



SACE Curriculum Guide

A thriving, inclusive community



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South Australia Certificate of Education (SACE)

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

There are 2 stages of the SACE:

- Stage 1, which usually begins in year 10 with the Exploring Identities and Futures (EIF) and continues through year 11.
- At Riverbanks College EIF is delivered as a compulsory stand-alone subject in year 10.
- Stage 2, is usually undertaken in year 12. At Riverbanks College Activating Identities and Futures (AIF) is delivered in year 11 as a stand-alone subject.

Each subject or course that is successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each stage 1 subject and A+ to E- for Stage 2 subjects.

To qualify for the SACE students must:

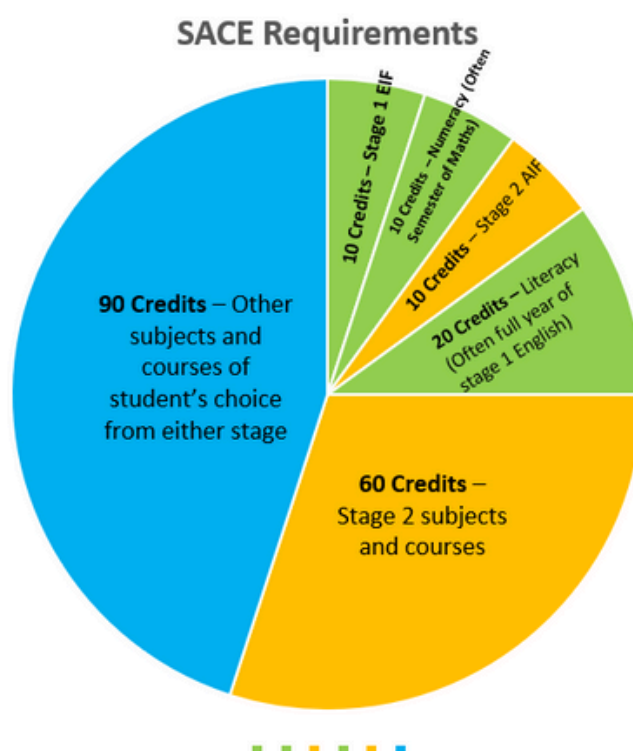
- Complete a minimum of 200 credits
- Achieve a C grade or better in the Stage 1 compulsory requirements
- Achieve a C- grade or better in the Stage 2 compulsory requirements

The compulsory requirements are:

- EIF 10 credits at Stage 1
- Literacy at least 20 credits from a range of English subjects (Stage 1 or Stage 2) Numeracy at least 10 credits from a range of Mathematics subjects (Stage 1 or Stage 2)
- AIF 10 credits at Stage 2
- Other Stage 2 subjects at least 60 credits from a range of Stage 2 subjects.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or board-recognised courses of a student's choice (such as Vocational Education and Training or community learning).

For more information visit: www.sace.sa.edu.au



Vocational Education and Training (VET)

VET is nationally accredited training that gives students skills and knowledge for work. VET courses enable students to:

- personalise their learning pathway
- gain specific competencies in an industry area
- work towards gaining accredited certification
- work towards achieving their SACE whilst undertaking learning in a vocational environment.

Year 10 students receive information about available VET courses through the course counselling process. Students need to complete an expression of interest by using the link which will be sent to them via Daymap message. It is extremely important that dates set for expression of interest and applications are adhered to.

All students are required to submit evidence of industry engagement in the field of their chosen course. This will either be through Immersion days in term 2 or work experience. All students are required to also undertake a literacy and numeracy assessment which will be run by the Training Organisation prior to enrolment.

Northern Adelaide State Secondary Schools' Alliance (NASSSA) Vocational Opportunities

Riverbanks College is part of the NASSSA partnership, comprising of schools from the northern suburbs, to provide a wide range of VET pathways for students (<http://nasssa.com.au/students/vet>).

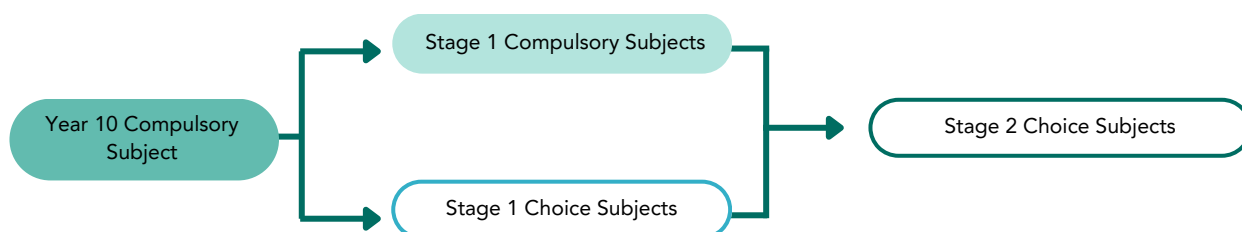
Students from Riverbanks College can enrol in a VET course offered through another NASSSA school. Students are enrolled at Riverbanks College but attend a host school or Registered Training Organisation (RTO) to complete a VET course of their choice.

Stage 1 Pathways

Our curriculum allow students the chance to shape their pathways by allowing them to focus on areas of interest as they start to explore their future interests and engage with senior school and SACE. The curriculum provides a wide range of stimulating courses that allow students to have a deep learning experience preparing them well for future studies.

The Stage 1 curriculum will consist of a **full year of English and Mathematics and a semester of Activating Identities and Futures (AIF)**. Students will choose seven semester subjects.

Key



Arts

Music Experience

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Students will attend weekly instrumental lessons provided free of charge to develop their instrumental skills and rehearse within a contemporary band. Students will need access to an instrument as regular practise at home is required for success at this level. They will also complete develop their understanding of music theory, arranging composition using a DAW and solo performance.

Subjects Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: Undertake instrumental lessons

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Creative Works (including ensemble performance, solo performance and a composition or arrangement)
- Assessment Type 2: Musical Literacy (including an analysis and reflection)

Future Direction:

Stage 2 Music Performance – Ensemble (10 credits)

Stage 2 Music Performance – Solo (10 credits)

Stage 2 Music Explorations - (20 credits)

Visual Arts - Art

Student's research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical (digital or rendered) and Practitioner's Statement
- Assessment Type 3: Visual Study into Chosen Designer/Genre

Future Direction:

Stage 2 Visual Arts.

