Adelaide High School

Not only for school **but for life.**

2026

CURRICULUM GUIDE FOR CONTINUING STUDENTS

Government of South Australia
Department for Education

Accredited School

Adelaide High School

Adelaide High School is a vibrant and inclusive learning community where every student matters and every student is supported to thrive. We nurture all learners to be resilient, creative, and collaborative.

We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally.

We are part of tradition, and we are making history.

Not only for school **but for life.**

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Not only for school **but for life**

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* Dual language students will only get one Arts and one Technologies preference.

All Year 9 students must study a subject from The Arts and Technology Learning Areas.

All Year 10 students must study a subject from The Arts and Technology Learning Areas.

Core Subjects

CURRICULUM STRUCTURE
SPECIAL ENTRY LANGUAGE OR GENERAL ENTRY DUAL LANGUAGE PATHWAY

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 (STAGE 1)	YEAR 12 (STAGE 2)
Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Language 1 (Full Year)
English (Full Year)	English (Full Year)	English (Full Year)	English (Full Year)	English (Full Year)	
Science (Full Year)	Science (Full Year)	Science (Full Year)	Science (Full Year)	Language 1 (Full Year)	Elective 1 (Full Year)
Language 1 (1 Semester) / Language 2 (1 Semester)	Language 1 (Full Year) / Language 2 (Full Year)	Language 2 (Full Year)	Language 2 (Full Year)		
Humanities and Social Sciences - History (Full Year)	Humanities and Social Sciences - History (1 Semester) / Health and Physical Education (1 Semester)	Humanities and Social Sciences - History (1 Semester) / Health and Physical Education (1 Semester)	Humanities and Social Sciences - History (Full Year) / Exploring Identities and Futures (1 Semester)	Activating Identities and Futures (1 Semester) / Elective 1	Elective 2 (Full Year)
SPARK (Full Year)	A preference from The Arts: Performing Arts (PA)-Dance Focus, PA-Drama Focus, PA-Music Focus, Visual Arts (1 Semester) / A preference from Technology: Materials Technology, Digital & Textiles Technology (1 Semester)	ELECTIVE SUBJECT 1: A preference from The Arts (1 Semester) / ELECTIVE SUBJECT 2: A preference from Technology (1 Semester)	Health and Physical Education (1 Semester) / ELECTIVE SUBJECT 1: A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester)	Elective 2 / Elective 3	Elective 3 (Full Year)
Health and Physical Education (Full Year)				Elective 4 / Elective 5	Elective 4 (Full Year) Note: Only applicable to students that have been given approval after meeting with the Senior Years Team.

All Year 8, 9 and 10 students must study a subject from The Arts and Technology Learning Areas.

Core Subjects

CURRICULUM STRUCTURE
SPECIAL ENTRY CRICKET OR ROWING PATHWAY

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 (STAGE 1)	YEAR 12 (STAGE 2)
Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Mathematics (Full Year)	Elective 1 (Full Year)
English (Full Year)	English (Full Year)	English (Full Year)	English (Full Year)	English (Full Year)	
Science (Full Year)	Science (Full Year)	Science (Full Year)	Science (Full Year)	Activating Identities and Futures (1 Semester) / Elective 1	Elective 2 (Full Year)
Language 1 (1 Semester) / Language 2 (1 Semester)	Language 1 (Full Year)	Language 1 (Full Year)	Language 1 (Full Year)		
Cricket or Rowing Focus Health and Physical Education (Full Year)	Cricket or Rowing Focus HPE (Full Year)	Cricket or Rowing Focus HPE (Full Year)	Cricket or Rowing Focus HPE (Full Year)	Elective 2 / Elective 3	Elective 3 (Full Year)
Humanities and Social Sciences - History (Full Year)	Humanities and Social Sciences - History (1 Semester) / A preference from the remaining Technology and Arts subjects (1 Semester)	Humanities and Social Sciences - History (1 Semester) / A preference from The Arts (1 Semester)	Humanities and Social Sciences - History (Full Year) / Exploring Identities and Futures (1 Semester)	Elective 4 / Elective 5	Elective 4 (Full Year)
SPARK (Full Year)	A preference from The Arts: Performing Arts (PA)-Dance Focus, PA-Drama Focus, PA-Music Focus, Visual Arts (1 Semester) / A preference from Technology: Materials Technology, Digital & Textiles Technology (1 Semester)	ELECTIVE SUBJECT 1: A preference from Technology (1 Semester) / ELECTIVE SUBJECT 3: A preference from Arts, Technology, Humanities and Social Sciences, Health and Physical Education Electives (1 Semester)	ELECTIVE SUBJECT 1: A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) / ELECTIVE SUBJECT 2: A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester)	Elective 6 / Elective 7	Elective 5 (Full Year) Note: Only applicable to students that have been given approval after meeting with the Senior Years Team.

All Year 9 and 10 students must study a subject from The Arts and Technology Learning Areas.

Please note: Students who have entered the school via the Cricket program take part in Cricket as one of their full year subjects until the end of Year 10.

Please note: Students who have entered the school via the Rowing program take part in Rowing as one of their full year subjects until the end of Year 10.

Core Subjects

JUMP TO

THE AUSTRALIAN CURRICULUM

The Australian Curriculum provides a dynamic teaching and learning framework for all schools across Australia. The national curriculum details content, knowledge and skills you are expected to develop at each year level and within the eight learning areas. At Adelaide High School, teachers utilise this flexible structure to plan and respond to student needs and interests in a genuine and meaningful manner, whilst monitoring and assessing student progress through the Achievement Standards.

The Australian Curriculum is made up of three interconnected elements: Learning Areas, General Capabilities and Cross-curriculum Priorities. All aspects of the curriculum are embedded into the courses outlined in this guide, helping to build transferable skills, knowledge, attitudes and dispositions to support your development into confident, caring and contributing citizens.

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide students with more flexibility to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances and other assessment tasks to demonstrate student skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

To complete the SACE, students 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	
60 credits	**+ 90 credits**	**+ 60 credits**
• Exploring Identities and Futures (EIF) **(10 credits)** • Literacy requirement **(20 credits)** demonstrated from a range of English subjects at Stage 1 or Stage 2 • Numeracy requirement **(20 credits)** demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2 • Activating Identities and Futures (AIF) **(10 credits)**	Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.	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 more information about the SACE please visit their website: https://www.sace.sa.edu.au/

PLANNING BEYOND THE SACE

The South Australian Tertiary Admissions Centre (SATAC) is responsible for tertiary course applications and selections in South Australia.

SACE completion meets the course admission requirements for most TAFE SA courses, but there are some additional requirements for entry into particular qualification levels.

To be eligible to apply for university, you must:

- complete the SACE
- complete at least 90 credits at Stage 2, of which at least 60 credits must be from 20-credit Tertiary Admissions Subjects (TAS)*, and the other 30 credits from TAS, and up to 20 credits of Recognised Studies which will allow you to obtain an Australian Tertiary Admissions Rank (ATAR)
- complete any prerequisites required for your chosen university courses
- comply with the rules regarding subject combinations and preclusions

*A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies. Almost all SACE subjects are recognised Tertiary Admissions Subjects, except for Community Connections, Industry Connections and Modified Subjects

The SATAC website, individual university websites and the TAFE SA website explain what you'll need to study specific courses.

JUMP TO

SUBJECTS FOR YEAR 11 (STAGE 1)

At Stage 1 students will study the following:

2 SEMESTERS (FULL YEAR)

- English / EAL
- Mathematics

1 SEMESTER

- Activating Identities and Futures

CHOICE FROM

- Arts
- Cross-Disciplinary
- Design, Technology and Engineering
- Health and Physical Education
- Home Economics
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Vocational Education and Training

SUBJECTS FOR YEAR 12 (STAGE 2)

At Stage 2 students will study the following:

2 SEMESTERS (FULL YEAR) CHOICE FROM

- Arts
- Cross-Disciplinary
- Design, Technology and Engineering
- English / EAL
- Health and Physical Education
- Home Economics
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Vocational Education and Training

Please note: In many subjects there may be excursions and in-school events to enrich the curriculum content. These may incur an additional cost which is not included in the school fees. The subject teacher will advise parents/carers and students in writing if this is the case.

WELLBEING FOR LEARNING AND LEARNING FOR WELLBEING

MENTOR GROUP

Students meet with their Mentor Group four times per week fostering a strong sense of belonging, developing positive relationships, and creating an inclusive school community. Mentor Group has been intentionally designed to provide age-appropriate learning and strategies in wellbeing, resilience, and social and emotional development. Students engage in evidence-based programs in child safety, respectful relationships, and mental health through The Child Protection Curriculum and Open Parachute. Our strong emphasis on student voice drives the opportunities we create, and programs implemented to support students.

CONNECT TEAM AND INCLUSIVE EDUCATION

The Connect team brings together our Inclusive Education and Wellbeing teams. Inclusion and wellbeing are at the heart of our positive learning environment, which helps all students to feel supported to achieve positive learning outcomes. The Connect Team utilises a whole school approach to inclusion and wellbeing to support students and achieve growth for every learner. Our team provides support to students through access to school Inclusions and Wellbeing Leaders, Learner Intervention Leaders, Youth Workers, Aboriginal Learner team and Centre for Deaf and Hard of Hearing.

CENTRE FOR DEAF AND HARD OF HEARING

Adelaide High School offers students with a hearing loss access to tailored, specialised programs which meet their individual needs.

Students have access to a range of subjects and are integrated with their peers. Students are supported in a range of ways including in class support, intensive small group programs and have access to Teachers of the Deaf and Bilingual School Staff who understand the impact of hearing loss in the classroom.

Students at times are also offered a line off for additional support which works on tageting specific areas to ensure classroom success. These areas are literacy and language support designed specifically for deaf and hard of hearing students. A school-based Speech Pathologist supports the ‘team around the child’ approach to deliver quality planning, programming and resources that are founded in best and evidence-based practice for literacy improvement. Support lines are staffed with teachers and SSOs who have expert knowledge in these areas.

LITERACY AND NUMERACY ENRICHMENT PROGRAM

The Mathematics Enrichment Program aims to foster a love of Mathematics for students who have demonstrated a high level of understanding in previous years. Through problem-solving, mathematical modelling, reasoning and research, an opportunity is provided that encourages engagement and exploration of Mathematics in the real world.

The English Enrichment Program provides an opportunity for students who have demonstrated a high level of understanding in previous years in writing. It enhances literacy skills and fosters critical thinking, creativity, and expression. Students delve deeper into literacy and language, allowing them to broaden their horizons and explore new genres and authors.

CAREER EDUCATION

Our Career Education program builds resilient individuals who can adapt to the evolving nature of work and gives them the skills to manage multiple careers in their lifetime. There are six steps in a young person’s acquisition of skills and knowledge for lifelong career self-management and these form the structure of the program. Students use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning. They grow an appreciation for the importance of social and interpersonal skills in their future life and work roles.

SPECIAL INTEREST LANGUAGES PROGRAM

Adelaide High School is South Australia's only Special Interest Language School with a vibrant language learning culture that provides students with the opportunity to develop world class communication skills and engage authentically with the wider global community.

Special Language Entry students make a commitment to study two languages other than English until the end of Year 10 and at least one language until the end of Stage 2 level. Languages offered include Auslan, Chinese*, Italian, French, German, Japanese*, Modern Greek and Spanish. Vietnamese Background is an option for international students at SACE level.

*Chinese Continuers and Japanese Continuers have strict eligibility criteria at SACE level, Chinese Background is also offered at AHS.

SPECIAL INTEREST CRICKET PROGRAM

Adelaide High School is committed to providing all students with an opportunity to learn, develop and excel in cricket both on and off the field.

Lessons and training sessions focus on development and application of cricket skills – batting, bowling and fielding, with fitness and conditioning also being important aspects of the program. Practical sessions are designed to challenge participants and teach them to play with confidence and belief. Students have access to accredited coaches as well as turf, indoor and outdoor playing and training facilities.

Students also participate in an accreditation pathway achieving their Senior First Aid, Level 0 and Level 1 Coaching, and Level 1 Umpiring accreditations during years 7 – 10.

