

# Bordertown High School

## 2021

## Stage 1 Curriculum Handbook

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## Subjects

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The Curriculum guide provides information regarding the broad range of programs offered at Bordertown High School and specific course descriptions of subjects within these programs.

### Subject Selection and Course Counselling Process

Parents/Caregivers and Students in Year 10 and 11 will be invited to an Information session, and the opportunity for an individual Course Counselling session to assist students to complete their subject selection sheet.

### The SACE

#### Information about the SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete compulsory requirements in their senior secondary education. The SACE is a certificate of completion for secondary education in South Australia and forms the basis for entry into higher education.

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE will continue to help students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

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.

The SACE certificate will be awarded to students upon completion of their secondary schooling.

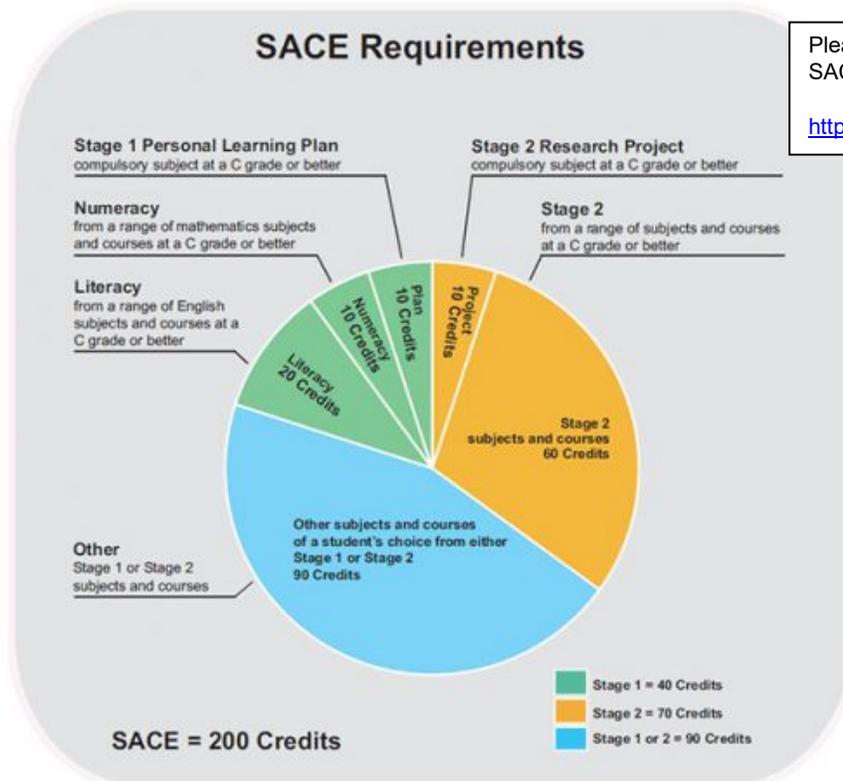
#### As part of the SACE students will:

- receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community services) 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.
- Receive A-E grades in every Stage 1 subject and A+ - E- grades for Stage 2 subjects.
- Have thirty per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances or presentations.

#### The requirements to achieve the SACE

To gain the certificate students earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

To be awarded the SACE certificate, students must have completed 200 credits as per the SACE pattern below.



Please find below a link to the SACE website information.  
<https://www.sace.sa.edu.au/>

## What is VET and how can I do it?

A range of VET Courses are available, preparing students for employment in industry.

Students can commence their VET training through

- School Based Apprenticeships/Traineeships
- School VET programmes

Further information on VET is available through the Vocational Pathways Coordinator, Sue Walter.

## University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

During 2021 the following subjects will be available for students from which to choose their combination. Every effort will be made to accommodate individual choices but as we are creating the timetable from student choices from time to time a subject clash may occur. Students are asked to choose a reserve subject which will be used in the event of this happening. **A course at Year 11 will only run if enough students choose it.**

## Promotion into Stage 1

Subjects in Stage 1 require successful completion at Year 10. Faculty recommendation and a C grade or better, is normally the achievement level that qualifies a student for automatic promotion in the same, or related subject, at Stage 1 level.

## Students Online

Students Online is a one-stop shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subjects, or
- subject and course, combinations
- check their progress towards completing the SACE
- access their results.

