu.au/web/vet.

WHY DO VET?

Students There are significant benefits for students who undertake VET courses. A student can:

- gain credit towards their SACE
- gain industry recognised qualifications accredited Australia wide
- gain specific vocational training in a real workplace context
- help students gain future employment
- help students gain entry into related TAFE courses
- help students decide if this is a possible future career pathway.

The richness of meaning expressed in the arts serves both to generate intellectual rigour and demonstrate a sense of self-worth in individuals and communities. The Arts provide a means by which learners can explain, reflect, understand, critique society and imagine better worlds.

THE AUSTRALIAN CURRICULUM

The Arts curriculum is aligned to the Australian Curriculum. The Arts forms offered are:

- Drama
- Media Arts
- Music
- Visual Arts (including design and multi-media)

The curriculum for The Arts is divided into two strands:

- Making
- Responding

The content structure is organised through two interrelated strands that present a sequence of development of knowledge, understanding and skills.

Making

- Learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make arts works.

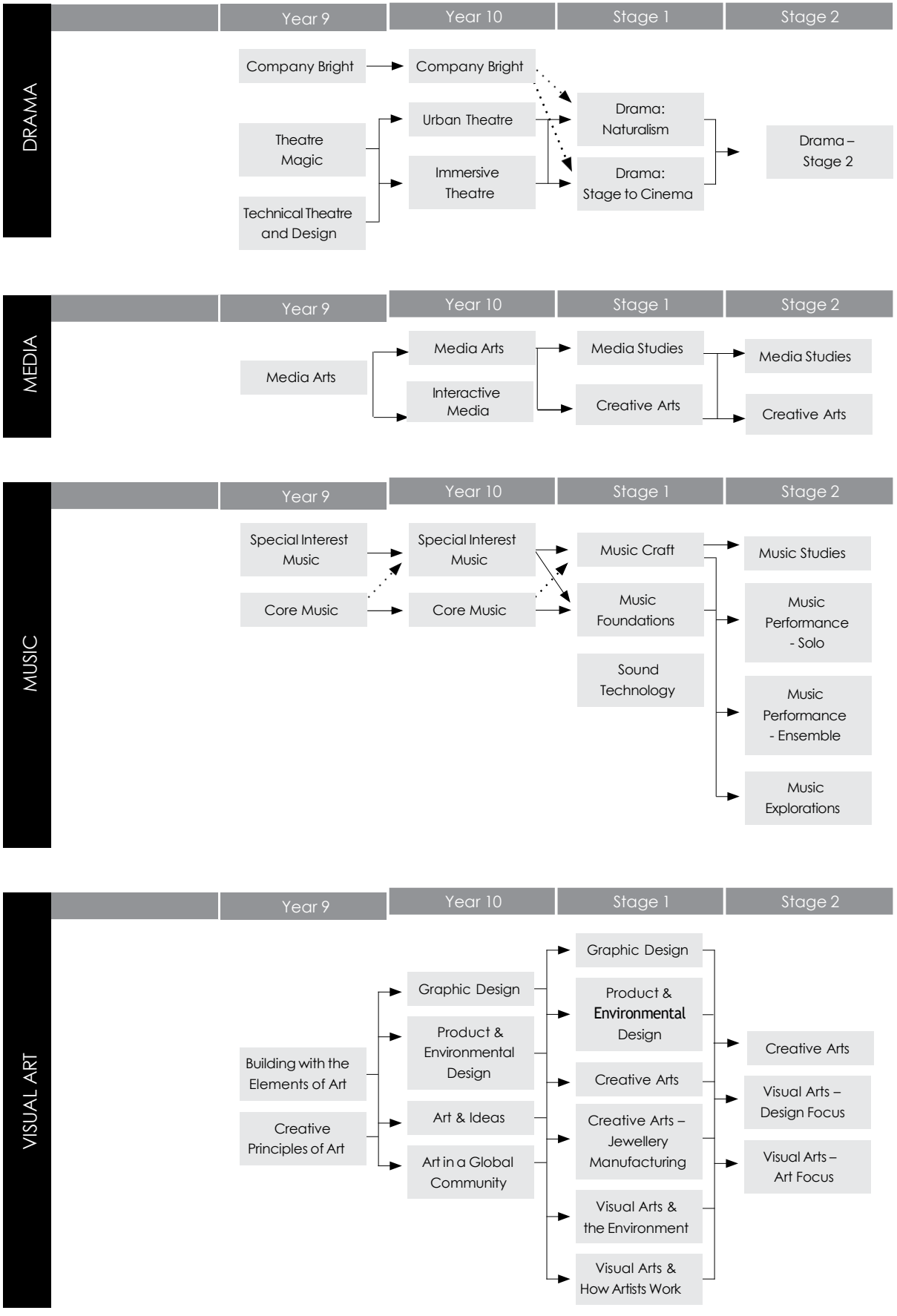
Responding

- Exploring, responding to, analysing and interpreting art works.

THE SACE

The Arts curriculum options in years 11 and 12 are aligned to the SACE requirements.

THE ARTS *(continued)*



Back to Contents

The study of drama provides students with the opportunity to acquire and develop experiences in performance and production. Students are also exposed to live theatre as performers, writers, theatre artists and spectators. Students explore a range of cultural, historical and social issues through the dramatic process.

COMPANY BRIGHT

LEVEL Year 10

LENGTH Full Year

RECOMMENDED BACKGROUND

Company Bright is a full year program for students who have successfully auditioned and been selected to be included or to continue in the subject.

CONTENT

Inquiry questions will underpin the learning covered in year 8-10. Students will study 21st century skills; collaboration, communication creativity and critical thinking. They will explore influential movements in theatre history, perform in all roles relevant to the making of performance art and devise work inspired by contemporary innovators. Multiple performance opportunities are offered, emphasising learner voice through production company models that will enable students to specialise in performance or design as they progress through the Company Bright program.

ASSESSMENT

Knowledge and understanding, application, creativity, communication, collaboration and problem solving.

SPECIAL REQUIREMENTS

The Company Bright program is available to students who have been selected into the subject. Students are expected to attend weekend and after school rehearsals as required.

CURRICULUM CHARGES

Students are expected to attend and purchase theatre tickets.

IMMERSIVE THEATRE

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Year 9 Drama recommended

CONTENT

Students will explore a range of theatrical styles and genres through the ideas of dramatic innovators and established theatre conventions, including:

- physical theatre
- commedia dell'arte
- naturalism/realism
- gothic theatre
- musical theatre
- melodrama
- stage fighting and slapstick

Students will choose either an on-stage or off-stage role, and participate in a whole class production. This will be an evening performance and will further student knowledge of theatrical conventions and build on performance and design skills.

ASSESSMENT

Students will be assessed in performance tasks and through multi-modal evidence of learning.

SPECIAL REQUIREMENTS Students are expected to attend weekend and after school rehearsals as required. Students must expect to perform to audiences outside of school hours.

CURRICULUM CHARGES Students are expected to attend and purchase theatre tickets.

URBAN THEATRE

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Year 9 Drama recommended

Students will learn about contemporary Australian theatre and theatrical innovators, with a focus on how young people's issues and stories are presented on the stage. Through class workshops and investigation, students will explore an aspect of Australian theatre, demonstrating their knowledge in a performance piece, film, or design. Students will devise a play which will be presented in an evening performance. Students will also have the opportunity to learn about off-stage roles of theatre production, such as sound, lighting, set design, costume design, and design for the major performance piece.

ASSESSMENT

Students will be assessed in group work, improvisation skills, script devising and review writing, reflection writing as well as major performance tasks.

SPECIAL REQUIREMENTS

It is expected that students will participate in some after-hours rehearsals, and evening performances. Students will also attend excursions to view live theatre.

CURRICULUM CHARGES Students are expected to attend and purchase theatre tickets.

DRAMA: NATURALISM

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Year 10 Drama recommended

CONTENT
Semester 1
Students improve performance and production skills through collaborating with writers to develop original works and study and apply the approaches of contemporary innovators.
Students adopt roles within production teams to imagine, develop, and create original narratives, viewpoints, and artistic products. They engage meaningfully with others through shared narratives and apply their knowledge to improve their skills as artists, problem-solvers and critical thinkers.

ASSESSMENT
Performance 40%
Students develop their learning in on or off-stage roles, through the process of creating a production for an audience. They keep records of their development through video, photographs, and verbal reflection. Each student assembles and presents evidence of their learning and skills development.
Responding to drama 30%
Students analyse, and reflect on the ideas, techniques, skills, choices, and artistic impact of a drama event on its audience and the student's own individual development as either an actor, designer or director.
Creative synthesis 30%
Students work together to explore and experiment with dramatic possibilities about how they would use new technologies in production.

SPECIAL REQUIREMENTS Students are expected to attend weekend and after school rehearsals. Students are expected to attend live performances during out of school time. Students will perform for audiences outside of school hours.

CURRICULUM CHARGES

Students are expected to attend and purchase theatre tickets.

DRAMA: STAGE TO CINEMA

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Year 10 Drama recommended

CONTENT
Semester 2
Students study both cinematic and theatrical practices and explore the integration of digital technology within live performance. Students adopt roles within production teams to imagine, develop, and create original narratives, viewpoints, and artistic products. They learn to engage meaningfully with others through shared narratives and apply their knowledge to improve their skills as artists, problem-solvers and critical thinkers.

ASSESSMENT
Performance 40%
Students develop their learning in on or off-stage roles, through the process of creating a production for an audience. They keep records of their development through video, photographs, and verbal reflection. Each student assembles and presents evidence of their learning and skills development.
Responding to drama 30% Students analyse, and reflect on the ideas, techniques, skills, choices, and artistic impact of a drama event on its audience and the student's own individual development as either an actor, designer or director.
Creative synthesis 30%
Students work together to explore and experiment with dramatic possibilities about how they would use new technologies in production.

SPECIAL REQUIREMENTS Students are expected to attend weekend and after school rehearsals. Students are expected to attend live performances during out of school time. Students will perform for audiences outside of school hours.

CURRICULUM CHARGES

Students are expected to attend and purchase theatre tickets.

DRAMA – STAGE 2

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Stage 1 Drama (preferably 20 credits)
or by an interview.

CONTENT
Students engage in learning as practising dramatic artists. Through focused practical study, viewing and making real drama products, students create valuable performance for audiences, and analyse and evaluate artistic processes and products. Students adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen, both on and off-stage.

ASSESSMENT
Group production: 40%
Students apply the dramatic process to a whole class group production. They develop their learning and skills throughout the production process and during the final performances. Each student assembles and presents evidence of their learning and skills development in a short
video documentary.

Evaluation and creativity: 30%
Students view a live theatre performance and participate in a workshop with actors/director. Students will choose an acting, directing or production team role and devise a hypothetical design/ concept for the production which they will
discuss in a multimodal presentation.

Presentation 30%
Students, in small groups collaborate to conceive, plan and produce a performance piece, working in either an on or off-stage role. Students provides a justification of their creative decision-making, both collaboratively and individually, as an oral analysis in the style of a "director's/actor's/ etc. commentary", audio recorded and synchronised in real-time with the final video of the presentation, or
a short documentary film.

SPECIAL REQUIREMENTS
Students are expected to attend weekend and after school rehearsals as required. Students are expected to attend live performances during out of school hours. Students must expect to perform to audiences outside of school hours.

CURRICULUM CHARGES
Students are expected to attend and
purchase theatre tickets.

The study of media provides a unique opportunity to understand how the media works. In today's society everyone is faced with 'media messages' from TV, films, radio, print and the internet. There is also an increasing reliance upon electronic communication devices and the ethical and moral issues that surround them. All members of society should be able to critically examine both the medium and the message and to articulate their opinions suitably.

MEDIA ARTS

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT
The course explores how information is packaged and manipulated for various audiences. Advertising, making of news, documentaries and animation will be critically analysed and students will learn to create and respond to artworks within these media areas.

ASSESSMENT
Students individually and in groups design, make and respond to various media texts.

SPECIAL REQUIREMENTS Nil

INTERACTIVE MEDIA

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT
This subject focuses on the theory and practical tasks required to design video games. Students will analyse popular and obscure video games to uncover the different elements that create a meaningful gaming experience. These elements can include: images, text, visual style, animation, sound effects, music, game-play, user interface, and narrative techniques.

Students develop programming skills through formative skill-building tasks, then demonstrate their abilities across 3 progressive product-based assessments. They can choose from 2d or 3d interactive games for Windows using game development engines such as *Scratch, Stencyl* and *Unity*. They contextualise this learning through an 'issues of the industry' presentation and a design folio for their final task.

In second term, students will choose a specialty: art, programming and/or level design, form indie game companies and collaboratively design and author video game (or prototype). Students can also negotiate to work individually and/or specialise in animation, visual effects, music/sound effects, narrative and other game industry roles.

ASSESSMENT
Folio 50%
Major product 50%

SPECIAL REQUIREMENTS
Headphones and a three button mouse are recommended.

MEDIA STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
Media Studies develops students' media literacy and production skills. Students research and analyse various media texts gaining an understanding of intended audiences, conventions used for different mediums and their own media interactions.

They creatively use technology to produce products which follow the production process of pre-production, production and post-production.

Students may choose from the following topics:

- images of youth in media
- making of the news
- advertising
- careers in media
- creating multimedia texts
- representations in media
- media audiences
- media and leisure
- media and the global

community or topics negotiated with the teacher.

ASSESSMENT
Folio 20%
Interaction study 20%
Product 60%

SPECIAL REQUIREMENTS Nil

MEDIA STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Stage 1 Media Studies

CONTENT
Media Studies develops students' media literacy and production skills. Students research and analyse various media texts gaining an understanding of intended audiences, conventions used for different mediums and their own media interactions.

They creatively use technology to produce products which follow the production process of pre-production, production and post-production.

The following key media concepts underpin the study of media and provide an investigative framework to support students' assessments in critical analysis and production:

Students choose three of the following topics to study:

- media conventions
- media organisations
- media audiences
- media representations
- photojournalism
- documentaries
- cult television/film
- music and media
- the internet
- television genres
- community media
- short films
- advertising and audiences
- globalisation and media
- youth and media
- children and media
- media ethics and regulation
- cultural diversity in media

or topics negotiated with the teacher.

ASSESSMENT
School-based assessment:
Folio 30%
Product 40%
External assessment:
Investigation 30%

SPECIAL REQUIREMENTS Nil

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. As students progress through studying music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual.

Students enrolling in year 7 Core Music do not require any prior experience on a musical instrument. All Core Music students must study a band or string instrument (beginners wishing to study percussion will need to audition as places are limited). Continuing guitar, piano and voice students will be assisted by music staff in choosing a second instrument in order to participate in ensemble lessons. Most instruments are available for hire through the school for $200 per year. Other associated expenses may include tutor books, solo pieces, reeds, valve oil, etc.

Music Experience students may be given the opportunity via an interview to proceed to the Core Music course in year 9. Year 8 Core Music students may audition for entry into the Special Interest Music program for year 9 after successful completion of year 8 Core Music and an interview/audition.

In year 11 and 12 (Stage 1 and Stage 2), students may choose from several SACE options.

The requirements of the Australian Curriculum are met in year 7-10 Core Music. The Special Interest Music program allows students to explore concepts in greater depth while refining performance skills. In keeping with an inquiry approach to learning, all students in year 7-10 work within the framework of a "Big Idea" and "Guiding Question".

MUSIC *(continued)*

CORE MUSIC

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND
Year 9 Core Music or via an interview with music staff.

CONTENT
Big idea: exploring music pathways
Guiding question: where can music take me in the future?
Structure:

- theory
- aural musicianship
- composition
- analysis
- ensemble performance
- solo performance
- musicianship
- instrumental ensemble
- combined (SATB) choir
- instrumental tuition

ASSESSMENT
Ongoing through: musicianship exercises; tests; choral and demonstration of knowledge and skills; and instrumental lesson work.

SPECIAL REQUIREMENTS
Prior instrumental required.

CURRICULUM CHARGES
Instrument hire (if required) of $200 per year

SPECIAL INTEREST MUSIC

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND
Special Interest Music is an additional music subject available to selected students at each year level. It is a scholarship subject and entry is by merit selection. Students are selected after a musicianship test, practical audition and interview.

CONTENT
Big idea: exploring music pathways
Guiding question: where can music take me in the future?
Structure:

- composing and arranging
- listening studies, score reading and analysis
- solo performance
- ensemble performance
- study of a second instrument
- aural musicianship
- improvisation
- chamber music
- composition
- listening
- practical applications
- solo performance
- instrumental tuition

ASSESSMENT
Ongoing through students' practical and written work.

SPECIAL REQUIREMENTS
Special Interest Music students study Core Music and Special Interest Music.

CURRICULUM CHARGES Instrument hire (if required) of $200 per year

MUSIC CRAFT

LEVEL Stage 1

LENGTH Full year

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND
Year 7-10 Special Interest Music

CONTENT
This subject involves the study of harmony, arranging, aural musicianship and solo performance. Music Craft prepares students for Stage 2 music subjects.

Structure:

- jazz theory
- classical theory
- aural musicianship
- arranging
- performance practice
- instrumental tuition

ASSESSMENT
Solo performance and reflection 25%
Theory 25%
Aural 25%
Arranging 25%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES Instrument hire (if required) of $200 per year

MUSIC FOUNDATIONS

LEVEL Stage 1

LENGTH Full year

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND Year 7-10 Core Music

CONTENT
Through the investigation of musical styles, influences, elements of music, and how music is made, students process and synthesise their key learning in a portfolio. Students participate in a co-curricular ensemble, develop their understanding of musical elements, analyse and reflect.
Students synthesise their learnings by creating musical works that express their ideas and emotions.
Structure:

- creative works
- music literacy
- instrumental tuition

ASSESSMENT
Portfolio 50%
Ensemble performance 30%
Composition 20%.

CURRICULUM CHARGES
Instrument hire (if required) of $200 per year

SOUND TECHNOLOGY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT
This subject covers the practical and theoretical skills involved in sound reinforcement and computer-based sound recording. Students will learn how to operate the components of a PA sound system and will put this into practice by running a series of concerts. Students will have the opportunity to apply their knowledge of sound reinforcement during their personal recording project.

ASSESSMENT

Skills development: written and practical 40%

Skills presentation: practical set up concert 20%

Personal venture: recording project 20%

SPECIAL REQUIREMENTS Operation of a PA system at a music centre performance (out of school hours).

CURRICULUM CHARGES
NIL

Stage 2 Music courses
Up to 40 credits of Music subjects can count towards an ATAR.

MUSIC EXPLORATIONS

LEVEL Stage 2

LENGTH
Full year

CREDITS 20

RECOMMENDED BACKGROUND
Stage 1 Music - Craft or Stage 1 Music Foundations

CONTENT
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, expressing their musical ideas, and reflecting on and critiquing their learning in music.