Visual Arts - Design

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical (digital or rendered) and Practitioner's Statement
- Assessment Type 3: Visual Study into Chosen Designer/Genre

Future Direction:

Stage 2 Visual Art Design.

Creative Arts (Media Arts)

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations.

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Creative Arts Product
- Assessment Type 2: Folio (4x chosen techniques related to media)

Future Direction:

Stage 2 Creative Arts.

Drama

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence.

The focus is on the theatre company. Students take on various roles from actor, director, sound, lighting, costume, set designer to devise develop and present performance for an audience. The key learning is on coming together as a group and working towards a creative and cohesive performance. Understanding and responding sees the class visit multiple live performances during Adelaide's various festivals and discuss the performance through a multi-modal presentation using images, music, writing and recorded performance. Drama and technology explore how today's technology can be used to create ever more relevant theatre for today.

Stage 1 Drama consists of three areas of dramatic study:

- Company and performance
- Understanding and responding to drama
- Drama and technology

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to drama
- Assessment Type 3: Creative Synthesis

Future Direction:

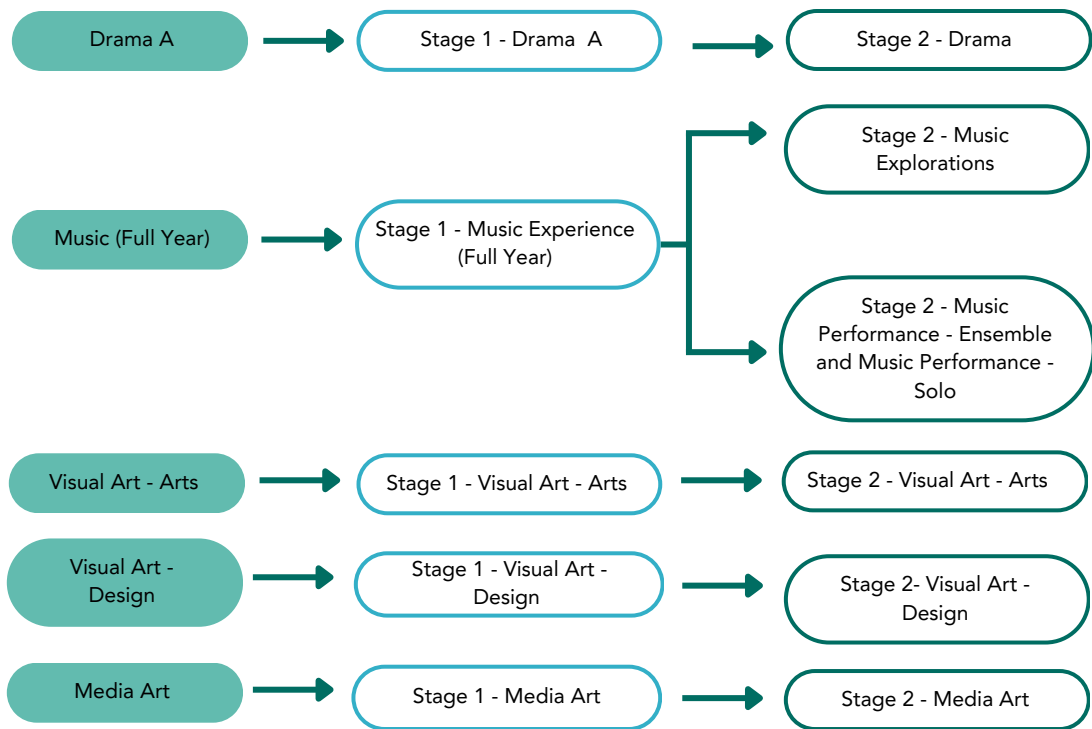
Stage 2 Drama.

Year 10

Year 11

Year 12

Arts



Cross-Disciplinary Studies

Activating Identities and Futures (AIF)

Activating Identities and Futures (AIF) is a compulsory subject of the SACE which students undertake in Stage 1. Students must achieve a C grade or better to achieve their SACE credits and go on to achieve their SACE. AIF builds on the skills, knowledge and capabilities developed in Exploring Identities and Futures, completed in year 10.

AIF requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking, and make informed decisions to enhance their learning.

Each student will have a different learning journey that they tailor to their Learning Goal. Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning. Both the Learning Goal and the Output of Learning need to have purpose and value for the student, others, and/or the broader community. Students will develop greater awareness and understanding of their own thought processes, decision-making, and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors, and teachers as coagents, and are critical in the development of metacognition and self-regulation.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Successful Completion of EIF

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Portfolio – 35%
- Assessment Type 2: Progress Checks – 35%
- Assessment Type 3: External Assessment: Appraisal – 30%

Workplace Practices

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

Students will also develop their understanding and experience of vocational learning. This is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Students undertaking Vocational Education and Training (VET) can use their course to contribute towards Workplace Practices.