The Special Interest Cricket Program aligns with the Australian Curriculum: Health and Physical Education guidelines at the relevant year levels, whilst students also study cricket specific content. In Term 1 & 4 students undertake an intensive in-season practical cricket program as well as theoretical tasks based around cricket related topics. Whilst, in Term 2 & 3 students partake in the Health and Physical Education mandatory unit. As specialist sport students, they can enhance their practical skills through deep understanding of theoretical concepts specific to cricket.

Adelaide High School liaises closely with SACA in terms of access to Premier Cricket Clubs and the High Performance pathway.

Students who enter the Special Interest Cricket Program can study the subject from Years 7 – 10. Cricket is offered as an optional subject in Stage 1.

The cricket program is available, by application and trial, to all students who are enrolled at Adelaide High School, who have a passion for cricket.

SPECIAL INTEREST ROWING PROGRAM

Adelaide High School is committed to providing all students with an opportunity to learn, develop and excel in rowing.

The AHS Rowing program is part of a holistic education experience and aims to teach the values of determination, resilience and perseverance. This is achieved by allowing students to challenge themselves in a safe and supportive environment.

Lessons and training sessions focus on the development and application of rowing skills, fitness, strength and conditioning, team development, coaching and competition strategies.

As well as covering the requirements of the Australian Curriculum: Health and Physical Education at the relevant year levels, students also study rowing-specific content. As specialist sport entrants, they can enhance their practical skills through deep understanding of theoretical concepts specific to rowing.

AHS Rowing has an extensive fleet of boats in all classes and rowers learn boat handling and rowing skills in both scull and sweep boats and improve their general fitness. Students also have access to fitness facilities and ergometer machines.

Students who enter the Special Interest Rowing program will study Rowing as a subject from Years 7-10. Rowing is offered as an optional subject in Stage 1.

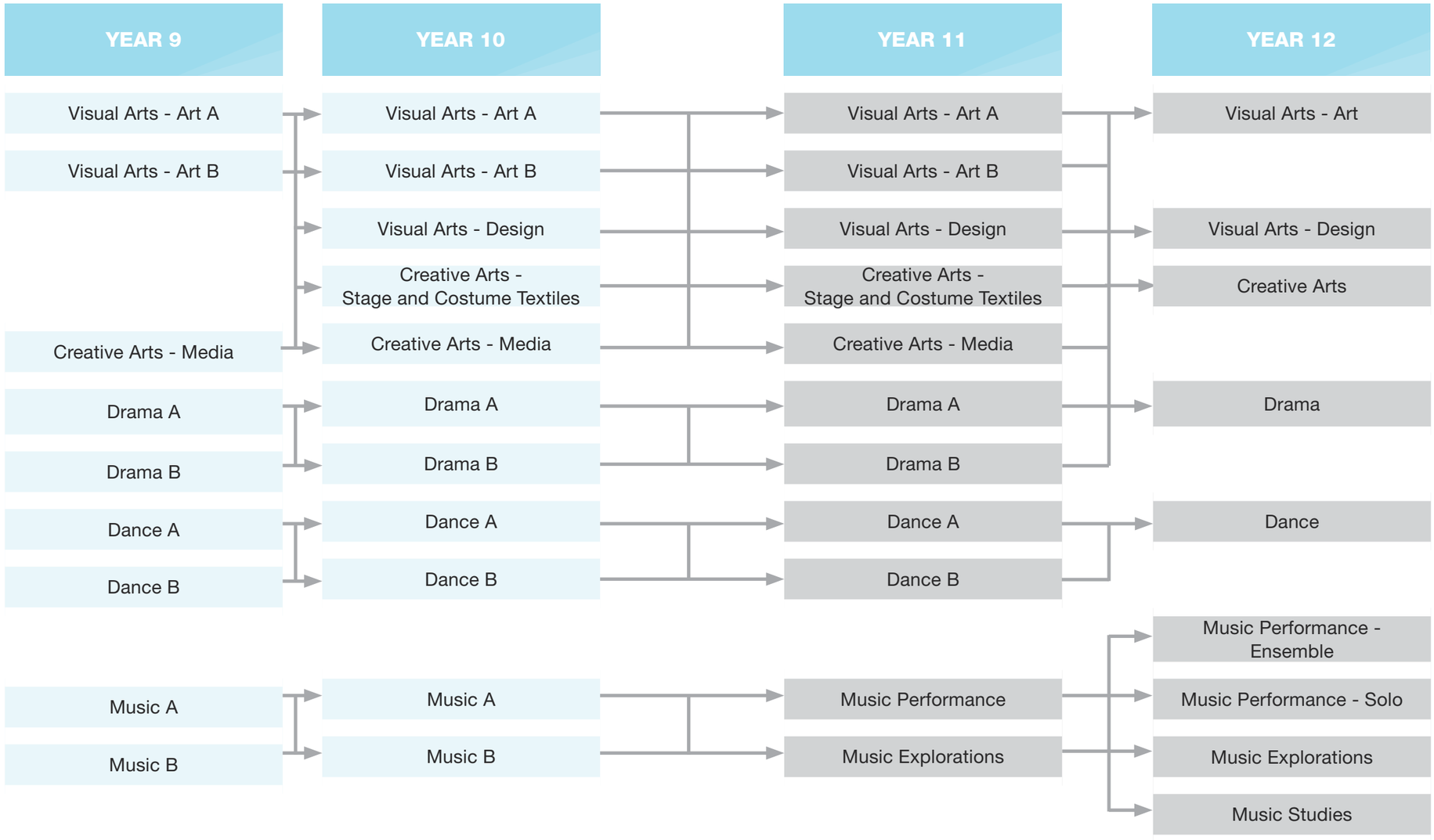
The Rowing Program is also available, by application, to all students who are enrolled at Adelaide High School and who have a passion and interest in rowing.

Come and Try expressions of interest are available to all students in Term 3, prior to the beginning of the Rowing Season. Interested students can apply and participate in the rowing program in a co-curricular capacity and may be considered for integration into subject class the following calendar year.

Please note that participation in the Rowing Program and Stage 1 Subject incurs additional fees.

ARTS: ART / MEDIA ARTS /DRAMA / DANCE / MUSIC

JUMP TO



JUMP TO

VISUAL ARTS - ART A

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
This general art course aims for students to learn about and explore traditional, contemporary and evolving visual conventions used in artworks of diverse styles and composition. Art A has a focus on **drawing and painting skills**.

These may include developing skills in combinations of conventions such as visual elements, design principles, composition and style.

Students analyse and respond to their own and other practitioners' artworks. As audience members they learn how to view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate art.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - ART B

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Art A. Art B is strongly focussed on exploring **mixed media**.

These may include developing skills in combinations of conventions such as visual elements, design principles, composition and style.

Students analyse and respond to their own and other practitioners' artworks. As audience members they learn how to view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate art.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Art A.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CREATIVE ARTS - MEDIA

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
Students are provided the opportunity to:

- Investigate, understand and use generative AI media production tools and workflows that are making a big impact on the Media Content Industry today.
- Utilise video production and post-production tools to develop knowledge and skills associated with video, audio and images
- Develop skills with industry level software and hardware, including editing, special effects, motion graphics and compositing
- Collaborate within real life opportunities to create industry level video productions
- Analyse the practices and workflows used in the Media Industry to determine how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute
- Create inclusivity acreoss the AHS community with video Collaboration with local media outlets to learn and support processes

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Product
Assessment Type 2: Folio

DANCE A

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
The course aims for students to experience a range of genres in Dance, compose their own dance works and perform in a showcase. Students develop their knowledge and understanding of the skills of Dance practice by focusing on body articulation, weight transfer and body awareness.

They explore the elements of Dance using space, time, relationships and dynamics. Students develop their knowledge in safe dance practice, anatomy and injury prevention. Students will develop their confidence and collaborate with others in small and large ensembles.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Respond to Dance
- Bangarra Dance Analysis
- Evaluation

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE B

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Dance A.

The course aims for students to experience a range of genres in Dance, compose their own dance works and perform in a showcase. Students develop their knowledge and understanding of the skills of Dance practice by focusing on body articulation, weight transfer and body awareness.

They explore the elements of Dance using space, time, relationships and dynamics. Students develop their knowledge of dance companies in Australia. Students will develop their confidence and collaborate with others in small and large ensembles.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Analysis of Australian dance companies
- Evaluation

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Dance A.

(continued over page)

JUMP TO

DANCE B *(continued)*

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA A

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
The course aims for students to continue to develop their knowledge and understanding of character development, play-building, voice and movement skills, stage craft, Drama terminology and problem solving.

Students will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. Students will develop their confidence and collaborate with others in small and large ensembles. Students are provided opportunities to perform in class and to the community.

Making in Drama

- Improvisation
- Devising and creating
- Performing

Responding in Drama

- Evaluation
- Analysing own and others' drama work

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

DRAMA B

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Drama A.

The course aims for students to continue to develop their knowledge and understanding of character development, play-building, voice and movement skills, stage craft, Drama terminology and problem solving.

Students will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. Students will develop their confidence and collaborate with others in small and large ensembles. Students are provided opportunities to perform in class and to the community.

Making in Drama:

- Improvisation
- Devising and creating
- Performing

Responding in Drama:

- Evaluation
- Analysing own and others' drama work

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Drama A.

MUSIC A

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
Students learn about the elements of music and develop aural skills. Students will perform as soloists and in small ensembles.

Performances are held throughout the year, allowing students to grow as performers and share their experiences in music.

Music students will also develop composition/song writing and arranging skills through creating and manipulating music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of techniques.

Making Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding to Music:

- Listening
- Analysing
- Reflection

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Students enrolled in Music are encouraged to begin/continue instrumental music lessons on their chosen instrument.

Instrumental lessons are available through the school. Students are also encouraged to join a school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

JUMP TO

MUSIC B

Level: 9
Length: Semester
Contact person: Jaye Gordon

Content:
This course runs in semester two and can be undertaken as a standalone subject or continuation of Music A. You are encouraged to take this course if you wish to pursue Music in Stages 1 or 2.

Students learn about the elements of music and develop aural skills. Students will perform as soloists and in small ensembles. Performances are held throughout the year, allowing students to grow as performers and share their experiences in music.

Music students will also develop composition/song writing and arranging skills through creating and manipulating music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of techniques.

Making Music:
- Composition/arranging
- Interpreting/improvisation
- Performance

Responding to Music:
- Listening
- Analysing
- Reflection

Assessment:
Assessment content and topics differ from Music A. Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Students enrolled in Music are encouraged to begin/continue instrumental music lessons on their chosen instrument. Instrumental lessons are available through the school. Students are also encouraged to join a school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

VISUAL ARTS - ART A

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This course has a focus on developing and refiningdrawing and painting techniques.

Students make representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions.

They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - ART B

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Art A. Art B is focussed on developing and refining skills in mixed media.

Students make representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions.

They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Art A.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CREATIVE ARTS - MEDIA

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
Students are provided the opportunity to:

- Investigate, understand and use generative AI media production tools and workflows that are making a big impact on the Media Content Industry today.
- Utilise video production and post-production tools to develop knowledge and skills associated with video, audio and images
- Develop skills with industry level software and hardware, including editing, special effects, motion graphics and compositing
- Collaborate within real life opportunities to create industry level video productions
- Analyse the practices and workflows used in the Media Industry to determine how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute
- Create inclusivity acreoss the AHS community with video Collaboration with local media outlets to learn and support processes

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Product
Assessment Type 2: Folio

JUMP TO

DANCE A

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style as selected in collaboration with teacher and students. Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Analysis of merging genres of dance
- Evaluation

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE B

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Dance A.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style as selected in collaboration with teacher and students. Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Composition folio
- Analysis of a dance work / choreographer
- Evaluation

(continued)

DANCE B *(continued)*

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Dance A.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - DESIGN

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
Students who elect Design A gain an introduction to the Design Process, focussing on creatively solving problems in relation to communication design and product design.

This course is suited to any student who enjoys working with computers and is interested in pursuing a career in graphic design, animation graphics, advertising or any other design-related career.

