



Years 11 & 12 Curriculum Handbook **2024**

extraordinary

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Welcome

Dear Year 10 & 11 Students and Parents/Caregivers,

This is a very exciting time in the educational journey for our Year 10 & 11 students. This is a significant opportunity to make personalised decisions that enable them to orientate their learning pathways to match their interests, strengths and aspirations. Experience has shown us that students make quality decisions when they have a knowledge of personally relevant tertiary, industry and vocational pathways, an accurate understanding of the programs and subjects offered at the College and have an awareness of the capabilities and skills essential for their future.

The aim of this resource is to provide key information in relation to the diverse Year 11 and 12 pathways on offer at Concordia College.

You will also find information to help your family navigate the options available, understand the requirements and benefits of each pathway, and consider how your decisions will connect with future tertiary education and career choices.

We have a Course Counselling team that will proactively assist with both career pathway and subject selections during this important time.

We look forward to working closely with all Year 10 & 11 students and their families in enabling our young people to choose a pathway that enables them to fulfil their aspirations.

Yours sincerely,

Paul Bannister

Director of Learning & Innovation

Overview

Over the coming weeks, parents/caregivers and students will share in deciding subject selections for next year. This includes a series of experiences that will provide you with necessary information and knowledge to assist you in deciding your curriculum pathway (SACE and/or VET), for Year 11, Year 12 and beyond.

For each student, this is an important time, that requires reflection on areas of strengths, interests, and matching these with the pathway and subject choices that will best enable pursuing future aspirations.

Making **INFORMED** choices in this process is essential:

- + Take your time to actively learn about all options available
- + Work with people you trust, to form your own opinions and make your own decisions
- + Proactively ask the right questions, to the right people. It is essential!

What **DECISIONS** do students need to make?

- + Focus 1: gain an understanding of the SACE program including the option to study VET courses as part of this program. On the College website, under the Senior School section, there is video material that provides further details of these programs, as well as an overview of the process. Details regarding a summary of the SACE program is available in this booklet.
- + Focus 2: decide what combination of subjects you will study. Further details regarding the subjects that we offer can be viewed in the following pages.

Making an informed **DECISION?**

Encourage your child is to **consider their strengths, interests and aspirations** based on:

- + **Keeping their options open** – choosing subjects as part of a two year plan e.g. keep studying Maths at the highest level that they can, not choosing subjects solely based on maximising their ATAR score.
- + **Knowing the types of skills essential for future jobs** and make choices that will allow them to continue to develop these skills – *digital literacy, problem solving, communication, critical thinking, creative thinking, collaboration, presentation skills.*
- + **Considering their strengths and interests outside of their current subjects** and make choices that will allow them to continue to develop in these areas
- + **Not focusing too narrowly on making choices based on a future occupation or job** – *advancements in technology is rapidly changing the nature of many jobs and occupations, so think broadly in areas of future work – see diagram from the [Foundation for Young Australians](#);*

A **GREAT** read:

I strongly encourage parents and students to read the article below. This letter of response by Australia's Chief Scientists, Dr Alan Finkel, to a concerned Year 10 student, who was seeking his advice about what subjects to choose in Year 11 and 12 www.chiefscientist.gov.au/2019/08/opinion-a-letter-to-a-year-10-student-from-australias-chief-scientist



Important **DATES**

Year 10 Students	Year 11 Students
Curriculum Program & Subject Selection Information 27 June - 1 July (Week 1 Term 3)	Curriculum Program & Subject Selection Information 27 June - 1 July (Week 1 Term 3)
Web Preferences Selections OPEN: Monday 7 August (Week 3, Term 3)	Web Preferences Selections OPEN: Monday 7 August (Week 3, Term 3)
Subject Expo: Friday 11 August (Week 3, Term 3)	Subject Expo: Friday 11 August (Week 3, Term 3)
Course Planner Due and initial Web Preference Selections: Monday 14 August (Week 4, Term 3)	Course Planner Due and initial Web Preference Selections: Monday 14 August (Week 4, Term 3)
Course Counselling Interviews: 15 - 18 August (Week 4, Term 3)	Course Counselling Interviews: 15 - 18 August (Week 4, Term 3)
Web Preferences Selections CLOSE: 9am, Monday 15 August (Week 4, Term 3)	Web Preferences Selections CLOSE: 9am, Monday 15 August (Week 4, Term 3)

The **PROCESS**

Curriculum Program & Subject Selection Information:

Information will be made available to you and your child outlining the key features of the respective curriculum pathways available for Concordia students in Year 11 and Year 12. This will include key information on the process, advice and tips. There will be a parent information evening and student presentation.

Information is intended to present students with more detailed information about each subject to assist with subject selections.

The Senior School page of the College website contains information for parents and students.

Please click here to view: <https://www.concordia.sa.edu.au/learning/senior-school/>.

There will be many opportunities, in person and online, for you and your child to ask key questions about both programs and the process in the first few weeks of Term 3.

Parent Session:

A Parent Information session will be held on **Tuesday 1 August**.

Web Preferences selections:

An instruction video on how to use the Web Preferences program to make your subject choices can be found here:

- + Year 11 SACE = [Year 10 to 11 SACE Subject Selection – Using Web Preferences](#)
- + Year 12 SACE = [Year 11 to 12 SACE Subject Selection – Using Web Preferences](#)

Subject Expo:

Key subject teachers will be available for your child to ask them questions regarding subjects that they are interested in studying. This expo is intended to provide them with more detailed information about each subject to assist with their subject selections.

Course Planner Due:

Year 10 & 11 students are to complete a Course Planner in preparation for their Course Counselling interviews. The purpose of the Course Planner is to both assist your child in their decision making and to assist their course counsellor in understanding the reasons for their decisions. [Refer to page 23](#).

Subject recommendations from their Semester 1 teachers will be collected and used in assisting them to choose suitable and appropriate subjects. These recommendations will be made available to students and parents as part of the course counselling process.

Course Counselling Interviews:

Students are provided the opportunity to present their curriculum pathway, subject selections and the rationale behind their choices to an experienced counsellor. The interview also provides an opportunity for parents and students to clarify any questions they might have with a Course Counsellor. The interview process will be conducted through the online PTO portal, similar to how you book Parent Teacher Interviews. Course Counselling interviews are compulsory for all Year 10 & 11 students.

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The **LAST** word:

- + Subject recommendations will be made based on Semester 1 teacher results (as per reports) and will be used to assist in choosing suitable and appropriate subjects.
- + Subject classes offered are based on student subject selections. Please note that a particular subject will run if there is a viable class size.
- + Students are permitted to change subjects at a later date during a restricted period, however changes will only be possible if the timetable structure and class size permits.
- + The opportunity to engage in Careers Counselling will be available to every student.

Please also consider attending the University or TAFE Open Days to assist them with career and subject choices.

- + **Flinders (Friday 11 & Saturday 12 August):** www.flinders.edu.au/study/events-key-dates/open-days
- + **Flinders University, pop-up in the City (Sunday 13 August)**
- + **Adelaide University (Sunday 13 August):** www.adelaide.edu.au/openday/
- + **Uni SA (Sunday 13 August):** www.unisa.edu.au/open-day
- + TAFE SA information Sessions: www.tafesa.edu.au/courses/info-sessions

We are here to assist. Please feel free to contact Fiona Greig (Senior School Learning Leader) if you have any further questions.

Diverse Pathways

At Concordia College we deeply understand and recognise that every student is unique, each with diverse strengths, interests and future aspirations. From a Year 11 and 12 perspective, our aim is to support and enable all students to choose a pathway through which these can be pursued.

To achieve this, the College offers a broad range of high-quality curriculum and subject pathways.

The Options

In Years 11 and 12, students have a choice of the following pathways:

- + The South Australian Certificate of Education (SACE)
- + Vocational Education and Training (VET) in the SACE

The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete the necessary Year 11 and 12 requirements that include a range of skills and subjects studied at school or acquired through other education, training or experience. The SACE is a flexible program and is designed to allow students to choose personalised pathways that match their goals and future aspirations. In particular, the SACE is designed to help students develop the skills and knowledge needed to succeed in a range of pathways, including further education and training, university, TAFE, or workplace apprenticeships or traineeships.

Vocational Education and Training in the SACE (VET)

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed and certified by Registered Training Organisations (RTOs). Students can count their VET studies towards their SACE completion, thereby creating highly flexible pathways that suit their individual strengths and interests.

SACE 2024

South Australian Certificate of Education

The SACE – How do I get it?

There are two stages of the SACE – Stage 1 and Stage 2

Most students start Stage 1 in Year 10 and finish it in Year 11. Stage 2 is usually studied in Year 12.

Your SACE journey

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

COMPULSORY SUBJECTS		STUDENT SELECTED SUBJECTS	
50 credits	+	90 credits	+
Exploring Identities & Futures (10 credits)		Choose and successfully complete a selection of Stage 1 and Stage 2 subjects or recognised VET courses.	
Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2			
Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2			
Activating Identities & Futures (AIF) (10 credits)			
			60 credits
			Choose and successfully complete a selection of Stage 2, or VET subjects worth at least 60 credits in total.
			Stage 2 subjects are externally assessed by the SACE Board of South Australia.

For a brief overview of the SACE from the SACE Board of South Australia, visit www.sace.sa.edu.au/documents/652891/070100de-122c-48b5-a032-17b584e14c8a

The SACE at Concordia

Year 10

All students start their SACE in Year 10 with Exploring Identities & Futures (EIF), previously the Personal Learning Plan (PLP).

The EIF is a 10-credit Stage 1 subject. All students need to achieve a C grade or better in this subject.

Studying the EIF at the start of the SACE provides an excellent foundation for your Year 11 and Year 12 studies by supporting you to explore your interests, strengths and style of learning. It is an invaluable opportunity to reflect on your future pathways and how the SACE can help you achieve your preferred outcomes.

Year 11

Most students begin a full year of SACE study in Year 11. You can choose from a range of Stage 1 subjects offered at Concordia, as well as Vocational Education and Training (VET) courses and other options. In Year 11, all students study Stage 1 Spiritualities Religion & Meaning (10 credits).

In Year 11, Concordia students complete the compulsory Stage 1 literacy and numeracy requirements by studying both English for the full year (20 credits) and Mathematics for at least one semester (10 credits). You will need to achieve a C grade or better in both. Students then select a range of other subjects (10 or 20 credits) to make up a total of 120 Stage 1 credits.

Year 11 students at Concordia also complete the compulsory Stage 2 Activating Identities & Futures. It is a (10-credit) subject that gives you the chance to explore an area of interest while developing student agency, self-regulation and meta cognition skills.

Year 12

Like Year 11, you choose your subjects and courses from the Stage 2 subjects offered at Concordia.

At Year 12, all students are expected to select and study five 20-credit subjects. Any students wishing to study only four 20-credit subjects must have this approved by the College following a specific process.

All students study Faith Issues for Semester 1.

At Stage 2, 70 percent of your summative assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at Concordia and checked by moderators outside the school.

The remaining 30 percent will be assessed externally, outside of the school. This assessment type could take the form of an examination, a performance or an investigation.

All SACE subjects offered are listed in the Year 11 & 12 Subject Handbook.

Additional Flexibilities and Considerations

The College can also offer flexible or modified subjects at both Stage 1 and 2 for eligible students with specific learning needs and requirements.

Explore your Capabilities

SACE is designed to go beyond just testing students' knowledge; it aims to develop personal capabilities. These are the fundamental life skills used to successfully deal with many situations at work, at home, and in your community, especially when faced with a challenge of needing to work out what to do, when you don't have all the knowledge at hand.

Seven key personal capabilities are embedded into the SACE program. Their purpose is to develop in students the knowledge, skills and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

Literacy – an every-century skill. Students develop literacy skills to understand and interpret a variety of texts and people in a range of different situations and countries.

Numeracy – good numeracy skills means you can reason and work with numbers, problem solve, and think logically. Students gain knowledge to use Mathematics to effectively interpret information and solve problems.

Information & Communication Technology – in our digital age, it is important to be a logical thinker, adaptable to change, and a team player. Students learn how to use current and emerging technologies and understand their impact on society and the workplace.

Critical & Creative Thinking – some of the most sought-after skills across every workplace. Students use critical and creative thinking skills to identify and analyse complex topics and questions.

Personal & Social – awareness of your own and others emotional, mental, and spiritual wellbeing. Students who are confident, self-disciplined and independent can work in a team and are resilient to deal with challenging situations.

Ethical Understanding – cultural, social, and environmental transformations are changing the world. Students who develop ethical understanding are able to engage with complex issues as they navigate through a world of competing values in their transition from school to their chosen career path.

Intercultural Understanding – an essential part of living in the 21st century. As students learn their own values, languages, beliefs, and morals, they will appreciate and respect other people's social and cultural backgrounds and learn about the diversity of our nation and the world.

Source: www.sace.sa.edu.au/studying/your-sace/capabilities



Vocational Education and Training

Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, and it can benefit students' exploration of a variety of career pathways. It is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

- + VET students study fewer Stage 2 SACE subjects
- + Each VET course has a number of hours attached to it. Every 70 hours of study equates to 10 credits, the equivalent of a SACE Board semester subjects.
- + The courses can be either a semester or full year in length.
- + VET studies may involve a day per week attending another educational provider (TAFE or RTO).
- + VET studies may involve on-the-job training (work placement).

Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

How do I get SACE credits for my VET?

Each qualification is different and has compulsory and elective options, so the SACE credits you end up gaining may vary depending on the VET qualification you are working towards.

You can earn up to 150 out of 200 SACE credits using VET, as long as you meet the literacy, numeracy, Personal Learning Plan, and Research Project requirements.

The completion of a Certificate III qualification may also be used in calculating an ATAR.