Students can log in to Students Online using their SACE registration number and PIN at:

[www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

## Stage1 Subjects

	Single Semester Only	Both Semesters
<b>Accounting</b>	<b>Semester 2</b>	
<b>Agriculture</b>		✓
<b>Biology</b>		✓
<b>Business and Innovation</b>	<b>Semester 1</b>	
<b>Chemistry</b>		✓
<b>Materials Solutions – Product, Design and Manufacture (Tech)</b>		✓
<b>English</b>		✓
<b>Essential English</b>		✓
<b>French</b>		✓
<b>Food and Hospitality</b>		✓
<b>Geography</b>		✓
<b>History</b>	<b>Semester 2</b>	
<b>Information Processing and Publishing</b>	<b>Semester 1 (Yr 10 only)</b>	
<b>Legal Studies</b>	<b>Semester 1</b>	
<b>Mathematics</b>		✓
<b>General Mathematics</b>		✓
<b>Essential Mathematics</b>		✓
<b>Physical Education</b>		✓
<b>Physics</b>		✓
<b>Research Project</b>	<b>Semester 2</b>	
<b>Visual Arts</b>		✓

## Accounting - Enterprise and Technology Learning Area

The practice of accounting is the process of identifying, measuring, and communicating economic information to facilitate informed decision-making for the stakeholders, as well as to enable control and discharge of accountability by management.

Accounting activities are the actions taken within this process

### Content

Accounting is structured around three focus areas:

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

These learning strands outline the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject

### Assessment

Students provide evidence of their learning through four assessments. Students undertake:

- Three accounting skill tasks
- One accounting inquiry

## Agriculture - Sciences Learning Area

### Stage 1 Agriculture

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broad acre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

### Content

The topics in Stage 1 Agriculture are:

- Topic 1: Principles of Agriculture**
- Topic 2: Enterprise Management.**

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- **Assessment Type 1: Agricultural Reports**
- **Assessment Type 2: Applications.**

## **Biology - Sciences Learning Area**

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students deconstruct, design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

### **Content**

The following topics provide the framework for learning in Stage 1 Biology:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

### **Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

## **Business and Innovation - Enterprise and Technology Learning Area**

Business and Enterprise focuses on two learning contexts, start-up business and Existing business, which provide real-world opportunities and environments in which students can develop and apply the skills, knowledge, understanding, and capabilities required to add value to a range of businesses.

### **Content**

Students develop and apply their understanding of the following learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local and digital connections

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities

This understanding is developed and applied through each of the learning strands.

### **Assessment**

Students provide evidence of their learning through four assessments. Students undertake:

- Three business skills tasks, one of which is a business model summary
- One business pitch

## Chemistry - Sciences Learning Area

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

The focus **capabilities** for this subject are communication and learning.

### Content

The following topics provide the framework for learning in Stage 1 Chemistry:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

## English - English Learning Area

In Stage 1 English, students read, view, write, analyse and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects.

Stage 1 English can be studied as a 10-credit subject or a 20-credit subject.

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

### Content

Students are required to read and respond to texts as well as produce texts.

**Reading and responding to texts** Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

**Producing texts** Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

**Intertextual Study** Students reflect on their understanding of intertextuality by analysing the relationship between texts or demonstrating how a particular text influences their own work.

The intertextual study can be written, oral, or multimodal, or a combination of these modes.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Responding to texts
- Creating texts
- Intertextual Study

## Essential English – English Learning Area

In Stage 1 Essential English, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Essential English can be studied as a 10 or 20 credit subject.

Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20 credit literacy requirement.

### Content

Students are required to read and respond to a range of texts. Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts. Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts. Students produce texts in written, oral or multi-modal form.

### Assessment

Assessment at Stage 1 Essential English is school based. Students demonstrate evidence of their learning through the following assessment types: text analysis and text production.

- Responding to texts
- Creating texts

## Food and Hospitality

Food and Hospitality

Food and Hospitality focuses on the dynamic nature of the food and hospitality industry and issues related to food and hospitality industry.

Students examine some of the factors that influence people's food choices and the health implications of those choices. They also have opportunities to develop a range of skills related to food preparation. Students are required to participate in activities outside school hours, both within the school and in the wider community.

### Content

Stage 1 Food and Hospitality comprises Five areas of Study

For each Semester, students undertake four topics from the following Areas of Study.

- Food, the individual and family
- Local and global issues in the Food and Hospitality Industry
- Trends in food and culture
- Food and safety
- The Food and Hospitality Industry

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

Two Practical Activities

One Group Activity

One Investigation

## **Geography - Humanities and Social Sciences Learning Area**

Stage 1 Geography can be studied as a 10 or 20 credit subject.

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The course is very field work based.

### **Content**

Students study topics within three key themes:

For a 10-credit subject, students study at least 2 topics from one or two of the themes.

For a 20-credit subject, students study at least 4 topics, with at least one topic from each theme.