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

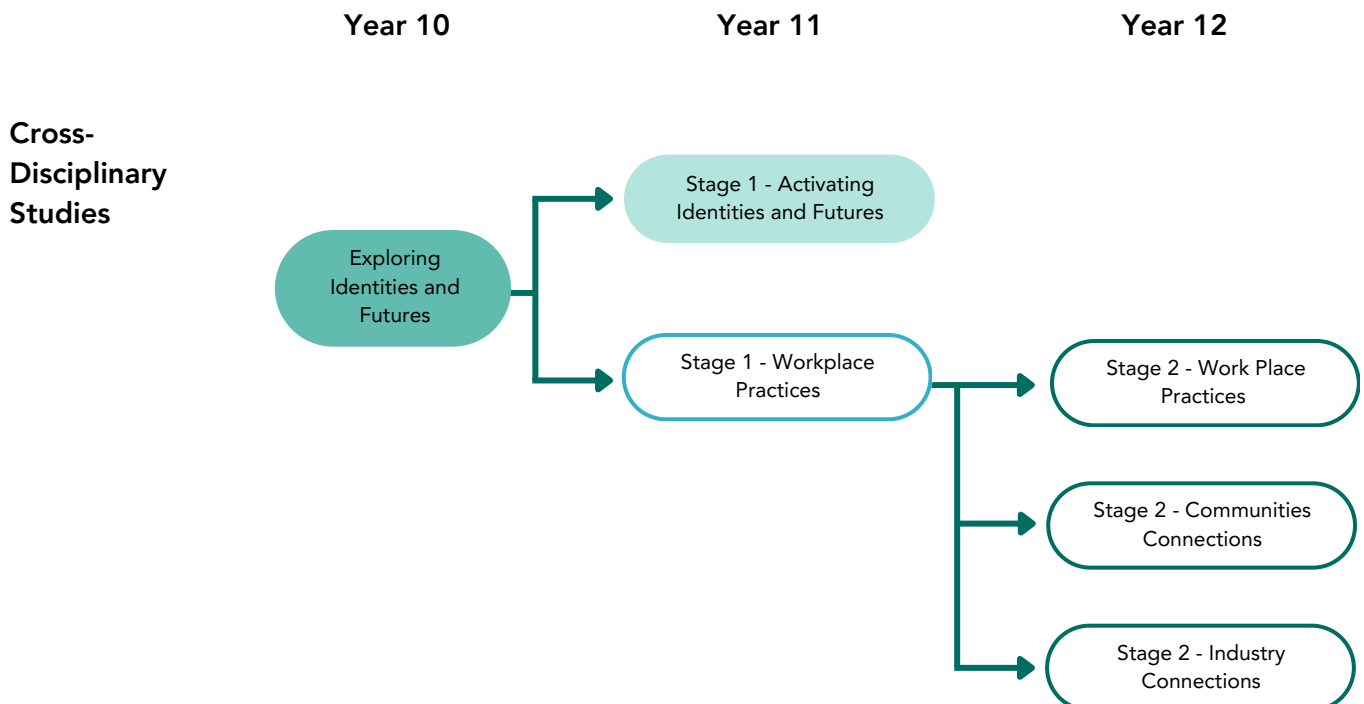
Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Folio – 50%
- Assessment Type 2: Performance – 20%
- Assessment Type 3: Reflection – 30%

Future Direction:

Stage 2 Workplace Practices, Industry Connections and Community Connections.



English

Vocational English

This subject is designed to further develop students' literacy with an emphasis on communication, comprehension and text creation, with a focus on the workplace context. In this subject, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts and will understand and interpret information and ideas in texts and consider ways in which language choices are used to influence opinions and decisions.

Students will select and analyse purpose, target audiences, structure, conventions and language features. Students develop understanding of ideas and perspectives in workplace texts and demonstrate their understanding through written and/or multimodal responses. Students will explain their design choices and use appropriate textual conventions when writing.

General English

This English subject is designed for students who want to focus on developing their knowledge, understanding and skills in reading and writing. They study texts to support and extend them as independent learners. In General English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Subject Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Responding to Texts – 70%
- Assessment Type 2: Creating Texts – 30%

Future Direction:

Stage 2 Essential English.

Subject Credits: 2 Semesters

SACE Credits: 20 credits

Prerequisites: C grade or better in either General English or Literary Studies at Year 10, or at the discretion of the Curriculum Leader.

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Responding to Texts – 40%
- Assessment Type 2: Creating Texts – 30%
- Assessment Type 3: Intertextual Study – 30%

Future Direction:

Stage 2 English and Essential English.

Literary Studies

This advanced level English subject is designed for students who are passionate and enthusiastic about English and literature and who may wish to pursue English through to Year 12 and/or at a tertiary level.

In Literary Studies students will develop the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Subjects Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: Students must have achieved a C grade or higher in Year 10 English. Teacher recommendation required.

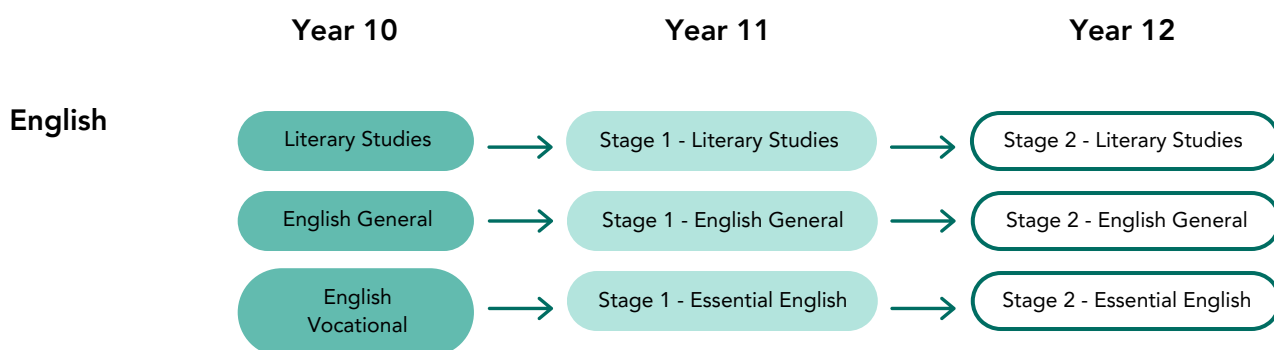
Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Responding to Texts – 40%
- Assessment Type 2: Creating Texts – 30%
- Assessment Type 3: Intertextual Study – 30%

Future Direction:

Stage 2 English, Essential English and English Literary Studies.



Humanities and Social Sciences (HASS)

Aboriginal Studies

In Aboriginal Studies, students will develop and extend respectful ways of thinking, communicating, and understanding Aboriginal history, art, literature, and politics. They will learn from Aboriginal perspectives, acknowledging narratives and accomplishments to reflect on the impact of past events on the present. Students analyse historical and modern experiences of significance, examining the intergenerational influence and impact of government policies, and the experiences of ongoing resistance and survival, including initiatives developed in response to historical events and government policies.

Students develop their understanding of the diversity of Aboriginal peoples' identities and experiences, including cultural, political, and linguistic diversity. They acknowledge and extend their understanding of the historical, social, and political importance of Aboriginal cultural expressions, learning from cultural music, painting, performance, literature, and oral traditions.