ASSESSMENT
Assessment type 1: Musical literacy (30%)

Contemporary popular dong composition, lead sheet and composer's statement, concert review, aural skills task

Assessment type 2: Explorations (40%)

A set of short performances or a set of compositions that explore music, and commentary

External assessment (30%)

Assessment type 3: Creative connections (30%)

Externally examined performance or composition, with discussion

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES
Instrument hire (if required) of $200 per year

Back to Contents

MUSIC PERFORMANCE - ENSEMBLE

LEVEL Stage 2

LENGTH
1 semester studied over a full year

CREDITS 10

RECOMMENDED BACKGROUND

Stage 1 Music - Craft A & B

Stage 1 Music Explorations

CONTENT
This subject is concerned with the improvement and application of students' instrumental or vocal skills by rehearsing and performing in an ensemble. Throughout the course, students will endeavour to develop greater musical understanding and aesthetic awareness through performance, rehearsal, part-testing and self-review.

Students will be required to analyse some of their works and evaluate their learning journey.

ASSESSMENT
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.

First performance 30%

Second performance and discussion 40%

Third performance and evaluation 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES Instrument hire (if required) of $200 per year

MUSIC PERFORMANCE - SOLO

LEVEL Stage 2

LENGTH
1 semester studied over a full year

CREDITS 10

RECOMMENDED BACKGROUND
Stage 1 Music - Craft A & B

CONTENT
This subject is concerned with the improvement and application of students' instrumental or vocal skills in a series of solo performances of contrasting repertoire. Throughout the course, students will endeavour to develop greater musical understanding and aesthetice awareness through performance and self-review. Students will be required to analyse some of their works and evaluate their learning journey.

ASSESSMENT
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
First performance 30%
Second performance and discussion 40%
Third performance and evaluation 30%

CURRICULUM CHARGES
Instrument hire (if required) of $200 per year

MUSIC STUDIES

LEVEL Stage 2

LENGTH
Full year

CREDITS 20

RECOMMENDED BACKGROUND
Stage 1 Music - Craft A & B

CONTENT
In this subject, students are expected to:

1. apply knowledge and understanding of musical elements.
2. apply musical skills and techniques in developing, refining, and presenting creative works
3. apply a range of musical literacy skills, including aural perception and notation
4. deconstruct, analyse and interpret musical works and styles, and manipulate musical elements
5. synthesise findings and express musical ideas
6. reflect on musical influences on own creative works

ASSESSMENT
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
Creative works 30%
Musical literacy 40%
Examination 30%

CURRICULUM CHARGES
Instrument hire (if required) of $200 per year

Back to Contents

ART AND IDEAS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students study the big ideas in art that have shaped 19th and 20th century modernism and 21st century contemporary art.

The 'Big ideas' include the power of art (cubism and expressionism), freedom of the imagination (dada and surrealism) and the human condition (contemporary artists and their work).

Students produce a visual study exploring the 'big ideas' and experiment with artists' ideas, styles and techniques, and a folio and a final product with a practitioner's statement.

The folio and product encourages students to extend and develop the ideas explored in their visual study.

Practical explorations and final products include a choice of drawings, collages, acrylic painting on canvas, watercolour painting, mixed media, printmaking, sculpture and installations.

ASSESSMENT

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

SPECIAL REQUIREMENTS Nil

ART IN A GLOBAL COMMUNITY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students learn about and explore art at a global level with a contemporary focus.

They learn about the connection between art and world social events, activism and issues.

Topics include consumerism, pop art, neo pop art, neo expressionism and social realism.

Students study International and Australian artists and their works.

Students complete a visual study, folio, product and practitioner's statement.

The visual study focuses on experimenting and learning about selected artist's ideas, techniques and ideas.

The folio allows opportunities for personally developed themes linked to a global topic resulting in a final product.

Students will explore a range of art media including contemporary painting techniques, printmaking, photographic transfer collages, installation and mixed media.

ASSESSMENT

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

SPECIAL REQUIREMENTS Nil

GRAPHIC DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
Graphic Design is visual communication through skillful combination of text and image, such as logos, magazines, posters and web pages.

This is an Arts based creative thinking approach where students explore a range of ideas, problem solving and media.

Students will begin by investigating composition and typography through a series of written, analytical and practical tasks that develop an understanding of the elements and principles of Design. This understanding will be applied with both hand drawn and digital techniques.

These skills are then used to develop a folio exploring the design process to resolve a graphic design brief and produce and evaluate a final product.

ASSESSMENT
Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

PRODUCT AND ENVIRONMENTAL DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
Product Design is the design of everyday objects ranging from lighting, fashion, furniture, jewellery, etc. Environmental Design deals with creating human designed environments including architecture, interior design, landscape architecture, etc.

This is an Arts based creative thinking approach where students explore a range of ideas, problem solving and media.

Students begin by exploring techniques for creating and presenting product and environmental design outcomes such as drawing, model making and digital techniques through a series of written, analytical and practical tasks.

These skills are then used to develop a folio exploring the design process to resolve a product or environmental design brief and produce and evaluate a final product with an emphasis on exploring designers and a range of materials to suit students preferences such as clay, resin, and laser cutting.

ASSESSMENT
Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

CREATIVE ARTS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
In creative arts, students have opportunities for specialised study within and across the arts (dance, drama, music, media studies and the visual arts (art and design). Opportunities also exist for students to make connections with vocational education and training within their studies in creative arts. Creative arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Creative arts also allows a focus on specific local needs and interests in the community, for example SALA – South Australian Living Arts week and the Brighton Jetty Sculpture festival.

ASSESSMENT
Product: Support material and product 50%

Folio: Skills and inquiry 50%

Back to Contents

GRAPHIC DESIGN

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Year 10 Design

CONTENT
Graphic Design is visual communication through skillful combination of text and image, such as logos, magazines, posters and web pages. Understanding the 'Essentials of Graphic Design' is the key idea for this course.

This is an Arts based creative thinking approach where students explore a range of ideas, problem solving and media.

Students will begin by investigating the essential elements of graphic design through a series of written, analytical and practical tasks, looking at techniques of composition and typography used in editorial design and presentation. The final visual study document will be presented using Adobe InDesign.

These skills are used to develop a folio exploring the design process to resolve a graphic design brief and produce and evaluate a final product with a focus on building skills in Adobe Illustrator.

ASSESSMENT
Product 30%
Folio 40%
Visual study 30%

PRODUCT AND ENVIRONMENTAL DESIGN

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Year 10 Design

CONTENT
Product Design is the design of everyday objects ranging from lighting, fashion, furniture, jewellery, etc. Environmental Design deals with creating human designed environments including architecture, interior design, landscape architecture, etc.
This is an Arts based creative thinking approach where students explore a range of ideas, problem solving and media.
Students explore their own design aesthetic, the works of others and techniques for producing and presenting works of product and environmental design. This will be completed as a visual study through a series of written, analytical and practical tasks.
These skills are then used to develop a folio exploring the design process to resolve a design brief from options to suit students interests, and produce and evaluate a final product with an emphasis on a range of materials to suit students preferences such as clay, resin, and laser cutting.

ASSESSMENT
Product 30%
Folio 40%
Visual study 30%

JEWELLERY MANUFACTURING

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
This course is designed to introduce students to the traditional and contemporary skills and practices of jewellery manufacturing. Students will explore and experiment with a variety of materials to create wearable artistic jewellery.

Material such as metals, glass, wood, leather, felt, recycled objects, polymer clay and resin may be explored along with the techniques to create earrings, bracelets, and necklaces.

Students will be given opportunities to explore local arts industries (e.g. The Jam Factory) including visits by guest speakers and excursions.

ASSESSMENT
Product: Support material and product 40%
Folio: Skills and inquiry 60%

CURRICULUM CHARGES
$30 per semester

Back to Contents

VISUAL ARTS AND THE ENVIRONMENT

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
Students study the environment as a central theme, exploring their world, issues and traditions from a variety of social and cultural contexts. The environmental topic extends to interpretations of the physical, emotional, social and psychological spaces we inhabit. Artists and visual arts works on an environmental theme are critically analysed. Students may choose to work in a variety of expressive forms. These include drawing, painting, installation, sculpture and printmaking.

Students complete one visual study, one folio and a product during the semester.

Students will develop a visual study on the methods and materials of environmental artists. The folio allows students the ability to develop more personal responses to the environmental theme. Final resolutions will be developed into a major work, supported by a practitioners statement.

This course provides a background and preparation for Year 12 Visual Art.

ASSESSMENT
Folio 40%
Product 30%
Visual study 30%

VISUAL ARTS HOW ARTISTS WORK

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
In this course students develop individual ideas and themes through creative problem-solving experiences.

By studying how contemporary visual artists work, students gain insight into the visual artist's world and their studio practices.

A range of contemporary artists will be explored and students will have the opportunity to include their own researched artists as part of their learning.

Emphasis will be placed on alternative ways of seeing, composing and resolving ideas through guided tasks.

Students produce a visual study, folio and product and practitioner's statement during the semester.

In the visual study, students explore and experiment with artists' ideas, styles and techniques.

Strategies for original 'ways of seeing' and building art compositions will be investigated in the visual study.

This course provides a background and preparation for Year 12 Visual Art.

ASSESSMENT
Folio 40%
Product 30%
Visual study 30%

CREATIVE ARTS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Background knowledge and experience in an art form.

CONTENT
In Creative Arts students have opportunities for specialised study within and across the arts (dance, drama, music, media studies and the visual arts (art and design). Opportunities also exist for students to make connections with vocational education and training within their studies in creative arts. Creative arts products also allow a focus on the special needs and interests in the community. Students undertaking Visual Arts Stage 2 (art or design focus) may also study Creative Arts.

Examples of specific arts products include art exhibitions, advertisements, films, art exhibitions, ceramics, graphic novels, illustrated children's books, murals, public art and installations.

ASSESSMENT
School-based assessment: Product 50%
(two creative products, with one folio) Inquiry 20%
(two inquiries)

External assessment:
Practical skills folio 30%

CURRICULUM CHARGES
$40 per year

Back to Contents

VISUAL ARTS – ART FOCUS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
An interest in the visual arts and / or Stage 1 Visual Art or Design.

CONTENT
In visual arts students express their own ideas through practical work using drawings, sketches, diagrams, models and photographs, leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

These areas of study are covered: visual thinking, practical resolution, visual arts in context. Students initiate and develop individual topics that reflect their interests and abilities. At the conclusion of their course, students participate in a major exhibition of their work.

ASSESSMENT
School-based
Folio 40%
Practical 30%
(2 products supported by practitioners' statements)
External assessment
Visual study 30%

VISUAL ARTS – DESIGN FOCUS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
An interest in Design and / or Stage 1 Design.

CONTENT
In Visual Arts Design Focus students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and digital media leading to resolved pieces. Students will develop topics around their individual interests and strengths in design to explore through the visual study and folio process. They will have opportunities to research, understand and reflect upon design works in their cultural and historical contexts, in both written and visual forms.

The broad area of Design includes visual communication, environmental and product design. It emphasises the use of the design process and the skills to communicate resolutions.

The three areas of study covered are: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of the course students participate in a major exhibition of their works.

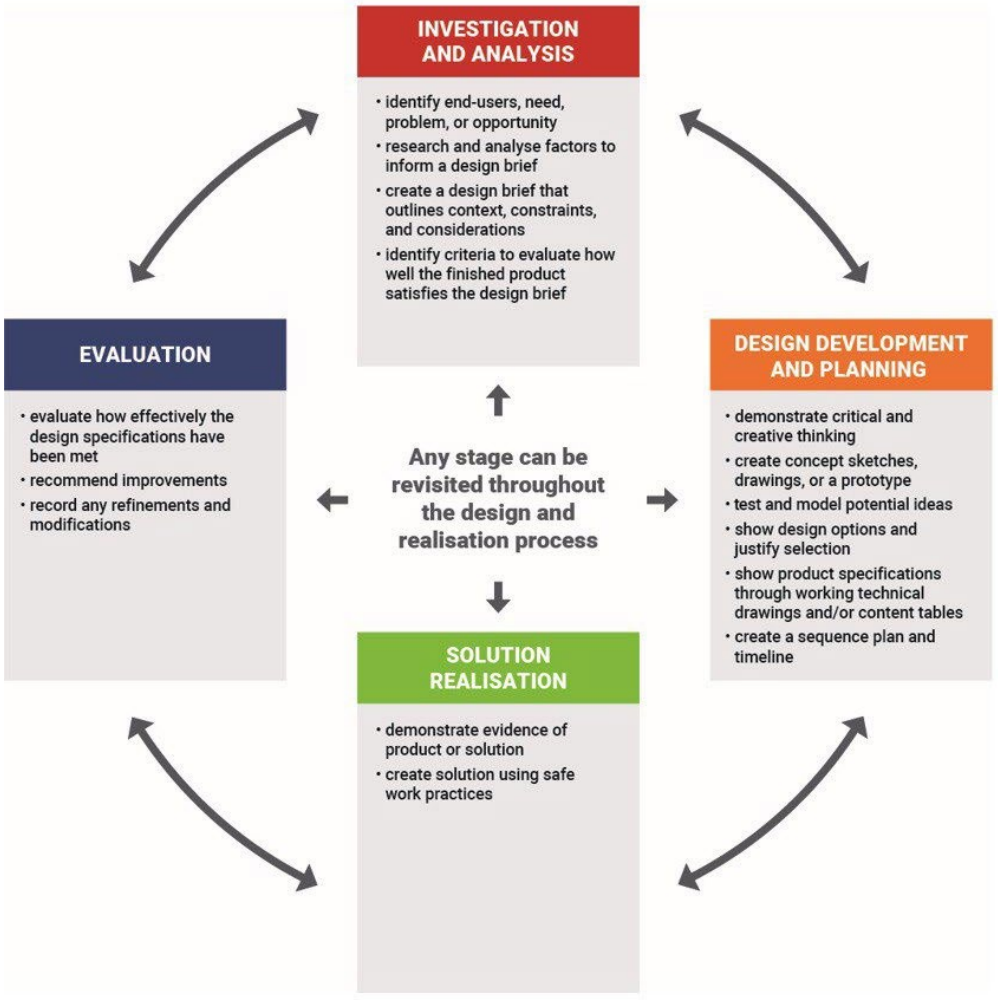
ASSESSMENT
School-based assessment:
Folio 40%
Practical 30%
(two products supported by practitioners' statements)
External assessment:
Visual Study 30%

Back to Contents

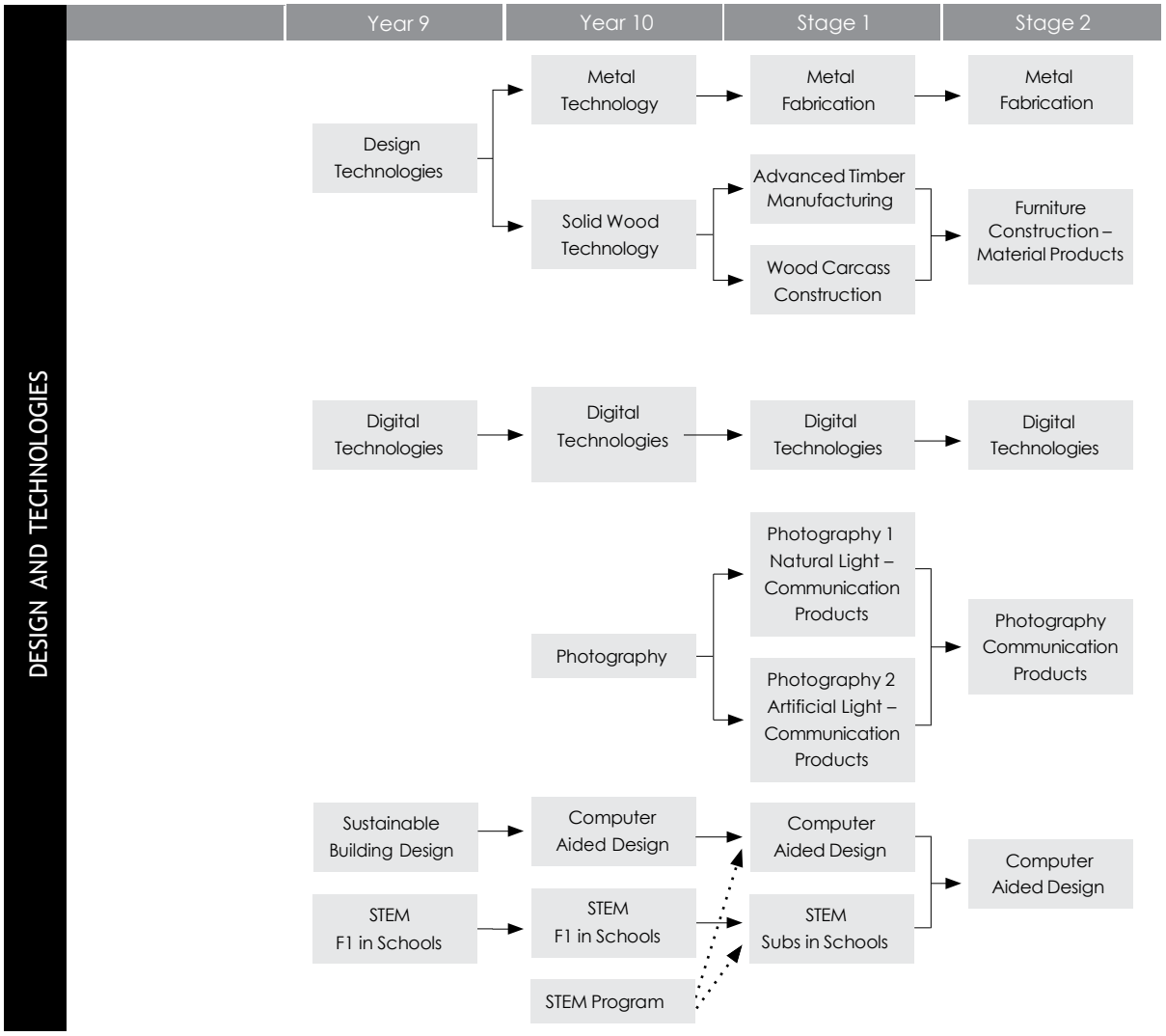
Studies in Design Technologies and Digital Technologies provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.

The year 7-10 Technologies curriculum is aligned to the Australian Curriculum. There are two strands: Design Technologies and Digital Technologies.
The senior content of the technology curriculum is divided into four strands that align with the design process.