What is the VET Recognition Register?

The VET Recognition Register is a useful tool that lists more than 300 of the most common VET qualifications undertaken by SACE students, and indicates how each qualification can contribute towards the SACE. The register can tell you the SACE level (Stage 1 or Stage 2), and the maximum and minimum SACE credits you could earn.

You can find the VET Recognition Register on the SACE website under Vocational Education and Training, or via

www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register.

Want more information?

Students who are interested in exploring VET options should visit the SACE website and make an appointment to see the VET Coordinator, Mr Robert Gogel.

A list of VET courses offered by Concordia College will be available in Term 3.

Making the Grade – Assessment in the SACE

Learning is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well you have demonstrated your learning, and apply a grade:

From A to E for Stage 1 (C or higher to pass)

From A+ to E- for Stage 2 (C- or higher to pass)

To ensure your work is marked fairly, samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subject across the state. These processes are called marking and moderation.

Stage 2 Assessment

At Stage 2, you will be awarded grades for your assessments from A+ to E-, and for your final grade. Your teachers will internally assess 70% of your work, while 30% will be assessed externally by the SACE Board.

School Assessment: 70%

These are the tasks set and assessed by the school, as part of each subject you are studying. Teachers undertake training to assess students' work in line with the performance standards.

Validating school assessment

A sample of student work from the school, representing a range of grades across every Stage 2 subject, will be sent to the SACE Board. Assessment experts will check to confirm that the grades that have been given are accurate, fair and comparable with other students across the state.

Confirming or adjusting grades

Teachers across the state mark with reference to the performance standards in the subject outlines. There is a state-wide process at the end of each year to ensure that grades given at one school are comparable with grades in another school. The process of confirming and adjusting school assessment grades is referred to as 'moderation'.

External Assessment: 30%

The SACE Board marks the external assessment component of all subjects. This assessment can take the form of oral and/or written examinations, investigations or performances.

Examinations

Some Stage 2 subjects have written exams, which are produced and assessed by the SACE Board. The majority of these examinations take place in Term 4, during October and November.

The exam timetable is made available on the SACE Board website at the beginning of each year.

The College facilitates trial exams to support students in their preparation.

Investigations

Many Stage 2 subjects have externally assessed investigations. These are first assessed by your teacher, then sent to the SACE Board for external assessment.

Performances

A range of Stage 2 subjects (Drama and some Music subjects) have externally assessed performances. They are marked independently by subject teachers and SACE Board assessors at the time of each performance.

Tertiary Entrance using the SACE

For the most up-to-date information about entry to university and to TAFE, please refer to the SATAC website: www.satac.edu.au

The latest edition of the SATAC Guide is made available to all Year 12 students each year. It is also available online at www.satac.edu.au/satac-publications.

The information below outlines the calculation of the ATAR (the Australian Tertiary Admission Rank) for university entrance.

The ATAR, a percentile from 0 – 99.95, is calculated from the university aggregate.

A student's university aggregate is the best possible score, out of 90 credits, calculated from the options opposite, subject to counting restrictions and precluded combinations. The counting restrictions and precluded combinations are explained on the SATAC website.

How the university aggregate is calculated: 60 credits + 30 credits

Best scaled score (60-credit score)

Scaled score from the three best 20-credit Tertiary Admissions Subjects (TAS).

Normally, 10-credit subjects do not count towards this requirement. However, some 10-credit subjects in the same subject area, when studied in pairs, can substitute for a 20-credit subject. These are called Valid Pairs. Such subjects are identified by SATAC.

Flexible Option (30-credit score)

Score from the next best 30 credits of scaled scores or equivalents from:

- + the scaled score of a 20-credit TAS;
- + half of the scaled score of one or more 20-credit TAS;
- + the scaled score of one or more 10-credit TAS;
- + scaled score equivalents for Recognised Studies up to a maximum of 20 credits.

SACE Summary

The following information provides a summary of the key features of each curriculum pathway, along with a comparison of some key similarities and differences between them. This section also includes a summary of the subjects offered in each curriculum pathway.

Developing a genuine and clear understanding of the key features, benefits and differences of each option is critical for enabling students and their families to make choices regarding the curriculum pathway which will most effectively enable students to achieve their goals and future aspirations.

Summary of Key Features of Curriculum Pathways

SACE	VET
<p>Some features of the SACE include:</p> <ul style="list-style-type: none"> + standards moderated within South Australia + widely recognised for university entry, including internationally + 30% external assessment at Stage 2 (Examinations, Practical Projects, Presentations) + one Certificate III (or higher) VET course can count towards the ATAR (20 credits) + wide range of subjects + ability to focus on areas of strength e.g. the Arts, Science or Technology + exploration of an area of interest through Activating Identities & Futures + option to design courses to suit individual pathways + provides students with skills for work, future study and life + highly flexible + allows for inclusive learning and special provisions (as required) 	<p>Some features of VET programs undertaken while at school include:</p> <ul style="list-style-type: none"> + provide credit points towards the SACE + one Certificate III course (or higher) can count towards the ATAR + are often completed through partnerships with outside organisations + provide authentic opportunities for students who want to learn about the workplace or would like to move directly into the workforce + enable students to develop industry recognised competencies + provide a springboard for commencing apprenticeships

SACE	
Nature of the program	Comprehensive but allowing for specialisation Challenging and broad range of subjects offered
Student requirements	Willing to follow the prescribed course of study with diligence and sustained effort Willing to develop independent learning, good time management and organisational skills
Styles of Learning	Critical thinking, higher order thinking, and analytical skills required Opportunity for in-depth research available in some subjects Research Project allows for independent learning beyond the standard curriculum. Students develop their research, writing and referencing skills
Breadth of Curriculum	Allows students to specialise Five subjects in Year 12 expected plus Activating Identities & Futures in Year 11
Opportunity for Extension	Opportunity to explore strengths and interests in Activating Identities & Futures Limited opportunity within subjects
Differentiation between Year 11 and 12	Separate subjects at Years 11 and 12 External assessment in Stage 2 worth 30% of grades in each Stage 2 subject
Number of subjects studied	Students study 10 and 20-credit subjects Minimum of 200 credit points Generally, six subjects in each semester in Year 11 and five in Year 12
Compulsory subjects	Exploring Identities & Futures (EIF) (10 credits) Literacy requirement (20 credits) achieved at Stage 1 Numeracy requirement (10 credits) achieved from a range of Mathematics subjects at Stage 1 Activating Identities & Futures (AIF) (10 credits) Completing three Stage 2 subjects (60 credits)
Assessment Types	Variety of assessment types
Assessment Standards	Performance standards
Assessment Grading System	Students receive a final mark per subject out of 20 (Stage 2) A+ to E- converted to a score out of 20
Ensuring equity in achievement between schools	Moderation of assessment materials submitted by the school to the SACE Board to validate Stage 2 school-based assessment

SACE	
Ratio of Internal to External Assessment	70% internal assessment and 30% external assessment in all subjects School-based assessments are spread across Year 12 and encompass a wide range of assessment types in every subject
Internal Assessment	Emphasis is on summative assessment Include a wide range of assessment types, such as essays, written assignments, orals, fieldwork projects, lab work, artistic performances, and scientific and mathematical investigations Internal examinations do not count
Timing of internal assessments	Year 11: Summative tasks throughout the year and exam at end of each semester Year 12: Summative tasks throughout the year may include a trial exam at the end of Term 3
External Examinations	SACE Exams – November Exams marked externally by local teachers through the SACE Board of SA Marking guidelines for examiners highly prescriptive
Number of Examinations	One exam per subject (not all subjects have exams) Maximum exam length per subject = two hours and ten minutes
SACE Completion	A student passes the SACE provided they have satisfactory course completion and achievement in the compulsory components Must achieve a minimum of 200 credits
Release of Results	Mid December
University Entry (local universities)	Eligible for an Australian Tertiary Admissions Rank (ATAR) by achieving 90 credits in Stage 2
University Entry (interstate/overseas)	Students should note that many interstate universities require Stage 2 English. Students need to negotiate with overseas institutions on an individual basis.

Other Key Information

The Pastoral Care Program

A relevant Pastoral Care program is delivered at each year level. In this program students undertake a range of units of study appropriate to the year level. The units of study include Study Skills, Goal Setting, Drug and Alcohol Education, Friendships, Bullying & Harassment, and Career Education. In the Senior School, there are individual mentoring programs in place to assist students to select their academic pathways and post-school directions.

Christian Studies

At Concordia College, all students in Years 7 to 12 study a Christian Studies subject. The Christian Studies Curriculum Framework, from Lutheran Education Australia, has been used as a basis for the curriculum. In Year 11 Spiritualities Religion & Meaning students earn 10 SACE credits. All students attend Chapel three mornings per week.

It is also an expectation that the Christian ethos of the school is reflected in the design and delivery of all courses and subjects.

Inclusive Learning

The Inclusive Learning Program provides support services for all students in the College, regularly for some students and for others as required. Literacy and numeracy support programs are in place, and extension opportunities and activities are provided for any student requiring extension and enrichment in their learning.

Community and Service

There is a strong emphasis on Community and Service activities at all year levels, for example, cross-age tutoring, the ALWS Walk My Way and other fundraising for charities. Students are encouraged to use their initiative and implement their own community and service projects and activities.

Student Leadership

Student leadership is strongly encouraged at Concordia and leadership opportunities are offered at each year level. Students from each year level may participate in Forum (Student Representative Council) or become a School or House Captain in Year 12. Students may also volunteer for one of the leadership roles at their year level, such as Year 12 Action Leader.

Digital Resources

Extensive ICT and digital resources are provided at Concordia College for class and individual student use to enhance learning, develop key skills and promote individual confidence. In the IB Middle Years Programme, ICT skills are taught across the curriculum in a range of subjects as appropriate. In Years 11 and 12, students can select ICT specialist subjects.

All students have a personal laptop computer for use at school and at home. As a result of the 1:1 laptop program, teaching pedagogies have changed and Concordia is particularly well-placed to prepare students for life in the 21st century.

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Other School Programs and Activities

Students also participate in a range of co-curricular and extra-curricular programs and activities. Some programs and activities are compulsory, but others are selected by students according to their individual interests and abilities.

Co-curricular programs and activities offered include national subject competitions, career counselling and work experience, excursions, field trips and instrumental music tuition.

Concordia competes in a wide range of interschool sports competitions that include the following sports: athletics, basketball, cricket, cross country, football, netball, soccer, softball, tennis, swimming and volleyball.

Examples of other extra-curricular programs include Middle & Senior School choirs, the annual College musical, Big Bands, School Orchestra, Concert Band, Music Ensembles (Concert Vocal, String, Percussion), Chapel music, Chess Club, Debating, Duke of Edinburgh's Award, Pedal Prix, Writers' Club, Electronics Club and House competitions.

SACE Course Planner

The template planner below is designed to assist students to plan out their Stage 1 and 2 subject choices. The subjects available to SACE students can be found under the relevant Learning Area sections in this handbook.

SACE STAGE 1 – Key Information:

- + Any 20-credit SACE subjects need to be selected over Semester 1 and 2
- + All Year 11 SACE students are required to study a full year of English and Mathematics
- + All students must choose the same Mathematic subjects for each semester
- + All Year 11 students study the Activating Identities & Futures (AIF) in Year 11.
- + VET courses replace a subject choice
- + Students must select 2 reserve subjects, that are used if other preferences cannot be allocated

SACE STAGE 2 – Key Information:

- + Students need to choose five full-year SACE Stage 2 subjects
- + The rationale for promoting the study of 5 subjects at Year 12 rather than 4, is based upon evidence that indicates students
 - + Are more effectively prepared for the demands of University study
 - + Develop more effective self-management, resilience and perseverance skills
 - + Achieve a higher ATAR (10 points on average)
- + Permission to study four Year 12 subjects needs to be approved by the College where decisions are based on the following criteria;
 - + Elite athletes with significant hours of commitment
 - + Students undertaking external studies with significant hours of commitment
 - + Ongoing medical condition(s) that impacts study
 - + A learning disability and/or difficulty
 - + A VET course (or similar) that takes up a full day of school