Business Innovation

In Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Initially, students may be guided through structured processes to 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. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Learning Journey – 70%
- Assessment Type 2: Creative Presentation – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Business Skills – 70%
- Assessment Type 2: Business Pitch – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

Modern History

In Modern History, students explore changes within the world since 1750, looking into and exploring significant developments and movements. They investigate the ideas that inspired them, to understand their short-term and long-term consequences on societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people and groups have, and continue to challenge political and social structures, as well as economic functions, to communicate changes in societies.

Students delve into various topics, such as imperialism, revolution, and both colonisation and decolonisation, to understand the impact relevant historical events have had in shaping political, economic, social, and cultural functions. They acknowledge and identify significant changes in the rights of individuals within societies and the challenges and responses these have created.

Politics, Power and People

Politics, Power and People is the study of how power is distributed and exercised in all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on individuals, schools, families, workplaces, communities, governments, law, media, and institutions in the commercial world.

Through inquiry and reflection, students challenge their existing political understanding and move from 'right or wrong' thinking towards appreciating nuances that are 'grey'. They explore abstract ideas, then put this learning into action as they move to understand the various themes and concepts related to politics, power, and people at local, state, national, and international levels. Students develop a broad understanding of political events and their effects through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives.

Subjects Length: 1 Semester (two independent courses are offered and can be selected for one or both semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Historical Skills – 70%
- Assessment Type 2: Historical Study – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Folio – 50%
- Assessment Type 2: Sources Analysis – 20%
- Assessment Type 3: Investigation – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

Society and Culture

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and consider the consequences of a range of possible social actions. Students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in modern societies.

Students will develop their understanding of the significance of factors such as gender, ethnicity, racism, and class within societies, and identify how power structures affect the lives and identities of individuals and groups. Students develop the skills to critically analyse a range of viewpoints and perspectives about peoples, societies, and issues. They understand diversity throughout various societies, extending their awareness of the connections between societies and cultures.

Tourism

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.

Subjects Length: 1 Semester (two independent courses are offered and can be selected for one or both semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Sources Analysis – 50%
- Assessment Type 2: Group Activity – 20%
- Assessment Type 3: Investigation – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

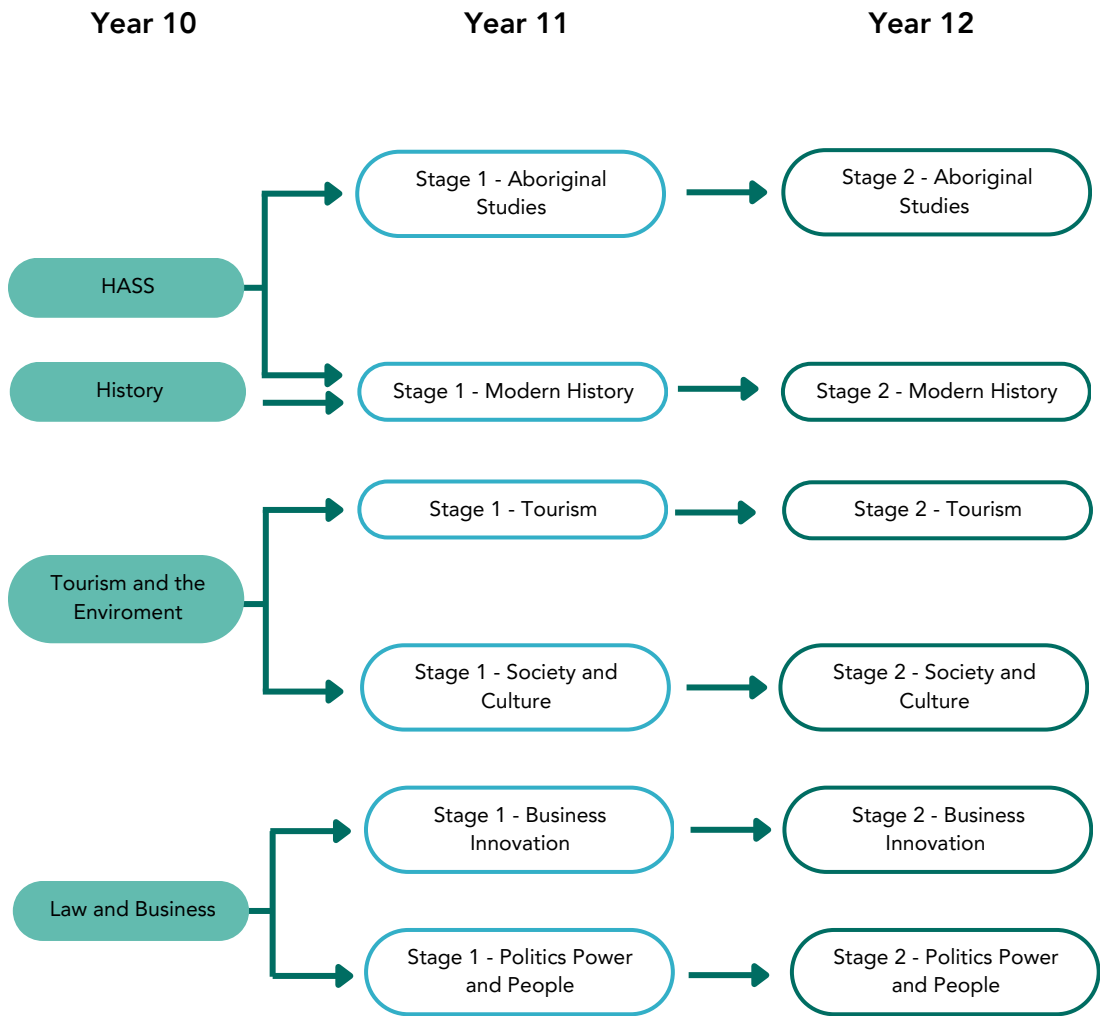
Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Case Study – 20%
- Assessment Type 2: Sources Analysis – 20%
- Assessment Type 3: Practical Activity – 30%
- Assessment Type 4: Investigation – 30%

Future Direction:

Stage 2 Modern History; Aboriginal Studies; Tourism; Business Innovation; Politics, Power and People; Society and Culture.

HASS



Health and Physical Education

Physical Education

Students interested in developing their interpersonal skills and who enjoy analysing data within the field of sports science should choose this course. Students gain knowledge about how the body responds to exercise (acute and chronic responses to physical activity) and will compare data.