Design and realisation process

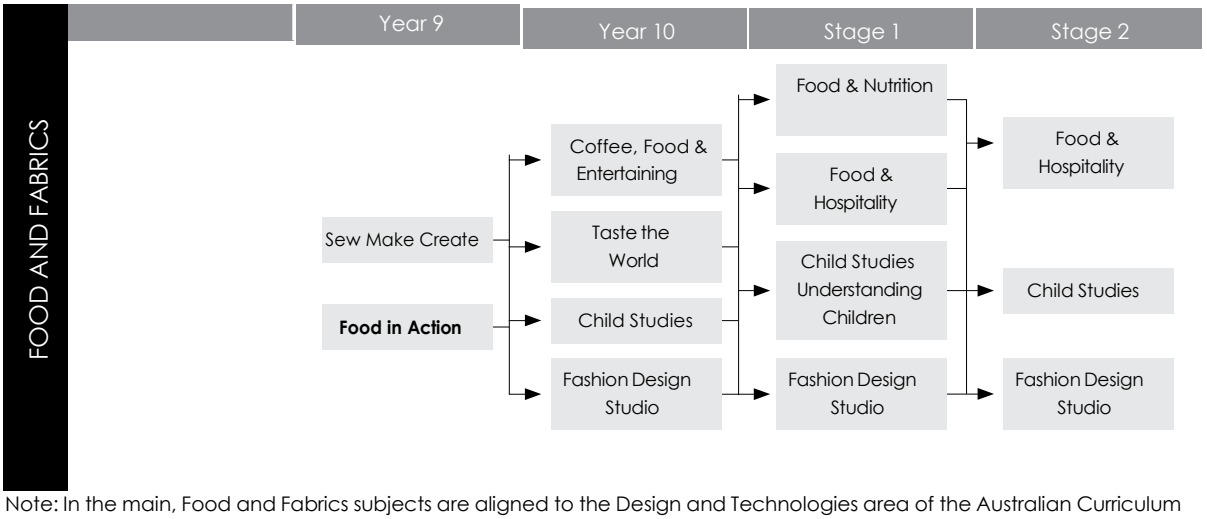


BUSINESS, ENTERPRISE AND TECHNOLOGIES *(continued)*



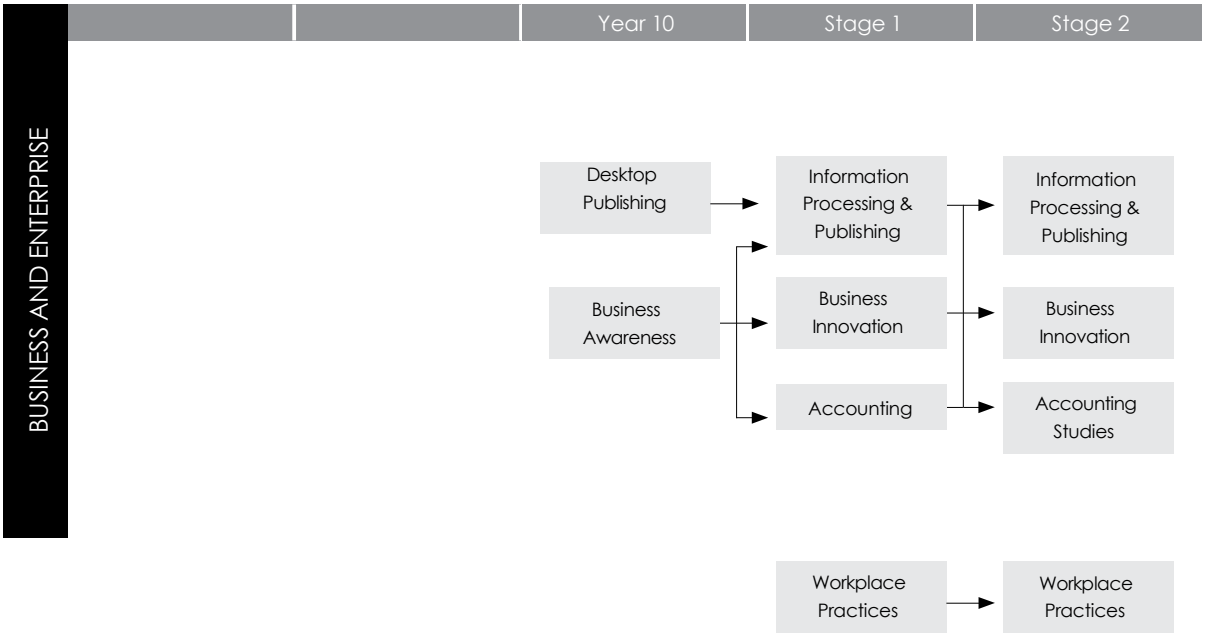
Back to Contents

BUSINESS, ENTERPRISE AND TECHNOLOGIES *(continued)*



Note: In the main, Food and Fabrics subjects are aligned to the Design and Technologies area of the Australian Curriculum in year 7-10. In Stage 1 and Stage 2 Food and Fabrics subjects are aligned to SACE Health and Physical Education.

* Can be a choice subject or selected as a Health and Physical Education Australian Curriculum compulsory subject.



BUSINESS AWARENESS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
In this course students are given the opportunity to further develop their understanding of business and economic concepts by considering Australia's economic performance and standard of living. Through contemporary issues, events and case studies students learn and investigate how governments, businesses and individuals respond to changing economic conditions.

Course Structure

- nature of business
- economic performance
- role of government in the economy
- entrepreneurship
- influences on consumer spending
- cost benefit analysis
- improving business productivity
- business and economic Issues

ASSESSMENT
Students will be assessed through a range of modes including assignments, research reports and a major investigation.

Assessment will be based on theory and practical components.

Back to Contents

COMPUTER AIDED DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
A willingness to problem solve and to think creatively and critically.

CONTENT
Initial instruction in CAD followed by a short series of scaffolded skilling exercises, to enable the students to make informed design re materials and processes. This will be followed by an open design brief, encouraging and facilitating the independent development of a design brief followed by the realisation of the product. Students will be involved in establishing the critical criteria associated with their product under the headings of functional and aesthetic expectations.

ASSESSMENT
Students will be involved in their own assessment, against the established criteria. These are aligned to the Australian Curriculum achievement standards.

DESKTOP PUBLISHING

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
Students will critique, design and make various desktop publishing products using Word, Illustrator, Photoshop and In-Design. They will learn to create logos, edit photographs and design magazine and newspaper layouts, DVD and CD covers, newsletters and brochures. Written assignments will include investigating best practices in Desktop publishing. A design process will be undertaken to complete their major task in creating their own desktop publishing product.

ASSESSMENT
- practical skills
- designing and skills applications
- issues analysis

DIGITAL TECHNOLOGIES

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Year 9 Digital Technology, B grade or higher

CONTENT
This course is designed to further develop students' knowledge and skills in digital technologies. It has a strong emphasis on problem solving, coding techniques and software design.

Students will learn about software development and design principles, practice skills tasks and implement a solution that meets a predetermined need.

This course provides effective background skills and understanding for the SACE Digital Technologies courses, as well as providing rewarding project experiences to capture an interest in the software development career pathway.

ASSESSMENT
Students will submit work in a range of formats, such as programming folios, code snippets and physical elements of digital projects.

Emphasis will be on computational thinking methods, analysis, designing, implementing, and evaluating of digital solutions.

Majority of assessment tasks rely heavily on and are conducted using student devices, with some practical supporting assignments.

FASHION DESIGN STUDIO

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
A genuine interest in fashion, design and construction.

CONTENT
This subject examines and implements the design process. Students will extend their clothing construction skills through the construction of a bag and a skirt or shorts. Students will investigate:

- how to use commercial patterns
- the impact of technology on fabric and product design
- designing using recycled materials

ASSESSMENT
Students will be assessed in line with the Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS
Students are responsible for purchasing the fabric and notion requirements for their clothing garment.

COFFEE, FOOD AND ENTERTAINING

LEVEL Year 10 (with VET component)

LENGTH Semester

RECOMMENDED BACKGROUND
A genuine interest in food styling, meal planning and food preparation.

CONTENT
Students will examine safe food handling practices and the factors that influence meal planning. They will be provided with hands-on training in the preparation of black and milk coffees and the overall operation of an industrial espresso machine. Students will also create their own café concept and collaborate to plan, prepare and cater for a High Tea event.

ASSESSMENT
Students will be undertaking the following accredited VET units as part of this course:

- SITXFSA001 Use Hygienic practices for food safety
- SITHFAB005 Prepare and Serve Espresso Coffee

These units form part of the SIT30616 Certificate III in Hospitality.
'Part of this program is delivered through a Third Party Agreement with Brighton Secondary School. MADEC Australia are the RTO (Registered Training Organisation) that are the enrolling and issuing RTO and are responsible for the accredited units undertaken in this course. Brighton Secondary are involved in the delivery and assessment of the training conducted on behalf of MADEC Australia under this agreement.'

- MADEC Australia
- MADEC RTO Code: 3957
- MADEC Christies Beach

Address: 111 Beach Rd, Christies Beach SA 5165

- Phone: 08 8307 2007

SPECIAL REQUIREMENTS
There is a cost of $180 which includes charge for undertaking the Statement of Attainment, excursion and practical based components (to be paid in the first two weeks of the course).

CHILD STUDIES

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
Students examine the impact of having children. They will focus on the period from conception to two years. Students use a Virtual baby to experience what it is like to care and nurture a child. Other focus areas include:

- nutrition
- healthy lifestyle
- cultural difference
- community advice
- support safety.

ASSESSMENT
Students will be assessed in line with the Australian Curriculum achievement standards.

Back to Contents

METAL TECHNOLOGY

LEVEL Year 10
LENGTH Semester
RECOMMENDED BACKGROUND Nil

CONTENT

- Computer Aided Design
- Individual planning and design of projects
- Gas Metal Arc Welding
- Use of hand and power tools
- Application of Computer Aided Manufacturing (laser cutting) in hand fabricated products

Students will learn basic skills needed to design and build a self-designed project within defined parameters. Projects could include fire pits, camping shovels/grills, small articles of furniture, laser cut and hand fabricated items.

ASSESSMENT
Skills tasks will be submitted as a physical/digital product with a written evaluative statement. Major project will be presented using a written folio to document learning and application of the design process, as well as the physical completed product.

CURRICULUM CHARGES
Additional fees will apply dependent on the choice and costing of major project.

PHOTOGRAPHY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
This subject provides opportunities for students to develop practical skills in digital photography and explore both natural and artificial light.

Skills Tasks

- composition
- image manipulation
- themed montage

Folio
Documenting stages in investigation, planning and evaluation of images demonstrating techniques in manipulating and effectively using artificial lighting systems to produce photographs of products for sale.
Major Product
Documenting stages of the production of images, image manipulation and product suitable for promotion of a tourist destination.

ASSESSMENT
Majority of assessments will be practical tasks, with supporting theoretical work.

All students will be required to present work in two formats; a product record and a folio. The strands of technologies knowledge and understanding and technologies processes and production skills will be used for the basis of all assessment.

SOLID WOOD TECHNOLOGY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Nil

CONTENT
This subject includes:

- framing construction – tables, ladders and stools
- using a wide variety of hand and power tools and equipment
- individual planning and design of projects
- costing of materials and hardware
- related graphics and written assignments
- wood turning

ASSESSMENT
All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of technologies knowledge and understanding and technologies processes and production skills will be used for the basis of all assessment. Majority of assessments will be practical tasks, with supporting theoretical work.

CURRICULUM CHARGES
Additional fees will apply dependent on the choice and costing of major project.

STEM F1 IN SCHOOLS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT
This is a wonderful opportunity to experience the exciting and challenging environment of computer aided design (CAD) and computer aided manufacture (CAM), mixed into the new STEM F1 in Schools worldwide engineering competition. Students who have had experience in this subject will be extended significantly, whilst those studying for the first time will benefit from self paced interactive learning tools to help with the technology. Students will also have a fascinating and unique opportunity to use a contemporary 3D printer as part of their design tools. Students will use computational fluid dynamic testing software (virtual wind tunnel) to validate the aerodynamic features of their vehicles. Smoke Tunnel testing is also included, as is the use of an actual wind tunnel to test vehicles post manufacture. Success in this course can lead to state, national and global F1 in school competitions.

ASSESSMENT
Majority of assessments will be practical tasks, with supporting theoretical work.

SPECIAL REQUIREMENTS Nil

TASTE THE WORLD

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND A genuine interest in meal planning and food preparation.

CONTENT
In this subject, students examine the development of the Australian cuisine and the influence of other cultures on our food choices. Content may cover Australian bush foods, influence of English settlement and the impact of other cultures eg: Italian, Thai, Japanese, Greek, on our diet. Opportunity will be available for students to investigate the food of another country. Practical tasks are selected to reinforce content and extend students' food preparation skills.

ASSESSMENT
Students will be assessed in line with the Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES
$50 for specialty ingredients.

Back to Contents

ACCOUNTING

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
Stage 1 Accounting gives students practical skills and knowledge in managing financial information for a business (including the use of ICT). The subject has 3 focus areas:

- understanding accounting
- understanding financial sustainability
- perspectives in accounting

Within the focus areas, students will:

- develop financial literacy
- understand the needs of different stakeholders
- understand innovation in accounting.

Tasks students undertaken during this course include:

- double entry recording
- budgeting
- investigations
- financial reports
- business plans

ASSESSMENT
Accounting skills and tasks 75%
Accounting inquiry 25%

ADVANCED TIMBER MANUFACTURING

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
Students would have the opportunity to engage in contemporary timber manufacturing techniques. These techniques could include, but not limited to, CAD skills (digital technologies), the use of alternative materials combined with timber (resin/ metal/glass),timber manipulation (bending/shaping), laser cutting and engraving, and hopefully working with a CNC flatbed router to create products that align with the current traditional and creative timber manufacturing industry.

AT1 Specialised Skills Task 40% 500 words
The semester would consist of students working through a series of skills tasks to explore a variety of techniques. They would also engage in a material application task where students would investigate and test materials used in these contemporary manufacturing processes.

AT2 – Design Process and Solution 60% 1250 words
Once skills have been obtained, students would follow the design process to plan and make a individualized product for manufacturing, through the folio task. Students investigate the information that they need to know, then plan how they could create the product by making decisions based on this process. Once the product is complete, students evaluate the successfulness of their product and its design, along with the processes they used to create it. The final assessment task is the major product. This is where the students create their design ideas using the skills obtained and the process followed throughout the folio.

CURRICULUM CHARGES
$45 – Additional fees may be required depending on major project selection.

BUSINESS INNOVATION

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
Students develop the knowledge, skills and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities. Students develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem and solution. As students develop these skills, they will anticipate, find and solve their own problems. Risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing and refining solutions.
ASSESSMENT
Assessment type 1: business skills 70%
Assessment type 2: business pitch 30%

For this 10 credit subject, students provide evidence of their learning through four assessments. Students undertake three business skills tasks, one of which is a business model

SPECIAL REQUIREMENTS
Students may access businesses in the community to complete some tasks.

Back to Contents

COMPUTER AIDED DESIGN

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
An exciting, state of the art course, where students will use 3D modelling software to design and prototype solutions. Students also have the ability to design building solution using Autodesk Revit (building information and modelling program). They can also use generative design technologies to help form design decisions. We will use 3D printing to audience their work. No experience is needed. Drawing convention will be also taught.

Students will use the Computer Controlled equipment to design, draw and make an article using the CAD/ CAM process. This closely mirrors industrial practice. The drawings will be printed to a set format and held in the student's portfolio.

ASSESSMENT

AT 1 Specialised Skills Tasks 40%

500 words

- CAD - computer aided drawing
- CAM - computer aided manufacturing
- rapid prototyping (3D printing)

AT2- Design Process and Solution 60% 1250 words

Documenting stages in investigation, planning and evaluation of a major

product in response to a design brief. Produce a product and document stages of production.

DIGITAL TECHNOLOGIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

It is assumed you can write non-trivial programs using code. Suggested previous subjects: year 9 or 10 coding and robotics/electronics. Otherwise, completion of an online coding course will be required.

CONTENT
The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

Students create practical, innovative solutions to problems of interest including extracting, interpreting, and modelling real-world data sets. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

This course implements digitaltechnology learning through three possible learning streams: Creating an educational role-playing game, constructing an autonomous vehicle or through an open-ended data analysis project.

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes.

ASSESSMENT
Project skills tasks 70%
Digital solution 30%

SPECIAL REQUIREMENTS
Completion of an online coding course in addition to set classwork will be required if no previous learning in coding.

FASHION DESIGN STUDIO

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

A genuine interest in clothing design and construction.

CONTENT
This course has a practical orientation with supporting investigation and design work built in.
This subject allows students to:

- design a wool garment as specified by the Wool4Skools student design competition
- produce a folio showing planning and investigation, evaluation
- analyse and evaluate fabric suitability to make a hoody
- construct a hoody.

ASSESSMENT
Skills and application task 20%
Folio 20%
Product 60%

SPECIAL REQUIREMENTS
Students are responsible for purchasing the fabric and notion requirements for the hoody.

CURRICULUM CHARGES
$20 to supplement practical resources.

Back to Contents

INFORMATION PROCESSING AND PUBLISHING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
Students will learn to use publishing software which includes InDesign and Photoshop to design documents both of a personal and business nature.

Theory and practical tasks undertaken during this course include:

- advertisements
- magazine covers
- newsletter brochures
- business cards
- menus
- catalogues
- product and documentation task
- issues Task

ASSESSMENT
Practical skills 60%
Product and documentation task 30% Issues analysis 10%

METAL FABRICATION

LEVEL Stage 1
LENGTH 1 or 2 semesters
CREDITS 10 each
RECOMMENDED BACKGROUND
Year 10 Design Technologies

CONTENT

- Computer Aided Design
- Computer Aided Manufacturing
- Individual planning and design of projects
- Gas Metal Arc Welding / Tungsten Inert Gas Welding
- Use of hand and power tools
- Entrepreneurial skills

Students will learn CAD/CAM and hand skills needed to produce a small project to sell at the Brighton Secondary School Sunday markets. They then apply this knowledge to design and create a self-directed project, consisting of a folio and a physical product.

ASSESSMENT

AT1 Specialised Skills Tasks 40% 500 words

- CAD/CAM processes
- Hand and power tools
- Joining processes

AT2 – Design Process and Solution 60% 1250 words

Documenting of the design stages:

Investigation, planning and evaluation of the major product in response to a design brief.

Produce a major product and documents stages of production in the form of a product record. Students will be assessed against the SACE material products performance standards.

CURRICULUM CHARGES
$45 - Additional fees may be required depending on major project selection.

PHOTOGRAPHY 1 NATURAL LIGHT -

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
This subject will focus on providing an in depth understanding of the extensive range of equipment, the processes involved with the capture and manipulation of digital SLR images using natural light. The role of Photography in society and industry specifications are addressed across the subject.