#### Theme 1: Sustainable Places

- Topic 1: Rural and /or remote places
- Topic 2: Urban places
- Topic 3: Megacities

#### Theme 2: Hazards

- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induced Hazards

#### Theme 3: Contemporary Issues

- Topic 6: Local Issues
- Topic 7: Global Issues

### **Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications
- Fieldwork

## **History - Humanities and Social Sciences Learning Area**

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

### **Content**

A 10-credit subject consists of:

- skills of historical inquiry
- a minimum of two historical studies

### **Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Sources Analysis
- Investigation

## Legal Studies - Humanities and Social Sciences Learning Area

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

### Content

A 10-credit subject consists of: Topic 1: Law and Society and a minimum of *two* other topics.

### Topics

Topic 1: Law and Society

Topic 2: People, Structures, and Processes

Topic 3: Law-making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

### Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Issues Study
- Presentation

## Mathematics Methods – Mathematics Learning Area

Mathematics in Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Key concepts from 10A Mathematics in the Australian Curriculum required for the study of Stage 1 Mathematics, Stage 2 Mathematical Methods, and Stage 2 Specialist Mathematics have been incorporated into the relevant topics.

### Content

Stage 1 Mathematics consists of the following list of topics:

- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus
- Topic 7: Arithmetic and Geometric Sequences and Series

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Application Tasks
- Mathematical Investigation

## General Mathematics-Mathematics Learning Area

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

### Content

Stage 1 General Mathematics consists of the following topics:

- . Topic 1: Investing and Borrowing
- . Topic 2: Measurement
- . Topic 3: Statistical Investigation
- . Topic 4: Applications of Trigonometry
- . Topic 5: Linear and Exponential Functions and their Graphs
- . Topic 6: Matrices and Networks.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Application Tasks
- Mathematical Investigation

## Essential Mathematics - Mathematics Learning Area

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

### Content

Stage 1 Essential Mathematics consists of the following 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

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Application Tasks
- Folio

## Physical Education - Health and Physical Education Learning Area

In Stage 1 Physical Education the students demonstrate their knowledge and understanding in 3 Focus areas: In movement, through movement and about movement. Students explore movement concepts and strategies through physical activities to promote performance and participation outcomes.

### Content

The key ideas are:

- Applying skill acquisition concepts for improvement
- Movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation
- Personal influences on participation
- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

### Assessment

Evidence of learning will be demonstrated through performance improvement and physical activity investigations, with application, communication, exploration, analysis and reflection used for assessment. Grades will not be allocated for physical performance.

There will be a strong emphasis on the use of technology in the collection of evidence using GPS data, heart rate data, video analysis and fitness testing during practical activities. Areas of study will be chosen taking into account student interests, and preparation for future study of Physical Education and structured to suit individual cohorts. This may include sports and activities such as Surfing, Fitness training and modified games involving Cricket, Netball, Soccer and Football

## Physics - Sciences Learning Area

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Physics may be a prerequisite or assumed knowledge for some tertiary courses such as engineering or physical sciences.

### Content

The following topics provide the framework for learning in Stage 1 Physics:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

These all include research tasks on applications of Physics in the real world such as, medical imaging. Examples include lasers, rocket propulsion and microwaves.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

The investigations folio consists of practicals and written research tasks and assignments.

## Materials Solutions - Product, Design and Manufacture

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

### Content

- *Material Solutions* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, and textiles.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Specialised Skills and Tasks 20%
- Folio 20%
- Product 60%

## Research Project - Cross-Disciplinary Learning Area

**The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE in 2021**

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

Students receive a result in one of two forms:

- Research Project A - external assessment may be undertaken in a range of formats
- Research Project B - external assessment that must be undertaken in written form and is for students wishing to include the subject in the calculation of their Australian Tertiary Admission Rank (ATAR). It is recommended that students select this work to maximise their options.

### Content

The content in the Stage 2 Research Project includes:

- the five capabilities (communication, citizenship, personal development, work, and learning)
- Research skills.

### Assessment

- *School-based assessment*
- Record of Research
- Discussion
- Findings
- *External assessment*
- Evaluation

## **Visual Arts - Arts Learning Area**

In Visual Arts, students express ideas through practical work using a diverse range of media to experiment with ideas, leading to the creation of highly resolved artworks. 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.

Semester 1 focuses on Portraiture and Art movements throughout history. Semester 2 has a focus on Practical Techniques and Themes used in Art.

### **Content**

For both 10-credit and 20-credit programs, with a focus on art, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### **Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.

- Folio
- Practical
- Visual Study

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