Students gain knowledge about how the body moves via biomechanical analysis, coaching and feedback. Students will participate in basketball, netball volleyball and mortified games and analyse and discuss the interplay of energy systems as well as understanding and applying fitness components to various sports.

Students will also participate in badminton where they will look to collect data and improve their performance. Students will complete fitness testing and design a training program to improve an area of fitness. This will involve understanding and applying training principles and training methods to their programs.

The Stage 1 Physical Education has 2 focus areas.

- Focus area 1: Through movement
- Focus area 2: About movement

Subjects Length: 1 Semester (can select 2 semester)

SACE Credits: 10 credits (per semester)

Prerequisites: C or better in year 10 PE or year 10 Specialist AFL (or at the discretion of the Curriculum Leader)

Assessments:

Students will demonstrate their learning through the following assessment types:

- Improvement Analysis 70%
- Physical Activity Investigation 30%

Future Direction:

Stage 2 Physical Education.

Specialist AFL

This course is aimed towards the more experienced player who wishes to extend their knowledge and skills. The course offers a link to the sports and recreation industry including the attainment of an umpiring certificate through SANFL. Students further develop and learn about administration, umpiring, coaching, training and organisation through their involvement in organising a 9-side Riverbanks Cup AFL competition. Students are assessed on the above and their ability to contribute to overall team performances.

Students are expected to represent the school at a variety of AFL competitions and to mentor younger players in the specialist AFL program. There is also the opportunity to purchase a school AFL guernsey that can be worn during classes and interschool competitions.

The Stage 1 Specialist AFL has 2 focus areas.

- Focus area 1: Application and Development
- Focus area 2: Inquiry and Reflection

Health

Designed to cater for students with an interest in the various factors that impact on the health and wellbeing of individuals and the community, the subject focuses on what health encompasses, including the definition of health and the main aspects influencing personal health.

Students examine the impacts of drugs and alcohol on the health of individuals, as well as government promotions to reduce the risks. They look at current issues around mental and emotional health, with a student led mental health expo targeted at teenagers in our school community.

Students analyse the contributing factors to an active lifestyle and complete a training program to develop a physical component of their own health. Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their community.

Subjects Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: C or better in year 10 PE or year 10 Specialist AFL (or at the discretion of the Curriculum Leader)

Assessments:

Students will demonstrate their learning through the following assessment types:

- Practical Exploration (SANFL umpiring course) 40%
- Connections (Riverbanks Cup) 30%
- Personal Ventures (Coaching Course) 30%

Future Direction:

Stage 2 Specialist AFL.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: C or better in year 10 PE or year 10 Specialist AFL (or at the discretion of the Curriculum Leader)

Assessments:

Students will demonstrate their learning through the following assessment types:

- Issues response 25%
- Group Activity 25%
- Investigation 25%
- Practical Activity 25%

Future Direction:

Stage 2 Health.

Outdoor Education

Stage 1 Outdoor Education at Riverbanks College is a one semester subject and focuses on three interrelated focus areas: environment and conservation, planning and management, and personal and social development. Within Outdoor Education, students will engage in multiple outdoor experiences including bushwalking at Deep Creek Conservation Park and kayaking at (venue to be advised).

During these experiences, students will be given the opportunity to explore nature, plan for and apply risk-management strategies and consider sustainable alternatives to protect the environment. A big focus for this subject is on students' ability to reflect on their experiences and growth and their application of practical outdoor skills including setting up a tent, packing a rucksack, applying first aid and cooking on a Trangia. Outdoor Education is really a subject like no other, and leaves students with memories that will last a lifetime

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: C or better in year 10 Outdoor Education

Course Cost: Camps \$250 (must be paid within 2 weeks of commencing the course, or the student may be withdrawn)

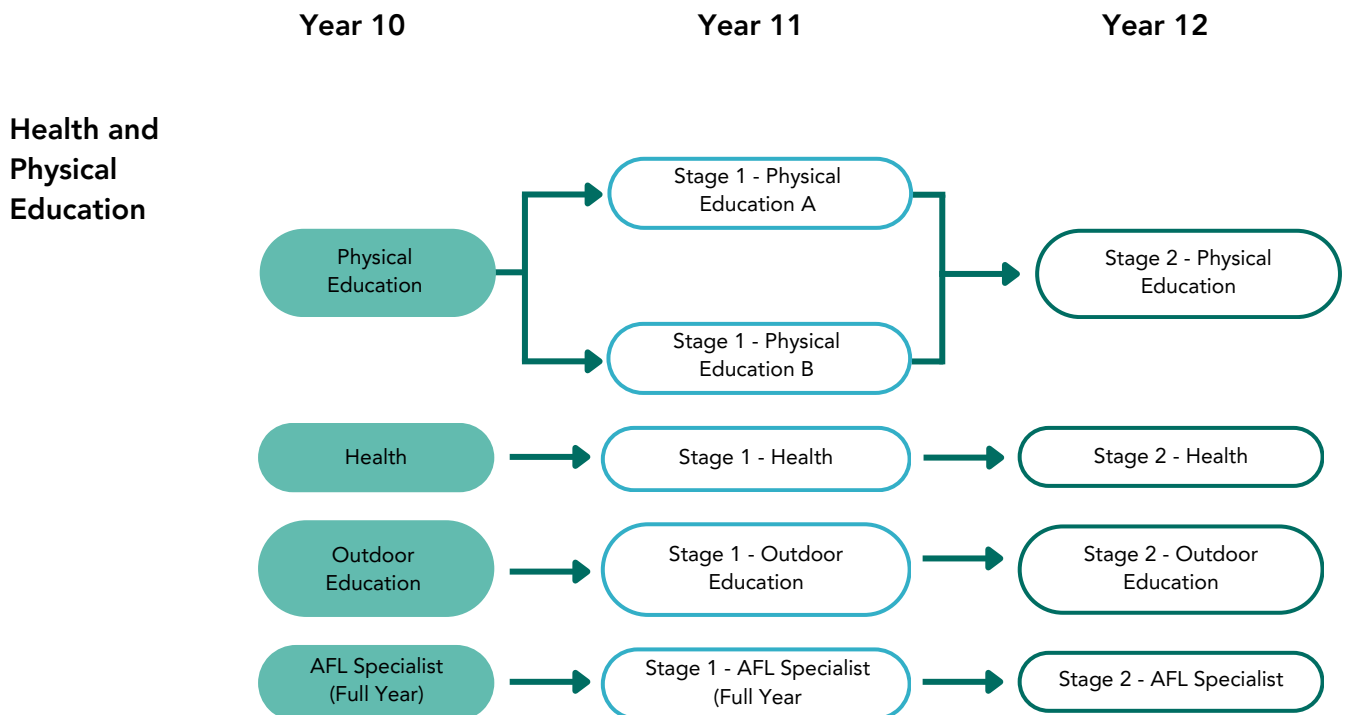
Assessments:

Students will demonstrate their learning through the following assessment types:

- About natural environments 70%
- Experience in natural environments 30%

Future Direction:

Stage 2 Outdoor Education.