Skills tasks

- digital SLR camera operation
- controlling shutter speed, depth of field and exposure
- creative camera techniques ie. macro, landscape, portraiture and more

Folio
Documenting stages in investigation, planning and evaluation of images and product that demonstrates and showcases techniques in manipulating and effectively using natural light in response to a design brief.

Major product
Documenting stages of production for presenting a series of images to promote the Adelaide Botanical Gardens on social media.

ASSESSMENT
Majority of assessments will be practical tasks, with supporting theoretical work.
Skills 50%
Folio 30%
Major product 20%

Back to Contents

PHOTOGRAPHY 2 ARTIFICIAL LIGHT

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Stage 1 Photography 1 Natural Light highly recommended, but not compulsory.

CONTENT

This subject will focus on providing an in depth understanding of how to
manually use a DSLR camera and Artificial Light.

Students will have the opportunity to use the extensive range of camera and studio equipment and will be taught how to use Photoshop and Lightroom to enhance their photographs.

There is a strong connection to industry and the course is designed to teach students to think and work like Photographers.

Students are encouraged to choose techniques that they are interested in, to develop skills across a broad range of Photographic areas and learn how to add context to their work.

ASSESSMENT

AT1 Specialised Skills Tasks 40% 500 words
- Controlling Movement - Shutter speed
- Portraiture - Depth of field

AT2 - Design Process and Solution 60% 1250 words
Working through the Design Process to Document stages in investigation, planning, producing, and evaluating a series of images and a printed product, in response to a design brief.

SPECIAL REQUIREMENTS
The cost of printing the final solution will be at the student's expense.

STEM SUBS IN SCHOOLS

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
This subject is a STEM (science, technology, engineering and mathematics) course, and one where students will have the opportunity to work in small teams to design, test, analyse and construct a prototype submarine. It is intended that the vessel will be radio controlled, be able to submerge, surface and navigate through a body of water (swimming pool).

Significant use of computational fluid dynamic software will be used to help design the best possible hull designs, and 3D printing will play a major role in the construction and prototype designing of the sub hull and infrastructure. The principles of flotation, buoyancy and gravity will be studied in this course. We have a very supportive working relationship with the Australian Submarine Corporation.

ASSESSMENT
Skills 20%
Folio 30%
Major product 50%

SPECIAL REQUIREMENTS Nil

WOOD CARCASS CONSTRUCTION

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
Nil

CONTENT
Students will:

- work with traditional carcass construction methods (box type construction)
- Be involved in material selection, preparation, machine jointing and experimental jointing exercises
- design and construct a major furniture item involving traditional carcass construction methods e.g. a bedside cabinet, book shelf, CD/DVD rack or similar
- use and experience a range of new and traditional materials
- focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools
- examine other key concepts including maintenance of tools and equipment, preparation of cutting lists and project costing
- Graphics
  Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, CAD and design will be encouraged.

Skills tasks
safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with carcass construction jointing exercises
Folio
Documenting stages in investigation, planning and evaluation of a major product in response to a Design Brief

Back to Contents

WORKPLACE PRACTICES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
VET course or identified career pathway preferred.

CONTENT
Students examine the nature of work in their chosen industry including understanding the labour market and employment prospects. As well as this, students analyse their own skills and abilities within that industry. Students look carefully at the rights and responsibilities of employers and employees and finally reflect on their own readiness to enter the workforce.

Students planning to undertake a VET course are recommended to select Workplace Practices to provide flexibility.

Students develop understanding of the labour market, industry trends, job seeking skills, self-analysis and skills auditing.

Transferrable skills:
Communication, planning and organisation and self-management.

Future pathways: Students may use workplace practices to explore career options and develop specific skills for a chosen industry. Tasks have greater flexibility to b e used to develop and refine employability s kills f or future training and employment. Course participants are prepared to move into part-time work, vocational training, apprenticeships or traineeships in a wide variety of industry areas.

ASSESSMENT
Students are assessed against the following performance standards: knowledge and understanding, application, investigation and analysis, reflection and evaluation.

- Folio 40%
- Performance 30%
- Reflection 20%

ACCOUNTING STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Nil

CONTENT
Accounting provides students with an in-depth study of the theoretical and practical applications of accounting.

The subject has 3 focus areas:

- understanding Accounting concepts and conventions
- managing financial sustainability
- providing Accounting advice Within the focus areas, students will:
- develop financial literacy
- understand the needs of different stakeholders
- understand the impact of innovation in accounting

Students are expected to:

- prepare financial reports
- undertake the double entry recording process
- complete balance day adjustments
- control inventories, fixed assets and debtors
- prepare essays and reports on analysing financial information
- prepare budgets

ASSESSMENT
School-based
Accounting concepts and solutions 40%
Accounting advice 30%
External assessment
Exam 30%

CURRICULUM CHARGES
It is recommended that students' purchase a workbook and past exam papers – approximate cost $80.

BUSINESS INNOVATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Nil

CONTENT
Stage 2 Business Innovation equips students with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. Students will 'learn through doing' using design-thinking and planning tools and processed, to anticipate, find and solve problems. Students will engage with complex, dynamic, real world problems to identify, design, test, iterate and communicate viable business solutions. Throughout the course students will develop and apply their understanding of financial literacy, information management, design thinking, innovation and project management. Students are encouraged to take risk, think creatively and collaboratively.

ASSESSMENT
School-based assessment:

- Business skills 40%
- Business models 30%

External Assessment:

- Business plan and pitch 30%

Back to Contents

COMPUTER AIDED DESIGN

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Some knowledge is preferred but not essential.

CONTENT

This course provides exciting opportunities for students wishing to extend their understanding in the world of Computer Aided Technologies (CAD). This course enables students to work in a range of software programs such as Autodesk Fusion 360, Revit and CFD providing opportunities for students to pursue interests such as architecture, engineering, product design and construction.

Physical working prototypes of student solutions are able to be produced for assessment as well as digitally constructed solutions. Students will also learn to use high quality rendering to prepare images for assessment.

Students will have the opportunity to audience their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD render drawings.

ASSESSMENT

The assessment will be based on three assessment types:

AT #1 Specialised skills task 20%

AT #2 Design process solution 50%AT #3 Resource study 30%

DIGITAL TECHNOLOGIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

It is assumed you can write non-trivial programs using code prior to enrolling in this subject. Suggested Stage 1 Digital Technologies. Otherwise, completion of an online coding course in addition to set classwork will be required.

CONTENT

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

Students create practical, innovative solutions to problems of interest including extracting, interpreting, and modelling real-world data sets. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students will then be required to independently identify, deconstruct, and solve a problem of interest by creating and evaluating a digital solution or prototype or their own.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes.

ASSESSMENT

Project skills tasks 50%
Collaborative project 20%
Individual digital solution (externally assessed) 30%

SPECIAL REQUIREMENTS

Completion of an online coding course in addition to set classwork will be required if no previous learning in Coding.

FASHION DESIGN STUDIO

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Completion of either year 10 or year 11 Fashion preferable.

CONTENT

This course has a practical orientation with supporting investigation and design work built in.

This subject allows students to:

- complete three skills and applications tasks including making a corset or child's garment, using design elements and principles in fashion design and fabric analysis
- construct two garments
- design a folio

ASSESSMENT

School-based

Skills and applications tasks 20%
Products 50%

External assessment

Folio 30%

SPECIAL REQUIREMENTS Students are responsible for purchasing the fabric and notion requirements for each garment.

CURRICULUM CHARGES

$50 includes all materials and equipment for one practical skills task.

Back to Contents

FURNITURE CONSTRUCTION – MATERIAL PRODUCTS

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
No previous experience is required. All work is presented at entry level.

CONTENT
This course will cover the following:

- the principles, experimental exercise and practical activities associated with both traditional and contemporary carcass construction furniture methods
- practical and research aspects of workshop safety, material selection, preparation for machining and the use of machine jointing techniques
- experimenting with door and drawer construction, hardware selection and fitting, and the use of a variety of surface finishes and techniques
- designing and making a major project focusing on carcass construction (using sheet materials) with the inclusion of a drawer and door (minimum)
- working from given drawings for set tasks, and the use of appropriate graphics as part of the folio.

Skills and material application tasks

- carcass construction using knock down fittings and traditional jointing
- construction/hinging of a framed door or drawer
- material testing and analysis

AT#1 Specialised skills task 20%
AT#2 Design process solution 50%
AT#3 Resource study 30%
CURRICULUM CHARGES
$40 – Full cost of major/minor product is dependent on the design and is at the expense of the student.

INFORMATION PROCESSING AND PUBLISHING

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Nil

CONTENT
Stage 2 Information Processing and Publishing consists of two focus areas:

Desktop publishing
Involves the use of a computer and page-layout program (in particular Adobe InDesign and Photoshop) and other software to assemble text and graphics electronically for publishing on paper. Tasks may include leaflets, brochures, menus, magazines, newsletters and advertising material.

Business documents
Involves the use of computer hardware and software to present and display documents for the purpose of communication. Documents produced are of a business nature. Tasks may include letters, invoices, forms, agreements, information sheets, programs and itineraries.

ASSESSMENT
School-based assessment
Practical skills 40% - at least five practical skills assessment
Issues analysis 30% - one issues analysis and one technical and operational understanding assessment
External assessment
Product and documentation 30%

METAL FABRICATION

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
No previous experience is required. All work is presented at entry level.

CONTENT

- Computer Aided Design
- Individual planning and design of projects
- Gas Metal Arc Welding / Tungsten Inert Gas Welding
- Use of hand and power tools

Students investigate, design and produce a product over the duration of the course. They will develop skills and knowledge required to complete their chosen project, through practical and academic learning experiences, and have the opportunity to develop their own learning pathway to achieve their desired outcome. There is a strong focus on computer aided design and its application in metal fabrication.

Folio
Documenting stages in investigation, planning and evaluation of a major product in response to a design brief.
Product Solution
Students will be required to design and make a product. Students will be required to document the stages of production.
ASSESSMENT
AT #1 Specialised skills task 20%
AT #2 Design process solution 50%
AT #3 Resource study 30%

CURRICULUM CHARGES
$60 - Additional fees may be required depending on major and minor project selection.

PHOTOGRAPHY COMMUNICATION PRODUCTS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Stage 1 Photography highly recommended, but not compulsory.

CONTENT

This subject will focus on providing an in depth understanding of the extensive range of equipment, the processes involved with the capture and manipulation of digital SLR images along with the role of photography in society and industry specifications.

Skills tasks

- **c**ontrolling time
- creative photography
- materials application (photographic data)

Folio

Documenting stages in investigation, planning and evaluation of images and products that demonstrates and showcases creative photographic techniques and production of a product in response to a design brief.

Major and Minor Product

Documenting stages of production for presenting images suitable for the production of a product.

ASSESSMENT

The assessment will be based on three assessment types:
AT #1 Specialised skills task 20%
AT #2 Design process solution 50%AT #3 Resource study 30%

CURRICULUM CHARGES

Full cost of major/minor product is dependent on the design and is at the expense of the student.

WORKPLACE PRACTICES 1 AND 2

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

VET course or identified career pathway preferred.

CONTENT

Students undertake a program of study to further develop their understanding of the changing world of work, job seeking skills and career development.
Students have opportunity to use practical experience in work or training as a basis of the course which makes the combining of Workplace Practices with VET study advantageous.

Knowledge to be developed Students develop understanding of concepts and issues relating to their relevant industry, job seeking skills, self-analysis and skills auditing.

Transferrable skills Communication, initiative and enterprise, planning and organisation and self-management.

Future pathways

Students may use workplace practices to explore career options and develop specific skills for a chosen industry. Tasks have greater flexibility to be used to develop and refine employability skills for future training and employment. Course participants are prepared to move into part-time work, vocational training, apprenticeships or traineeships in a wide variety of industry areas.

ASSESSMENT

Students are assessed against the following performance standards: knowledge and understanding, application, investigation and analysis, reflection and evaluation.

Folio 25%
Performance 25%
Investigation 30%
Reflection 20%

Back to Contents

The study of English helps create confident communicators, imaginative thinkers and informed citizens.

THE AUSTRALIAN CURRICULUM AND SENIOR SECONDARY CURRICULUM

The English curriculum in year 8-12 is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, and writing, speaking and creating.

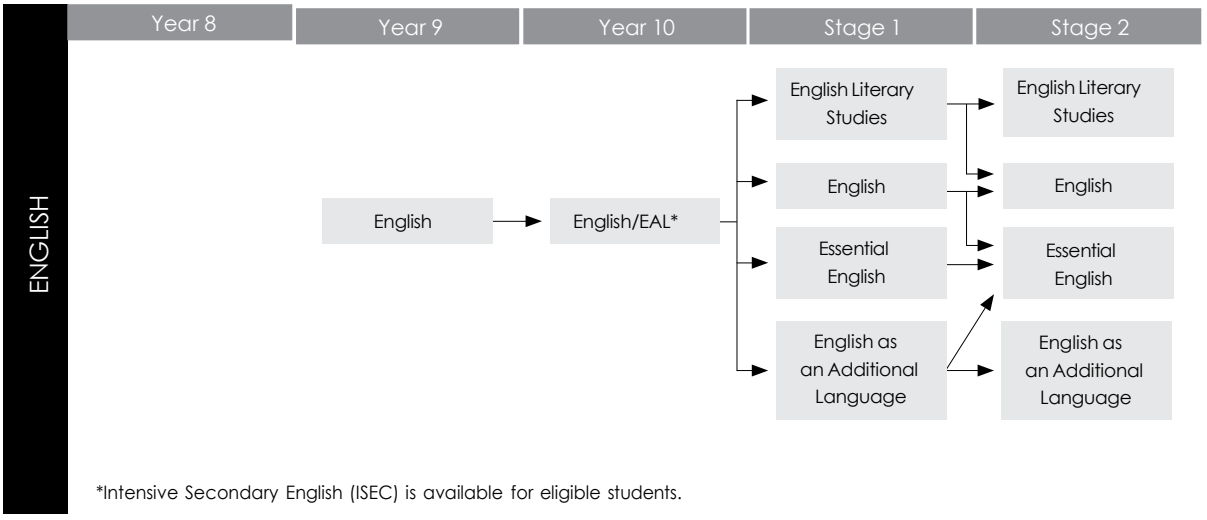
Language: Knowing about the English language and how it works.

Students learn about changes in English and the patterned purposes of English usage, including grammar.

Literature: Understanding, appreciating, responding to, analysing and creating literary texts.

Texts provide the means for communication. They can be written, spoken, visual, digital or multimodal and are of personal, cultural, social and aesthetic value.

Literacy: Expanding the repertoire of the English language. This strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence and fluency.



*Intensive Secondary English (ISEC) is available for eligible students.

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

LEVEL Year 10

LENGTH 10-40 weeks

RECOMMENDED BACKGROUND
Available to full fee-paying international students.

CONTENT
Students participate in an integrated program to develop and strengthen their skills in using English. Students work with their teachers across the following learning areas:

ISEC English/EAL
ISEC mathematics and science
ISEC humanities
Elective subjects with mainstream classes.

They use contextually appropriate opportunities to develop and practise the skills they will use in their subsequent learning programs in the mainstream environment including the appropriate use of technology. Students also develop an understanding of and become familiar with the Australian stye of secondary schooling and gain the confidence and understanding to participate meaningfully in speaking, listening, writing and reading in English in a developmentally and supportive environment.

ASSESSMENT
Students will be assessed across each subject as relevant.

ENGLISH

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND
Satisfactory completion of year 9 English.

CONTENT
Students will learn how to identify language and stylistic features in a range of texts including a novel, film, short stories and poetry, analysing and responding to the way the creator uses techniques and/or devices to convey an idea.

Students also study documentaries and Australian speeches, developing their understanding of the way language can be used in powerful and meaningful ways. Students will also continue to develop their creative writing skills through the study of narrative and persuasive texts.

ASSESSMENT
Responding to Texts

Creating Texts

Oral and/or Multi-modal Presentations

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL Stage 1

LENGTH 1 or 2 semesters

CREDITS 10 or 20

RECOMMENDED BACKGROUND
Eligible students for whom English is an additional language.

CONTENT
Students will study a range of topics including multiculturalism, social networking and cultural diversity. They will study a range of texts including a novel, film, short stories, newspaper articles and magazine advertisements. They will also develop their English language and literacy skills through the creation of various text types such as persuasive writing and speaking, effective question and answer techniques, interviews and report writing.

This subject will prepare students for Stage 2 EAL and Stage 2 Essential English.

ASSESSMENT

The summative assessment tasks are comprised of written, oral and/or multi-modal assignments.

Responding to Texts 50%

Interactive Study 25%

Language Study 25%

Back to Contents

ESSENTIAL ENGLISH

LEVEL Stage 1
LENGTH 2 semesters
CREDITS 20
RECOMMENDED BACKGROUND
C grade in year 10 English and/or students whose language, literacy and literature skills have been identified as an area for improvement. Students who do not intend to undertake any English course at Stage 2.

CONTENT
Students will study a range of texts including a film, television series, digital media and advertisements, developing their ability to comprehend, interpret and analyse information, ideas and perspectives. They will also develop their ability to identify and analyse the way language features are used to create meaning. Students will create texts such as a special occasion speech, persuasive argument and a reflective recount.

This subject will prepare students for Stage 2 Essential English.

ASSESSMENT
The summative assessment tasks are comprised of written, oral and/or multimodal assignments.
Responding to Texts 60%
Creating Texts 40%

ENGLISH

LEVEL Stage 1
LENGTH 2 semesters
CREDITS 20
RECOMMENDED BACKGROUND
B grade or better in year 10 English and/or students who have demonstrated good analytical writing skills, fluent expression and a commitment to the subject.

CONTENT
Students will study a range of texts including a novel, film, short stories and poetry. They will develop their knowledge and understanding of the way language features, stylistic features and conventions are used by authors to create meaning and analyse their influence on the audience. Students will also compare and contrast texts, analysing the intertextual connections through both similarities and differences. Students will also create texts for various purposes and audiences, such as narrative, descriptive or persuasive writing.

This subject will prepare students for Stage 2 English.

ASSESSMENT
The summative assessment tasks are comprised of written, oral and/or multi-modal assignments.
Responding to Texts 50%
Intertextual Study 30%
Creating Texts 20%

ENGLISH LITERARY STUDIES

LEVEL Stage 1
LENGTH 2 semesters
CREDITS 20
RECOMMENDED BACKGROUND
B grade or better in year 10 English and/or students who have demonstrated excellent analytical writing skills, fluent and accurate expression and a high level of commitment to the subject, as well as an appreciation for reading and literature.