In all Design courses, students will: develop and demonstrate knowledge and use of the Design Process:

- Brief
- Investigation
- Concept design
- Innovation
- Production
- Evaluation

Students will develop skills in:

Making in Design:

- Develop problem solving skills
- Use effective ICT processes - Photoshop, Illustrator, and other emerging programs
- Design graphics/objects utilising technology and hand-made skills
- Create finished works of design

Responding to Design:

- Evaluate both their own and the work of others
- Reflecting own learning through art annotation/journal writing using the Design Process
- Analysing the work of other contemporary and historical designers

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

JUMP TO

DRAMA A

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
At Year 10, students will continue to develop and refine their expressive skills across a range of forms and styles. The Year 10 course comprises:

Making in Drama:

- Scripted performance
- Group devised performance
- Skills workshops

Responding in Drama:

- Evaluation
- Research and analyse drama styles and practitioners

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

DRAMA B

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This semester 2 course can be taken as a stand alone subject or continuation from Drama A.

At Year 10, students will continue to develop and refine their expressive skills across a range of forms and styles. The Year 10 course comprises:

Making in Drama:

- Scripted performance
- Group devised performance
- Skills workshops

Responding in Drama:

- Evaluation
- Research and analyse drama styles and practitioners

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment content and topics differ from Drama A.

MUSIC A

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
Students learn about the elements of music and develop aural skills. Students will perform as soloists and in small ensembles. Performances are held throughout the year, allowing students to grow as performers and share their experiences in music.

Music students will also develop composition/song writing and arranging skills through creating and manipulating music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of techniques.

Making Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding to Music:

- Listening
- Analysing
- Reflection

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Students enrolled in Music are encouraged to begin/continue instrumental music lessons on their chosen instrument. Instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

MUSIC B

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This course runs in semester two and can be undertaken as a standalone subject or continuation of Music A. You are encouraged to take this course if you wish to pursue Music in Stages 1 or 2.

Students learn about the elements of music and develop aural skills. Students will perform as soloists and in small ensembles. Performances are held throughout the year, allowing students to grow as performers and share their experiences in music.

Music students will also develop composition/song writing and arranging skills through creating and manipulating music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of techniques.

Making Music

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding to Music

- Listening
- Analysing
- Reflection

Assessment:
Assessment content and topics differ from Music A. Students are assessed using the Australian Curriculum Achievement Standards.

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MUSIC B *(continued)*

Special requirements:
Students enrolled in Music are encouraged to begin/continue instrumental music lessons on their chosen instrument. Instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

CREATIVE ARTS - STAGE & COSTUME TEXTILES

Level: 10
Length: Semester
Contact person: Jaye Gordon

Content:
This course will allow students to creatively design and develop a skill set related to stage and costume.

Students participate in the development of skills related to fashion illustration, textile printing and dyeing, garment construction, jewellery making, costume, stage makeup and set design.

There will be a focus on the creative arts process and students will construct and create a product that will be presented at the Senior Arts Showcase.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills Folio
Assessment Type 2: Practical Investigation
Assessment Type 3: Product Folio

This subject has a direct pathway to Stage 1 Creative Arts or Visual Arts.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - ART A

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
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 technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through the initiation and development of ideas, problem solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Students will develop skills in:

- Practical Application

  Documentation of creative visual thinking and/or problem-solving processes.

  Development and application of technical skills with media, materials, and technologies to communicate visual ideas in resolved works of art.

- Knowledge and Understanding

  Knowledge of core visual arts concepts, forms, styles, and conventions and understanding of visual arts in different cultural, social, and/or historical contexts.

- Analysis and Response

  Analysis and interpretation of works of art from different contexts.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - ART B

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
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 technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through the initiation and development of ideas, problem solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Students will develop skills in:

- Practical Application

  Documentation of creative visual thinking and/or problem-solving processes.

  Development and application of technical skills with media, materials, and technologies to communicate visual ideas in resolved works of art.

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VISUAL ARTS - ART B

(continued)

- Knowledge and Understanding
  Knowledge of core visual arts concepts, forms, styles, and conventions and understanding of visual arts in different cultural, social, and/or historical contexts.
- Analysis and Response
  Analysis and interpretation of works of art from different contexts.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CREATIVE ARTS - MEDIA

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
This is a semester course which focuses on the creation of innovative media products. Students are provided real life opportunities to create products using exciting and new technologies. Students may choose to develop skills in:

- Photography
- Videography
- Editing
- Social Media
- Digital Design

Students may connect their product to other areas and work collaboratively on different events throughout the school.

For example:

- Arts performances
- School events
- Sporting matches etc.

Opportunities to work with the school's media teams are encouraged.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product
Assessment Type 2: Folio

DANCE A

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Preferred background/ prerequisite:
Previous experience is desirable.

Content:
Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Dance allows students the opportunity to explore a range of global dance traditions, influences, and perspectives, and to examine dance in social, political, and cultural contexts, both past and present.

- Understanding Dance
- Creating Dance
- Responding to Dance

Assessment tasks will differ in Stage 1 Dance A and Dance B to suit the needs of the cohort, allowing students to study Dance for one semester or a full year.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Technique
Assessment Type 2: Composition
Assessment Type 3: Performance
Assessment Type 4: Response

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

Special requirements:
Students must study at least one semester of Dance at Stage 1 to be able to enrol in Stage 2 Dance.

DANCE B

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Preferred background/ prerequisite:
Previous experience is desirable.

Content:
Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Dance allows students the opportunity to explore a range of global dance traditions, influences, and perspectives, and to examine dance in social, political, and cultural contexts, both past and present.

- Understanding Dance
- Creating Dance
- Responding to Dance

Assessment tasks will differ in Stage 1 Dance A and Dance B to suit the needs of the cohort, allowing students to study Dance for one semester or a full year.

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DANCE B *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Technique
Assessment Type 2: Composition
Assessment Type 3: Performance
Assessment Type 4: Response

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

Special requirements:
Students must study at least one semester of Dance at Stage 1 to be able to enrol in Stage 2 Dance.

VISUAL ARTS - DESIGN

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
This course develops visual thinking for designers and is based around the development and formulation of a design brief related to one area of design:

- **graphic design**
- **product design**
- **architectural design**

The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.

Design concepts are created through visual thinking and the development of skills. These proficiencies can include drawings, sketches, diagrams, graphical representations, media or materials studies, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics and audio-visual digital recording techniques. Resolutions will be accompanied by written or recorded annotations to document the thinking.

(continued)

VISUAL ARTS - DESIGN
(continued)

Students will develop skills in:

- Practical Application
  Documenting all conceptualisation, development, and resolution of imaginative or personally relevant design ideas.
- Knowledge and Understanding
  Contemporary/historical or cultural design contexts enquiry and analysis.
- Analysis and Response
  Understanding and reflection of own learning through design annotation/journal.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA A

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Preferred background/ prerequisite:
Previous experience is desirable.

Content:
Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Students analyse texts and other materials, performances, and their own learning.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience.

- Performance
- Responding to Drama
- Creative Synthesis

Assessment tasks and topics will differ in Stage 1 Drama A and Drama B to suit the needs of the cohort, allowing students to study Drama for one semester or a full year.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance
Assessment Type 2:
Folio
Assessment Type 3:
Investigation and Presentation

JUMP TO

DRAMA B

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Preferred background/ prerequisite:
Previous experience is desirable.

Content:
Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Students analyse texts and other materials, performances, and their own learning.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience.

- Performance
- Responding to Drama
- Creative Synthesis

Assessment tasks and topics will differ in Stage 1 Drama A and Drama B to suit the needs of the cohort, allowing students to study Drama for one semester or a full year.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance
Assessment Type 2:
Folio
Assessment Type 3:
Investigation and Presentation

MUSIC EXPLORATIONS

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
This course focuses on the development of music technology, technical production, musical literacy and ensemble skills.

Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques.

Students will develop skills in music and technical production.

- Live sound mixing (performance)
- Recording
- Composition
- Written commentary/evaluation in response to own works
- Ensemble performance

Understanding in Music:

- Knowledge and development of musical elements
- Creative communication of musical ideas

Creating in Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Creative Works
Assessment Type 2:
Musical Literacy

MUSIC PERFORMANCE

Level: Stage 1
Length: Semester
(10 SACE Credits)
Contact person: Jaye Gordon

Content:
Students learning Music listen, perform and compose with a focus on the development of their chosen instrument.

Students will perform solo and as part of an ensemble. They will also compose or arrange, and engage in musical literacy tasks.

Performances are held throughout the year allowing students the opportunity to grow as performers and share their experiences in music.

Content includes:

Understanding in Music:

- Knowledge and development of musical elements
- Creative communication of musical ideas

Creating in Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

(continued over page)

JUMP TO

MUSIC PERFORMANCE
(continued)

Assessment Type 1:
Creative Works
Assessment Type 2:
Musical Literacy

Special requirements:
Students enrolled in Music are required to begin/continue instrumental music lessons, which are available through the school. A minimum of 45 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

CREATIVE ARTS - STAGE & COSTUME TEXTILES

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Jaye Gordon

Content:
This course will allow students to creatively design and develop a skill set related to stage and costume.

Students participate in the development of skills related to fashion illustration, textile printing and dyeing, garment construction, jewellery making, costuming, stage makeup and set design.

There will be a focus on the creative arts process and students will construct and create a product that will be presented at the SACE senior Arts Showcase.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: A Skills folio exploring skills, materials and techniques specifically related to the textile and creative arts industry.
Assessment Type 2: An Investigation focussing on a fashion designer or practitioner of choice within the textiles industry. A textile or jewellery product, wearable or non-wearable, accompanied by a folio of development using the creative arts process.

(continued)

CREATIVE ARTS - STAGE & COSTUME TEXTILES
(continued)

This subject has a direct pathway to Stage 2 Creative Arts or Visual Arts.

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - ART

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Content:
This subject covers all aspects of Art/Design media and will allow students to work in multiple areas within the Arts. This can include areas such as painting and drawing, printmaking, 2D and 3D studies, design, laser cutting and 3D printing. Students will complete two practical pieces of artwork using developed skills together with a critical analyse in their supporting folios. Opportunities will exist for the development of problem-solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and globally in the Visual Study.

Students will develop skills in:

- Practical Exploration
  Documenting all conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
- Knowledge and Understanding
  Contemporary/historical or cultural art contexts enquiry and analysis.
- Analysis and Synthesis
  Understanding and reflection of own learning through art annotation/Journal.
- Inquiry and Exploration
  Producing the final resolved practical work or works of art or design involves the application of technical skills.

ASSESSMENT:
School Assessment (70%)
Assessment Type:
Visual Thinking Folio

Assessment Type 2:
Practical Resolution

External Assessment (30%)
Assessment Type 3:
Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

JUMP TO

CREATIVE ARTS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

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

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

Students who have studied subjects such as: media, textiles, design, music, photography, dance or drama in Stage 1, can continue this study through this subject.

Students will develop skills in:

- Practical Exploration
  Development and application of practical skills, techniques, and processes.
- Knowledge and Understanding
  Knowledge of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.
- Inquiry and Exploration
  Exploration and analysis of creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.
- Evaluation
  Critical reflection on personal creative arts ideas, processes, and products.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment 70%

Assessment Type 1: Product
Assessment Type 2: Inquiry

External Assessment (30%)

Assessment Type 3:
Practical Skills

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Content:
DanceStudents explore dance through
the development of practical movement skills and choreographic and performance skills. They consider the role of dance in different cultural contexts, and develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Students specialise in a dance genre and also explore dance in different global contexts. Genre refers to the broad categories of dance based on shared, identifiable characteristics, such as contemporary, ballet, jazz, tap, ballroom, break-dancing, hip hop, and world dance. The genre chosen will depend on the interests and abilities of the student cohort, the expertise of the teacher, and the availability of facilities and resources.

Students learn to pose and solve problems, and work independently and collaboratively. They learn and apply to their own work as a dancer and choreographer their learning from studying the work of others.

As students engage with dance practice and practitioners in diverse global contexts, they develop imaginative and innovative ways to make meaning of the world.