Mathematics

Essential Mathematics

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.

Essential Mathematics is made up of the following topics:

- Calculations, Time, And Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

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.

General Mathematics

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 ideas in the topics.

General Mathematics is made up of the following topics:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices And Networks

Subjects Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Essential Mathematics provides the foundation for further study in Stage 2 Essential Mathematics.

Be advised Stage 2 Essential Mathematics has an external exam.

Subjects Length: 2 Semesters

SACE Credits: 20 credits

Prerequisites: C grade minimum of Year 10 General Mathematics is advised, or on recommendation

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 General Mathematics provides the foundation for further study in Stage 2 General Mathematics.

Be advised Stage 2 General Mathematics has an external exam.

Mathematics (Methods)

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models.

By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep 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.

Mathematics (Methods) is made up of the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction To Differential Calculus

Specialist Mathematics

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

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. It includes the study of functions and calculus.

Specialist Mathematics is made up of the following topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers

Subjects Length: 1 Semester or 2 Semesters

SACE Credits: 10 credits or 20 credits

Prerequisites: C grade minimum of Year 10 Pre-Methods Mathematics is advised, or on recommendation

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2

Mathematical Methods and Stage 2 Specialist Mathematics.

Be advised Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics have external exams.

Subjects Length: 1 Semester or 2 Semesters

SACE Credits: 10 credits or 20 credits

Prerequisites: C grade minimum of Year 10 Pre-Methods Mathematics is advised, or on recommendation

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Future Direction:

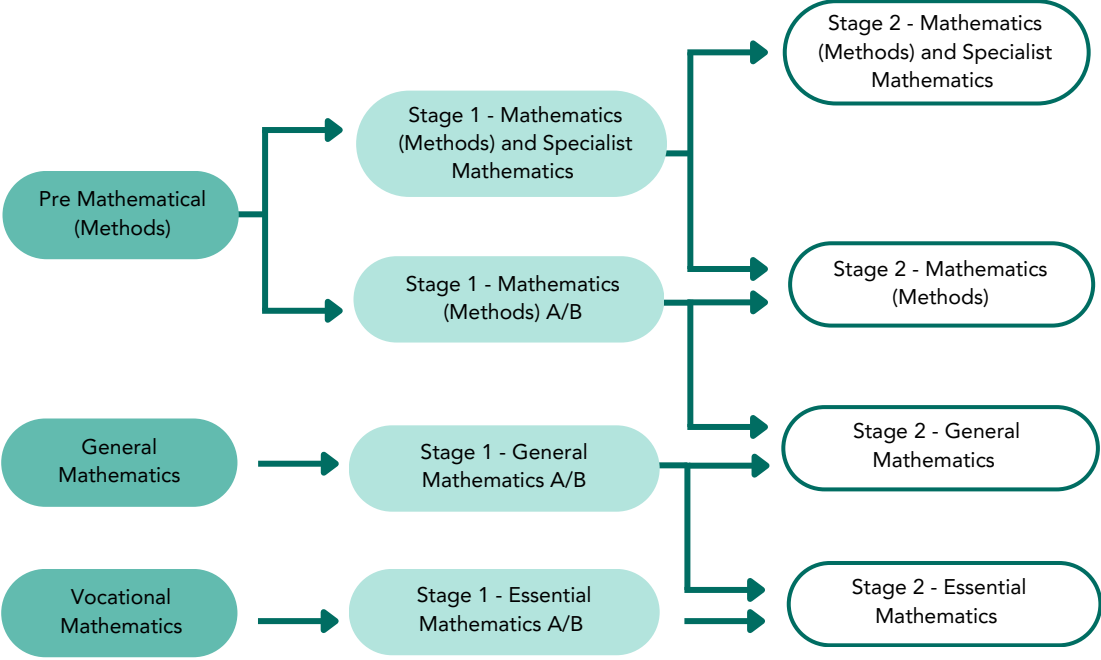
Successful completion of a full year (20 credits) of Stage 1 Specialist Mathematics provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics.

Year 10

Year 11

Year 12

Mathematics



Language

Italian

In Italian students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian-speaking communities and in their own community.

Subjects Length: 2 Semester

SACE Credits: 20 credits

Prerequisites: Successful Completion of Year 10 Italian

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Interaction – 30%
- Assessment Type 2: Text Production – 20%
- Assessment Type 3: Text Analysis – 20%
- Assessment Type 4: Investigation – 30%

Future Direction:

Stage 2 Italian.



Science

Psychology

In Psychology, students delve into the scientific study of mental processes and behaviour. They explore foundational concepts and theories to understand how psychological knowledge can be applied to everyday life. Students investigate the biological, cognitive, and socio-cultural factors that influence human behaviour, gaining insights into the complexities of the mind and the diversity of human experiences.

Students examine key psychological concepts such as development, learning, memory, personality, and mental health. They explore how psychological research is conducted, including the methods used to collect and analyse data. By studying various psychological theories and models, students learn to critically evaluate the ways in which psychological knowledge has evolved and its implications for understanding human behaviour.

Psychology is made up of the following topics:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Psychological Investigation
- Assessment Type 2: Psychology, Skills and Application Tasks

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Psychology provides the foundation for further study in Stage 2 Psychology.

Be advised Stage 2 Psychology has an external exam.

Chemistry

In Chemistry, students explore the composition, structure, properties, and changes of matter. They investigate the principles and theories that underpin chemical processes, gaining a deep understanding of the natural world at the molecular level. Students examine the role of chemistry in the development of new materials, medicines, and technologies that improve our quality of life.