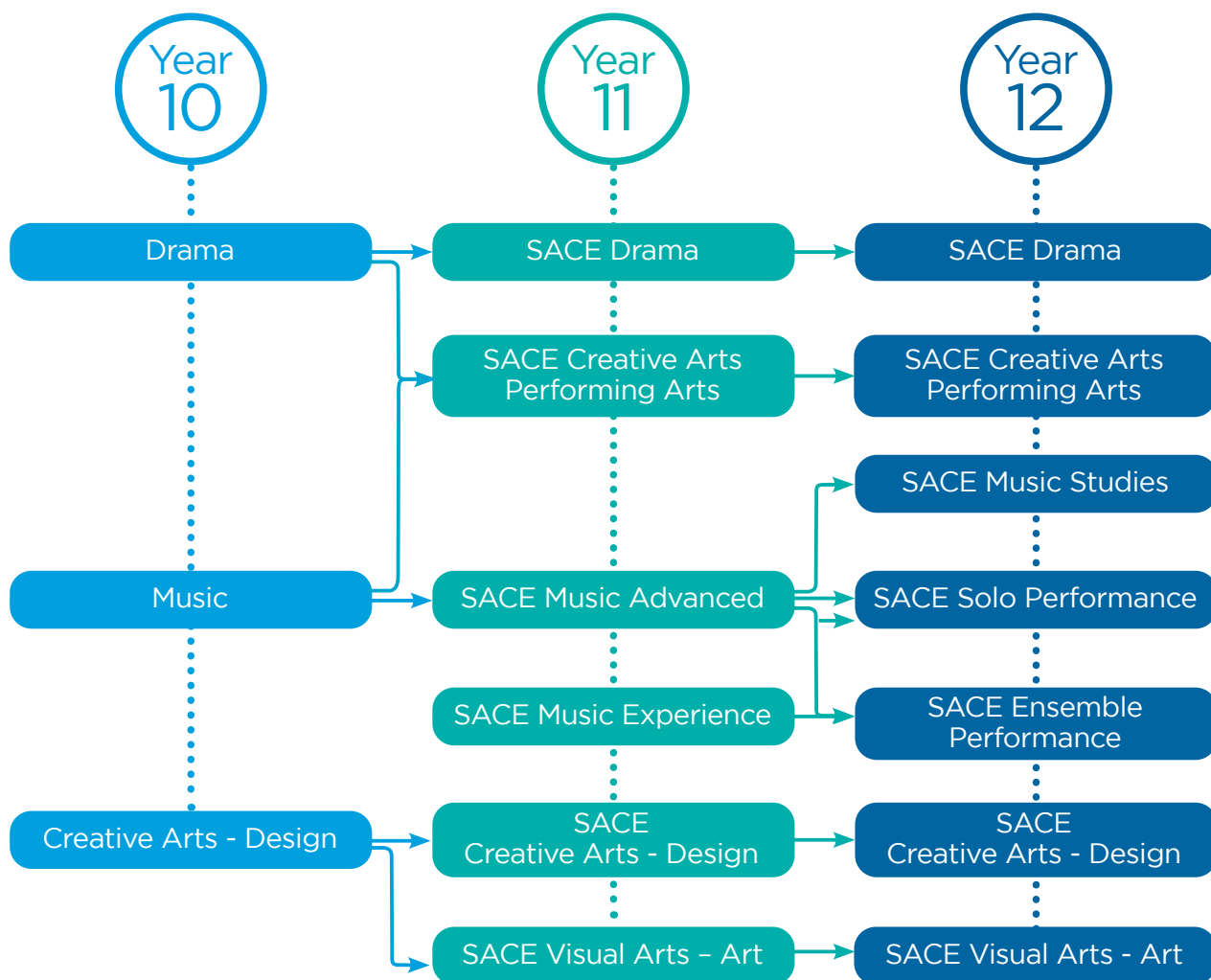
SACE Stage 1 Course Planner:

SUBJECT	NUMBER OF SEMESTERS
English	2
Mathematics	2
Activating Identities & Futures	1
Personal Choice 1	1
Personal Choice 2	1
Personal Choice 3	1
Personal Choice 4	1
Personal Choice 5	1
Personal Choice 6	1
Personal Choice 7	1

SACE Stage 2 Course Planner:

SUBJECT	FULL YEAR EQUIVALENT
Personal Choice 1	1
Personal Choice 2	1
Personal Choice 3	1
Personal Choice 4	1
Personal Choice 5	1

Arts Pathways



SACE Drama: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil.

Subject Description:

In Stage 1 Drama students integrate the transferable, real life skills of communication, collaboration, creativity and critical thinking through their participation in the planning, rehearsal, and performance of dramatic work (in on and/or off-stage roles). As artists, Drama students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, individuality, self-identity, self-esteem and confidence.

Content:

Stage 1 Drama consists of the following three areas of study:

- + Understanding and Responding to Drama
- + Company and Performance
- + Drama and Technology

Assessment:

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

Performance	40%
Responding to Drama	30%
Creative Synthesis	30%

Assessed practical work is a course expectation. Student performance and ensemble work involves commitment that can require out-of-hours rehearsal.

SACE Drama: Stage 2

Credits:	20
Pre-requisites:	Nil. To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Drama.

Subject Description:

In Stage 2 Drama, students hone their knowledge, understanding and skills developed in Stage 1 and continue to strengthen the real life transferable 4C skills – communication, collaboration, creativity and critical thinking. With advanced levels of sophistication, they participate in the planning, rehearsal, and performance of dramatic work (in on and/or off-stage roles). As artists, Drama students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, individuality, self-identity, self-esteem and confidence.

Content:

Stage 2 Drama consists of the following two areas of dramatic study:

- + Company and Production
- + Exploration and Vision

Assessment:

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

School-based Assessment	Weighting
Group Presentation	40%
Evaluation and Creativity	30%
External Assessment	
Creative Presentation	30%

Assessed practical work is a course expectation. Student performance and ensemble work involves commitment that can require out-of-hours rehearsal.

SACE Creative Arts: Stage 1 - Performing Arts

Credits:	10
Pre-requisites:	MYP Arts study and/ or extra-curricular engagement and/ or external studies in an Arts discipline an advantage, but not compulsory.

Subject Description:

In Creative Arts (Performing Arts), students have opportunities to focus on an aspect of one or more SACE subjects in the creative arts or use skills from extra-curricular or external experiences towards their learning. These could include, but are not limited to, Drama, Dance, Musical Theatre and Production Design.

Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, community performances and arts-based groups or other ensembles.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. By analysing and evaluating creative arts products in different contexts and from various perspectives, students 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.

In their study of Creative Arts, students also- if they choose- have opportunities to make connections with vocational education and training (VET) courses.

Content:

Stage 1 Creative Arts (Performing Arts) is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts or another subject offered within the SACE.

For a 10 credit subject, the following areas of study are covered:

- + Creative Arts Process
- + Development and Production
- + Concepts in Creative Arts Disciplines
- + Creative Arts in Practice

School-based Assessment	Weighting
Product: Product and Support Material	50%
Folio: Investigation and Skills Assessment	50%

Creative Arts is offered as an offline subject and students require to be self-motivated and self-dedicated in adhering their responsibilities and course timeline.

SACE Creative Arts: Stage 2 - Performing Arts

Credits:	20
Pre-requisites:	Any relevant Stage 1 Arts discipline, extra-curricular engagement, or external studies in an Arts discipline, or via interview with Senior Learning Leader.

Subject Description:

In Stage 2 Creative Arts (Performing Arts) students create performance artworks and productions as a platform for expression and collaboration. It is an opportunity to focus on an aspect of one or more SACE subjects in the creative arts or use skills from extra-curricular or external experiences towards their learning. These could include, but are not limited to, Drama, Dance, Musical Theatre and Production Design.

Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, community performances, and arts-based groups or other ensembles.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. By analysing and evaluating creative arts products in different contexts and from various perspectives, students 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.

The Stage 2 course is designed to build upon the key content explored in Stage 1. It also supports students to transition into emerging practitioners as they refine their process within their artistic areas of interest and increase engagement with industry experts. Students also- if they choose- have opportunities to make connections with vocational education and training (VET) courses.

Content:

Stage 2 Creative Arts (Performing Arts) is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts or another subject offered within the SACE.

For a 20 credit subject, the following areas of study are covered:

- + Creative Arts Process
- + Development and Production
- + Concepts in Creative Arts Disciplines
- + Creative Arts in Practice

Assessment:

School-based Assessment	Weighting
Product: Product and Support Material	50%
Inquiry: Oral, written or multimodal presentation	20%
External Assessment	
Practical Skills: Practical Skills Folio	30%

Creative Arts is offered as an offline subject and students require to be self-motivated and self-dedicated in adhering their responsibilities and course timeline.

SACE Music Experience: Stage 1

Credits:	10 or 20
Pre-requisites:	Year 10 Music Explorations OR Demonstrable experience in using Digital Audio Workstations (e.g. Garage Band, Logic, Ableton) and/or demonstrable skills as an instrumentalist/vocalist

Subject Description:

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.

Through the study of Music Experience, students participate in a range of musical activities such as performance, digital composition and production, research, and analysis. Students benefit from the opportunity to develop their practical and creative potential, aural skills, traditional and graphic(digital) notation skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

Content:

Students may engage in the following activities:

- + Digital Software/Midi Composition and Production
- + Ensemble Performance (Solo also possible)
- + Analysis and exploration of musical styles
- + Developing critical listening and musicianship skills
- + Developing musical literacy through understanding the structural conventions of music, and their context in culture

Assessment:

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

Creative works	60%
Musical Literacy	40%

SACE Music Advanced: Stage 1

Credits:	10 or 20
Pre-requisites:	Satisfactory standard of theory at Year 10 level (approx. AMEB Grade 3). Continued tuition on a principal instrument (minimum approx. AMEB Grade 4 standard). Satisfactory completion of Year 10 music.

Subject Description:

Through the study of music, students participate in a range of musical activities such as performing, composing, arranging, researching, developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

Content:

Students may engage in the following activities:

- + Composing, Arranging, Improvising
- + Performing as a Soloist and/or in an Ensemble (negotiated with class teacher)
- + Music Technology
- + Exploring musical styles
- + Developing Musicianship and Aural Skills

Assessment:

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

Creative works	60%
Musical Literacy	40%

There is an examination at the end of each semester of study.

SACE Music Studies: Stage 2

Credits:	20
Pre-requisites:	<p>Satisfactory standard of theory at Stage 1 Music or equivalent level.</p> <p>Students wishing to undertake Stage 2 Music Studies who have not completed Stage 1 Music must have an interview with either the Director or the Assistant Director of Music to determine whether he/she has the skill level required for success.</p>

Subject Description for Music Subjects:

Students develop an understanding of selected musical works and styles and apply this understanding to creating their own music as performances or compositions or arrangements. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Content:

Students have the opportunity to engage in the following activities:

- + Composing, Arranging
- + Performing as a Soloist and/or instrumentalist or vocalist in an Ensemble
- + Researching, analysing, and interpreting musical works
- + Developing Musicianship and Aural Skills

Assessment:

School-based Assessment	Weighting
Creative works Options: performance, composition, arranging	40%
Musical Literacy	30%
External Assessment	
Examination	30%

SACE Music Performance Solo: Stage 2

Credits:	10
Pre-requisites:	<p>Satisfactory completion of Stage 1 Music or equivalent</p> <p>Continued tuition on a principal instrument or voice</p>

Subject Description:

Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Students who study Music Performance - Ensemble and/or Music Performance - Solo may perform on the same instrument/voice in both subjects.

Content:

Each student must perform as an instrumental or vocal soloist or as a vocalist instrumentalist on piano or guitar. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar.

Students prepare and present three performances in which their total program includes a total of 18–24 minutes of different repertoire. They discuss key musical elements and critique and evaluate their own practice and performances.

Assessment:

In both Music Performance subjects all 3 assessments are video recorded. Two assessments are marked by the subject teacher and moderated by SACE Board Assessors. The 3rd assessment is externally marked by the SACE Board.

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

School-based Assessment	Weighting
Performance	30%
Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

SACE Music Performance Ensemble: Stage 2

Credits:	10
Pre-requisites:	Satisfactory completion of Stage 1 Music or equivalent Continued tuition on a principal instrument or voice

Subject Description:

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Content:

Students present an ensemble performance of a single work or a set of works by one or more composers, and individual evidence of their contribution to the ensemble through individual part-testing.

Students prepare and present public performances in which their total program includes a total of 18–24 minutes of different repertoire. They discuss key musical elements of the repertoire, and critique and evaluate their own performances.

Assessment:

In both Music Performance subjects all 3 assessments are video recorded. Two assessments are marked by the subject teacher and moderated by SACE Board Assessors. The 3rd assessment is externally marked by the SACE Board.

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

School-based Assessment	Weighting
Performance	30%
Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

SACE Visual Arts – Art: Stage 1

Credits:	20
Pre-requisites:	Nil

Subject Description:

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, opinions and present their lived or imagined life experiences in visual forms.

Content:

- + Visual thinking: Practical developmental work-Folio
The processes, documentation and recording of idea development, inspirations and experimentation of media.
- + Practical Resolution: Final art work(s).
Drawing, painting and mixed media, digital media, printmaking, photography, sculpture, ceramics, textiles, assembling and installation
- + Visual Arts in Context: Research artworks historically and culturally. This area of study draws information and inspiration from the works of past and present practitioners.

Assessment:

Folio	30%
Practical	40%
Visual Study	30%

There is no examination in this subject.

Visual Arts – Art is a semester based course, and can be done for one or two semesters.

SACE Visual Arts – Art: Stage 2

Credits:	20
Pre-requisites:	Nil

Precluded subject combination:

For the purposes of SACE completion, students can enrol at Stage 2 in both Visual Arts – Art and Visual Arts – Design BUT cannot count both subjects for the calculation of the ATAR.

However, if a student is interested in developing the skill sets in both Art and Design and in obtaining an ATAR, he/she should see the Head of Visual Arts as it is possible to do Creative Arts as a subject choice in combination with Visual Arts (see Stage 2 Creative Arts).

Subject Description:

In Visual Arts students express ideas through practical work using a variety of media 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. Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

Content:

The following three areas of study are covered:

- + Visual Thinking
- + Practical Resolution
- + Visual Arts in Context

Assessment:

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

School-based Assessment	Weighting
Folio	40%
Two Practical Works or one body of works	30%
External Assessment	
Visual Study	30%

SACE Creative Arts - Design: Stage 1

Credits:	10
Pre-requisites:	Nil but preferable to have studied Art/Design in Year 10 This subject is recommended for students who wish to study a Design based course and/or those who wish to study two Art based subjects at Stage 1.

Subject Description:

In Creative Arts teachers, in negotiation with students tailor a program to meet local needs or interests in the Arts. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject. It can combine Design and Art in the practical outcomes through creating a product and learning practical skills. This subject can link aspects of study to art/design industry based work and working with practitioners. The study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. The following are the areas that this course focuses on.

- + Creative Arts Process
- + Development and Production
- + Concepts in Creative Arts Disciplines
- + Creative Arts in Practice.