Content is covered under the three strands:

- understanding dance
- creating dance
- responding to dance

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Performance Portfolio
Assessment Type 2:
Dance Contexts

External Assessment (30%)

Assessment Type 3:
Skills Development Portfolio

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS - DESIGN

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Content:
This subject covers all aspects of Art/Design media and will allow students to work in multiple areas within the Arts. This can include areas such as painting and drawing, printmaking, 2D and 3D studies, design, laser cutting and 3D printing. Students will complete two practical pieces of artwork using developed skills together with a critical analyse in their supporting folios. Opportunities will exist for the development of problem-solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and globally in the Visual Study.

Students will develop skills in:

- Practical Exploration
  Documenting all conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
- Knowledge and Understanding
  Contemporary/historical or cultural art contexts enquiry and analysis.
- Analysis and Synthesis
  Understanding and reflection of own learning through art annotation/journal.
- Inquiry and Exploration
  Producing the final resolved practical work or works of art or design involves the application of technical skills.

(continued over page)

JUMP TO

VISUAL ARTS - DESIGN *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Visual Thinking Folio

Assessment Type 2:
Practical Resolution

External Assessment (30%)

Assessment Type 3:
Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Content:
Students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

Students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

- Company and Production
- Exploration and Vision

(continued)

DRAMA *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Group Production

Assessment Type 2:
Evaluation and Creativity

External Assessment (30%)

Assessment Type 3:
Creative Presentation

MUSIC EXPLORATIONS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Content:
Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music.

They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Musical Literacy

Assessment Type 2: Explorations

External assessment (30%)

Assessment Type 3:
Creative Connections

JUMP TO

MUSIC PERFORMANCE - ENSEMBLE

Level: Stage 2
Length: Year (10 SACE Credits)
Contact Person: Jaye Gordon

Content:
Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions through ensemble performance.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:
Students are assessed using the SACE Performance Standards.

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

School assessment (70%)

Assessment Type 1:
Performance

Assessment Type 2:
Performance and Discussion

External assessment (30%)

Assessment Type 3:
Performance Portfolio

Special requirements:
Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

MUSIC PERFORMANCE - SOLO

Level: Stage 2
Length: Year (10 SACE Credits)
Contact Person: Jaye Gordon

Content:
Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions through Solo Performances.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:
Students are assessed using the SACE Performance Standards.

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

School assessment (70%)

Assessment Type 1:
Performance

Assessment Type 2:
Performance and Discussion

External assessment (30%)

Assessment Type 3:
Performance Portfolio

Special requirements:
Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

MUSIC STUDIES

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Jaye Gordon

Preferred background/ prerequisite:
Students should have completed one semester of Music Performace in the advanced stream in Stage 1.

Content:
Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music.

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JUMP TO

MUSIC STUDIES *(continued)*

They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Creative Works

Assessment Type 2:
Musical Literacy

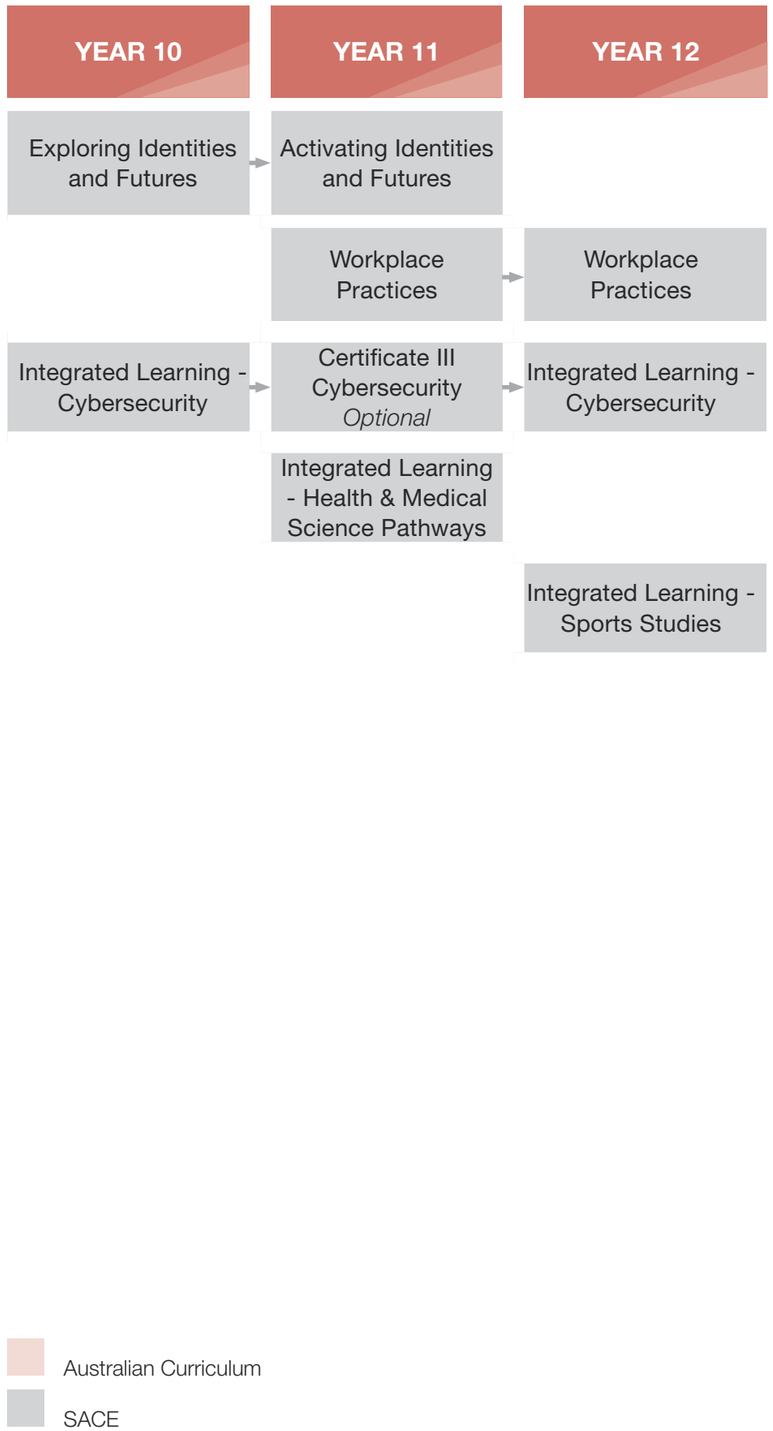
External assessment (30%)

Assessment Type 3: Examination

Special requirements:
Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

JUMP TO



EXPLORING IDENTITIES AND FUTURES (EIF)

Level: 10 (Stage 1)
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the 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.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads: uncovering their interests, discovering the world, exploring work and/or further learning.

Students will complete a range of tasks including exploring the influences and values of the people that inspire them, identifying their own beliefs, passions and future aspirations, and planning a 'self-development' course of action related to an interest area, skill or future pathway.

The exploration of identities and futures in this subject will continue into the Activating Identities and Futures (AIF) subject at Stage 2.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Exploring Me and Who I Want to Be
Assessment Type 2: Taking Action and Showcasing My Capabilities

INTEGRATED LEARNING - CYBERSECURITY

Level: 10 (Stage 1)
Length: Semester (10 SACE credits)
Contact person: Lewis Weeden

Content:
Cybersecurity is one of the fastest growing industries in Australia and the world. Every year, more than 40,000 jobs go unfilled due to a lack of people with the appropriate skills. In this course, students will be given the knowledge and skills required to enter cyber careers which could lead to endless possibilities in industries such as security, finance, IT, programming, science, technology, and education.

In this course, students will be introduced to the basics of cybersecurity, how it influences our lives, and what rules govern our interaction with cyber systems in society. Students will explore the concepts of hackers, personal and occupational IT security, and will develop skills in coding (Python). Students will use algorithms, software and hardware to learn the basics of networking, and will investigate strategies for cyber risk reduction.

Undertaking this course will develop critical skills that students can utilise to undertake a Certificate III in Cybersecurity, which is offered to Year 11 students.

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JUMP TO

INTEGRATED LEARNING - CYBERSECURITY *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Practical Exploration
Assessment Type 2:
Connections
Assessment Type 3:
Personal Venture

CERTIFICATE III IN INFORMATION TECHNOLOGY (CYBERSECURITY)

Level: Stage 2
Length: 2 semesters
Contact person:
Kara Lagana

Content:
This course provides skills and knowledge for students to become competent in a range of information and communications technologies (ICT) and technical functions. The experience gained in this course enables students to achieve a degree of self-sufficiency as an advanced ICT user.

Students choose from any two of four possible streams (Cloud, Cyber Security, Networking and Web Development), and pair these with the compulsory core units to create a tailored program that caters to their strengths and specific interests in ICT.

Students interested in applying for this course need to contact Kara Lagana to arrange a meeting.

Assessment:
As per VET course guidelines.

INTEGRATED LEARNING - HEALTH AND MEDICAL SCIENCE PATHWAYS

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person:
Lewis Weeden / Kara Lagana

Content:
This course is designed for Year 11 students who are looking to undertake further education within the Health and Medical Sciences area. The course will allow students to explore an area of interest to gain a deeper understanding and to build the skills and knowledge required for entry into these disciplines. Students will also produce a personalised UCAT preparation blog focusing on the five different areas: verbal reasoning, decision making, quantitative reasoning, abstract reasoning, and situational judgment.

As part of this subject, students will also undertake first aid training.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Practical Exploration
Assessment Type 2:
Connections
Assessment Type 3:
Personal Venture

ACTIVATING IDENTITIES AND FUTURES (AIF)

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
Activating Identities and Futures (AIF) fosters independent learning skills in students. This subject supports students to be proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become more aware of their own thinking, and make informed decisions to enhance their learning.

Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video.

Students will develop greater awareness and understanding of their own thought processes, decision making, and organisation in relation to the learning process.

These understandings are often enhanced by feedback from peers, mentors, and teachers. These skills build upon the capabilities, strategies, and insights developed in Stage 1 Exploring Identities and Futures (EIF).

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1: Portfolio
Assessment Type 2:
Progress Checks

External Assessment (30%)
Assessment Type 3: Appraisal

JUMP TO

WORKPLACE PRACTICES

Level: Stage 1
Length: Semester (10 SACE credits)
Contact Person: Reegan Mastrangelo

Content:
In this course students develop knowledge, skills, and understanding of the nature, type and structure of the work. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students also undertake a minimum of 15 hours of vocational learning (work experience, part time work or VET).

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Folio

Assessment Type 2:
Performance

Assessment Type 3:
Reflection

Additional Charges:
Students who elect to undertake VET in conjunction with Workplace Practices will incur a charge of the VET course.

INTEGRATED LEARNING - CYBERSECURITY

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Lewis Weeden

Content:
Cybersecurity is one of the fastest growing industries in Australia and the world. Every year, more than 40,000 jobs go unfilled due to a lack of people with the appropriate skills. In this course, students will be given the knowledge and skills required to enter cyber careers which could lead to endless possibilities in industries such as security, finance, IT, programming, science, technology, and education.

In this course, students will continue to build their knowledge and skills in Cybersecurity. Students will review the foundation of Cybersecurity, including key rules that govern its use and protection in society.

Students will develop more complex data analysis and programming skills and will build foundations in app development.

Students will design digital solutions to Cybersecurity issues, applying their knowledge of algorithms.

Finally, students will use the skills and knowledge developed throughout the year to investigate a personal area of interest in Cybersecurity and undertake thorough research into this area of interest and its impact in the real world.

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INTEGRATED LEARNING - CYBERSECURITY *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Practical Exploration
Assessment Type 2:
Connections
Assessment Type 3:
Personal Venture

WORKPLACE PRACTICES

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Reegan Mastrangelo

Content:
In this course students develop knowledge, skills, and understanding of the nature, type and structure of the work. Learning will be based around work in Australian society, the changing nature of work, industrial relations and finding employment. Students also undertake a minimum of 30 hours of vocational learning (work experience, part time work or VET).

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Folio

Assessment Type 2:
Performance

Assessment Type 3:
Reflection

External assessment (30%)

Assessment Type 4:
Investigation

Additional Charges:
Students who elect to undertake VET in conjunction with Workplace Practices will incur a charge of the VET course.

INTEGRATED LEARNING - SPORTS STUDIES

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Gavin Hughes

Content:
Students who select Integrated Learning - Sports Studies can still achieve an ATAR, providing this is the only Integrated Learning subject they are studying.