CONTENT
Students will study a range of sophisticated and complex texts including a novel, film, play and poetry. They will develop their knowledge and understanding of the way language features, stylistic features and conventions are used by authors to create meaning and analyse their influence on the audience. Students will also select their own text for comparison and independently analyse the intertextual connections. They will focus on critical reading skills and prepare for an examinable subject by completing tasks under test conditions. Students will also extend their ability to create texts and transform them from one text type to another. Students who select this subject are required to undertake an exam at the end of each semester. The exam does not contribute to the course grade, however, it is a critical check-point to determine readiness and skills for Stage 2 English Literary Studies.

This subject will prepare students for Stage 2 English Literary Studies.

ASSESSMENT
The summative assessment tasks are comprised of written, oral and/or multimodal assignments.
Responding to Texts 50%
Intertextual Study 30%
Creating Texts 20%

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Eligible students for whom English is an additional language with high achievement in Stage 1 EAL, English or Literary Studies.

CONTENT

Students will respond to a range of texts including short stories, issue-based media articles and persuasive advertisements. They will also develop their English language and literacy skills through an investigation on a topic of personal interest, research, source analysis, evaluation and presentation of their findings. Students complete an externally assessed examination that requires them to demonstrate comprehension of multimodal texts, the ability to interpret texts and produce a written response.

ASSESSMENT

School-based assessment: The summative assessment tasks are comprised of written, oral and/or multimodal assignments.

Responding to Texts 40%

Academic Literacy Study 25%

External Assessment: Examination 30%

ESSENTIAL ENGLISH

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

B grade or better in Stage 1 English or Stage 1 Literary Studies and/or students who have demonstrated good analytical writing skills and fluent expression as well as an ability to work diligently and seek feedback for improvement.

CONTENT

Students will study a range of texts including film, documentaries, digital and/or print media, demonstrating their ability to comprehend, interpret and analyse information, ideas and perspectives in addition to the way language features are used to create meaning. Students will create texts such as a digital story, reflective recount or procedural text. They will also be required to advocate for an issue, cause or process. Students also complete an external assessment that requires them to produce a 1500 word analysis of the use of language within a chosen context.

ASSESSMENT

The summative assessment tasks are comprised of written, oral and/or multimodal assignments.
Responding to Texts 30%
Creating Texts 40%
External Assessment: Language Study 30%

Back to Contents

ENGLISH

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND

B grade or better in Stage 1 English or Stage 1 Literary Studies and/or students who have demonstrated good analytical writing skills, fluent expression, works diligently and seeks feedback for improvement.

CONTENT
Students will study a range of texts including a novel, film, play and/or poetry. They will analyse the way language features, stylistic features and conventions are used in texts and the way they convey ideas, perspectives and/or aspects of culture, and their influence on the audience. Students will also create texts such as narrative, persuasive and informative in order to demonstrate their ability to use language for various purposes, audiences and contexts. Students also complete an external assessment that requires them to produce a 2000 word comparative analysis of two independently chosen texts.

ASSESSMENT
The summative assessment tasks are comprised of written, oral and/or multimodal assignments.

Responding to Texts 30%

Creating Texts 40%

External Assessment: Comparative Analysis 30%

ENGLISH LITERARY STUDIES

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND

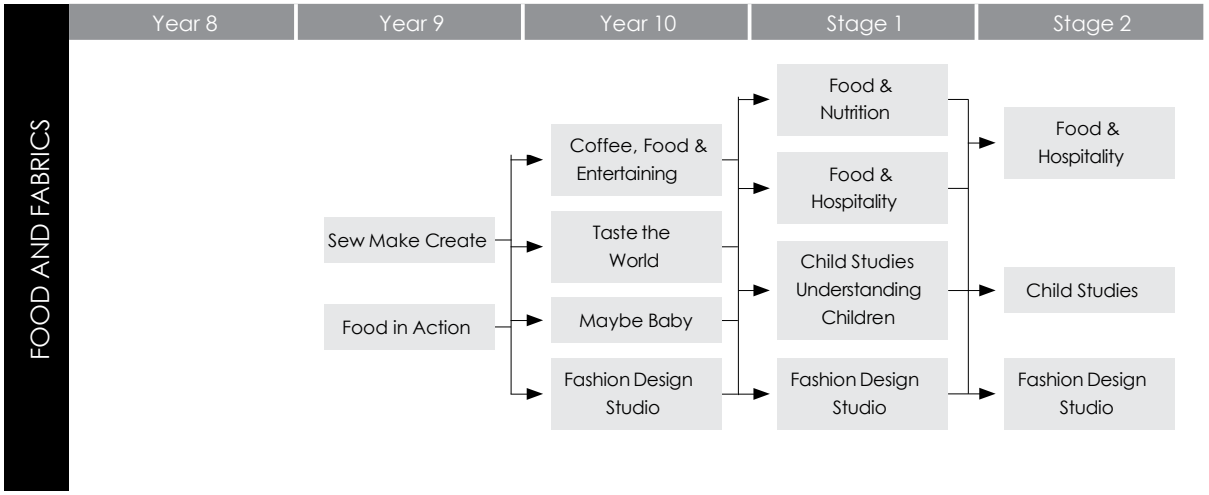
B grade or better in Stage 1 English Literary Studies and students who have demonstrated excellent analytical writing skills, fluent and accurate expression and a high level of commitment to the subject, as well as an appreciation for reading and literature.

CONTENT
Students will study a range of highly sophisticated, complex and often 'classic' texts including a novel, film, a play and poetry. They will analyse the way stylistic features are used to communicate ideas, perspectives and/or values, and how they influence the interpretation of texts. Students will also create a transformative text and one other piece of creative writing of their choice. The external assessment is comprised of two parts; one that requires students to produce a 1500 word comparative text study that compares one of the shared texts with another individually chosen by the student. The other section of the external assessment is a 100 minute examination that requires students to complete a critical reading analysis of one or more short texts from a variety of forms.

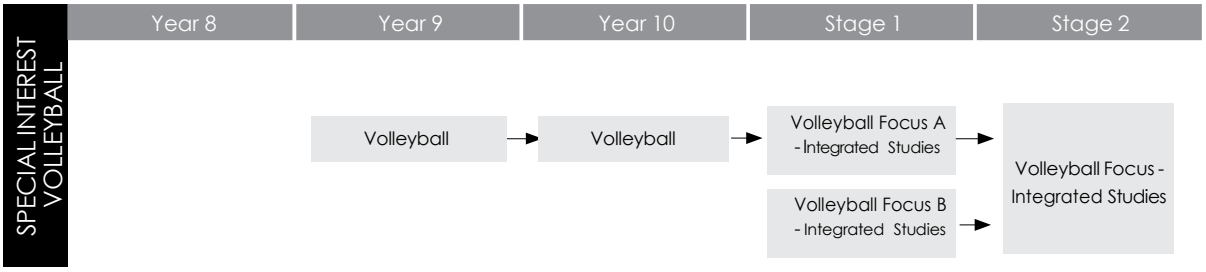
ASSESSMENT
The summative assessment tasks are comprised of written, oral and/or multimodal assignments.
Responding to Texts 50%
Creating Texts 20%
External Assessment
Part 1: Comparative Study 15%
Part 2: Examination 15%

Back to Contents

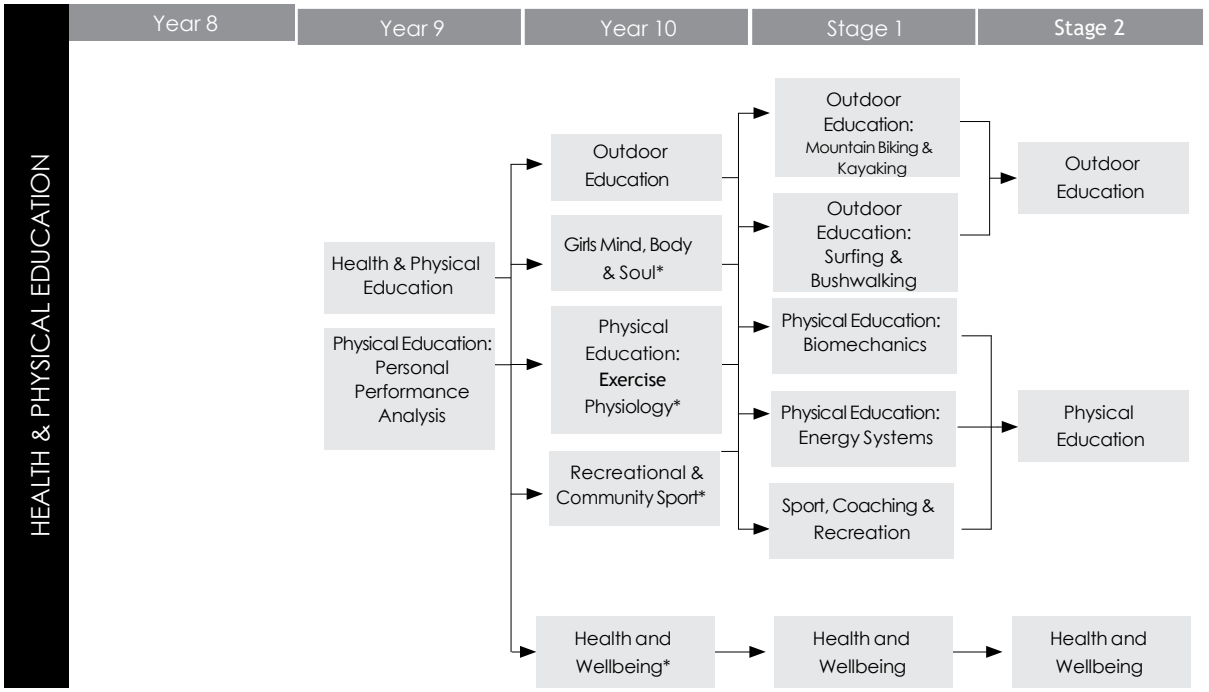
Learning in Health and Physical Education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living, and includes such areas as health education, physical education, food and fabrics, outdoor education and sport education.



Note: In the main, Food and Fabrics subjects are aligned to the Design and Technologies area of the Australian Curriculum in year 8-10. In Stage 1 and Stage 2 Food and Fabrics subjects are aligned to SACE Health and Physical Education.
* Can be a choice subject or selected as a Health and Physical Education Australian Curriculum compulsory subject.



HEALTH AND PHYSICAL EDUCATION *(continued)*



*Choice options within the compulsory HPE Australian Curriculum.

Back to Contents

HEALTH AND WELLBEING

This can be selected as a compulsory HPE Australian Curriculum subject or as a choice subject.

LEVEL Year 10
LENGTH Semester
RECOMMENDED BACKGROUND
Health and Wellbeing is a choice subject for students who have an interest in personal and community health. Students will participate in discussions, group work, and community activities. Having strong literacy skills would be an advantage.

CONTENT
This course will assist students to make informed choices about their health and develop an understanding of the complexities of factors that impact health and wellbeing. Participation in lessons aim to improve student's ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions in the future. Throughout the semester, students will:

- participate in mindfulness activities to improve their own mental and emotional health
- explore the health benefits of improving fitness and physical activity in the community apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing
- continue learning about relationships and sexual health (using the SHINE SA program)
- investigate the social impacts and influences surrounding alcohol, safety and wellbeing.

ASSESSMENT
Students will be assessed in accordance with the Australian Curriculum achievement standards.

CURRICULUM CHARGES
Possible public transport costs for excursions.

PHYSICAL EDUCATION: EXERCISE PHYSIOLOGY

This can be selected as a compulsory HPE Australian Curriculum subject or as a choice subject.

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND
Physical Education: Exercise Physiology is a choice subject for students who are genuinely interested in developing their sporting skills, being physically active, and interested in analysing personal and professional performances.

CONTENT
This course is designed to cover a range of different sports to improve and analyse specialised movement skills. During practical lessons, students collect data to analyse their personal performance and apply criteria to refine their own and others' skills. Sports may include athletics, badminton, baseball, basketball, European handball, fitness, Gaelic football, indoor soccer, Indoor Hockey, table tennis, tennis, touch, and volleyball. Students learn to make informed decisions regarding the use of food as fuel to enhance performance, managing sports injuries, and improving physical activity levels in the community.

ASSESSMENT
Students will be assessed in accordance with the Australian Curriculum achievement standards.

Back to Contents

RECREATIONAL AND COMMUNITY SPORT

This can be selected as a compulsory HPE Australian Curriculum subject or as a choice subject.

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Recreational and Community Sport is an alternative subject for students to stay active and make connections to the community. Students should have a genuine interest in being active and exploring alternative physical activities.

CONTENT

This course assists students to experience a range of sports and activities (with consideration of available resources) and focus on positive participation, skill development, and collaboration with their peers. Sports may include archery, badminton, bocce, croquet, flag football, golf, lawn bowls, squash, table tennis, ten pin bowling, tennis, ultimate frisbee, 3 v 3 basketball, and 5 v 5 soccer. Students will investigate alternatives to conventional sports and consider how these are important to cultural identity. Students will learn to make informed decisions to improve their physical health, design a personal fitness program, and apply positive food and nutrition guidelines.

ASSESSMENT

Students will be assessed in accordance with the Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS

Possible public transport costs for excursions.

CURRICULUM CHARGERS

There is a fee of $60 to cover the cost of community-based activities.

.

GIRLS MIND, BODY AND SOUL

This can be selected as a compulsory HPE Australian Curriculum subject or as a choice subject.

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Girls Mind, Body and Soul is a choice subject for female students seeking to explore physical, social, mental and emotional health. Students should have a genuine interest in being active and exploring alternative physical activities.

CONTENT

This course allows students to choose the sports and activities that are explored in the program (with consideration of available resources). During yoga and self-defense, students will refine their own and other's skills and performances. Students will learn to make informed decisions to create and apply personal fitness programs, designed explicitly to improve their performance for their blue belt assessment. Students will also apply positive food and nutrition guidelines to support their own health, investigate how female involvement in physical activity has changed over time in Australian culture, and identify ways to improve fitness levels of females in our community.

ASSESSMENT

Students will be assessed in accordance with the Australian Curriculum achievement standards.

SPECIAL REQUIREMENTS Possible public transport costs for excursions.

CURRICULUM CHARGES

There is a fee of $170 to cover the cost of community-based activities, yoga and martial arts instructors, and blue belt assessment.

OUTDOOR EDUCATION

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Outdoor Education is a choice subject for students to immerse themselves in the environment and take part in camping and physical activities in the outdoors. There are limited places for this subject.

CONTENT

Students will investigate how experiences in the natural environment can support personal and community wellbeing and cultural identity. They will explore how management strategies can be applied to outdoor environments and the impacts this has on personal and community wellbeing. Throughout the semester, students will:

- participate in group dynamic and collaborative activities and a one-day excursion
- plan first aid, risk management procedures, and food and nutrition requirements for expeditions
- participate in a one-day excursion to Port Noarlunga Aquatic Centre to develop skills in kayaking and surfing
- participate in a one-day excursion to Belair National Park to develop orienteering skills
- Participate in a 3-day and 2-night canoeing expedition in the Murray River backwaters.

ASSESSMENT

Students will be assessed on their skills and knowledge, application of decision making and problem solving, making connections between human and nature, and their ability to evaluate and reflect.

SPECIAL REQUIREMENTS

Ability to manage their schoolwork and communicate with other subject teachers when attending excursions and camps.

CURRICULUM CHARGERS

There is a fee of $220 to cover the cost of transport, equipment hire, excursions, and camps.

Back to Contents

CHILD STUDIES UNDERSTANDING CHILDREN

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
A genuine interest in young children (0-8 years).

CONTENT
Students examine the period of childhood from birth to eight years and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children.

Students study topics within one or more of the following three areas of study:

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights and safety

ASSESSMENT
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.
SPECIAL REQUIREMENTS
Students will be required to visit the community to collect information and conduct interviews.

FOOD AND HOSPITALITY

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
A genuine interest in food preparation and the food and hospitality industry.

CONTENT
This subject examines the dynamic nature of the food and hospitality industry. Students will develop advanced skills in the selection, preparation and presentation of foods. Students will independently, or in small groups, plan and prepare dishes.

Studies in this course may include:

- trends in the food and hospitality industry
- creative food presentation
- small group catering enterprises
- successful management practices
- impact of other cultures on the food and hospitality industry
- employment opportunities in the food and hospitality industry

ASSESSMENT
Practical activity, group activity and investigation.

SPECIAL REQUIREMENTS
Attendance on excursions.
CURRICULUM CHARGES
$50 for specialty ingredients.

FOOD & NUTRITION

LEVEL Stage 1
LENGTH Full Year
CREDITS 10
RECOMMENDED BACKGROUND
A genuine interest in nutritional food preparation within the food and hospitality industry.

CONTENT
This subject examines food, health and strategies to promote good health in the food and hospitality industry. Students will independently, or in small groups, plan and prepare dishes.
Studies in this course may include:
• safe food practices
• individual dietary needs
• food packaging
• catering to promote health

ASSESSMENT
Practical activity, group activity and investigation.

SPECIAL REQUIREMENTS
Attendance on excursions.

CURRICULUM CHARGES
$50 for specialty ingredients.

Back to Contents

HEALTH AND WELLBEING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Students must have a keen interest in health and wellbeing related issues and the willingness to participate in discussions, group work, and community activities. Completing year 10 Health and Wellbeing is not essential. Strong literacy skills would be an advantage.

CONTENT
Health and Wellbeing is an evolving subject with varying contexts and perspectives. There are no discrete topics taught in isolation but will be contextualised through case studies and real-life scenarios. Topics may include resilience, mental and emotional health, sexual health, personal wellbeing, and drugs and risk-taking behaviour. Students implement action on an individual or community issue to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively within the school environment or the wider community. Students research a current health or wellbeing issue that may be an aspect of a topic already identified or an issue of the student's choice.

ASSESSMENT
Students provide evidence of their learning through three assessment tasks.

Assessment type 1: Practical action 60%

Assessment type 2: Issue inquiry 40%

SPECIAL REQUIREMENTS Possible public transport costs for excursions.

OUTDOOR EDUCATION: SURFING AND BUSH-WALKING

LEVEL Stage 1

LENGTH Semester 1 (only)

CREDITS 10

RECOMMENDED BACKGROUND
Students must have a genuine interest in the environment, camping, and physical activity. There are limited places for this subject. B grade or better in year 10 Outdoor Education is desirable.

CONTENT
Students investigate how management and strategies are applied in local coastal areas and how effective they are from a variety of perspectives. Students also investigate and evaluate how management strategies in national parks contribute to their sustainability and how this relates to recreational activities. They will develop route planning and risk management skills, food and nutrition requirements, and minimal impact on the environment.

Surfing Excursions

Two surfing excursions will be conducted where students will participate, reflect, and evaluate their personal skill development and risk management in surfing.

Bushwalking (journey)

A 3-day and 2-night bushwalking journey will be conducted in a suitable environment. Students will plan, participate, act as group leaders, and analyse their personal skill development, planning and group collaboration.