Assessment:

School-based Assessment	Weighting
Assessment Type 1:	
IPProduct: 1 Creative Arts product with supporting records (6 A3 Pages -750 words)	50%
Assessment Type 2	
Inquiry: 1 Inquiry (750 words)	30%
Skills Focus: 4 pieces of evidence of a skill development that records and reflects in a chosen practical art/design (750 words)	20%

SACE Creative Arts - Design: Stage 2

Credits:	20
Pre-requisites:	<p>Nil.</p> <p>Available only to students already enrolled in Stage 2 Visual Arts- Art or Visual Arts- Design</p> <p>Students wishing to study two Art based subjects at Stage 2 can take CREATIVE ARTS as a second option only after discussion with the Head of Art.</p>

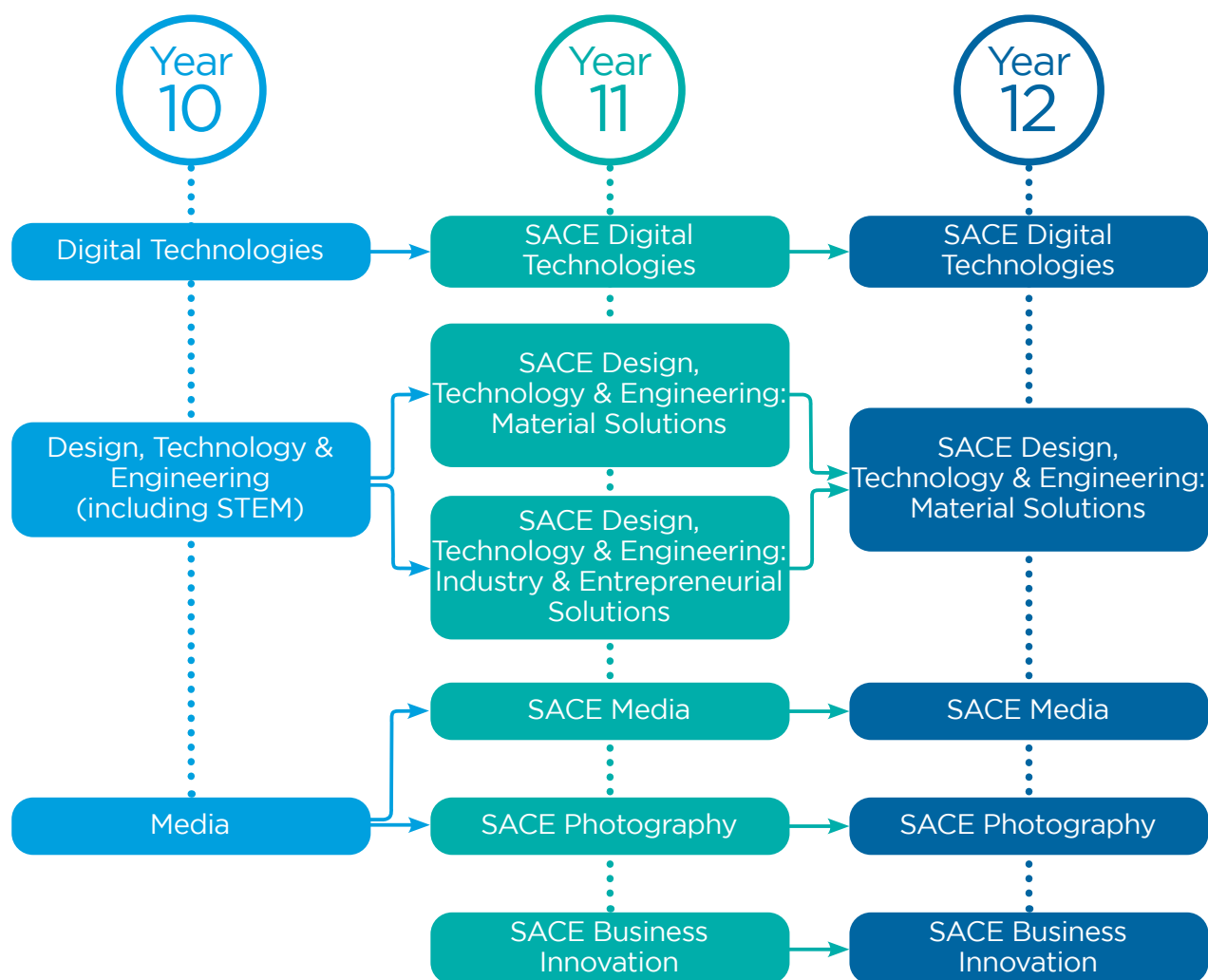
Subject Description:

In Creative Arts teachers, in negotiation with students tailor a program to meet local needs or interests in the Arts. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject. It can combine Design and Art.

Content and Assessment:

School-based Assessment	Weighting
Product: 2 creative arts products and 20 page folio of evidence.	50%
Investigation: 2 Investigations	20%
External Assessment	
Practical Skills: 12 pieces of evidence of a skill development in a chosen practical art/design area.	30%

Business, Enterprise and Technology Pathways



SACE Business Innovation: Stage 1

Credits:	10
Pre-requisites:	Nil
Requirements:	Sound literacy skills

Subject Description:

At Stage 1, students begin to develop the knowledge, skills, and understandings 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 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Content:

Stage 1 Business Innovation is a 10-credit subject or a 20-credit subject and is studied through the following two contexts:

- + start-up business
- + existing business.

Through these contexts, 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 demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Business Skills	70%
Business Pitch	30%

SACE Business Innovation: Stage 2

Credits:	20
Pre-requisites:	Nil
Requirements:	Sound literacy skills

Subject Description:

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. Business Innovation uses design thinking and assumption-based business planning tools to promote a human-centred approach to innovation and the transformation of business products, services, and processes.

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. In Business Innovation students engage with complex, dynamic, radditional-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Content:

Students explore at least two of these three key contexts:

- + Designing business
- + Sustaining business
- + Transforming business.

Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- + innovation
- + decision-making and project management
- + financial literacy and information management
- + global, local, and digital perspectives.

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

- + the nature and structure of business
- + sources of finance
- + forms of ownership
- + legal responsibilities and requirements.

Assessment:

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

School-based Assessment	Weighting
Business Skills	40%
Business Model	30%
External Assessment	
Business Plan and Pitch	30%

SACE Design, Technology & Engineering: Material Solutions: Stage 1

Credits:	10 – Semester 1 Only
Pre-requisites:	Nil. To determine whether a student has the skill level required for success, anyone who has not studied or passed this subject at Year 10 must have an interview with the Head of Design, Technology & Engineering

Subject Description:

Design, Technology and Engineering: Material Solutions, is a 10-credit subject at Stage 1. Students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative and innovative. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

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.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

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:

Students use of a diverse range of framed furniture manufacturing technologies such as tools, machines, and/or systems to create a product using timber-based materials.

Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as a framed table.

Assessment:

Assessment consists of the following assessment types:

Specialised Skills Tasks	30%
Design Process & Solution	70%

There is no examination in this subject.

SACE Design, Technology & Engineering: Industry and Entrepreneurial Solutions: Stage 1

Credits:	10 – Semester 2 Only
Pre-requisites:	Nil. To determine whether a student has the skill level required for success, anyone who has not studied or passed this subject at Year 10 must have an interview with the Head of Design, Technology & Engineering

Subject Description:

Design, Technology and Engineering: Industry and Entrepreneurial Solutions, is a 10-credit subject at Stage 1. Students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative and innovative. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

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.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

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:

Students will be involved in the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as Adobe Illustrator and Autodesk Inventor, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

Assessment:

Assessment consists of the following assessment types:

Specialised Skills Tasks	40%
Design Process & Solution	60%

There is no examination in this subject.

SACE Design, Technology & Engineering: Material Solutions: Stage 2

Credits:	20
Pre-requisites:	Nil. To determine whether a student has the skill level required for success, anyone who has not studied and passed this subject at Stage 1 must have an interview with the Head of Design, Technology & Engineering

Subject Description:

Stage 2 Design, Technology and Engineering: Material Solutions, is a 20 credit subject.

Students use design thinking to engineer solutions for the development of carcass constructed cabinets.

The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 2 Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and visa versa.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Content:

Students use of a diverse range of furniture manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate timber-based sheet materials.

Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as cabinet.

Assessment:

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

School-based Assessment	Weighting
Specialised Skills Tasks	20%
Design Process & Solution	50%
External Assessment	
Resource Study	30%

There is no examination in this subject.

SACE Digital Technologies: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil

Subject Description:

Students investigate existing digital technology systems to discover their nature and components. They develop a range of skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in several digital technology areas.

Content:

Stage 1 Digital Technologies is organised into the following four topics:

- + Programming
- + Advanced Programming
- + Data Analytics
- + Exploring Innovations

Students will learn a range of common programming languages including JavaScript to develop solutions to a range of different problems. Assessments focus on analysing different data sets, solving a range of different problems and programming interactive applications. Students learn to manage projects independently using modern agile approaches, while also having the opportunity to work in small groups on interest based projects.

Assessment:

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

School-based Assessment	Weighting
Project Skills	60%
Digital Solution	40%

SACE Photography: Communication Products: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil

Subject Description:

Students develop their creative thinking skills to plan, capture and manipulate digital photographs. Through the study of compositional and camera techniques, they design and create a range of photographic products (e.g.; magazine covers, posters) that meet a design brief, for a specific client.

Alongside advancing their theoretic and practical photographic abilities, students apply critical thinking and problem-solving skills, and utilise technologies and editing software, to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning.

Content:

Topics include

- + Understanding the camera: Exposure, Depth of Field, Shutter-speed, White-balance
- + Image Creation: Framing and Composition, Light – natural, available, LED, flash
- + Photographic styles/genres: Portraiture, Food & Product Photography, Architecture
- + Image processing tools: Lightroom and Photoshop

Assessment:

Assessment consists of the following:

Specialised Skills Task	30%
Design Process & Solution	70%

There is no external assessment or examination in this subject.

SACE Media Studies: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil.

Subject Description:

Media Studies gives students' the opportunity to plan, create and evaluate a range of Media products, developing both their practical skills and understanding of the supporting theoretical elements. Using their research and analytical skills to understand the evolution of different Media forms, students will make informed creative decisions about their own products. They also consider the influence Media has on the way people receive/interpret information and reflect on their personal Media usage/interaction.

Content:

The following topics will be studied during the year:

- + TV Advertising
- + Documentary Film-making
- + Multi-Camera Video
- + Photography: Composition and Framing
- + Creating Multimedia Texts
- + Careers in the Media
- + Representation in the Media

Assessment:

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

School-based Assessment	Weighting
Folio	20%
Interaction Study	20%
Product	60%

There is no external assessment or examination in this subject.

SACE Television And Digital Media: Integrated Learning: Stage 2

Credits:	20
Pre-requisites:	Nil Successful completion of Stage 1 Media Studies will be an advantage

Subject Description:

Television and Digital Media allows students to develop and apply their theoretical knowledge and practical skills to plan, create and evaluate a variety of Media forms. Whilst students are required to produce several 'products' e.g. a short film, website etc – emphasis is placed upon their learning journey. How they utilise their research and inquiry skills to analyse and select relevant information, work collaboratively with their peers and wider school community, communicate their ideas effectively and reflect and act upon their own strengths and weaknesses. Students are also responsible for organising, promoting and facilitating a practical workshop for a younger peer group.

Content:

The following topics will be studied through the year:

- + Promotional Film-making
- + Documentary Film-making
- + Basic Website Design (Templated)
- + Practical Workshop Planning & Facilitation

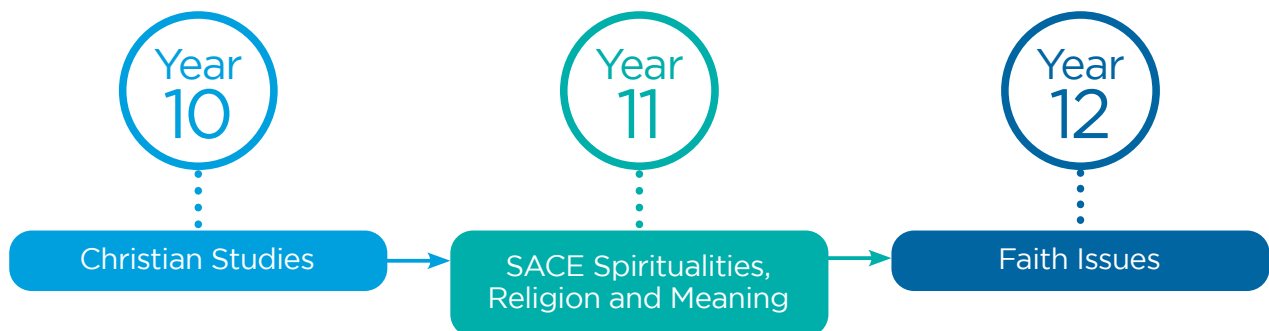
Students must make explicit links to the SACE Capabilities throughout

Assessment:

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

School-based Assessment	Weighting
Practical Inquiry	
Filmed Discussion	40%
Connections Workshop	30%
External Assessment	
Personal Endeavour	30%

Christian Studies



SACE Spiritualities, Religion, and Meaning : Stage 1

Credits:	10
Pre-requisites:	Nil

Subject Description:

In Year 11, students undertake an elective of Christian Studies for a full year. As in previous years, the course is based on the Lutheran Education Australia Christian Studies Curriculum Framework (CSCF) however it is taught as SACE Spiritualities, Religion, and Meaning (SRM) and is as a 10-credit subject at Stage 1.