This course focuses on addressing SACE Capability Connections, personal learning, growth and reflection. It is delivered through an integrated approach providing opportunities for students to develop skills in badminton, touch football, volleyball, and make connections with the community such as organizing events. Students pursue a Personal Endeavour project to demonstrate application of their knowledge, concepts, learning, and community connections.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Practical Inquiry 40%

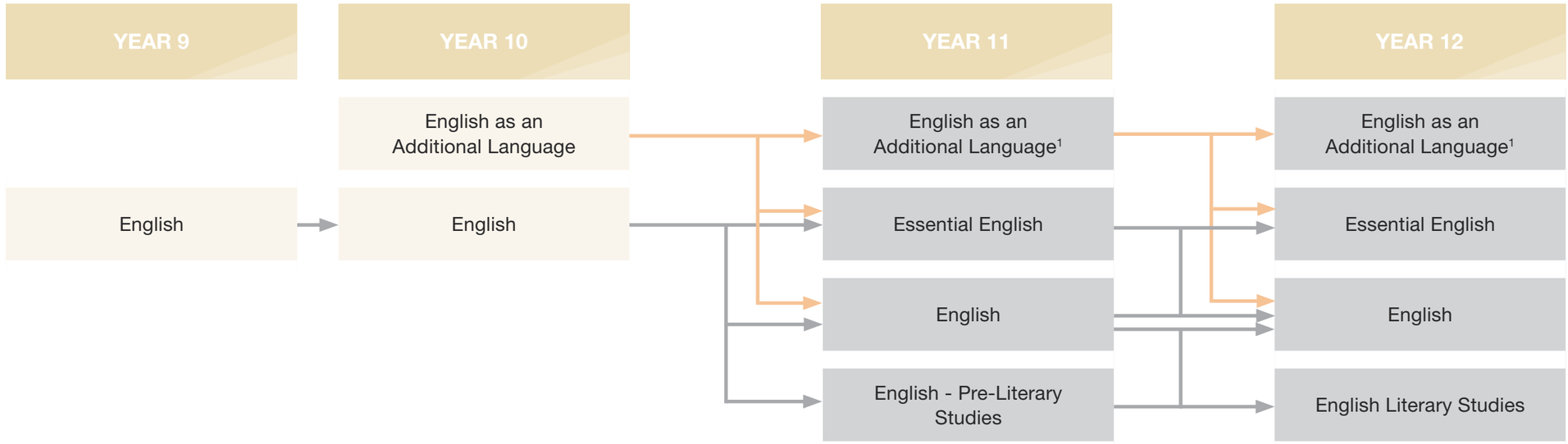
Assessment Type 2:
Connections 30%

External assessment (30%)

Assessment Type 3:
Personal Endeavour

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

JUMP TO



[1] Stage 1 and 2 EAL: Students must apply and meet the criteria to undertake SACE EAL. Students are identified as EAL by having a language other than English as their main language spoken at home.

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

Arrows are only an indication of pathways. Please check prerequisites.

Australian Curriculum

SACE

JUMP TO

ENGLISH

Level: 9
Length: Year
Contact person: Jayce Golding

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

The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways.

Explicit literacy skills are taught and underpin the concepts studied such as:

- Identity and community
- Persuasive writing and speaking
- Media analysis
- Narrative and short story writing
- Text analysis
- Critical reading
- Creative thinking
- Poetry

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

ENGLISH

Level: 10
Length: Year
Contact person: Jayce Golding

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

The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways.

Explicit literacy skills are taught and underpin the concepts studied such as:

- Vignette writing
- Media analysis
- Text response
- Critical reading
- Comparative text response
- Exposition writing
- Poetry
- Drama texts

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Based on EAL needs, students may be placed in a specific English class to support their learning requirements.

ENGLISH

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Jayce Golding

Preferred background/ prerequisite:
"C" grade or higher in Year 10 English or Year 10 EAL with a teacher recommendation.

Content:
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.

Students are expected to:

- Analyse the relationship between purpose, context, and audience in a range of texts.
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts.
- Analyse how perspectives in their own and others' texts shape responses and interpretations.
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles.
- Analyse the similarities and differences when comparing texts.
- Apply clear and accurate communication skills.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts
Assessment Type 2:
Creating Texts
Assessment Type 3:
Intertextual Study

ENGLISH AS AN ADDITIONAL LANGUAGE

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Jayce Golding

Preferred background/ prerequisite:
English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

All students who want to enrol in this course will be required to apply for eligibility.

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 the following skills:

- An understanding of text structures, language features and the purpose, audience and contexts of texts
- Confidence in creating texts for different purposes in both real and implied contexts
- An understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language

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JUMP TO

ENGLISH AS AN ADDITIONAL LANGUAGE *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts
Assessment Type 2:
Interactive Study
Assessment Type 3:
Language Study

ENGLISH – PRE-LITERARY STUDIES

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Jayce Golding

Preferred background/ prerequisite:
"B" grade or higher in Year 10 English.

Content:
Pre-Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts.

Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Students develop an understanding of the power of language to represent ideas, events, and people in particular ways, as well as how texts challenge or support cultural perceptions.

Creative writing in various genres, including script and poetry, account for half of the assessment.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts
Assessment Type 2:
Creating Texts
Assessment Type 3:
Intertextual Study

ESSENTIAL ENGLISH

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Jayce Golding

Content:
This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts.

In this subject, students are expected to:

- Develop communication skills through reading, viewing, writing, listening, and speaking.
- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts.
- Identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts.
- Express information, ideas, and perspectives using a range of textual conventions.
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts
Assessment Type 2:
Creating Texts

ENGLISH

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Jayce Golding

Preferred background/ prerequisite:
"B" grade or higher in Stage 1 Essential English, or "C" grade or higher in Stage 1 English.

Content:
Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. Comparative Analysis

In this subject, students are expected to:

- Analyse the relationship between purpose, context, and audience in a range of texts.
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts.
- Analyse how perspectives in their own and others' texts shape responses and interpretations.
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles.
- Analyse the similarities and differences when comparing texts.
- Apply clear and accurate communication skills.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)
Assessment Type 1:
Responding to Texts
Assessment Type 2:
Creating Texts

External assessment (30%)
Assessment Type 3:
Comparative Analysis

Note: A "C" grade or higher in 20 units of a SACE English subject is required for SACE completion.

ENGLISH AS AN ADDITIONAL LANGUAGE

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Jayce Golding

Preferred background/ prerequisite:
Students must have completed Stage 1 English EAL or apply for eligibility.

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 students continue to develop the following skills:

- An understanding of the relationship between the structures and features and the purpose, audience, and context of texts
- An understanding and analysis of how information, ideas, and opinions in texts are identified and evaluated via personal, social, and cultural perspectives
- Confidence in creating texts for different purposes in both real and imagined contexts
- An understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Academic Literacy Study
Assessment Type 2:
Responses to Texts

External assessment (30%)

Assessment Type 3:
Examination

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

ENGLISH LITERARY STUDIES

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Jayce Golding

Preferred background/ prerequisite:
Successful completion of Stage 1 Pre-Literary Studies or Stage 1 English and teacher recommendation.

Content:
Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. External Assessment

In this subject, students are expected to:

- Understand the relationship between author, text, and context.
- Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences.
- Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors.
- Use evidence to develop, support, and justify a critical interpretation of a text.
- Develop analytical responses to texts by considering other interpretations.
- Create oral, written, and/ or multimodal texts that experiment with stylistic features by using and adapting literary conventions.
- Express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Responding to Texts
Assessment Type 2:
Creating Texts

External assessment (30%)

Assessment Type 3:
a) Comparative Text Study
b) Critical Reading Examination

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

ESSENTIAL ENGLISH

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Jayce Golding

Preferred background/ prerequisite:
Students must have successfully completed a Stage 1 English course.

Content:
Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. Language Study

In this subject, students are expected to:

- Extend communication skills through reading, viewing, writing, listening, and speaking.
- Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts.
- Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences.
- Analyse the role of language in supporting effective communication.
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

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JUMP TO

ESSENTIAL ENGLISH

(continued)

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Responding to Texts

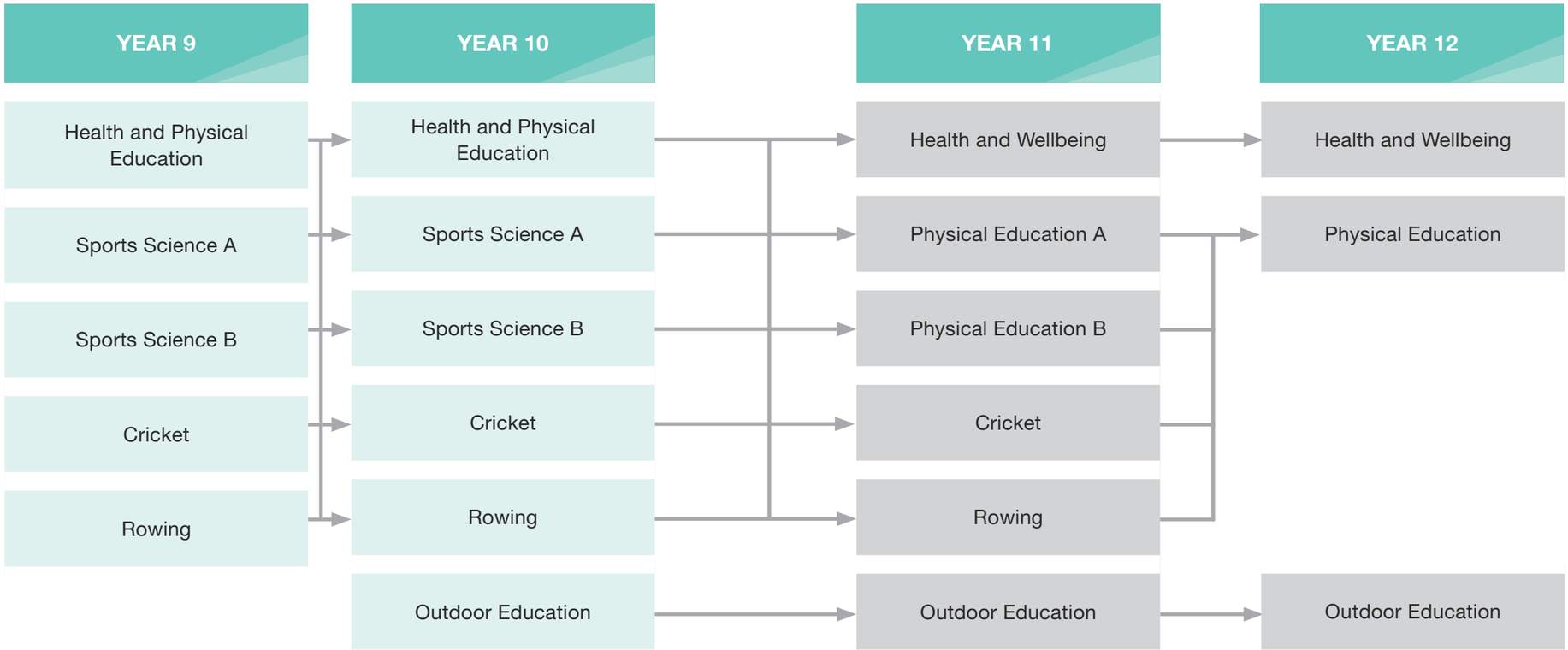
Assessment Type 2:
Creating Texts

External assessment (30%)

Assessment Type 3:
Language Study

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

HEALTH AND PHYSICAL EDUCATION



Australian Curriculum

SACE

Arrows are only an indication of pathways. Please check prerequisites.

CRICKET

Level: 9
Length: Year (incorporating the semester of compulsory 9HPE)
Contact person: Jeremy Appleton

Preferred background/ prerequisite:
Students who wish to participate in this program must have been identified through the Special Interest Cricket program selection process. Other students may be considered for the subject by contacting Mr Appleton and completing the required application process.