Students delve into various topics such as atomic structure, chemical bonding, reactions, stoichiometry, and thermochemistry. They explore the periodic table, understanding the relationships between elements and how these determine chemical behaviour. Through laboratory experiments and practical investigations, students develop skills in observation, measurement, and data analysis, learning to apply the scientific method to solve problems.

Chemistry is made up of the following topics:

- Materials and their atoms
- Combinations of atoms
- Molecules
- Mixtures and solutions
- Acid and bases
- Redox reactions

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Investigation Folio – 50%
- Assessment Type 2: Skills and Applications - 50%

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Chemistry provides the foundation for further study in Stage 2 Chemistry.

Be advised Stage 2 Chemistry has an external exam.

Physics

In Physics, students explore the fundamental principles that govern the natural world, from the smallest particles to the vastness of the universe. They investigate the laws and theories that describe the behaviour of matter and energy, gaining insights into the mechanisms underlying physical phenomena. Students examine the applications of physics in technology, engineering, and everyday life, understanding the impact of physics on society and the environment.

Students delve into various topics such as mechanics, waves, electricity and magnetism, and thermodynamics. They explore concepts like force, motion, energy transfer, and the properties of waves and particles. Through practical experiments and investigations, students develop skills in measurement, data analysis, and problem-solving, learning to apply the scientific method to explore and explain physical systems.

Physics is made up of the following topics:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Investigation Folio – 50%
- Assessment Type 2: Skills and Applications - 50%

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Physics provides the foundation for further study in Stage 2 Physics.

Be advised Stage 2 Physics has an external exam.

Biology

In Biology, students explore the diversity of life and the interrelationships between organisms and their environments. They investigate the structures and functions of living organisms, from cellular processes to ecosystem dynamics. Students examine the principles of genetics, evolution, and ecology to understand the mechanisms driving the continuity and diversity of life.

Students delve into various topics such as cell biology, physiology, genetics, ecology, and evolution. They explore the complexity of biological systems, studying how organisms grow, reproduce, and interact with their environment. Through laboratory experiments and field investigations, students develop skills in observation, data collection, and analysis, learning to apply the scientific method to biological questions.

Biology is made up of the following topics:

- Cells and microorganisms
- Infectious disease
- Multicellular organisms
- Biodiversity and ecosystem dynamics

Subjects Length: 1 Semester or 2 Semesters

SACE Credits: 10 credits or 20 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Investigation Folio – 50%
- Assessment Type 2: Skills and Applications - 50%

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Biology provides the foundation for further study in Stage 2 Biology.

Be advised Stage 2 Biology has an external exam.

Nutrition

In Nutrition, students explore the science of food and its relationship to health and well-being. They investigate the nutritional needs of the human body, examining how different nutrients contribute to growth, development, and overall health. Students examine dietary patterns, food choices, and the factors influencing nutritional status, understanding the role of nutrition in preventing and managing health conditions.

Students delve into various topics such as macronutrients and micronutrients, digestion and metabolism, dietary guidelines, and food safety. They explore the principles of balanced diets, the impact of lifestyle choices on nutrition, and the relationship between diet and chronic diseases. Through practical activities and investigations, students develop skills in dietary assessment, meal planning, and evaluating nutritional information.

Nutrition consists of the following three concepts and two underpinning skill sets:

Concepts

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets

- Nutrition literacy and numeracy
- Nutrition and technology.

Subjects Length: 1 Semester or 2 Semesters

SACE Credits: 10 credits or 20 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Investigation Folio – 50%
- Assessment Type 2: Skills and Applications - 50%

Future Direction:

Successful completion of a full year (20 credits) of Stage 1 Nutrition provides the foundation for further study in Stage 2 Nutrition.

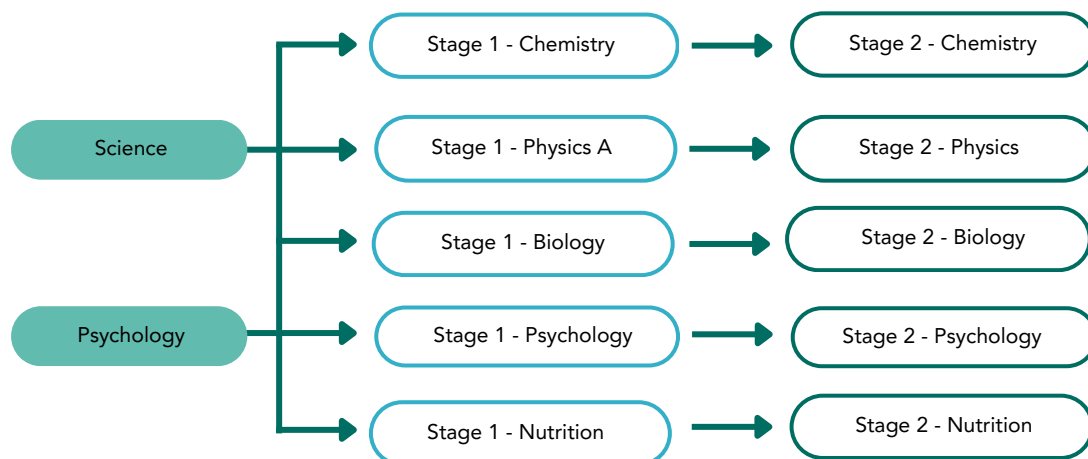
Be advised Stage 2 Nutrition has an external exam.

Year 10

Year 11

Year 12

Science



Technologies

Design, Technology and Engineering

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution.

Stage 1 Design, Technology, and Engineering is organised into four contexts:

- Digital Communications Solutions
- Industry and Entrepreneurial Solutions
- Material Solutions
- Robotic and Electronic Systems

Design Communications Solutions

This context involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Examples of context for digital solutions include:

- application development
- CAD
- digital animation
- web design

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- **Assessment Type 1:** Specialised Skills Task
- **Assessment Type 2:** Design Process and Solution

Future Direction:

Stage 2 - Digital Communication and Solutions.

Industry and Entrepreneurial Solutions

This context involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Examples of contexts for industry or entrepreneurial design solutions include:

- product design
- jewellery manufacturing
- CAD/CAM
- software programming

Material Solutions

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.