Students explore the learning requirements of the CSCF and SRM are through the following electives:
Elective Options:

- + Community
- + Philosophy
- + Story
- + Music
- + Nature
- + Peer Support

Rationale for SACE Stage 1 SRM

In our Australian context, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more of the six "big ideas" (see below) to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

They engage with big ideas individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathic listening.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content:

For a 10 credit subject, students study one or two of the following big ideas:

Big Ideas:

- + Growth, belonging, and flourishing
- + Community, justice and diversity
- + Story, visions and futures
- + Spiritualities, religions, and ultimate questions
- + Life, the universe and integral ecology
- + Evil and suffering

Assessment:

The school assessment component for Stage 1 Spiritualities, Religion and Meaning consists of three assessment types:

Assessment Type 1: Representations	30%
Assessment Type 2: Connections	30%
Assessment Type 3: Issues Investigation	40%

There is no examination in this subject.

Cross Disciplinary Pathways



SACE Exploring Identities and Futures: Stage 1

*Compulsory Subject (usually studied at Year 10)

Credits: 10

Pre-requisites: Nil

Subject Description:

Exploring Identities and Futures is a 10-credit subject at Stage 1.

Exploring Identities and Futures will allow students to develop a pathway to thrive by exploring who they are and who they want to be.

Exploring Identities and Futures forms an integral part of students' pathways to a thriving future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them (agency, belonging, human connectedness).

It is a requirement that all students who undertake Exploring Identities and Futures are deeply engaged with the capabilities and are provided with opportunities to explore the application and development of the capabilities.

Content:

Stage1 Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with others. This is intended to encompass a broad range of connections, including those with their peers, culture, community and work.

Students will explore their futures by considering not just what they might want to do, but also what kind of person they might want to be (lifelong learning, agency, zest for life, belonging). The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

Stage 1 Exploring Identities and Futures supports an exploration of student's futures; a future that is expanded to encompass their lives beyond careers -who they want to be not just what they want to do. In addition to exploring the future, Exploring Identities and Futures seeks to explicitly provide space for students to explore their current identity and sense of belonging (who they are).

School-based assessment

Exploring your past, present and future	50%	100%
Putting your capabilities into action	50%	

SACE Activating Identities and Futures: Stage 2

*Compulsory Subject	
Credits:	10
Pre-requisites:	Nil

Subject Description:

Activating Identities and Futures is a 10-credit subject at Stage 2.

The purpose of the Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output.

When selecting the focus area for their Learning Exploration, students are encouraged to reflect on capabilities, strategies, insights developed in Stage 1 Exploring Identities and Futures.

Students explore ideas related to an area of personal interest (Zest) through a process of self-directed inquiry (Agency). They identify relevant knowledge, skills and capabilities developed throughout their education (Deep Understanding) they could draw on in this new context and select relevant strategies to progress the learning to a resolution (Transfer). The focus of the exploration aims to develop capabilities and support students in their chosen pathways (Lifelong learning).

Students make purposeful connections with others (Human Connectedness) to develop new perspective, seek authentic feedback and inform decisions about relevant strategies to progress their learning. They appraise the effectiveness of strategies, perspectives and feedback in supporting them to develop their knowledge, skills and/or capabilities to achieve a resolution that has value and impact to themselves and/or others and/or the broader community (Belonging).

Content:

Stage 2 Activating Identities and Futures may be approached in many ways, but should draw on student's personal areas of interest and provide an opportunity to build on and/or develop new skills and capabilities that will support a student's pathways beyond school.

School-based assessment		
Portfolio	30%	70%
Progress Checks	40%	
External assessment		
Appraisal	30%	30%

SACE Workplace Practices: Stage 2

Credits:	20
Pre-requisites:	Nil

Subject Description:

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Content:

There are three focus areas of study of this subject:

- + Industry and Work Knowledge
- + Vocational Learning
- + Vocational Education and Training (VET).

Students must include the following areas of study:

- + Industry and Work Knowledge, and
- + Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students select topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic.

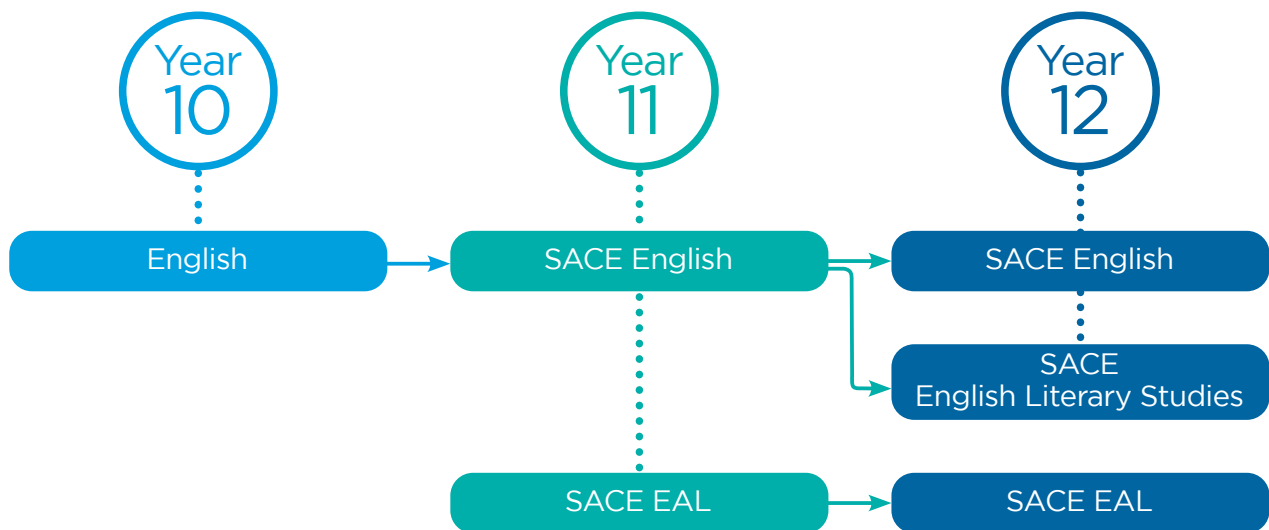
Assessment:

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

School-based Assessment	Weighting
Folio	25%
Performance	25%
Reflection	20%
External Assessment	
Investigation	30%

Workplace Practices is not currently offered at Concordia College but students can elect to study this subject through Open Access College or Marden College.

English Pathways



SACE English: Stage 1

Credits:	20
Pre-requisites:	Nil.
	Stage 1 Essential English may be offered to specific students based on their diagnosed literacy learning needs.

Subject Description:

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Content:

- + Responding to texts: Students consider a range of texts composed for different purposes and audiences, examining the ideas and perspectives contained within them and analysing their stylistic features.
- + Creating texts: Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts and audiences.
- + Intertextual Study: Students analyse the relationship between texts.

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	50%
Creating Texts	20%
Intertextual Study	30%

At least one assessment piece per semester will be in oral or multi-modal form.

There is an examination at the end of each semester of study.

SACE English: Stage 2

Credits:	20
Pre-requisites:	Nil.
Requirements	Sound Literacy Skills Required

Subject Description:

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral and/or multi-modal.

Content:

- + Responding to texts: Students produce three responses to texts. Two of the responses must be written, and one must be oral. Texts must be chosen from at least three of these categories: extended prose texts, drama, films, poetry, and media texts. The written responses should total a maximum of 2000 words, the oral response should be a maximum of 6 minutes.
- + Creating texts: Students create three original texts and one writer's statement. At least one text should be written. The three texts should total a maximum of 3000 words or equivalent. The writer's statement should be a maximum of 1000 words. The three created texts must demonstrate variety in text type, purpose and/or audience.
- + Comparative analysis: Students complete a comparative analysis of two texts, up to a maximum of 2000 words. In an independent study, students compare how stylistic features and language conventions in the two texts are used to explore ideas and shape responses and interpretations.

Assessment:

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

School-based Assessment	Weighting
Responding to texts	30%
Creating texts	40%
External Assessment	
Comparative analysis	30%

SACE English Literary Studies: Stage 2

Credits:	20
Pre-requisites:	Stage 1 English (standard)
Requirements	Sound Literacy skills required

Subject Description:

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through the study of shared and independently chosen texts, students extend their ability to sustain a reasoned critical argument and enhance their own skills in creating texts.

Content:

- + Responding to texts: Students produce up to five responses to texts, up to a total of 5000 words. One of these responses may be an oral presentation of up to 6 minutes. One response must show an understanding of a range of critical perspectives in considering texts. Responses must cover each of the following text studies: extended prose text, film text, drama text, a selection of poetry texts.
- + Creating texts: Students create two texts. One is a 'transformative text', responding to one of the shared studies in a creative way; the second is an original text in a form or genre of the student's choice.
- + Text Study:
 - Part A: A comparative text study in which the student compares one of the shared texts with an independently chosen text. The total of this study is 1500 words.
 - Part B: Critical reading. This is a 90-minute examination developed by the SACE board. Students read a short text and respond to a set of questions.

Assessment:

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

School-based Assessment	Weighting
Responding to texts	50%
Creating texts	20%
External Assessment	
Comparative text study	15%
Critical reading examination	15%

SACE English As An Additional Language: Stage 1

Credits:	20
Pre-requisites:	Students must be approved for this subject

Capabilities:

Literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical understanding, intercultural understanding

Subject Description:

English as and Additional Language is designed for students for whom English is an additional language or dialect.

Stage 1 English as and Additional Language 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:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Through studying a variety of oral, written, and multimodal texts, students develop and understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Assessment:

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

School-based Assessment	Weighting
Assessment Type 1	50%
Assessment Type 2	25%
Assessment Type 3	25%

These is an examination at the end of each semester of study.

SACE English As An Additional Language: Stage 2

Credits:	20
Pre-requisites:	Students must be approved for this subject and Stage1 EAL

Capabilities:

Literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical understanding, intercultural understanding

Subject Description:

English as and Additional Language is designed for students for whom English is an additional language or dialect.

Content:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, and extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 English as an Additional Language:

School-based Assessment
Assessment Type 1: Academic Literacy Study
Assessment Type 2: Responses to Texts
External Assessment
Assessment Type 3: Examination

Health and Physical Education Pathways



SACE Food And Hospitality: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil

Please note that Stage 2 Food & Hospitality can be studied at Year 11. While it is highly recommended that students study Stage 1 in Year 11, students who excel in both the theoretical and practical aspects of Food Design may apply to study Stage 2 in Year 11. Applications may be made to the Head of Food Design.

Subject Description:

In 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.

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Topics include food photography and styling, creating a menu item for a contemporary restaurant, working as a group to run an in-school café and many more.

Content:

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

- + Food, the Individual and the Family
- + Local and Global Issues in Food and Hospitality
- + Trends in Food and Culture
- + Food and Safety
- + Food and Hospitality Careers

Assessment:

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

Practical Activity	50%
Group Activity	30%
Investigation	20%

There is no examination in this subject.

SACE Food And Hospitality: Stage 2

Credits:	20
Pre-requisites:	Nil. A student who has not studied this subject at Stage 1 must have an interview with the Head of Food Design

Subject Description:

In 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.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content:

Students study topics within the following five areas of study:

- + Contemporary and Future Issues
- + Economic and Environmental Influences
- + Political and Legal Influences
- + Socio-cultural Influences
- + Technological Influences.

Assessment:

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

School-based Assessment	Weighting
Practical Activity	50%
Group Activity	20%
External Assessment	
Investigation	30%

SACE Physical Education: Stage 1

Credits:	10 per Semester
Pre-requisites:	Nil

Subject Description:

In Stage 1 Physical Education, students gain an understanding of human movement and physical activity. Through an integrated program, physical activity is used as a vehicle to help students develop the theoretical knowledge required by the SACE. Students explore their own physical capacities in various sports, fitness activities and other practical applications with a view to analysing performance, movement patterns, physiological/biomechanical demands, health, and lifestyle issues. They develop skills in communication, investigation, collaboration and the ability to apply knowledge to practical situations.

Content:

Theoretical Principles

- + The Acquisition of Skills
- + The Biomechanics of Movement
- + Exercise Physiology and Physical Activity
- + Social Influences on Physical Activity and Engagement

Assessment:

Entirely assignment based. There is no exam. There will be two to three summative assessments per semester. There are two criteria for assessment

- + Application and Communication
- + Exploration, Analysis and Reflection

SACE Physical Education: Stage 2

Credits:	20
Pre-requisites:	Nil

Subject Description:

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Content:

Stage 2 Physical Education has three focus areas:

- + Focus Area 1: In movement
- + Focus Area 2: Through movement
- + Focus Area 3: About movement.