Content:
Students entering this program will experience a range of practical and classroom topics including:

- Laws/History/Spirit of the game
- Skill development: in-season and preseason phases
- Fielding and fitness development: preseason phase
- Leadership and sports psychology
- Goal setting
- Advanced nutrition and performance
- Coaching accreditation and peer coaching
- Biomechanics and video analysis
- Exercise physiology
- Level 1 Coaching Accreditation – Cricket SA

They will have unique opportunities to link with Cricket SA and receive individual skill development sessions as part of their practical lessons.

Students entering this program will complete the Year 9 Health and Physical Education course.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND PHYSICAL EDUCATION

Level: 9
Length: Semester
Contact person: Gavin Hughes

Content:
This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum.

Topics may include:

Personal, Social and Community Health

- Body image
- Relationships and Sexual Health (SHINESA Program)

Movement and Physical Activity -

- Introduction to Outdoor Education
- Teams Transfer-Roles in Sport
- Runs A Must Striking & Fielding
- Roles in Sport

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

ROWING

Level: 9
Length: Year (incorporating the semester of compulsory 9HPE)
Contact person: Jo Malcolm

Preferred background/ prerequisite:
Students who wish to participate in this program must have been identified through the Special Interest Rowing program selection process. Other students may be considered for the subject and will need to follow and complete the required application process.

Content:
Students will experience a range of rowing specific practical and theory topics which may include:

- History of rowing
- Fitness for rowing
- Training principles
- Body systems
- Coxswains
- Psychology of rowing
- Skill development
- Training and fitness program development

Students entering this program will complete the Year 9 Health and Physical Education course.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

SPORTS SCIENCE A

Level: 9
Length: Semester 1
Contact person: Gavin Hughes
Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
This course is an entry level pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Technical Development and Tactical Awareness in Volleyball
- Applied Physiology in Futsal
- Sport Psychology
- Performance Improvement in Netball

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SPORTS SCIENCE B

Level: 9
Length: Semester
Contact person: Gavin Hughes
Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
This course is an entry level pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Technical Development and Tactical Awareness in Badminton
- Performance Analysis and Fitness in Touch Football
- Introduction to Biomechanics
- Group Dynamics

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CRICKET

Level: 10
Length: Year (incorporating the semester of compulsory 10HPE)
Contact person: Jeremy Appleton

Preferred background/ prerequisite:
Students who wish to participate in this program must have been identified through the Special Interest Cricket program selection process. Other students may be considered for the subject by contacting Mr Appleton and completing the required application process.

Content:
Students entering this program will experience a range of practical and classroom topics including:

- Laws/History/Spirit of the game
- Skill development: in-season and preseason phases
- Fielding and fitness development: preseason phase
- Event management
- Leadership and sports psychology
- Goal setting
- Coaching accreditation and peer coaching
- Biomechanics and video analysis
- Level 1 Umpiring Accreditation – Cricket SA

They will have unique opportunities to link with Cricket SA and receive individual skill development sessions as part of their practical lessons.

(continued)

CRICKET *(continued)*

Students entering this program will complete the Year 10 Health and Physical Education course.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND PHYSICAL EDUCATION

Level: 10
Length: Semester
Contact person: Gavin Hughes
Pathway: SACE Physical Education Courses

Content:
This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum.

Topics include:

Personal, Social and Community Health

- Drugs in the community
- Relationships and Sexual Health (SHINESA Program)
- Community Health Promotion

Movement and Physical Activity

- Inclusivity & Lifelong Participation
- Target games
- Volleyball FUNdamentals

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

OUTDOOR EDUCATION

Level: 10
Length: Semester
Contact person: Gavin Hughes

Preferred background/ prerequisite:
By application. Applications close 5pm Friday 15 August 2025.

To apply, click on the 'Begin Application' link below

Begin Application

Content:
The course is practically oriented with students expected to attend the 2-day aquatics camp and 2 cycling excursions.

Mountain Biking

- Care of bike & basic repairs
- Road safety
- Fitness - rides on Linear Park Bikeway
- Cooking using a Trangia
- Tent pitching
- Mountain bike cycling skills for riding over a variety of terrains

Aquatics

- Sailing
- Stand-up paddleboarding
- Water safety
- Kayaking

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Sound and safe bike riding skills, along with basic water safety are essential.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

ROWING

Level: 10
Length: Year (incorporating the semester of compulsory 10HPE)
Contact person: Jo Malcolm

Preferred background/ prerequisite:
Students who wish to participate in this program must have been identified through the Special Interest Rowing program selection process. Other students may be considered for the subject and will need to complete the required application process.

Content:
This subject incorporates the semester of compulsory 10HPE. Students experience a range of rowing specific practical and theory topics which may include:

- History of rowing
- Body systems
- Fitness for rowing
- Psychology of sport performance
- Development of training sessions
- Training methods and training principles

Students entering this program will study the Health topics from the Year 10 Health and Physical Education course.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

SPORTS SCIENCE A

Level: 10
Length: Semester 1
Contact person: Gavin Hughes
Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
This course is a pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Skill Learning in Basketball
- Technical Development and Tactical Awareness in Badminton
- Energy System Interplay in Touch

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SPORTS SCIENCE B

Level: 10
Length: Semester 2
Contact person: Gavin Hughes
Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
This course is a pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Applied Physiology: Resistance Training
- Biomechanical Analysis of Racquet Sports
- Communication & Collaboration in Flag Football
- Group Dynamics in Netball

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CRICKET

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Jeremy Appleton

Preferred background/ prerequisite:
Completion of Year 8-10 Cricket subjects.

Content:
Students demonstrate application and development of their knowledge, concepts and skills in cricket by undertaking several practical inquiry activities. These activities follow and extend on the specialist cricket curriculum undertaken in Year 10, with a focus on cricket practical skills. This will link and develop the SACE capabilities within the cricket students.

Topics may include:

- Performance Improvement: Cricket performance and one of the following: cricket umpiring or cricket coaching
- Physical Activity Investigation: Reflection and investigation task regarding physical activity and participation rates.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance Improvement - Cricket or another sport
Assessment Type 2:
Physcial Activity Investigation

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND WELLBEING

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Gavin Hughes

Content:
This subject is about allowing students to make informed decisions about health matters, leading to individual action and participation in community initiatives. It develops skills in communication, decision making and social living. Its emphasis is on changing health-related behaviour through increased awareness and understanding.

Students complete the study of at least one core topic - Ways of defining health, and one option topic - Mental and emotional health.

Students must also complete homework tasks that support the development of their health literacy and numeracy.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Issues Response
Assessment Type 2:
Group Activity
Assessment Type 3:
Investigation

OUTDOOR EDUCATION

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Gavin Hughes

Preferred background/ prerequisite:
By application. Applications close 5pm Friday 15 August 2025.

To apply, click on the 'Begin Application' link below

Begin Application

Content:
Focus areas for Stage 1 Outdoor Ed:

Focus Area 1 – Environment and conservation

Focus Area 2 – Planning and management

Focus Area 3 – Personal and social growth and development

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

Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. Students will have the opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills.

They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature. The

(continued)

OUTDOOR EDUCATION
(continued)

development of a relationship with natural environments can impact positively on students' health and wellbeing, and can foster a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: About the Natural Environment
Assessment Type 2: Experience in the Natural Environment
Task A - Surfing Camp Reflection
Task B - Rock Climbing Reflection

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

PHYSICAL EDUCATION A

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Gavin Hughes

Preferred background/ prerequisite:
Preferred successful completion of 9/10 Sports Science.

Pathway: SACE STAGE 2 Physical Education Course

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
The STAGE 1 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

Topics may include:
- Analysis of biomechanical movement concepts and strategies
- Modified Sport Investigation
- Physiological barriers and enablers to participation

Sports may include:
- Flag Football
- AFL9s
- Softball
- Golf
- Fast 5s
- Pickleball
- Futsal

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance Improvement
Assessment Type 2:
Physical Activity Investigation

PHYSICAL EDUCATION B

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Gavin Hughes

Preferred background/ prerequisite:
Preferred successful completion of 9/10 Sports Science.

Pathway: SACE STAGE 2 Physical Education Course

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
The STAGE 1 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

Topics may include:
- Performance Improvemen
- Application of Skill Learning
- Group Dynamics

Sports may include:
- Flag Football
- AFL9s
- Pickleball
- Futsal
- 3x3 Basketball

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance Improvement

Assessment Type 2:
Physical Activity Investigation

ROWING

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Jo Malcolm

Preferred background/ prerequisite:
Completion of Year 8-10 Rowing subjects.

Content:
Students demonstrate application and development of their knowledge, concepts and skills in rowing by undertaking a number of practical inquiry activities. These activities follow and extend on the specialist rowing curriculum undertaken in Year 10, with a focus on rowing and coaching practical skills. This will link and develop the SACE capabilities within the rowing students.

Topics may include:
- Performance Improvement: Rowing performance and rowing coaching, reflection on practical rowing and coaching performance(s) within a season
- Physical Activity Investigation: Reflection and investigation task regarding physical activity and participation rates

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Performance Improvement - Rowing or another sport

Assessment Type 2:
Physical Activity Investigation

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND WELLBEING

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Gavin Hughes

Content:
This course is designed to help students develop skills and attitudes that will assist them in their personal growth, yet at the same time develop an understanding of factors affecting their wellbeing in a changing world.

They will be challenged to clarify their values and identify what is important in their lives and, if necessary, re-evaluate their priorities.

Students will become aware of the dynamic interaction they have with the complex economic, physical, socio-cultural and spiritual environments, and how these influence their personal decisions.

Students study at least one core concept and undertake three option studies.

Previous topics included:

Core Concept 2: The social and economic determinants of health

Option Study 1:
Health promotion in the community

Option Study 3:
Sexuality and health

Option Study 4:
Health and relationships

Option Study 5:
Risks and challenges to health

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HEALTH AND WELLBEING
(continued)

Assessment
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment 70%

Assessment Type 1:
Group Investigation and Presentation

Assessment Type 2:
Issues Analysis

Assessment Type 3:
Practical Activity

External Assessment 30%

Assessment Type 4:
Investigation

OUTDOOR EDUCATION

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Gavin Hughes

Preferred background/ prerequisite:
By application. Applications close 5pm Friday 15 August 2025.

To apply, click on the 'Begin Application' link below

Begin Application

Content:
In this subject, students study all 3 of the following focus areas:

Focus Area 1: Conservation and sustainability

Focus Area 2: Human connections with nature

Focus Area 3: Personal and social growth and development.

Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.

Students will have the opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self- reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature.

(continued)

OUTDOOR EDUCATION
(continued)

Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
About Natural Environments

Assessment Type 2:
Experiences in Natural Environments (including snorkeling and kayaking)
Task A - Tale of Two Journeys
Task B - Final Journey

External Assessment (30%)

Assessment Type 3:
Investigation

Special requirements:
For successful completion of this course the students will need to complete all three camps over the course of the year.

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

PHYSICAL EDUCATION

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Gavin Hughes

Preferred background/ prerequisite:
Preferred successful completion of Stage 1 Physical Education.