ASSESSMENT

Assessment type 1: Learning about natural environments - 40%

Assessment type 2: Learning in natural environments - 60%

SPECIAL REQUIREMENTS
Ability to manage their schoolwork and communicate with other subject teachers when attending excursions and camps.

CURRICULUM CHARGES
$350 to cover the costs of transport, camping and equipment hire and requirements to participate in the activities.

OUTDOOR EDUCATION: MOUNTAIN BIKING & KAYAKING

LEVEL Stage 1

LENGTH Semester 2 (only)

CREDITS 10

RECOMMENDED BACKGROUND
Students must have a genuine interest in the environment, camping, and physical activity. There are limited places for this subject. B grade or better in year 10 Outdoor Education is desirable.

CONTENT
Students investigate how management and trail design strategies are applied at local mountain biking recreation parks. They evaluate how effective these strategies are from a variety of perspectives. Students also investigate an environmental sustainability issue related to the Murray River, analysing causes, and evaluating solutions from a range of stakeholders' perspectives. They will develop route planning and risk management skills, food and nutrition requirements, and minimal impact on the environment.

Mountain Biking (Excursions)
Two mountain biking excursions to local trails will be conducted with lead up sessions on the school oval. Students will participate in skills, activities and on single trails, then reflect and evaluate on personal skill development, group collaboration, planning, and connection with the environment.

Kayaking (Journey)
A 3-day and 2-night kayaking expedition will be conducted in the backwaters of the Murray River. Students will plan, participate, act as group leaders, and analyse their personal skill development, planning and group collaboration.

ASSESSMENT
Assessment type 1: Learning about natural environments - 40%
Assessment type 2: Learning in natural environments - 60%

SPECIAL REQUIREMENTS
Ability to manage their schoolwork and communicate with other subject teachers when attending excursions and camps.

CURRICULUM CHARGES
$350 to cover the costs of transport, camping and equipment hire.

PHYSICAL EDUCATION: BIOMECHANICS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Students should have a genuine interest for analysing and learning about their involvement in sport and physical activity. A commitment to participate in physical activity and reflect on personal learning and development is required. Successful completion of year 10 Physical Education is expected, but not essential.

CONTENT

Students take part in a unit of sport with the aim of improving the effectiveness of their technique for a specific skill. Students will incorporate biomechanical principles to improve their skill and overall performance. Students also participate in two smaller units of sport to investigate specific factors that affect the participation rate of individuals and the community.

ASSESSMENT

Students provide evidence of their learning through two assessment tasks.

Assessment task 1: Improvement analysis - 50%

Assessment task 2: Physical activity investigation - 50%

PHYSICAL EDUCATION: ENERGY SYSTEMS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Students should have a genuine interest for analysing and learning about their involvement in sport and physical activity. A commitment to participate in physical activity and reflect on personal learning and development is required. Successful completion of year 10 Physical Education is expected, but not essential.

CONTENT

With a focus on fitness components and energy systems, students participate in a unit of sport to explore how suitable their physical attributes are to successfully playing the game. Through a series of training and competitive sessions, students collect evidence (including the use of PlayerTek GPS tracking devices) to analyse their performance and physical attributes. Students also investigate the impact modified versions of games (such as indoor soccer, T20 cricket, AFL 9s, 3-on-3 basketball, and fast5 Netball) have on inclusivity and participation in communities.

ASSESSMENT

Students provide evidence of their learning through two assessment tasks.

Assessment task 1: Improvement analysis - 50%

Assessment task 2: Physical activity investigation - 50%

SPORT, COACHING AND RECREATION

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Students must display a genuine interest and enthusiasm for physical activity, collaborating with peers, and interacting with younger students. Experience in playing, training and coaching in a sporting environment would be beneficial.

CONTENT

Students develop skills and knowledge in the planning and implementation of instruction for a range of sports. Students will participate, plan and organise peer sporting sessions and include activities with local primary schools. Students will be involved in the background organisation of Brighton Secondary School sporting events – swimming carnival and year 8/year 9 challenge cups. Reflection on planning and delivery of practical sessions, as well as investigation of pathways for study and employment in the sport and recreation fields will be conducted.

ASSESSMENT

Students provide evidence of their learning through three assessment tasks.

Assessment task 1: Practical exploration 40%

Assessment task 2: Connections 40%

Assessment task 3: Personal venture 20%

SPECIAL REQUIREMENTS Possible public transport costs for excursions.

CHILD STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
A genuine interest in young children (0-8 years).

CONTENT
Students critically examine attitudes and values about parenting/ caregiving and gain an understanding of the growth and development of children. Students develop a variety of research, management and practical skills.

Students focus on topics within the following areas of study:

- contemporary and future issues
- economic and environmental influences
- political and legal influences
- sociocultural influences
- technological influences

ASSESSMENT
Practical activity 50%
Group activity 20%
Investigation 30%
(externally assessed)
SPECIAL REQUIREMENTS
Students will be required to visit the community to collect information, conduct interviews.

CURRICULUM CHARGES
$50 to supplement food practicals and resources used in other practical tasks.

FOOD AND HOSPITALITY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
A genuine interest in food preparation and the food and hospitality industry.

CONTENT
This subject focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economics, environmental, legal, political, sociocultural, and technological factors at local, national and global levels.
ASSESSMENT
Practical activity 50%
Group activity 20%
Investigation 30%
(externally assessed)
SPECIAL REQUIREMENTS Nil
CURRICULUM CHARGES
$50 for specialty ingredients.

HEALTH AND WELLBEING

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
A keen interest in health and wellbeing related issues and willingness to participate in discussions, group and community activities. Completing Stage 1 Health and Wellbeing is desirable but not essential. Strong literacy skills would be an advantage.

CONTENT
Health and Wellbeing is an evolving subject with varying contexts and perspectives. Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others' perspectives. Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, local, and global communities.

ASSESSMENT
Students provide evidence of their learning through five assessment tasks, including the external assessment component. There is no exam for this subject.

School-based Assessment
Assessment type 1: Initiatives 40%
Assessment type 2: Folios 30%
External Assessment
Assessment type 3: Inquiry 30%

SPECIAL REQUIREMENTS
Possible public transport costs for excursions.

Back to Contents

OUTDOOR EDUCATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Students must have a genuine interest in the environment, camping, and physical activity. There are limited places for this subject. B grade or better at Stage 1 Outdoor Education subjects is desirable.

CONTENT
Students conduct a field study of Holdfast Bay coastal environment to investigate, critically and evaluate the management strategies with consideration for the perspectives of key stakeholders. Students develop route planning, risk management strategies, food and nutrition requirements, understanding weather, minimal impact camp craft, and location-based environmental studies. Students choose a topic of investigation about personal development and/or environmental sustainability, connected to one of our experiences in natural environments or an investigation of an area you have significant experience visiting.

Mountain biking:
A 3-day and 2-night mountain biking.

Kayaking expeditions:
The Coorong
A 3-day and 2-night kayaking expedition.

Chowilla
A 3-day and 2-night kayaking expedition.

ASSESSMENT
School-based Assessment
Assessment type 1: Learning about natural environments - 20%
Assessment type 2: Learning in natural environments - 50%
External Assessment
Assessment type 3: Connections with natural environments 30%

OUTDOOR EDUCATION *cont.*

SPECIAL REQUIREMENTS
Ability to manage their schoolwork and communicate with other subject teachers when attending excursions, camps, and expeditions.

CURRICULUM CHARGES
There is a fee of $500 to cover the cost of transport, hiring equipment, excursions, camps, and expeditions.

PHYSICAL EDUCATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Students should have a genuine interest for analysing and learning about sport and physical activity. Successful completion of one or two Stage 1 Physical Education subjects is desirable.

CONTENT
Students participate in one or more physical activities to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of movement concepts and strategies. They undertake a personal journey of improvement with a focus on participation in a school or community-based physical activity and reflect on their performance to identify an aspect of physical activity for improvement. Students create and participate in a competition in a selected sport, in which they demonstrate game competence, knowledge, and engagement. Through participation in the competition, students demonstrate their value to the team and their impact on the participation and performance of others.

ASSESSMENT
Students provide evidence of their leaning through four assessment tasks, including the external assessment component. There is no exam for this subject.
School-based Assessment
Assessment type 1: Diagnostics 30%
Assessment type 2: Improvement analysis 40%
External Assessment
Assessment type 3: Group dynamics 30%

CURRICULUM CHARGES
There is a fee of $70 to cover the cost of textbooks and excursions.

Back to Contents

The Special Interest Volleyball (SIV) program promotes skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sporting, academic and vocational pursuits and personal development.

VOLLEYBALL (YEAR 7–10)

LEVEL Year 7-10

LENGTH Full year

RECOMMENDED BACKGROUND

Special Interest Volleyball is a full year subject for those students who have successfully applied to be included, and to continue in the program.

CONTENT

The following topics will be covered in year 7- 10:

- SHINE health course (year 7-9)
- rules and refereeing – level 1 and level 2
- sports nutrition
- body strength and conditioning
- national volleyball skill models
- principles of training and coaching
- sports injuries and management
- goal setting
- statistics and tactics
- video feedback analysis

Practical: volleyball skill development, fitness, team skills, and performance opportunities. In addition other physical activities will be included in the program. This will encourage a broad range of skill development, which will prepare students who elect to study the Stage 2 subject.

ASSESSMENT

Year 7-10 skill development, communication, leadership, relationships, collaboration, tactics, knowledge and strategies.

SPECIAL REQUIREMENTS

The Special Interest Volleyball course is only available to students who have been accepted into the SIV Program by meeting all selection criteria.

CURRICULUM CHARGES

A fee of $200 per year is required to contribute to program costs.

VOLLEYBALL FOCUS A– INTEGRATED STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

A semester subject for those students who have successfully applied to be included in the program. Students must be recommended to continue after year 10 SIV.

CONTENT

Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community. Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer- and self-assessment.

Students make links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

ASSESSMENT

- Practical exploration (including indoor and beach volleyball and squash) 40%
- Connections task 30% (sports coaching, year 9 Eyre Peninsula Tour, year 9 Challenge Day)
- Personal venture 30% (student initiated research project)

SPECIAL REQUIREMENTS

At least one semester of Volleyball Stage 1 is recommended for students planning to study year 12 volleyball.

CURRICULUM CHARGES

A fee of $100 per semester is required to contribute to program costs.

VOLLEYBALL FOCUS B– INTEGRATED STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

A semester subject for those students who have successfully applied to be in the SIV program. Students must be recommended to continue after Year 10 SIV.

CONTENT

Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative ways of working. Students share ideas and informed opinions and extend their communication skills though contribution to groups, family, and/or community. Students build self-awareness, personal identity, and values through collaboration that build from peer- and self-assessment. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers who can contribute to society as active and informed citizens.

ASSESSMENT

- Practical exploration (including volleyball, beach volleyball, aquatics) 40%
- Connections task 30% (Ekiden Relay - training principles and methods)
- Personal venture 30% (student initiated research project)

SPECIAL REQUIREMENTS

At least one semester of Volleyball Stage 1 is recommended for students planning to study year 12 volleyball.

CURRICULUM CHARGES

A fee of $100 per semester is required to contribute to program costs.

VOLLEYBALL FOCUS – INTEGRATED STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Volleyball Focus is a full year subject for those students who have been recommended to continue after successfully completing SIV at Stage 1.

CONTENT

Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking with ways of working.

Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment.

Students make links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

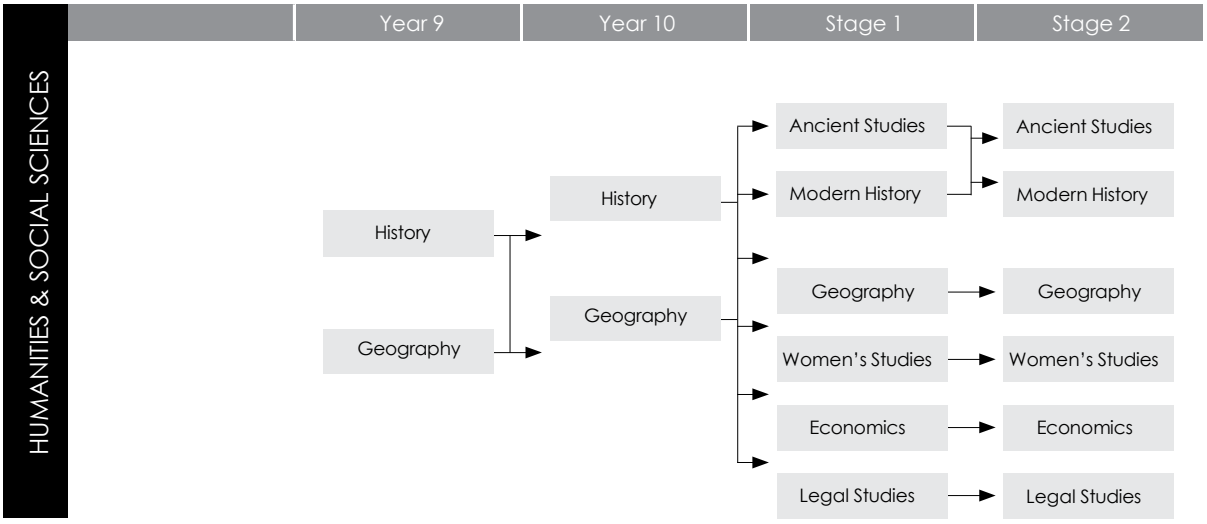
ASSESSMENT

3 Practical inquiry tasks (including volleyball, beach volleyball, aquatics) 40%
Connections task (Year 7 & 8 Challenge Day organisation and coaching) 30%
Personal endeavour (student initiated research project) 30%

CURRICULUM CHARGES

A fee of $200 per year is required to contribute to program costs.

Using inquiry based learning and critical thinking, HASS encourages students to examine and delve deeper into issues, ideas and events which have shaped our world. HASS encourages students to critically challenge ideas and assumptions in order to participate positively in our community.



GEOGRAPHY

LEVEL Year 10

LENGTH Semester
RECOMMENDED

BACKGROUND Year 9 Geography

CONTENT

This one semester course focuses on three key inquiry issues. These are:

- spatial variations in places and environments
- managing sustainability
- global issues and policy decisions

These three inquiry issues are covered over two topics: environmental change and indicators of wellbeing.

Thee may include students investigating challenges to sustainability, exploring land use in Kakadu National Park and proposing solutions and actions to real world geographical challenges.

Research, data collection and analysis of primary and secondary sources form the foundation of this course.

ASSESSMENT

Four summative assessment tasks per semester covering the four literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the semester grade. The major investigation accounts for 30% of the semester grade.

SPECIAL REQUIREMENTS Nil

HISTORY: MAKING OF THE MODERN WORLD AND AUSTRALIA 1919–PRESENT

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

The semester course covers the tumultuous period from the end of the First World War to the present and the major events, issues, ideologies and movements, which shaped and are still shaping the contemporary world. Australia's place in world affairs will be also evaluated.

Students will investigate up to three depth studies based on critical inquiry questions and interpretation plus analysis of primary and secondary sources.

The depth studies may centre around World War II, post war immigration, rights, freedoms and popular culture.

ASSESSMENT

Four to six summative tasks per semester covering assessment in oral, written, visual and ICT literacy.

Each summative (major) task is worth 10-15% of the total grade.

SPECIAL REQUIREMENTS Nil

Back to Contents

ANCIENT STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Ancient Studies is a language rich subject and as such strong literacy and communication skills are highly recommended.

CONTENT

This course aims to introduce students to the ancient world and archaeology by studying a variety of civilisations such as Persia and Rome. Students will develop knowledge and understanding of ideas, individuals, groups, intuitions and events which have shaped the ancient world.

Through critical investigations and source analysis students will examine different interpretations of the past and draw conclusion from the evidence.

Students may also construct simulated archaeological digs to further their understanding of ancient societies and how they evolved over time.

Topics covered may include:

- understanding ancient history
- art, architecture and technology of one ancient society
- warfare and conquest
- revolutions

ASSESSMENT

Three summative tasks (assessment type 1) and a major individual investigation (inquiry/ assessment type 2) forms basis of the course. The three summative tasks may include 'essays', Source analysis tasks, multimodal presentations.
The major individual investigation based on an 'ancient mystery' (Inquiry) is based on a topic of choice negotiated with the teacher.

ECONOMICS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Economics gives students the opportunity to understand the way in which the Australian economy operates in both a national and global context. Students learning may focus on some of the following topics:

- the economic problem
- economic systems
- the market economy
- government involvement in the market economy
- economic thinkers
- trade in a global economy
- economic development poverty and inequality

During the course students will be expected to complete an issue study related to one or more of the above topics. As part of their course work students will undertake research tasks, essays, case studies (current Economic issues) and tests.

ASSESSMENT

Consists of two components:
Folio 60%
Economics Project 40%

GEOGRAPHY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Due to the language rich nature of the course strong literacy skills and above satisfactory achievement in year 10 HASS are highly recommended.

CONTENT

Geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning through five key themes these being: location and distribution, natural environments at risk, people, resources and development.

Within these themes, students may investigate the liveability of urban places, challenges to megacities and solutions to these and other geographical issues.

ASSESSMENT

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

Assessment type 1: Skills and applications tasks 75%
Assessment type 2: Fieldwork 25%

SPECIAL REQUIREMENTS There may be additional camp/excursion charges of approximately $160.00

Back to Contents

MODERN HISTORY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Modern History is a language rich subject and as such strong literacy and communication skills are highly recommended.

CONTENT
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.

They may investigate the persecution of groups and people, revolutions or anti-war movements.

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.
Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. They explore different interpretations, draw conclusions, and develop reasoned historical arguments.

ASSESSMENT
Assessment type 1: Historical skills Three historical skill tasks 70%
Assessment type 2: Historical study 30% - based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. Negotiated in consultation with the teacher.

This course lays the foundation for Stage 2 History.

WOMEN'S STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND
Nil

CONTENT
Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures.

This is a course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes confronting social issues and inequalities - some that exist in other countries as well as some that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss topics that you are interested in.

ASSESSMENT
Assessment Type 1: Text Analysis 40%

Assessment Type 2: Group Presentation 30%

Assessment Type 3: Issues Analysis 30%

Back to Contents

ANCIENT STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Above satisfactory achievement in Year 10 History.

CONTENT
Students will learn about the history, literature, society, and culture of ancient civilisations, which may include Greece, Rome and Egypt. Students consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

A major component of the course involves critically engaging with texts and analysing archaeological sources. As such, well developed source analysis skills are recommended.

The inquiry task gives students an opportunity to explore an area of specialisation of individual interest.