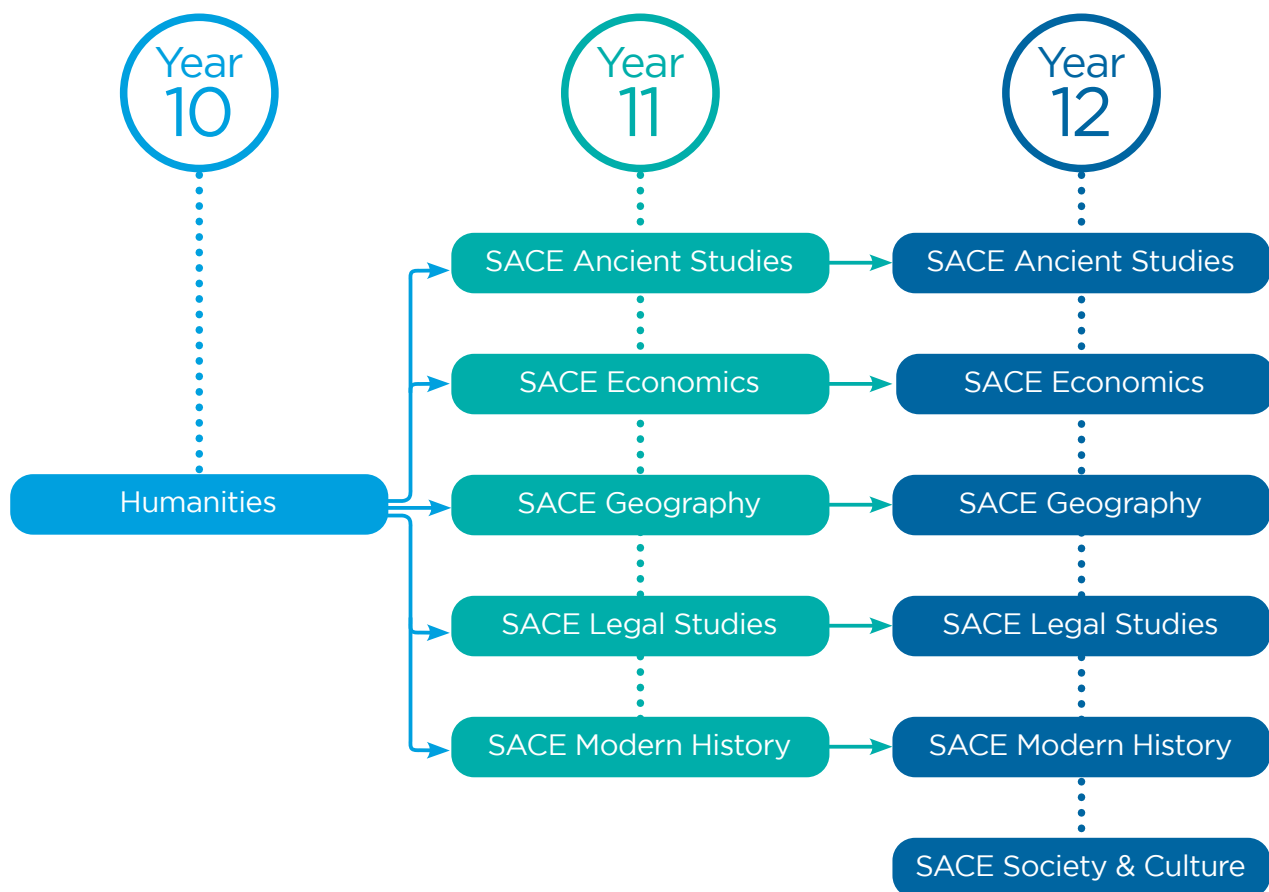
The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School Assessment	Weighting
Assessment Type 1: Diagnostics	30%
Assessment Type 2: Self-Improvement Portfolio	40%
External Assessment	
Assessment Type 3: Group Dynamics	30%

Humanities Pathways



SACE Ancient Studies: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil
Requirements:	Sound literacy skills

Subject Description:

In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations. Students draw on many other fields of study. They consider environmental, social, economic, religious, cultural and aesthetic aspects of societies and explore ideas and innovations that shape and are shaped by societies.

Content:

In each semester, students explore two ancient societies or cultures including Classical Greece and Rome, Egypt and Celtic peoples of Europe and Great Britain.

Two different units are studied each semester.

Units are selected from:

- + Beliefs, rituals and mythology – The Iliad
- + Social structures, slavery and everyday life – Ancient Egypt
- + Preservation and/ or reconstruction of ancient sites – Icons of the ancient world
- + Warfare and conquest – Ancient Rome
- + Art and architecture – Ancient China
- + Creative representations – The Aeneid
- + Authentication and reliability – historical forgeries

Assessment:

Assessment is school based and consists of the following assessment types:

Skills and Applications	75%
Inquiry	25%

There is no examination in this subject.

SACE Ancient Studies: Stage 2

Credits:	20
Pre-requisites:	Nil
Requirements:	Sound literacy and research skills

Subject Description:

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of ancient and classical societies with a specific focus on Greece. Students explore ideas and innovations that shape and have shaped societies. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Content:

Topics will be selected from:

- + Topic 1: Daily Life: Greek Society, Sparta and Athens, Fifth Century BCE
- + Topic 4: Religion: Greek myth and legend
- + Topic 6: Literature – Epic: Homer, The Odyssey
- + Topic 7: Drama: Sophocles, Oedipus, Antigone
- + Individual inquiry – externally assessed.

Assessment:

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

School-based Assessment	Weighting
Assessment Type 1: Skills and Applications	50%
Assessment Type 2: Connections	20%
External Assessment	
Assessment Type 3: Inquiry	30%

SACE Economics: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil
Requirements:	Sound literacy skills

Subject Description:

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives.

On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

An economic outlook is therefore about much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions satisfy people's needs and wants.

Content:

Students develop economic thinking by using economic inquiry skills, knowledge, and understanding of economic concepts, principles, and models in different contexts. Students apply economic thinking in the analysis of economic issues evident in a variety of scenarios.

The skills and conceptual understandings are developed in the core topic 'Thinking like an economist' are:

- + Economic Concepts (Scarcity, Choice, Opportunity Cost, Cause and Effect)
- + Economic Inquiry Skills (Application of Economic Concepts and Models, Economic Objectives, Intended and Unintended Consequences)
- + Data analysis (Qualitative and Quantitative, Graphs, Diagrams and Tables)

At least three of the following scenarios are selected for study in each semester:

- + The Economic Problem
- + Economic Systems
- + Markets
- + The Share Market
- + Price Stability
- + The Environmental
- + Economic Development
- + Sport and Entertainment
- + Employment and Unemployment

Assessment:

Assessment is school based and consists of the following assessment types:

Folio	60%
Economic Project	40%

There is an examination at the end of each semester of study.

SACE Economics: Stage 2

Credits:	20
Pre-requisites:	Nil
Requirements:	Sound literacy skills

Subject Description:

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.

Through the study of Economics, students examine the most significant individual and social problems through the acquisition of analytical and problem-solving skills and the development of a logical, ordered way of looking at issues. These essential life skills promote the ability to balance different narratives, determine what assumptions matter, and build on existing knowledge.

In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. Students develop an understanding that economic thinking can offer insights into many of the issues faced by society.

Content:

The skills and conceptual understandings are developed in the core topic 'Thinking like an economist' are:

- + Economic inquiry skills (Scarcity, Choice, Opportunity Cost, Cause and Effect)
- + Data analysis (Qualitative and Quantitative)
- + Microeconomics (Markets, Market Structures, Market Failure, Game Theory)
- + Macroeconomic (Full Employment Price Stability, Economic Growth, Circular Flow Model, AD-AS Model, Economic Policies)

Student learning of these skills and conceptual understandings are facilitated with the use of problem-based scenarios from two or more different contexts:

- + Firms
- + Macroeconomic management
- + Trade and globalisation
- + Wealth, poverty, and inequality
- + The environment
- + Health
- + Sport and entertainment

Assessment:

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

School-based Assessment	Weighting
Folio	40%
Economic Project	30%
External Assessment	
Examination	30%

SACE Geography: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil
Requirements:	Sound literacy skills required

Subject Description:

Geography students develop an understanding of the spatial interrelationships between people, places, and environments. Geographers appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geographers identify patterns and trends and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Geography students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. They develop an appreciation of the interdependence between the biophysical environment and human activities.

Content:

Through the study of the topics: Sustainable Places, Hazards and Contemporary Issues students will:

- + Develop an understanding and application of key geographical concepts
- + Develop an understanding of the interdependence of human and physical environments
- + Explore contemporary geographical issues
- + Develop skills in fieldwork using opportunities in the local area (students will participate in at least 1 field trip per semester)
- + Examine geographical features, concepts, and issues using a range of skills and techniques, including spatial technologies.

Assessment:

Assessment is school based and consists of four assessments across the following types:

School-based Assessment	Weighting
AT1: Geographical Skills and Application - at least two tasks	75%
AT2: Fieldwork - at least one task	25%

There is an examination for this subject at the end of each semester..

SACE Geography: Stage 2

Credits:	20
Pre-requisites:	Nil
Requirements:	Sound literacy skills required

Subject Description:

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Geography students identify patterns and trends and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Students engage in geographical inquiry by using geographical methods and skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Content:

The transforming world

- + Population change; global inequality; globalisation; people & ecosystems; climate change

Fieldwork:

- + Students will participate in a variety of field trips throughout the course of the year
- + Students also undertake independent fieldwork on a local topic or issue of personal interest.

Assessment:

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

School-based Assessment	Weighting
Skills & Application	40%
Fieldwork Report	30%
External Assessment	
Examination	30%

SACE Legal Studies: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil
Knowledge	Sound literacy skills

Subject Description:

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law making, law enforcement and dispute resolution, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law and systems used in other jurisdictions.

Legal Studies is explored through 'big questions', a useful mechanism to stimulate deep thinking and engagement, and for the consideration of a range of perspectives. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

Content:

In each semester students study four topics:

- + Law and Communities
- + Government
- + Law-making

Assessment:

Assessment is school based and consists of the following assessment types:

Folio	33%
Issues Study	33%
Presentation	34%

There is an examination at the end of each semester of study.

SACE Legal Studies: Stage 2

Credits:	20
Pre-requisites:	Nil
Knowledge	Sound literacy skills

Subject Description:

The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Central to the study of Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions whilst also responding to changes in community values and circumstances. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

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 democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Content:

- + Topic 1: Sources of Law
- + Topic 2: Dispute Resolution
- + Topic 3: The Australian Constitution

Assessment:

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

School-based Assessment	Weighting
Folio	40%
Inquiry	30%
External Assessment	
Examination	30%

SACE Modern History: Stage 1

Credits:	10 or 20
Pre-requisites:	Nil.
Knowledge:	Sound literacy skills

Subject Description:

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short- 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, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Content:

In each semester, students study skills of historical inquiry and conduct an independent historical investigation. Two different units are studied each semester.

Units are selected from:

- + Revolutions – the Russian Revolutions
- + Imperialism – Britain in Africa
- + Japanese modernisation and expansion
- + Decolonisation – Vietnam
- + Revolution in Cuba

Assessment:

Assessment is school based and consists of the following assessment types:

Historical Skills	75%
Historical Study	25%

There is an examination at the end of each semester of study.

SACE Modern History: Stage 2

Credits:	20
Pre-requisites:	Nil.
Knowledge:	Sound literacy skills

Subject Description:

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They study one nation, investigating the social, political, and economic changes that shaped the development of that nation. Students also explore relationships among nations and groups, examine significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Content:

Students will study:

- + One study of a modern nation, chosen from EITHER
The Soviet Union and Russia (1945 – c2004)
OR Germany (1918–48)
- + One study of the world since 1945, chosen from EITHER
The Changing World Order (1945 –)
OR The Struggle for Peace in the Middle East (1945 –)
- + Historical Study
Students undertake an individual historical study based on an aspect of the world since c.1750.

Assessment:

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

School-based Assessment	Weighting
Historical Skills	50%
Historical Study	20%
External Assessment	
Examination	30%

SACE Society And Culture: Stage 2

Credits:	20
Pre-requisites:	Nil.
Knowledge:	Sound literacy skills

Subject Description:

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Content:

Students study three topics, one from each of the groups below:

Topic group 1: Culture

- + Cultural Diversity
- + Youth Culture
- + Work and Leisure
- + The Material World.

Topic group 2: Contemporary Challenges

- + Social Ethics
- + Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- + Technological Revolutions
- + People and the Environment.

Topic group 3: Global Issues

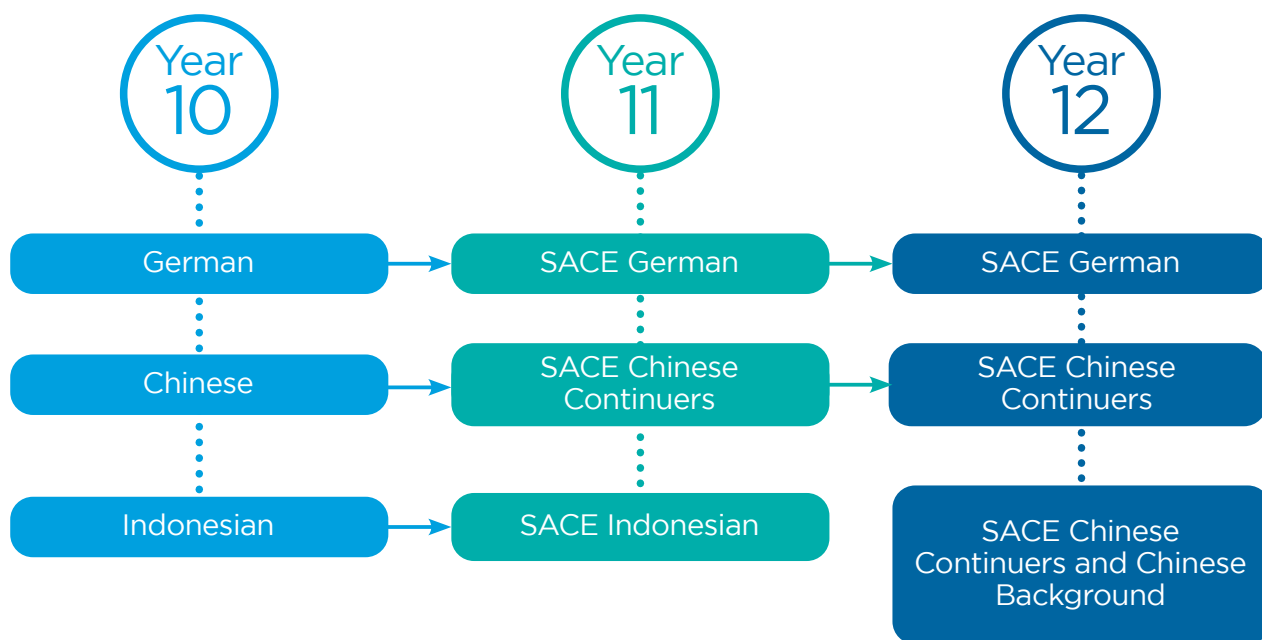
- + Globalisation
- + A Question of Rights
- + People and Power.