Pathway:
University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
The STAGE 2 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

Topics include:

- Energy sources affecting physical performance
- Effects of training on physical performance
- Biomechanics and technology
- Skill Learning and Performance Improvement
- Psychology of sporting performance
- Group dynamics

Sports include:

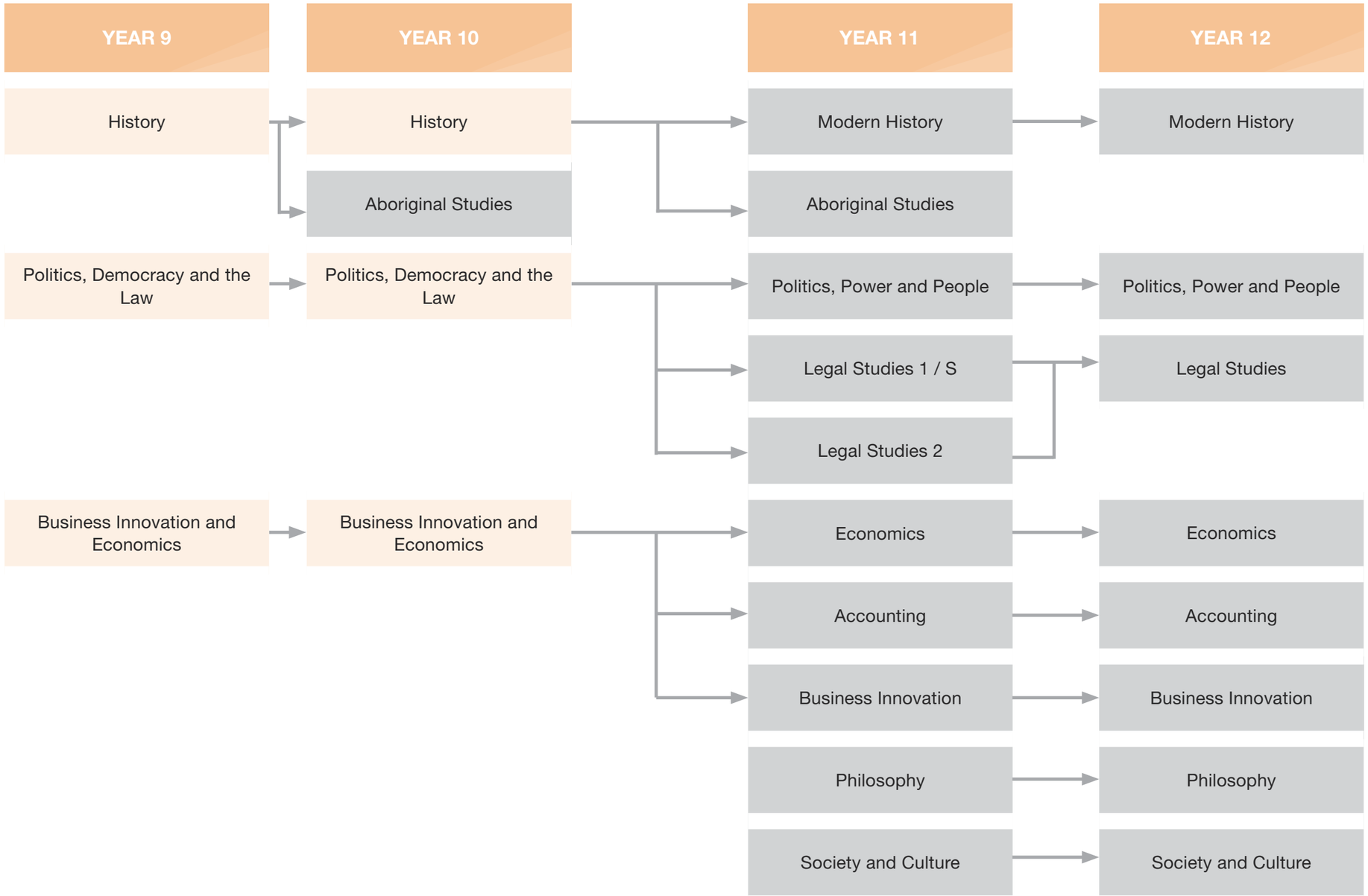
- Touch, Badminton, Volleyball

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Diagnostics 30%

Assessment Type 2:
Performance Improvement 40%

External Assessment (30%)
Assessment Type 3:
Group Dynamics



JUMP TO

BUSINESS INNOVATION AND ECONOMICS

Level: 9
Length: Semester
Contact person:
Reegan Mastrangelo

Content:

Students will explore a range of different businesses and how global markets, trade and societal trends can impact how they operate. They will be encouraged to generate their own business ideas and observe financial risk and reward when considering and pitching their viability.

Students will look at issues in business with an entrepreneurial mindset, considering economic, financial and social factors when generating ideas and solutions to problems consumers may face.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

HISTORY

Level: 9
Length: Semester
Contact person:
Reegan Mastrangelo

Content:
This course focuses on the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'. Students will study a range of depth studies based on:

- Industrial Revolution
- Transforming the Australian Nation
- World War One

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

POLITICS, DEMOCRACY AND THE LAW

Level: 9
Length: Semester
Contact person:
Reegan Mastrangelo

Content:

Governments and the law play a key role in our lives, whether we directly realise it or not. This course will explore Australia's systems of government and how they can impact the lives of everyday Australians from all backgrounds. Students will discuss whether governments do in fact act in our best interest, as well as how the media reflects different identities and ideas.

Additionally, students will explore Australia's judicial system, courts and tribunals and the role they play in Australian society, in particular the lives of young people.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

ABORIGINAL STUDIES

Level: 10
Length: Semester
(10 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
Learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice underpins the learning in this subject. It enables students to access a range of Aboriginal viewpoints and develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities.

Students develop their understanding of Aboriginal narratives and accomplishments as told by Aboriginal peoples. Through their understanding of the connections between past and present, students deconstruct and analyse experiences that are of significance to Aboriginal peoples and communities

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Learning Journey Activities
Assessment Type 2: Creative Production

Additional charges:
An excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charge.

BUSINESS INNOVATION AND ECONOMICS

Level: 10
Length: Semester
Contact person:
Reegan Mastrangelo

Content:
Australian businesses have done it tough in recent times, with innovation and agility vital to their success. Students will explore a range of issues related to business, offering evidence-based solutions to improve businesses and generating innovative business ideas. They will look at business through both a short and long-term lens, applying business concepts.

Students will also explore the role government plays in improving the economic and living standards of Australians, identifying threats to the country's economic position.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

HISTORY

Level: 10
Length: Semester
Contact person:
Reegan Mastrangelo

Content:
This course focuses on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will learn about Australia's involvement in WWII, post-war migration to Australia, the civil rights movement and major influences that shaped modern Australia.

Students will undertake two depth studies:

- World War Two
- Building a Globalised Australia

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

POLITICS, DEMOCRACY AND THE LAW

Level: 10
Length: Semester
Contact person:
Reegan Mastrangelo

Content:
Australia's system of government has a rich history, but differs greatly from various countries throughout the world, such as the United States. In this course, students will compare our government to other systems overseas, as well as identify and explain key challenges that face our democracy. Students will have the opportunity to explore civic issues such as climate change, equality and political funding.

Additionally, students will explore the role of Australia's High Court and investigate the connection between government, the judicial system and legislation.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

ABORIGINAL STUDIES

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
Learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice underpins the learning in this subject. It enables students to access a range of Aboriginal viewpoints and develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities.

Students develop their understanding of Aboriginal narratives and accomplishments as told by Aboriginal peoples. Through their understanding of the connections between past and present, students deconstruct and analyse experiences that are of significance to Aboriginal peoples and communities

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Learning Journey Activities
Assessment Type 2: Creative Production

Additional charges:
An excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charge.

ACCOUNTING

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
Students develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts and apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders. They explore the changing forms of accounting information and examine the use of digital and emerging technology.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Accounting Skills
Assessment Type 2:
Accounting Inquiry

BUSINESS INNOVATION

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
In Stage 1 Business Innovation students develop the knowledge, skills, and understanding to engage in today's business world. Students are immersed, as entrepreneurs, in the process of finding and solving customer problems through innovation and planning tools.

Students develop financial awareness and decision-making skills. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on communities.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Business Skills
Assessment Type 2:
Business Pitch

ECONOMICS

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of Economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

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 help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes which may be inconsistent with social, moral, and ethical values.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Skills and Applications Tasks
Assessment Type 2: Folio
Assessment Type 3:
Issues Study

LEGAL STUDIES 1 / S

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
Stage 1 Legal Studies 1 / S 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.

Topics studied in this course my include:

- Law and Communities
- Law-making
- Justice and Society

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Analytical Response
Assessment Type 2:
Inquiry
Assessment Type 3:
Presentation

LEGAL STUDIES 2

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Prerequisite:
Legal Studies 1

Content:
Legal Studies 2 is explored through the mechanism of asking 'big questions'. Big questions are typically open ended, stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. Big questions encourage debate and active learning. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Students develop an understanding of the following concepts:

- Rights
- Fairness and justice
- Power
- Change

Topics studied in this course may include:

- Young people and the law
- Criminology
- Victims and the law

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Analytical Response
Assessment Type 2:
Inquiry
Assessment Type 3:
Presentation

MODERN HISTORY

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting the past and the present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function.

Topics studied in this course may include:

- Revolutions
- Vietnam War
- Apartheid

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Historical Skills
Assessment Type 2:
Historical Study

PHILOSOPHY

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
Philosophy involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Folio
Assessment Type 2:
Issues Analysis
Assessment Type 3:
Issues Study

POLITICS, POWER AND PEOPLE

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
Is Australia still a truly democratic society? Does our political system adequately represent young people? Why do some politicians stick their heads in the sand about environmental issues? Politics, Power and People is the study of power at all levels of society. Students will explore the changing nature of Australian political parties, understanding the power of their vote and analysing the rise of alternative parties such as the Greens and the teal independents.

Students will analyse the role of the media in Australia, making judgements about their job as 'entertainer' vs 'informer'. They explore the interplay between politics, sport and religion through a range of big questions including:

- How different are the political parties in Australia?
- Should Australian sport be independent of political influence?
- Does Australia have a complete separation of church and state?

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio
Assessment Type 2:
Source Analysis
Assessment Type 3: Investigation

SOCIETY AND CULTURE

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
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.

Topics for Society and Culture may include:

- Youth homelessness
- Asylum seekers and refugees
- Climate change
- Domestic violence
- Cyber bullying

ASSESSMENT:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Sources Analysis
Assessment Type 2:
Group Activity
Assessment Type 3:
Investigation

ACCOUNTING

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred Background/ Prerequisite:
Stage 1 Accounting is preferred but not essential.

Content:
In Accounting students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Topics which will be studied throughout this course include:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1: Accounting Concepts and Solutions
Assessment Type 2: Accounting Advice

External Assessment (30%)
Assessment Type 3: Examination

BUSINESS INNOVATION

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Business Innovation is preferred but not essential.

Content:
Students engage in designing, sustaining, and transforming business in the modern world. Through these contexts, students develop and apply their understanding of innovation, decision-making and project management, financial literacy and information management, global, local, and digital perspectives. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

Students engage with complex, dynamic, real-world problems, to identify as well as 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. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Business Skills

Assessment Type 2: Business Model

External Assessment (30%)

Assessment Type 3: Business Plan and Pitch

ECONOMICS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Economics is preferred but not essential.

Content:
Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants.

Students research, analyse, evaluate, and apply economic models which are expressed in graphical and/or diagrammatic form. They evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Topics which will be studied throughout this course include:

- The Economic problem
- Microeconomics
- Macroeconomics
- Globalisation
- Poverty and inequality

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio

External Assessment (30%)

Assessment Type 3: Examination

LEGAL STUDIES

Level: Stage 2

Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Legal Studies is preferred but not essential.

Content:
Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about strengths and weaknesses of the Australian legal system.

Students consider how, and to what degree, these weaknesses may be remedied.

Topics which will be studied throughout this course include:

- Sources of Law
- Dispute Resolution
- Australian Constitution

(continued over page)

LEGAL STUDIES *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: Inquiry

External Assessment (30%)

Assessment Type 3: Examination

MODERN HISTORY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Modern History is preferred but not essential.

Content:
In Modern History students will investigate the development of modern nations during the rapid change of the 20th Century.

Students will develop insights into the characteristics of a modern nation, and the crises and challenges which have confronted it. In the study of Germany 1918-1948 students investigate how Germany went from burning cash for fuel, the Golden Age of culture and hope, the total collapse of democracy and rise of Hitler, total world war, institutionalised genocide, culminating in the 40-year fracturing of Germany.

The Changing World Order considers how nations, including some emerging, sought to impose their influence and power, and how nations sought to forge their own destiny. It directly investigates the origin and evolution of the Cold War, and its visible impact on our current world. There will be specific examination of nuclear warfare, espionage, political assassinations both literally and figuratively, the covert and overt toppling of governments, proxy wars, protest, riot, and revolution both velvet and violent. If you want to know how the Soviet Union collapsed, why we dropped nuclear bombs in our

(continued)

MODERN HISTORY *(continued)*

backyard, and the basis for our current global order, this course is for you.

Topics which will be studied throughout this course include:

- Germany 1918-48
- The Changing World Order 1945-

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Historical Skills
Assessment Type 2:
Historical Study

External assessment (30%)

Assessment Type 3: Examination

PHILOSOPHY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Philosophy is preferred but not essential.