ASSESSMENT
Consists of three components:

Assessment type 1: 4 Summative tasks focusing on the application of skills: 50%
Assessment type 2: 2 Comparative tasks: 20%
Assessment type 3: Negotiated inquiry (2000 words): 30%

SPECIAL REQUIREMENTS
If you intend studying Ancient Studies at Stage 2 it should be noted that is an advantage to have studied at least one semester of History/Ancient Studies in Stage 1.

ECONOMICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND
Stage 1 Economics strongly recommended.

CONTENT
Students will study the core economic concepts, principles and models in relation to micro and macro economics, including statistical analysis. Students will explore the concept of economic inquiry, from both a local and global perspective that consider trade agreements, protection strategies and world organisations impacts on economies.

Students will be presented with a number of scenario and inquiry-based learning where Students will be able to apply their analytical skills to reasoned arguments based on the analysis of data. Students will also make recommendations in relation to the scenarios they have chosen.

ASSESSMENT
Consists of three components:
Assessment type 1: 4 Skills and applications tasks: 30%
Assessment type 2: 2 Folio 40%
Assessment type 3: Examination 30%

SPECIAL REQUIREMENTS: Stage 1 Economics may be advantageous due to the knowledge and skills acquired in this course

GEOGRAPHY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Stage 1 Geography is highly recommended. This is a language rich course.

CONTENT
SECTION 1: THE TRANSFORMING WORLD

In this section students examine the transformation of human and physical environments and their interconnectedness. They explore the causes of change in environmental, social and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality. These are explored through the following themes and topics:
Theme 1: Environmental change

- Topic 1: Ecosystems and people
- Topic 2: Climate change

Theme 2: Social and economic change

- Topic 3: Population change
- Topic 4: Globalisation
- Topic 5: Transforming global inequity.

SECTION 2: FIELDWORK
Students undertake a major fieldwork study, that is independently chosen on a local topic or issue of personal interest.
Each student is responsible for independently planning, organising and carrying out fieldwork and a report.
ASSESSMENT
School-based assessment
Assessment type 1: 4 tasks based on geographical skills and applications 40%
Assessment type 2:fieldwork report 30%
External assessment
Assessment type 3: Examination 30%

Back to Contents

LEGAL STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Stage 1 Legal Studies and strong literacy and critical thinking skills are highly recommended.

CONTENT

Students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. They examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.

Students develop an understanding of the ways in which they can influence the democratic process, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

ASSESSMENT

School-based assessment

Assessment type 1: Analytical Response 30%

Assessment type 2: Inquiry 30%

Assessment type 3: Presentation 40%

MODERN HISTORY

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Satisfactory completion of Stage 1 History

CONTENT

This course is based on 2 key topics/ themes which may include a combination of:

- Modern nations: The rise of Nazi Germany and Hitler
- The world since 1945: The Cold War
- The United States of America (1914-1945)

Students may investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Students develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken. Students may investigate the interactions among nations and the impact of these interactions on national, regional, and/or international development. Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world.
Students build their source analysis skills and explore different interpretations, draw conclusions, and develop reasoned historical arguments.

ASSESSMENT

Assessment type 1: Historical skills (50%) consisting of five summative tasks (written, oral and/or multimodal) Assessment type 2: Historical study: 2000 words 20% Students undertake an individual historical study based on an aspect of the world since c.1750.
Assessment type 3: Examination 30% Students complete a two hour external examination (source analysis and typed essay).

SPECIAL REQUIREMENTS

This is a language rich subject.

WOMEN'S STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Sound literacy and critical thinking skills.

CONTENT

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a perfect course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes confronting social issues and inequalities - some that exist in other countries as well as some that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss the topics that you are most interested in. The course will be based around examining and analysing a range of key women's issues including representations of women in cultural texts, women and work, family life and caring, women and the law, women's struggles, achievements and empowerment, women, culture and society, and development and globalisation.

This subject requires students to apply critical thinking to gender based issues across time and cultures. It involves students in selecting, analysing and evaluating a range of primary and secondary sources.

ASSESSMENT

School-based assessment:

Text analysis, persuasive essay, folio 70%

External Assessment:

2,000 word issues analysis 30%

SPECIAL REQUIREMENTS Nil

Back to Contents

Language education is an investment in Australia's future. It has cognitive, social, political and economic advantages both for the individual and for society as a whole.

LANGUAGE AT BRIGHTON

The study of languages contributes positively to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in a culturally diverse and interconnected world.

Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore, recognise and reflect upon their own linguistic, social, and cultural practices, as well as those associated the language being learnt.

Learning languages also helps to develop students' overall literacy skills, strengthening literacy-related capabilities that are transferable across learning areas.

STUDENT EXCHANGE

There are many opportunities for language students interested in travelling internationally to practise their linguistic skills. Each year an increasing number of Brighton Secondary language students are undertaking exchanges.

By participating in Brighton Japan or New Caledonian exchange program or hosting an exchange student, young people of different nationalities are given the opportunity to become acquainted with another culture, its language, heritage and values.

Our Japan and New Caledonian Tours provide an opportunity for student to participate in a rich cultural experience in which they are able to use their acquired language in an authentic setting. It is also an opportunity to make new friends, share your culture and discover new things about yourself and the world.

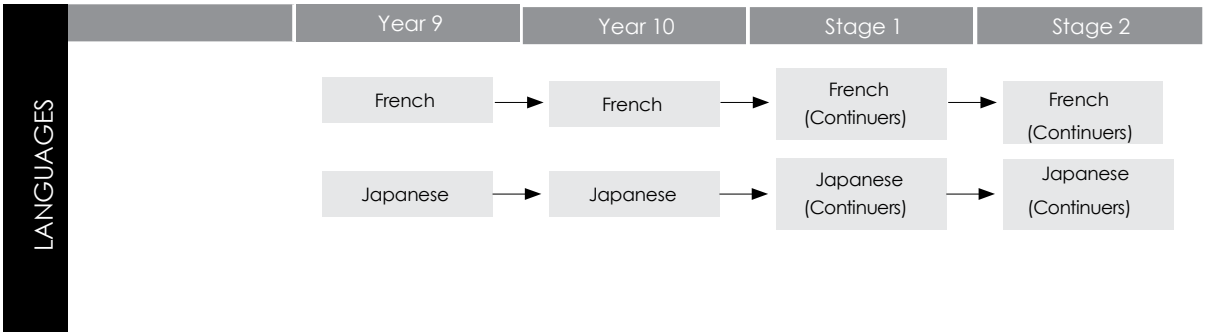
Additional benefits of participating in a student exchange include greater self-confidence and a better awareness of the world we share. Improved communication skills and personal growth give students a competitive edge in pursuing educational and career goals, and better prepare them to contribute as a global citizen. The fun, friendship and rewarding educational benefits of being involved in an international exchange can make it an unforgettable experience.

Throughout the year Brighton Secondary School language learning area will receive information about a variety of exchanges. These vary in length, cost and experience. Whilst these will be advertised, it is important that students interested in undertaking an exchange make their intention known to their teacher.

ADDITIONAL OPPORTUNITIES

Language students have the option of studying extra languages including Chinese background speakers and other background languages through the School of Languages.

LANGUAGES *(continued)*



OVERSEAS TRIPS

Students in years 10-11 will have the opportunity to participate in overseas excursions to Japan and New Caledonia.

Back to Contents

FRENCH

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND Year 9 French

CONTENT

Communicative topics include: Talking about past holidays, making a phone appointment, household chores, self (origins, hobbies, family), giving advice on healthy lifestyle, illness and injury, detailed descriptions (house).

Cultural topics include: Housing and lifestyle, French art and poetry linked to the Vichy regime (WWII), French music, French food habits.

ASSESSMENT

The areas of intercultural literacy, listening, speaking, reading and writing are assessed in formal assessment tasks and informally in class. There is an emphasis placed on interactive communication skills and the development of more sophisticated writing skills. Assessment weightings may vary according to class circumstances.

JAPANESE

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND Year 9 Japanese

CONTENT

Topics include:

- My personal history
- My language learning experience
- school and study
- shopping
- fast food and healthy food
- country and city life
- school trip
- part-time jobs and careers
- Kanji

Students will also learn the Kanji Vocabulary and grammar related to these topics

ASSESSMENT

The areas of listening, speaking, reading, writing and script are assessed in formal assessment tasks and informally in class. Equal emphasis is placed on all areas. Assessment weightings may vary according to class circumstances.

Back to Contents

FRENCH CONTINUERS

LEVEL Stage 1
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Year 10 French

CONTENT
Students have to meet objectives in the three strands. All three will be dealt with in the following topics:

- My life
- Leading a healthy life
- Technology
- Life after school
- Regions of France

ASSESSMENT
Assessment will include interactive tasks, written tasks, text analysis tasks and an investigative task in each semester. Assessment weightings vary between 15% and 50%.

JAPANESE CONTINUERS

LEVEL Stage 1
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Year 10 Japanese

CONTENT
Students have to meet objectives in the three strands. All three strands will be addressed in the following topics:

- Holidays and Leisure
- Family
- School Life
- Study, Hobbies and Leisure
- Travel to Japan
- Technology

ASSESSMENT
Assessment will include writing, interactive text analysis tasks and an investigative task each semester. Assessment weightings vary according to class circumstances.

FRENCH

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Stage 1 French

CONTENT
Students have to meet objectives in the three strands: All three will be dealt within the focus topics:

- My life/my studies
- 2Environment issues
- Holidays/travel
- Cultural celebrations
- Youth issues
- In-depth study of a cultural aspect of choice

ASSESSMENT
School-based assessment 70%
External assessment 30%
CURRICULUM CHARGES
$40 per year

JAPANESE

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
Stage 1 Japanese

CONTENT
Students have to meet objectives in the three strands. All three will be dealt with in six modules of study:

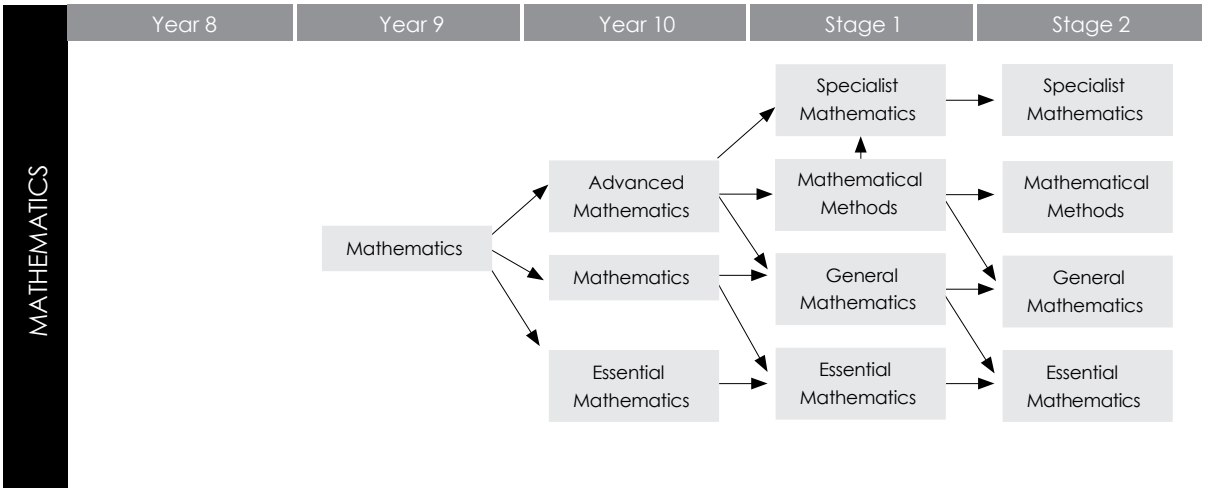
- Modern and traditional
- Japanese culture and tradition
- Japanese cultural influence
- Japanese lifestyle
- Future plans and work
- Modern issues in Japan

ASSESSMENT
School-based assessment 70%
External assessment 30%

Back to Contents

Mathematics

Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.



Back to Contents

YEAR 10 MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Satisfactory completion of year 9 mathematics.

CONTENT

Topics include:

- trigonometry
- equations
- coordinate geometry
- algebra
- statistics
- measurement
- probability

ASSESSMENT

Assessment is based uponthe achievement standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement standards will align withthe relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

ADVANCED MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Open to all students. It is recommended that students achieving an A or strong B in year 9 select this course for the full year.

CONTENT

Topics for this course are the same as mathematics with Advanced Mathematics focusing more deeply on 10 advanced content.

Topics include:

- trigonometry
- equations
- coordinate geometry
- algebra
- statistics
- measurement
- probability

ASSESSMENT

Assessment is based upon the achievement standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement standards will align with the relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

ESSENTIAL MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Students recommended for this course have been identified as students on modified programs and disengaged from mathematics in year 8-9. This course is not available for selection in course counselling. Students will be invited to join the course in late term 3 for the following year.

CONTENT

Topics include:

- arithmetic skills
- personal budgets
- statistics
- measurement
- algebra skills

ASSESSMENT

Assessment is based upon the achievement standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement standards will align with the relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

Back to Contents

GENERAL MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND An A or B from year 10 Mathematics. To study General Mathematics at Stage 2, students must complete two semesters of Stage 1 General Mathematics.

CONTENT

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision-making, and discrete growth and decay. It enables students to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation; and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

Stage 1 General Mathematics consists of the following list of six topics:

Topic 1: Investing and borrowing
Topic 2: Measurement
Topic 3: Statistical Investigation Topic 4: Applications of trigonometry Topic 5: Linear functions and their graphs
Topic 6: Matrices and networks.

ASSESSMENT

The assessment will comprise of skills and applications tasks and mathematical investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

ESSENTIAL MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND

Open to all students. To study Essential Mathematics at Stage 2, students must complete two semesters of Essential Mathematics at Stage 1.

CONTENT

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Stage 1 Essential Mathematics consists of the following list of six topics:

Topic 1: Calculations, time, and ratio
Topic 2: Earning and spending Topic 3: Geometry
Topic 4: Data in context
Topic 5: Measurement
Topic 6: Investing

ASSESSMENT

The assessment will comprise of skills and applications tasks and folio.

Back to Contents

MATHEMATICAL METHODS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND An A or B grade from year 10 Advanced Mathematics. To study Stage 2 Mathematical Methods, students must study two semesters of Mathematical Methods at Stage 1.

CONTENT

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability to describe and analyse phenomena involving uncertainty and variation.

Stage 1 Mathematical Methods consists of the following list of six topics:

Topic 1: Functions and graphs Topic 2: Trigonometry

Topic 3: Counting and statistics Topic 4: Polynomials

Topic 5: Growth and decay

Topic 6: Introduction to differential calculus

ASSESSMENT

The assessment will comprise of skills and applications tasks and mathematical investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

SPECIALIST MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND An A or B grade from year 10 Advanced Mathematics. Students must also be enrolled in Stage 1 Mathematical Methods. To study Stage 2 Mathematical Specialist, a student must be enrolled in Stage 2 Mathematical Methods.

To study Stage 2 Specialist Mathematics, a student must have successfully completed two semesters of Mathematical Methods and two semesters of Specialist Mathematics at Stage 1.

CONTENT

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 Specialist Mathematics consists of the following list of six topics:

Topic 1: Arithmetic and geometric sequences and series Topic 2: Geometry

Topic 3: Vectors in the plane

Topic 4: Trigonometry

Topic 5: Matrices

Topic 6: Real and complex numbers.

ASSESSMENT

The assessment will comprise of skills and applications tasks and mathematical investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

Back to Contents

ESSENTIAL MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND A or B grades at Stage 1 Essential or Stage 1 General Mathematics is required.

CONTENT

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Topics include:

Topic 1: Scales, plans and models
Topic 2: Measurement
Topic 3: Business applications Topic 4: Statistics
Topic 5: Investments and loans

ASSESSMENT

School-based assessment

Assessment type 1: Skills and applications tasks 30%Assessment type 2: Folio 40%

External assessment

Assessment type 2: Examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

A revision guide is recommended for this subject.

GENERAL MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND A or B grades at Stage 1 General Mathematics or Stage 1 Mathematical Methods is required.

CONTENT

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Topics include:

Topic 1: Modelling with linear relationships
Topic 2: Modelling with matrices
Topic 3: Statistical models
Topic 4: Financial models
Topic 5: Discrete models

ASSESSMENT

School-based assessment

Assessment type 1: Skills and applications tasks 40%

Assessment type 2: Directed investigations 30%

External assessment

Assessment type 2: examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

A revision guide is recommended for this subject.

Back to Contents

SPECIALIST MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND A or B grades at Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics is required.

Students must be enrolled in Stage 2 Mathematical Methods.

CONTENT

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Topics include:

Topic 1: Mathematical induction Topic 2: Complex numbers

Topic 3: Functions and sketching graphs

Topic 4: Vectors in three dimensions Topic 5: Integration techniques and applications

Topic 6: Rates of change and differential equations

ASSESSMENT

School-based assessment

Assessment type 1: Skills and applications tasks 50%

Assessment type 2: Directed investigation 20%

External Assessment

Assessment type 2: Examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

A revision guide is recommended for this subject.

MATHEMATICAL METHODS

LEVEL Stage 2
LENGTH Full year
CREDITS 20
RECOMMENDED BACKGROUND
A or B grades at Stage 1 Mathematical Methods is required.
CONTENT
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modeling physical processes, students develop a understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.
Mathematical Methods provides the foundation for further study in mathematics, 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.
Topics include:
Topic 1: Further differentiation and applications
Topic 2: Discrete random variables
Topic 3: Integral calculus
Topic 4: Logarithmic functions Topic 5: Continuous random
Variables and the normal distribution
Topic 6: Sampling and confidence intervals

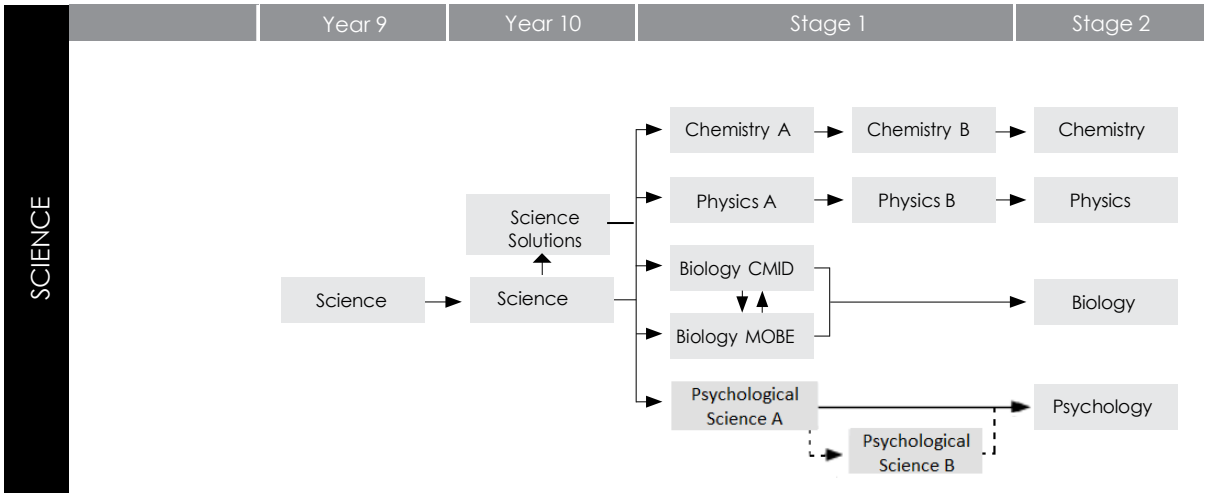
ASSESSMENT
School-based assessment
Assessment type 1: Skills and applications tasks 50%
Assessment type 2: Directed investigation 20%
External assessment
Assessment type 2: Examination 30%

SPECIAL REQUIREMENTS
A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.
A revision guide is recommended for this subject.