Examples of contexts for material solutions include:

- Composite materials
- Timber

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- **Assessment Type 1:** Specialised Skills Task
- **Assessment Type 2:** Design Process and Solution

Future Direction:

Stage 2 - Industry Entrepreneurial Solutions.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Direction:

Stage 2 - Material Solutions

Robotics and Electronic Systems

In this context, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Examples of contexts for material solutions include:

- mechanical systems (e.g. using a variety of gear mechanisms)
- Pneumatic, hydraulic, or fluidic systems
- Renewable energy systems (e.g. solar, wind, battery storage)
- Robotics (building a programmed, autonomous, or remote-controlled robot.

Digital Technology

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. 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 are to select 2 of the 4 contexts from the list

- Focus area 1: Programming
- Focus area 2: Advanced programming
- Focus area 3: Data analytics
- Focus area 4: Exploring innovations.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Direction:

Stage 2 - Robotics and Electronic Systems.

Subjects Length: 1 Semester

SACE Credits: 10 credits

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

Future Direction:

Stage 2 Digital Technologies.

Child Studies

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

There are three areas of study in Stage 1 Child Studies:

- Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children
- Area of Study 2: Children in Wider Society
- Area of Study 3: Children, Rights, and Safety

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Future Direction:

Stage 2 Child Studies.

Food and Hospitality

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

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

There are five areas of study in Stage 1 Food and Hospitality

- Area of Study 1: Food, the individual, and the Family
- Area of Study 2: Local and Global Issues in Food and Hospitality
- Area of Study 3: Trends in Food and Culture
- Area of Study 4: Food and Safety
- Area of Study 5: Food and Hospitality Industry

Subjects Length: 1 Semester (can select 2 semesters)

SACE Credits: 10 credits (per semester)

Prerequisites: Nil

Assessments:

Students will demonstrate their learning through the following assessment types:

- Assessment Type 1: Practical Activity 50%
- Assessment Type 2: Group Activity 25%
- Assessment Type 3: Investigation 25%

Future Direction:

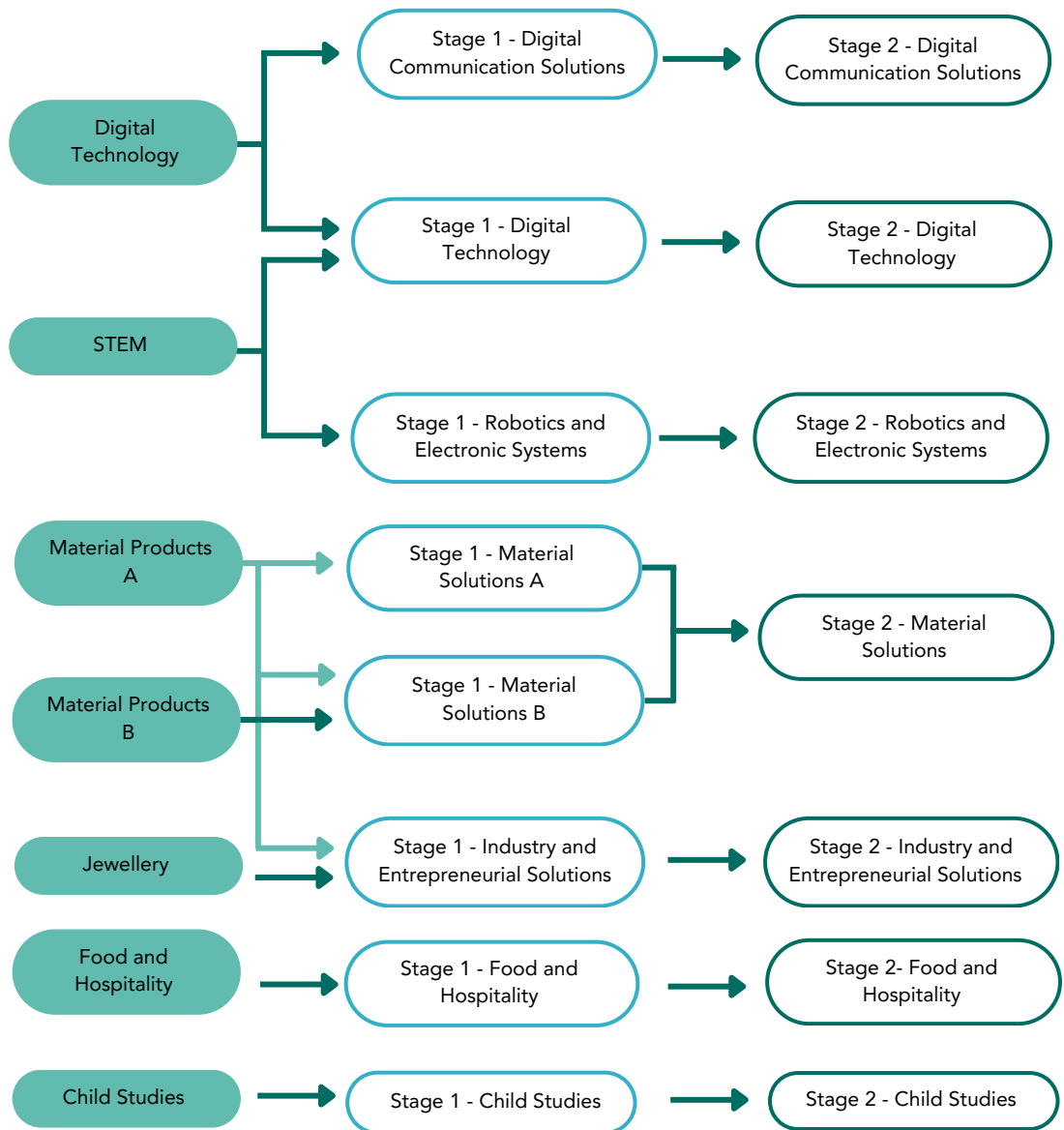
Stage 2 Food and Hospitality.

Year 10

Year 11

Year 12

Technologies



Riverbanks College

1 Harvest Bvd, Angle Vale SA 5117

E: dl.1913.info@schools.sa.edu.au **T:** 8286 2900