Assessment:

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

School-based Assessment	Weighting
Folio	50%
Interaction (Group Activity and Oral Activity)	20%
External Assessment	
Investigation	30%

Languages Pathways



SACE German: Stage 1

Credits:	10 or 20
Pre-requisites:	studied German for a minimum of three consecutive years prior to SACE Stage 1

Subject Description:

Students develop an understanding of how German 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. They develop knowledge, awareness, and understanding of other languages and cultures in relation to their own and reflect on their own attitudes, beliefs, and values. In addition, students develop an understanding of how culture and identity are expressed through language.

Content:

Stage 1 German at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics, selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

Prescribed themes and topics:

The Individual	The German-speaking Communities	The Changing World
Personal identity	People and places	The world of work
School and aspirations	Past and present	Social issues
Leisure and interests	Arts and entertainment	Tourism and hospitality

Assessment:

Assessment at Stage 1 is school based:

Interaction Text Production Text Analysis Investigation (plus reflective response in English)	min 20% per task
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SACE German: Stage 2

Credits:	20
Pre-requisites:	C grade in Stage 1 German

Content:

Stage 2 German at continuers level continues to explore prescribed topics and suggested subtopics under the three prescribed themes.

The Individual	The German-speaking Communities	The Changing World
Self-image My home Community Family and friends Relationships Pressure and influences	Lifestyles Daily life Cultural diversity Traditions Cultural heritage Regional and national festivals	Technology and design Jobs and careers Globalisation and its effects
School Education systems Future plans and pathways Student exchanges	Historical perspectives Changing face of German-speaking countries and communities	Youth issues The environment Equality Anxiety for the future Health issues
Holidays Sports Hobbies Keeping fit and healthy	Music and songs Film and theatre Media Writers and literature Movements in art Popular culture	Travel at home and abroad Interacting with visitors in Australia

Assessment:

Information on the External Assessment

The examination consists of:

- + Oral Examination (15mins)
- + Written Examination (2 hours 10 mins)

SACE Chinese Continuers: Stage 1

Credits:	10 or 20
Pre-requisites:	Students enrolling in Chinese continuers level must submit an eligibility enrolment form to SACE Chinese

Subject Description:

Students develop an understanding of how Chinese 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. They develop knowledge, awareness, and understanding of other languages and cultures in relation to their own and reflect on their own attitudes, beliefs, and values. In addition, students develop an understanding of how culture and identity are expressed through language.

Content:

Stage 1 Chinese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics, selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

Prescribed themes and topics:

The Individual:

Personal Identity

- + Appearance and personality
- + Family, friends, and relationships
- + Home and neighbourhood
- + Daily routine

Education and Aspirations

- + School life — facilities, rules, routines, subjects, and examinations
- + Further education
- + Future plans

Recreation and Leisure

- + Sport
- + Interests
- + Shopping
- + Eating out
- + Entertainment, parties

Travel Experiences

- + Holidays and sightseeing
- + Travel plans and requirements
- + Transport and accommodation

The Chinese-speaking Communities

History and Culture

- + Traditions and beliefs
- + Festivals and customs
- + Legends and fables
- + Famous people

Schooling

- + School life — subjects, study habits, routine

Lifestyles

- + Leisure
- + Sports
- + Food types and cuisine
- + Media, film, TV

Geography

- + Places of interest in China and the Chinese-speaking world
- + Urban and rural life

The Changing World

Youth Issues

- + Entertainment
- + Technology in daily life
- + The environment

The World of Work

- + Work skills and gaining employment
- + Careers and occupations

Tourism and Hospitality

- + Tourism in Australia or China
- + Cross-cultural perspectives

Assessment:

Assessment at Stage 1 is school based:

Interaction Text Production Text Analysis Investigation (plus reflective response in English)	min 20% per task
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SACE Chinese Continuers: Stage 2

Credits:	20
Pre-requisites:	Students enrolling in Chinese continuers level must submit an eligibility enrolment form to SACE Chinese

Content:

Stage 2 Chinese at continuers level continues to explore prescribed topics and suggested subtopics under the three prescribed themes.

he Individual:

Personal Identity

- + Appearance and personality
- + Family, friends, and relationships
- + Home and neighbourhood
- + Daily routine

Education and Aspirations

- + School life — facilities, rules, routines, subjects, and examinations
- + Further education
- + Future plans

Recreation and Leisure

- + Sport
- + Interests
- + Shopping
- + Eating out
- + Entertainment, parties

Travel Experiences

- + Holidays and sightseeing
- + Travel plans and requirements
- + Transport and accommodation

The Chinese-speaking Communities

History and Culture

- + Traditions and beliefs
- + Festivals and customs
- + Legends and fables
- + Famous people

Schooling

- + School life — subjects, study habits, routine

Lifestyles

- + Leisure
- + Sports
- + Food types and cuisine
- + Media, film, TV

Geography

- + Places of interest in China and the Chinese-speaking world
- + Urban and rural life

The Changing World

Youth Issues

- + Entertainment
- + Technology in daily life
- + The environment

The World of Work

- + Work skills and gaining employment
- + Careers and occupations

Tourism and Hospitality

- + Tourism in Australia or China
- + Cross-cultural perspectives

Assessment:

Information on the External Assessment

The examination consists of:

- + Oral Examination (15mins)
- + Written Examination (2 hours 10 mins)

SACE Chinese Background: Stage 1

Credits:	10 or 20
Pre-requisites:	The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken

Subject Description:

Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language.

Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Content:

Stage 1 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

There are four prescribed themes:

- + China and the World
- + Modernisation and Social Change
- + The Overseas Chinese-speaking Communities
- + Language in Use in Contemporary China.

Contemporary Issues:

- + Political and historical developments since 1949 (e.g. Taiwan/mainland, Tibet, overseas Chinese in Asia, unification/autonomy, democratic reform, comparisons with the past and the present)
- + The environment
- + Population issues and policies
- + Educational change and social/employment opportunities
- + The impact of technology
- + The changing roles and expectations of women and men

- + Youth issues
- + Chinese contributions in Australia
- + Cultural evolution and adaptation (e.g. 'East meets West', the generation gap, the place of tradition in modern society, youth culture, globalisation and Chinese culture)
- + Writers in the Chinese language (e.g. young writers, established writers, women writers)
- + The Internet
- + Contemporary film

Assessment:

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

Interaction + ideas + expression	min 20% per task
Text Production + ideas + expression	min 20 % per task
Text Analysis + expression + evaluation and reflection	min 20% per task
Investigation + a response to text(s) + a reflective response	min 20% per task

There is an examination at the end of each semester of study.

SACE Chinese Background: Stage 2

Credits:	20
Pre-requisites:	C Grade in Stage 1 Chinese Background

Subject Description:

Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language.

Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Content:

Stage 2 Chinese Background builds on and balances the Stage 1 prescribed themes.

There are four prescribed themes:

- + China and the World
- + Modernisation and Social Change
- + The Overseas Chinese-speaking Communities
- + Language in Use in Contemporary China.

Contemporary Issues:

- + Political and historical developments since 1949 (e.g. Taiwan/mainland, Tibet, overseas Chinese in Asia, unification/autonomy, democratic reform, comparisons with the past and the present)
- + The environment
- + Population issues and policies
- + Educational change and social/employment opportunities
- + The impact of technology
- + The changing roles and expectations of women and men
- + Youth issues
- + Chinese contributions in Australia
- + Cultural evolution and adaptation (e.g. 'East meets West', the generation gap, the place of tradition in modern society, youth culture, globalisation and Chinese culture)
- + Writers in the Chinese language (e.g. young writers, established writers, women writers)
- + The Internet
- + Contemporary film

Assessment:

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

School-based Assessment	Weighting
Folio	50%
In-depth Study	20%
External Assessment	
Examination	30%

Information on the External Assessment

The examination consists of:

- + Oral Examination
- + Written Examination

SACE Indonesian: Stage 1

Credits:	10 or 20
Pre-requisites:	studied Indonesian for a minimum of three consecutive years prior to SACE Stage 1

NOTE: If numbers of student choosing Indonesian Stage 1 is minimal in 2023, Concordia College will enable this subject to be conducted at the School of Languages with financial assistance.

Subject Description: Students develop an understanding of how Indonesian 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. They develop knowledge, awareness, and understanding of other languages and cultures in relation to their own and reflect on their own attitudes, beliefs, and values. In addition, students develop an understanding of how culture and identity are expressed through language.

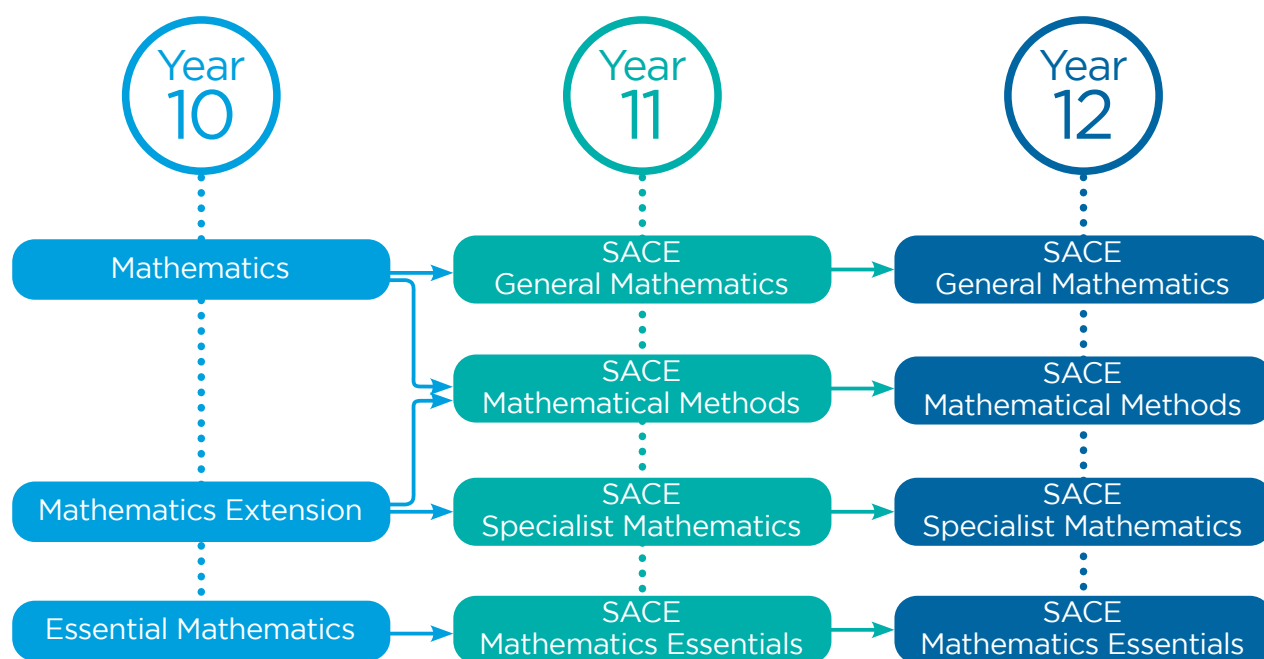
Content: Stage 1 Indonesian at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics, selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The Individual	The Indonesian-speaking Communities	The Changing World
Personal world	Arts, crafts and entertainment (modern and traditional)	Contemporary issues
Education and aspirations	Visiting Indonesia	The world of work
Values, attitudes and opinions	Stories from the past	

Assessment: Assessment at Stage 1 is school based:

Interaction Text Production Text Analysis Investigation (plus reflective response in English)	min 20% per task
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Mathematics Pathways



SACE Essential Mathematics: Stage 1

Credits:	10 or 20
Pre-requisites:	Students should have completed either Year 10 Mathematics or Year 10 Essential Mathematics

Subject Description:

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Essential Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Students can take this subject for a single semester (10 credits) to complete the numeracy requirement of SACE.

Students must complete both semesters (20 credits) of Stage 1 Essential Mathematics (or another Stage 1 Mathematics subject) if they intend to study Essential Mathematics at Stage 2.

Content:

Stage 1 Essential Mathematics consists of a selection of work from a range of topics:

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks (Tests)	60%
Folio (Investigations or Practical Reports)	40%

There may be an examination at the end of each semester of study.

SACE Essential Mathematics: Stage 2

Credits:	20
Pre-requisites:	It is strongly recommended that students should have attained a B grade or better in Stage 1 Essential Mathematics (20 credits) or a C grade or better in General Mathematics

Subject Description:

Stage 2 Essential Mathematics enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from realistic contexts.

Content:

Stage 2 Essential Mathematics is a 20-credit subject that consists of five of the following topics:

- + Topic 1: Scales, Plans and Models
- + Topic 2: Measurement
- + Topic 3: Business Applications
- + Topic 4: Statistics
- + Topic 5: Investments and Loans
- + Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks	30%
Folio	40%
External Assessment	
Examination	30%

Information on the External Assessment:*

Examination (2 hours 10 minutes)

Students undertake a 2-hour 10-minute external examination based on the key questions and key concepts in the following topics: Measurement, Statistics and Investments and Loans.

SACE General Mathematics: Stage 1

Credits:	20
Pre-requisites:	It is strongly recommended that students should have attained a minimum result of a 4 in Year 10 Mathematics and a level 4 or better in Criterion A

Subject Description:

In the study of mathematics students participate in a wide variety of problem-solving activities.

The subject gives students the abilities and skills required in the workplace and in everyday life.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is designed to prepare students for Stage 2 General Mathematics.