Back to Contents

Science

Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained.



Back to Contents

SCIENCE

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Year 9 Science

CONTENT

Psychology

- research methodologies (SIS)
- ethical issues related to research (SHE)

Biological sciences

- diversity and evolution genetics

Chemical sciences

- organising elements
- chemical reactions Earth and space science
- dynamic earth Physical sciences
- objects in motion
- the universe

ASSESSMENT

Assessment aligned to the achievement standards.

SCIENCE SOLUTIONS

LEVEL Year 10

LENGTH 1 Semester

RECOMMENDED BACKGROUND

Year 9 Science

CONTENT

Science Solutions uses the global sustainability goals as a platform to focus on and connect with global issues. Students develop their Science Inquiry Skills (SIS) by diving deeply into a chosen issue and develop a scientifically testable question, they deconstruct the question then design and complete an investigation. Students use the design thinking framework to develop a solution that could contribute to the achievement of one of the sustainability goals. Science solutions prepares students for science subjects in the SACE by developing key SHE and SIS skills while also nurturing their critical and creative thinking capabilities.

ASSESSMENT

Assessment aligned to the achievement standards

BIOLOGY MOBE

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of biology (MOBE) explores biological systems and their interactions, from the perspectives of the diversity of life as it has evolved, multicellular organism hierarchy – including organ systems, biotechnology applications, through to macroscopic ecosystem dynamics. Students explore the dynamic nature of biological science and the complex ways in which it interacts with society to pursue pathways in medicine, nursing, research, veterinary science, marine sciences, agriculture, environmental rehabilitation, conservation, and ecotourism. Topics should include multicellular organisms and biodiversity and ecosystem dynamics.

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

SPECIAL REQUIREMENTS

Students continuing to Stage 2 Biology must successfully complete CMID. Completing MOBE in addition to CMID would be an advantage.

BIOLOGY CMID

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of Biology (CMID) is constructed around inquiry into and application of understandings around the structure and function of living things. This includes change in microscopic cellular structures and processes, and interactions between cells and their environments. Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world, to pursue pathways in medicine, nursing, research, veterinary science, food sciences, biotechnology, biosecurity and quarantine measures.

Topics studied include:

- cells and microorganisms
- infectious diseases

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

SPECIAL REQUIREMENTS Students continuing to Stage 2 Biology must successfully complete CMID. Completing MOBE in addition to CMID would be an advantage.

Back to Contents

CHEMISTRY A

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

In their study of chemistry, students develop and extend their understanding of the nature of matter and how the physical world is chemically constructed. They explore the interaction between human activities and the environment, and the use that human beings make of the planet's resources including exploring options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Topics studied include:

- materials and their atoms
- combinations of atoms
- molecules

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

CURRICULUM CHARGES

Workbook $59

CHEMISTRY B

LEVEL Stage 1

LENGTH Semester

CREDITS 10

ESSENTIAL BACKGROUND

C grade or better in Chemistry A Semester 1.
Semester 1 must be successfully completed to attempt Semester 2.

CONTENT

Chemistry B builds on the content covered in Chemistry A, with students integrating and applying a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Topics studied include:

- mixtures and solutions
- acids and bases
- redox reactions

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

PHYSICS A

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and their interactions. Students gather data and analyse the basic laws of the physical world. Physics seek to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The study of physics leads to pathways, such as engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Topics covered in Physics A include:

- the physics of motion – velocity, speed, acceleration
- what causes motion – forces, Newton's laws
- electricity
- heat

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

CURRICULUM CHARGES

Workbook $59

PHYSICS B

LEVEL Stage 1

LENGTH Semester

CREDITS 10

ESSENTIAL BACKGROUND

C grade or better in Physics A in Semester 1.

Semester 1 must be successfully completed to attempt Semester 2.

CONTENT

Physics B builds on the content covered in Physics A. Students increase their understanding of physics' concepts and the impact that physics has on many aspects of contemporary life.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills to understand how new evidence can lead to the refinement of existing models and theories, and the development of different, more complex ideas, technologies, and innovations.

Topics covered in Physics B include:

- momentum
- energy - the laws of conservation, kinetic energy, potential energy, wave energy
- waves, the properties of waves including sound and light
- nuclear models and radioactivity

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the learning and assessment plan.

Back to Contents

PSYCHOLOGICAL SCIENCE A

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
C grade or better and a recommendation from the year 10 science teacher. Good literacy skills are essential.

CONTENT
Psychological Science A aims to describe and explain both the universality of human experience, individual development and diversity. It does this through the systematic study of human development including the neurophysiology and processes that underlie it, and the factors that influence it.
Psychology A builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data and an in-depth analysis of the ethical considerations.
The study of psychology leads to pathways such as clinical or community psychology, counselling, child-care worker, forensic psychology and educational and developmental psychology.
Topics covered in Psychology A include:
- Research in Psychology
- Lifespan Development
- Emotions

ASSESSMENT
Students will undertake 4 assessment tasks including:
- 1 psychological investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- 2 skills and applications tasks.

Details of the assessment tasks will be outlined in the learning and assessment plan.
SPECIAL REQUIREMENTS
Students wishing to continue on the Stage 2 Psychology will be required to complete Psychological Science A as minimum and Psychological Science B is recommended.

PSYCHOLOGICAL SCIENCE B

LEVEL Stage 1
LENGTH Semester
CREDITS 10
RECOMMENDED BACKGROUND
C grade or better and a recommendation from the year 10 science teacher. Good literacy skills are essential.

CONTENT
Psychological Science B builds on the content covered in Psychological Science A. Students will investigate the role and function of the nervous system, understanding what influences our psychological wellbeing, and gaining some insight into the world of forensic psychology. Through the study of Psychology B students come to better understand themselves, how we think, process, and understand information and their social worlds. Students will collect, analyse and complete an investigation while applying ethical considerations.
Topics covered in Psychological Science B include:
- Neuropsychology
- Psychological Wellbeing
- Forensic Psychology

ASSESSMENT

Students will undertake 4 assessment tasks including:
- 1 psychological investigation
- 1 investigation with a focus on science as a human endeavour (SHE)
- 2 skills and applications tasks.

Details of the assessment tasks will be outlined in the learning and assessment plan.
SPECIAL REQUIREMENTS
Students wishing to continue on the Stage 2 Psychology will be required to complete Psychology A as minimum and Psychology B is recommended.

BIOLOGY

LEVEL Stage 2
LENGTH Full year
CREDITS 20
ESSENTIAL BACKGROUND
Stage 2 Biology builds on the skills and knowledge acquired in Stage 1 Biology. B grade or higher in Stage 1 Biology CMID.

CONTENT
Biology develops an understanding of the diversity of life as it has evolved, by exploring the structure and function of living things, how they interact with their environment and between their own and other species. Students investigate biological systems from the perspectives of structure and function, exchange of materials, energy, homeostatic control, through to ecosystem dynamics.

Students inquire into and explain biological phenomena and draw evidence-based conclusions from investigations into biology-related issues, developments, and innovations.

Topics covered in biology include:
- DNA and proteins
- cells as the basis of life
- homeostasis
- evolution

ASSESSMENT
Students provide evidence of their learning through 8 assessments, including:
Investigation folio (30%)
- at least 2 practical investigations
- 1 Science as a human endeavour investigation

Skills and applications tasks (40%)
- at least 3 tasks, which may include tests

External end-of-year exam (30%)
SPECIAL REQUIREMENTS
B grade or better in Stage 1 Biology CMID. Completing MOBE in addition to CMID would be an advantage.
CURRICULUM CHARGES
Study Guide $29
Workbook $59

CHEMISTRY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

ESSENTIAL BACKGROUND

Stage 2 Chemistry builds upon the concepts and knowledge studied in Stage 1 Chemistry. B grade or higher in Stage 1 Chemistry A and B.

CONTENT

Chemistry explores the importance of chemical processes in the construction of the physical world with an emphasis on human use of the planet's resources and their impacts, including the burning of fossil fuels. Students investigate analytical chemistry and the effect of factors upon reaction rates, examine organic compounds and their importance in Biology, and explore how humans best manage resources for a sustainable future. Students develop skills that enable them to be questioning, reflective, and critical thinkers.

Topics covered in chemistry include:

- monitoring and the environment
- managing chemical processes
- organic and biological chemistry
- managing resources

ASSESSMENT

Students provide evidence of their learning through 8 assessments, including:

Investigation folio (30%)

- at least 2 practical investigations
- 1 Science as a human endeavour investigation

Skills and applications tasks (40%) at least 3 tasks, which may include tests

External end-of-year exam (30%)

CURRICULUM CHARGES

SASTA Study Guide $29

Workbook $59

PHYSICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

ESSENTIAL BACKGROUND

Stage 2 Physics builds upon the concepts and knowledge studied in Stage 1 Physics. B grade or higher in Stage 1 Physics A and B. Strong numeracy skills are essential. Recommended to undertake Mathematical Methods concurrently.

CONTENT

In physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future challenges. Students investigate the motion of objects and particles through the lens of Newtonian physics, explore the theory of special relativity and how it links to energy and matter at high speeds, discover the interaction of light and matter, and the properties of electric and magnetic fields including their importance to the modern world. The study of physics leads to insights and production of innovative solutions to complex problems in local, national, and global contexts.

Topics covered in physics include:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT

Students provide evidence of their learning through 8 assessments, including:

Investigation folio (30%)

t least 2 practical investigations

- 1 Science as a human endeavour investigation

Skills and applications tasks (40%)

- at least 3 tasks, which may include tests

External end-of-year exam (30%)

CURRICULUM CHARGES

SASTA Study Guide $29

Workbook $59

PSYCHOLOGY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

ESSENTIAL BACKGROUND

This course builds on the skills and knowledge acquired in Stage 1 Psychology. Strong literacy skills would be an advantage. C grade or better in Stage 1 Psychology A or B.

CONTENT

Psychology explores the connections between humanities and life sciences with an emphasis on psychology as a scientific enterprise. Students gather evidence as a result of planned investigations following the principles of the scientific method and apply a range of skills to better understand thoughts, feelings and behaviour at a scientific level.

Students will investigate the process involved in the social world by focusing on person perception and attitudes. They will discovery theories for how we learn, and also for how we define and measure our personality.

Students will investigate how sleep and stress impact the body, and how we can learn to lead more mentally healthy lives with a focus on wellbeing.

Topics include:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

ASSESSMENT

Students provide evidence of their learning through 6-8 assessments, including:

Investigation folio (30%)

- at least 1 psychological investigation
- One investigation with a focus on Science as a Human Endeavour (SHE)

Skills and applications tasks (40%)

- at least 3 tasks, which may include tests, assignments and multimedia products.

External End of Year Exam (30%)

CURRICULUM CHARGES

SASTA Study Guide $29

Back to Contents

GLOSSARY

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ASBA	Australian School-based Apprenticeship
ATAR	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.
Australian Curriculum	The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority.
CAR	Course Admission Requirements used for TAFE entry purposes.
Counting Restrictions	Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area.
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE.
Credit	Ten credits are equivalent to one semester or six months study in a particular subject or
DfE	course. Department for Education
Flexible Option	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.
IPP	Industry Pathways Program
ISEC	Intensive Secondary English Course
PLP	The Personal Learning Plan – a compulsory Stage 1 subject studied in year 10.
Precluded Combination	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content.
Prerequisite	A formal requirement that is needed before proceeding to further study.
Recognised Studies	Studies such as higher education studies or Vocational Education and Training (VET) awards approved by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.
Research Project	A compulsory Stage 2 subject.
RTO	Registered Training Organisation
SACE	The South Australian Certificate of Education
SACE BOARD	South Australian Certificate of Education Board
SATAC	South Australian Tertiary Admissions Centre
Semester	50 to 60 hours of programmed lesson time – subjects of one unit are a semester in length.
Stage 1	The first of two levels of the SACE – this will usually be a student's 11th year of schooling.
Stage 2	The second of two levels of the SACE – this will usually be a student's 12th year of
STAT	schooling. Special Tertiary Admissions Test
TAFE	Technical and Further Education
TGSS	Training Guarantee for SACE Students
TAS	Tertiary Admission Subject – a SACE Stage 2 subject which has been approved by TAFE SA and the universities for tertiary admission.
Unit	Half a year (50 to 60 hours of programmed time) of full-time study.
VET	Vocational Education and Training
Youth Allowance	Youth Allowance is a means tested payment made to full time students aged between 16 and 24.

SOME RELEVANT PUBLICATIONS AND WEBSITES

The following publications are made available to students at various times to help in the course counselling process. Information can also be found on the web sites listed.

DEPARTMENT FOR EDUCATION **www.education.sa.gov.au/**

FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS **www.flinders.edu.au**

UNIVERSITY OF ADELAIDE UNDERGRADUATE PROSPECTUS **www.adelaide.edu.au**

UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS **www.unisa.edu.au**

TAFE SUBJECT GUIDE **www.tafesa.edu.au**

SACE Board **www.sace.sa.edu.au**

SATAC GUIDE **www.satac.edu.au**

YOUTH ALLOWANCE **www.youthallowance.centrelink.gov.au**

APPRENTICESHIPS/TRAINEESHIPS **www.aapathways.com.au**

CAREER GUIDANCE RESOURCES

Job Outlook

www.joboutlook.gov.au

Visit Outlook to learn about daily tasks, skills needs, pathways and prospects for careers you can aim for now and in the future.

The Good Careers Guide

www.goodcareersguide.com.au

Provides information on over 600 occupations and describes the education or training needed for those occupations.

www.gooduniversitiesguide.com.au

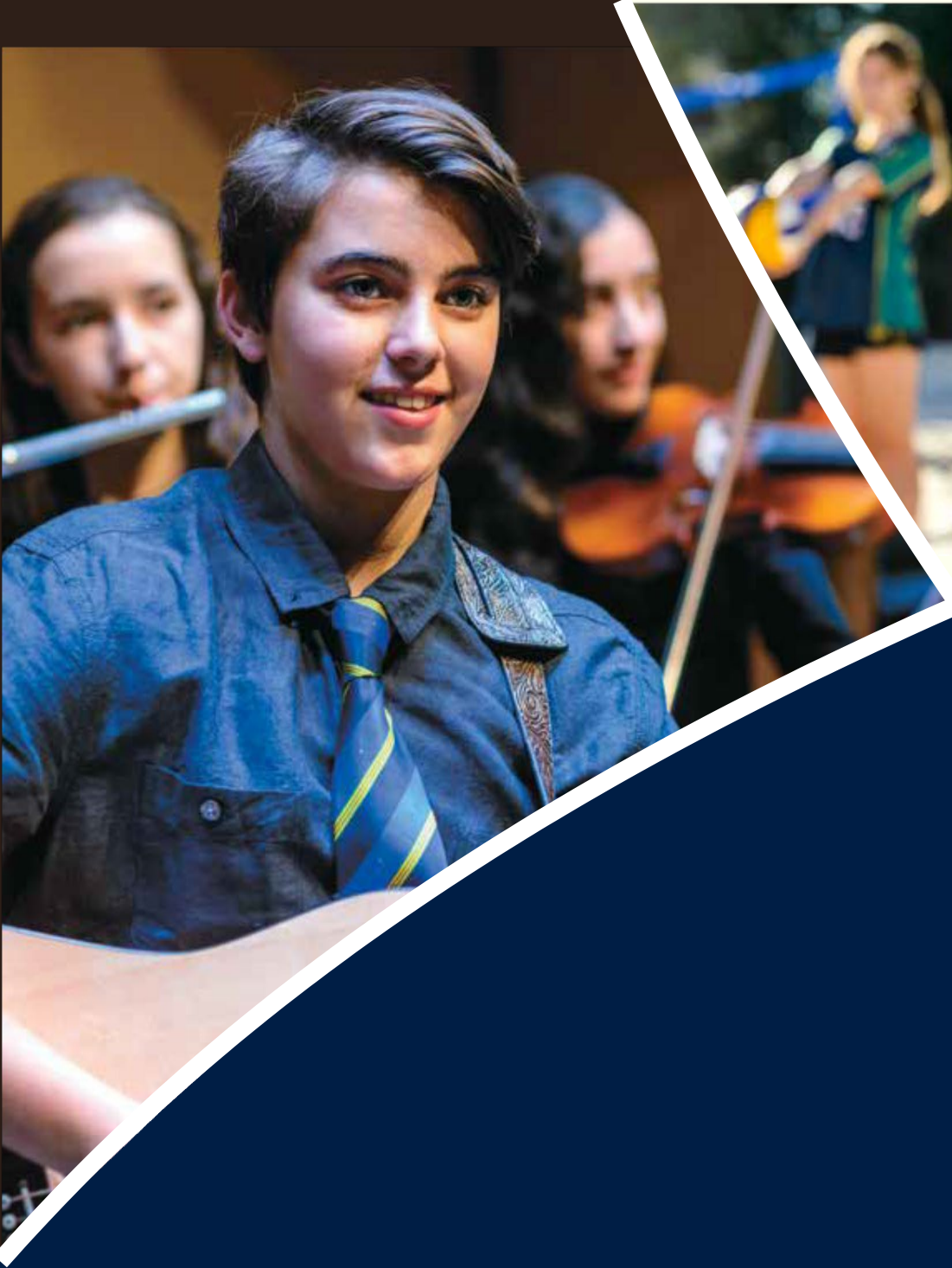
Provides information to help find courses at Australia's top universities, TAFE's and training colleges.

SACE Board

www.sace.sa.edu.au

The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.

Back to Contents



BRIGHTON SECONDARY SCHOOL **CURRICULUM GUIDE 2023**

305 Brighton Road, North Brighton SA
5048 P:+61 8 8375 8200

brightonss.sa.edu.au

Government of South Australia
Department for Education

Department for Education
T/A South Australian Government
Schools CRICOS Provider Number:
00018A