Content:

Stage 1 General Mathematics consists of a selection of work from the following 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
- + Topic 7: Open Topic (Introduction to Shares)

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks (Tests)	65%
Mathematical Investigation	35%

There is an examination at the end of each semester of study.

SACE General Mathematics: Stage 2

Credits:	20
Pre-requisites:	It is strongly recommended that students should have attained a B grade in or better Stage 1 General Mathematics (20 credits) or a C grade or better in Stage 1 Mathematical Methods (20 credits)

Subject Description:

Through the study of General Mathematics students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Content:

Stage 2 General Mathematics is a 20-credit subject that consists of five of the following topics:

- + Topic 1: Modelling with Linear Relationships
- + Topic 2: Modelling with Matrices
- + Topic 3: Statistical Models
- + Topic 4: Financial Models
- + Topic 5: Discrete Models
- + Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks	40%
Mathematical Investigation	30%
External Assessment	
Examination	30%

Information on the External Assessment:*

Examination (2 hours 10 minutes)

Students undertake a 2-hour 10-minute external examination based on the key questions and key concepts in the following topics: Statistical Models, Financial Models and Discrete Models.

SACE Mathematical Methods: Stage 1

Credits:	30
Pre-requisites:	It is strongly recommended that students should have obtained a minimum of a 5 in Year 10 Mathematics and a level 6 or better in Criterion A

Subject Description:

In the study of mathematics students participate in a wide variety of problem-solving activities. They learn how to approach new and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is designed to prepare students for Stage 2 Mathematical Methods.

Content:

Year 11 Mathematical Methods consists of 3 semester units of work, which are selected from the following 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
- + Topic 8: Matrices

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks (Tests)	75%
Mathematical Investigation	25%

There is an examination at the end of each semester of study.

SACE Mathematical Methods: Stage 2

Credits:	20
Pre-requisites:	It is strongly recommended that students should have attained a B grade or better in Stage 1 Mathematical Methods (20 credits)

Subject Description:

Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Content:

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following six topics:

- + 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*:

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Mathematical Investigation	20%
External Assessment	
Examination	30%

Information on the External Assessment:*

Examination (2 hours 10 minutes)

Students undertake a 2-hour 10-minute external examination based on the key questions and key concepts in the six topics.

SACE Specialist Mathematics: Stage 1

Credits:	10
Pre-requisites:	It is strongly recommended that students should have attained a minimum of a 6 in Year 10 Mathematics (Extension) and a 7 or better in Criterion A.

Subject Description:

In the study of mathematics students participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is to be taken in conjunction with Stage 1 Mathematical Methods (20 credits).

The course is designed to prepare students for Stage 2 Specialist Mathematics.

Content:

Year 11 Specialist Mathematics consists of the following topics:

- + Topic 1: Vectors in the Plane
- + Topic 2: Further Trigonometry
- + Topic 3: Real and Complex Numbers

Assessment:

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

School-based Assessment	Weighting
Skills and Applications Tasks (Tests)	75%
Mathematical Investigation	25%

There is an examination at the end of the semester.

SACE Specialist Mathematics: Stage 2

Credits:	20
Pre-requisites:	It is strongly recommended that students should have attained a B grade or better in Stage 1 Specialist Mathematics (20 credits) and B grade or better in Stage 1 Mathematical Methods (20 credits)

Subject Description:

Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Methods.

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Content:

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:

- + 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*:

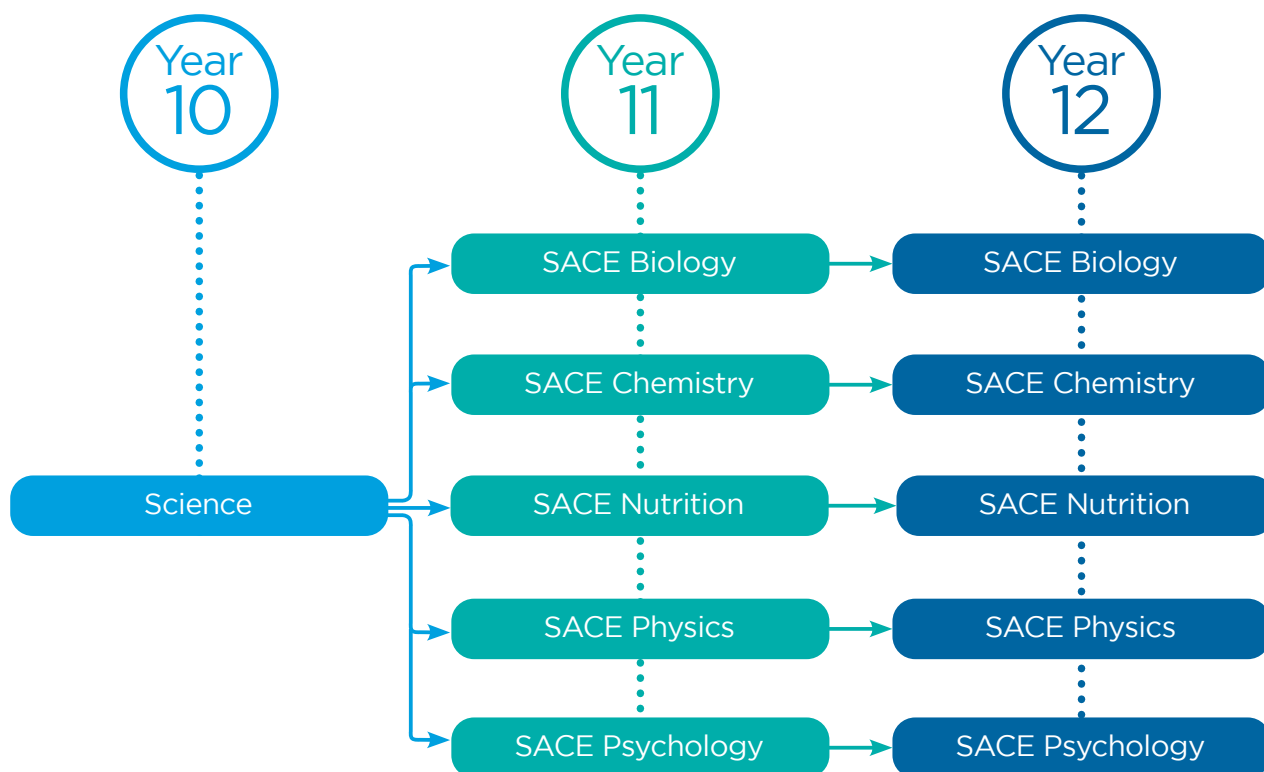
School-based Assessment	Weighting
Skills and Applications Tasks	50%
Mathematical Investigation	20%
External Assessment	
Examination	30%

Information on the External Assessment*:

Examination (2 hours 10 minutes)

Students undertake a 2-hour 10-minute external examination based on the key questions and key concepts in the six topics.

Sciences Pathways



SACE Biology: Stage 1

Credits:	10 or 20
Pre-requisites:	Year 10 Science or Scientific Studies

Subject Description:

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. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

Students 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:

- + 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:

School-based Assessment	Weighting
Investigations Folio	50%
Skills and Applications Tasks	50%

There is an examination at the end of each semester of study.

SACE Biology: Stage 2

Credits:	20
Pre-requisites:	min. 10 credits of Stage 1 Biology is advantageous

Subject Description:

In Biology students learn about the cellular and overall structures and functions of organisms and ecosystems. 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 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:

Stage 2 Biology is organised around the following four topics:

- + DNA and Proteins
- + Cells as the Basis of Life
- + Homeostasis
- + Evolution

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

SACE Chemistry: Stage 1

Credits:	20
Pre-requisites:	Year 10 Science (Chemistry topics)

Subject Description:

Stage 1 Chemistry must be studied in Semester 1 and cannot be picked up in Semester 2. A C grade pass is required to continue with Chemistry in Semester 2.

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. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

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.

Content:

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

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	50%
Skills and Applications Tasks	50%

There is an examination at the end of each semester of study.

SACE Chemistry: Stage 2

Credits:	20
Pre-requisites:	Two semesters of Stage 1 Chemistry are required.

Subject Description:

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.

Content:

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within four topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:

- + Topic 1: Monitoring the Environment
- + Topic 2: Managing Chemical Processes
- + Topic 3: Organic and Biological Chemistry
- + Topic 4: Managing Resources

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

SACE Nutrition: Stage 1

Credits:	20
Pre-requisites:	Nil

Subject Description:

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content:

- + Principles of nutrition, physiology, and health
- + Health promotion and emerging trends
- + Sustainable food systems
- + Nutrition literacy and numeracy
- + Nutrition and technology.
- +

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

Science inquiry skills – Practical investigations involve a range of both individual and collaborative activities, during which students extend the science inquiry skills practical design and deconstruct

Science as a human endeavour -By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of nutrition science. They explore how scientists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Assessment:

Nutrition science understanding – case study assessment.

For a 20-credit subject, students study five nutrition understandings across the three concepts.

SACE Nutrition: Stage 2

Credits:	20
Pre-requisites:	Nil

Subject Description:

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students analyse the impact of diet on health and wellbeing throughout the life cycle. Through the study of the digestive system students consider the influence of the microbiome on health and malabsorption syndromes. Students analyse and evaluate data and scenarios, and provide solutions to complex problems requiring analysis. Students also explore how pressures from stakeholders, such as government bodies and social media, influence food choices. They evaluate factors influencing food choices, including the labelling of foods and its implications for consumer health.

Students explore new foods and food systems, and investigate consumer demands, environmental changes, supply, novel foods, consumption rates, and research and development. Students look critically and creatively at food innovations and production and the ethical and sustainable impacts of these. They consider the impact of the food system on the environment, explore contemporary developments in the food system, and the implications of food wastage and contamination on sustainability.

Content:

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

Assessment:

Assessment at Stage 2 is school-based. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

SACE Physics: Stage 1

Credits:	20
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Subject Description:

Stage 1 Physics must be studied in Semester 1 and cannot be picked up in Semester 2. A C grade pass is required to continue with Physics in Semester 2.

The study of physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities.

Content:

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

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	50%
Skills and Applications Tasks	50%

There is an examination at the end of each semester of study.

SACE Physics: Stage 2

Credits:	20
Pre-requisites:	Two semesters of Stage 1 Physics are required

Subject Description:

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.

Content:

Stage 2 Physics is organised into three sections.

Motion and Relativity

- + Projectile Motion
- + Forces and Momentum
- + Circular Motion and Gravitation
- + Relativity

Electricity and Magnetism

- + Electric Fields &
- + The Motion of Charged Particles
- + Magnetic Fields &
- + The Motion of Charged Particles
- + Electromagnetic Induction

Light and Atoms

- + Wave Behaviour of Light
- + Wave-Particle Duality
- + Structure of the Atom
- + The Standard Model

Assessment:

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

SACE Psychology: Stage 1

Credits:	10 or 20
Pre-requisites:	Year 10 General Science or Scientific Studies

Subject Description:

The study of psychology enables students to understand their own behaviours and the behaviours of others and sits between the life sciences and the humanities.

Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasizing evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Content:

- + Cognitive Psychology
- + Neuropsychology
- + Lifespan Psychology
- + Emotion
- + Psychological Wellbeing

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	50%
Skills and Applications Tasks	50%

There is an examination at the end of each semester of study.

SACE Psychology: Stage 2

Credits:	20
Pre-requisites:	Nil

Subject Description:

Psychology is the scientific study of human behaviour. Students apply science inquiry and critical thinking skills as they explore fundamental theories and concepts that are used to explain why people do what they do.

Stage 2 Psychology introduces students to some of the universal drivers of human behaviour, as well as approaches to understanding individual differences, and how a person can be influenced by the presence, or absence of others. Students continue to develop their science inquiry skills by applying their knowledge to new situations in the following topics.

Content:

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

Assessment:

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

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Where to go for advice

Senior School Learning Leader:	Ms Fiona Greig	fgreig@concordia.sa.edu.au
Senior School Leader:	Mr Daniel Wood	dwood@concordia.sa.edu.au
Futures Coordinator	Mr Lloyd Oppelaar	loppelaar@concordia.sa.edu.au
VET Coordinator:	Mr Robert Gogel	rgogel@concordia.sa.edu.au
Inclusive Learning Coordinator:	Mrs Danielle Nak	dnak@concordia.sa.edu.au

Heads of Faculty

Christian Studies:	Ms Emily Byrne
English:	Mr Chris Finch
Humanities:	Mrs Scarlett Lucero
Languages Other Than English / ESL:	Ms Gabreile Lettice
Mathematics:	Mr Tony McCusker
Physical Education:	Mr Sam White
Science:	Dr Catherine O'Halloran

Heads of Department

The Arts

Visual Art:	Ms Jane Robson
Drama:	Mr Aldo Longobardi
Leaning Area Coordinator Music	Ms Lee Pfitzner
Music Performance (ELC - 12)	Mr Mat Noble
Media and Photography:	Ms Chrissie File

Design

Design, Technology & Engineering:	Mr Shane Beitz
Digital Technologies:	Mr Matthew Smart
Food Design:	Ms Hannah Rosie

Useful Websites

www.sace.sa.edu.au

For information about the South Australian Certificate of Education and individual subjects

www.satac.edu.au

For information about applying for tertiary entry

www.tafesa.edu.au

For information about TAFE courses

For information about courses available and entry to each university

University of Adelaide

www.adelaide.edu.au

Flinders University

www.flinders.edu.au

University of South Australia

www.unisa.edu.au

Charles Darwin University

www.cdu.edu.au

Tabor College

www.taboradelaide.edu.au

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St Peters Campus (ELC - Year 6): 71 Cumming Street, Blackwood SA 5051 t. 08 8278 0800
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