Content:
Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world and what ought to be done. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Topics which will be studied throughout this course include:

- Philosophical inquiry skills
- Key areas of philosophical study (ethics, epistemology, and metaphysics)

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Argument Analysis
Assessment Type 2:
Issues Analysis

External Assessment (30%)

Assessment Type 3:
Issues Study

POLITICS, POWER AND PEOPLE

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person:
Reegan Mastrangelo

Preferred background/ prerequisite:
Stage 1 Politics, Power and People is preferred but not essential.

Content:
Can an election be won without 'playing' politics? Do political parties effectively represent the will of the people? Will a Trump led Republican revival lead to further US isolationism? Politics, Power and People is the study of power at all levels of society. Students will have an initial focus on the Australian political system, exploring the constitution, our voting system and the constantly changing political landscape through the rise of minor parties.

Optional themes include the mediatisation of politics and the United States, exploring 'big' questions such as:

- Does the media set the political agenda and influence public opinion?
- Is the United States the undisputed global hegemonic power?
- Can the United States overcome their own domestic issues such as inequality and gun control?

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Source Analysis

External Assessment (30%)

Assessment Type 3: Investigation

SOCIETY AND CULTURE

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Reegan Mastrangelo

Content:
Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power. Students develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues and understand diversity within and across societies. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors.

Students develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students will study two topics based on student interest. The topics include:

- Cultural diversity
- Youth culture
- Work and leisure
- The material world
- Social ethics
- Contemporary contexts of Aboriginal and Torres Strait Islander Peoples
- Technological revolutions
- People and the environment
- Globalisation
- A question of rights
- People and power

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

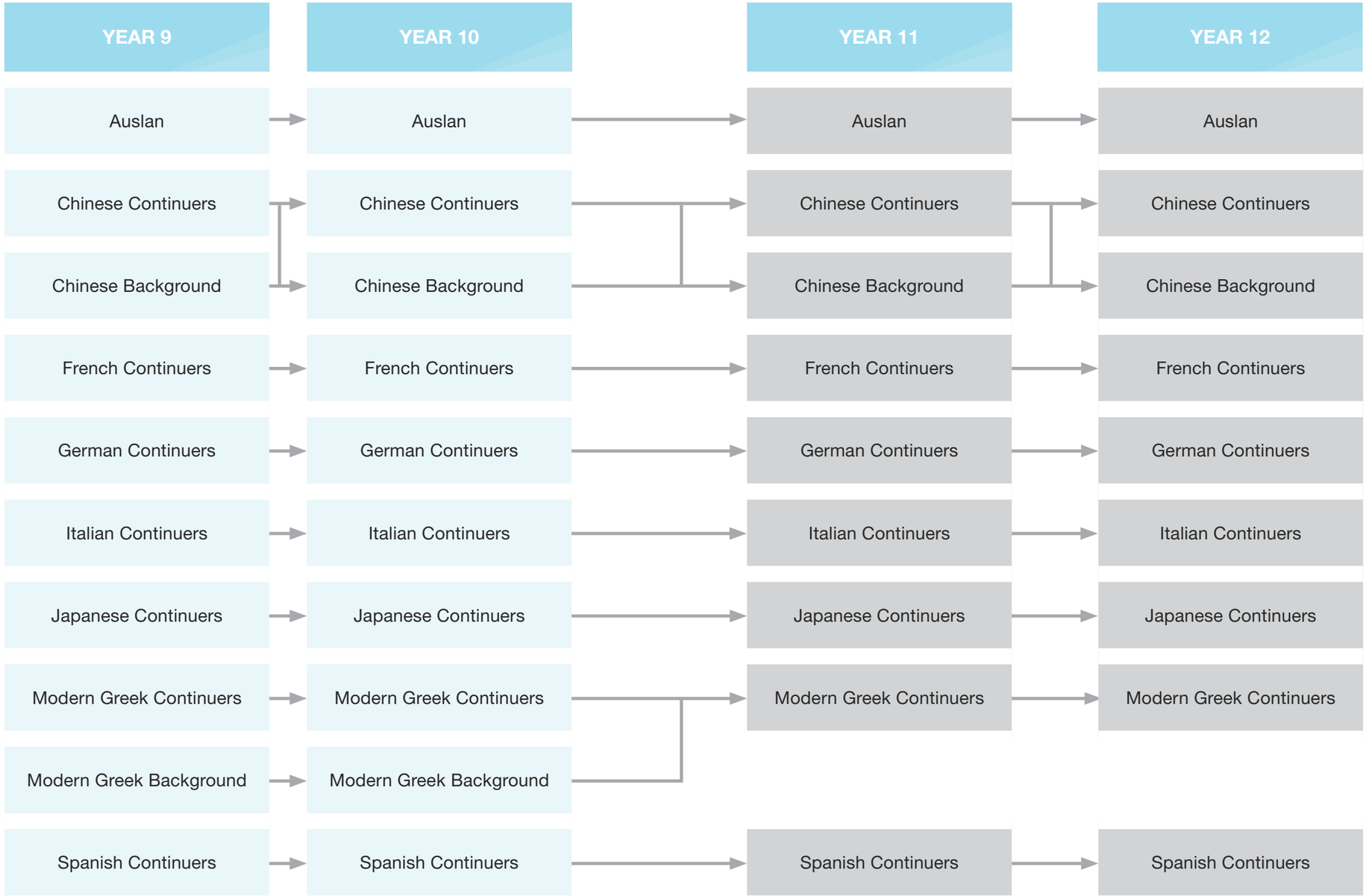
Assessment Type 1: Folio

Assessment Type 2: Interaction

External Assessment (30%)

Assessment Type 3: Investigation

JUMP TO



Australian Curriculum

SACE

Arrows are only an indication of pathways. Please check prerequisites.

JUMP TO

AUSLAN

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Auslan

Content:
Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Chinese

Content:
The Chinese language course follows the Australian Curriculum. 'Communicating meaning in Chinese' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Chinese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Entry will be through assessment by the teacher of Chinese.

Content:
The Chinese language course follows the Australian Curriculum. 'Communicating meaning in Chinese' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Chinese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

FRENCH CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 French

Content:
The French language course follows the Australian Curriculum. 'Communicating meaning in French' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in French' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

GERMAN CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 German

Content:
The German language course follows the Australian Curriculum. 'Communicating meaning in German' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in German' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

JUMP TO

ITALIAN CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Italian

Content:
The Italian language course follows the Australian Curriculum. 'Communicating meaning in Italian' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Italian' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

JAPANESE CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Japanese

Content:
The Japanese language course follows the Australian Curriculum. 'Communicating meaning in Japanese' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Japanese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK BACKGROUND

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Entry will be through assessment by the teacher of Greek.

Content:
The Modern Greek language course follows the Australian Curriculum. 'Communicating meaning in Modern Greek' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Modern Greek' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Modern Greek Continuers course

Content:
The Modern Greek language course follows the Australian Curriculum. 'Communicating meaning in Moderrn Greek' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Modern Greek' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SPANISH CONTINUERS

Level: 9
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 8 Spanish

Content:
The Spanish language course follows the Australian Curriculum. 'Communicating meaning in Spanish' and 'Understanding language and culture' are the two key Strands. 'Communicating meaning in Spanish' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding language and culture' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

JUMP TO

AUSLAN

Level: 10
Length: Year
Contact person: Alex Varricchio

Preferred background/ prerequisite:
Year 9 Auslan

Content:
Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Chinese Continuers course

Content:
The Chinese language course follows the Australian Curriculum. 'Communicating meaning in Chinese' and 'Understanding' are the two key Strands. 'Communicating meaning in Chinese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Chinese Background level or similar. Entry may also be through assessment by the teacher of Chinese.

Content:
The Chinese language course follows the Australian Curriculum. 'Communicating meaning in Chinese' and 'Understanding' are the two key Strands. 'Communicating meaning in Chinese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

FRENCH CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 French

Content:
The French language course follows the Australian Curriculum. 'Communicating meaning in French' and 'Understanding' are the two key Strands. 'Communicating meaning in French' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

GERMAN CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 German

Content:
The German language course follows the Australian Curriculum. 'Communicating meaning in German' and 'Understanding' are the two key Strands. 'Communicating meaning in German' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

JUMP TO

ITALIAN CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Italian

Content:
The Italian language course follows the Australian Curriculum. 'Communicating meaning in Italian' and 'Understanding' are the two key Strands. 'Communicating meaning in Italian' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

JAPANESE CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Japanese

Content:
The Japanese language course follows the Australian Curriculum. 'Communicating meaning in Japanese' and 'Understanding' are the two key Strands. 'Communicating meaning in Japanese' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK BACKGROUND

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Modern Greek Background level or similar. Entry may also be through assessment by the teacher of Modern Greek.

Content:
The Modern Greek language course follows the Australian Curriculum. 'Communicating meaning in Modern Greek' and 'Understanding' are the two key Strands. 'Communicating meaning in Modern Greek' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Modern Greek Continuers

Content:
The Modern Greek language course follows the Australian Curriculum. 'Communicating meaning in Modern Greek' and 'Understanding' are the two key Strands. 'Communicating meaning in Modern Greek' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SPANISH CONTINUERS

Level: 10
Length: Year
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 9 Spanish

Content:
The Spanish language course follows the Australian Curriculum. 'Communicating meaning in Spanish' and 'Understanding' are the two key Strands. 'Communicating meaning in Spanish' involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. 'Understanding' develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

AUSLAN

Level: Stage 1
Length: Year (20 SACE credits)
Contact Person:
Alex Varricchio

Preferred Background/ Prerequisite:
Year 10 Auslan

Content:
Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Chinese Background

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.

Content:
Stage 1 Chinese 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.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

CHINESE CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Chinese. An Eligibility Form must be filled in and strict criteria apply.

Content:
Stage 1 Chinese at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4: Investigation

FRENCH CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 French

Content:
Stage 1 French at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The French-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

GERMAN CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 German

Content:
Stage 1 German at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The German-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

JUMP TO

ITALIAN CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Italian

Content:
Stage 1 Italian at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

JAPANESE CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Japanese

Content:
Stage 1 Japanese at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

MODERN GREEK CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Modern Greek (Continuers or Background)

Content:
Stage 1 Modern Greek at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

SPANISH CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Year 10 Spanish

Content:
Stage 1 Spanish at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Spanish-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences.
They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Interaction
Assessment Type 2:
Text Production
Assessment Type 3:
Text Analysis
Assessment Type 4:
Investigation

JUMP TO

AUSLAN

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person:
Alex Varricchio

Preferred Background/ Prerequisite:
Stage 1 Auslan

Content:
Stage 2 Auslan at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- Deaf and Hearing Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1: Folio
Assessment Type 2:
In-depth Study

External Assessment (30%)
Assessment Type 3: Examination

CHINESE BACKGROUND

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Chinese Background

The Chinese Background Speakers course is 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.

Content:
Stage 2 Chinese 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.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Folio
Assessment Type 2:
In-depth Study

External Assessment (30%)
Assessment Type 3: Examination

CHINESE CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Chinese Continuers. An Eligibility Form must be filled in and strict criteria apply.

Content:
Stage 2 Chinese at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Chinese-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1: Folio
Assessment Type 2:
In-depth Study

External Assessment (30%)
Assessment Type 3: Examination

FRENCH CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 French

Content:
Stage 2 French at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The French-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Folio
Assessment Type 2:
In-depth Study

External Assessment (30%)
Assessment Type 3: Examination

GERMAN CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 German

Content:
Stage 2 German at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The German-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Folio
Assessment Type 2:
In-depth Study

External Assessment (30%)
Assessment Type 3: Examination

ITALIAN CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Italian

Content:
Stage 2 Italian at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Italian-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Folio

Assessment Type 2:
In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

JAPANESE CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Japanese

Content:
Stage 2 Japanese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Folio

Assessment Type 2:
In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

MODERN GREEK CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Modern Greek

Content:
Stage 2 Modern Greek at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Folio

Assessment Type 2:
In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

SPANISH CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
Alex Varricchio

Preferred background/ prerequisite:
Stage 1 Spanish

Content:
Stage 2 Spanish at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Spanish-speaking Communities
- The Changing World

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

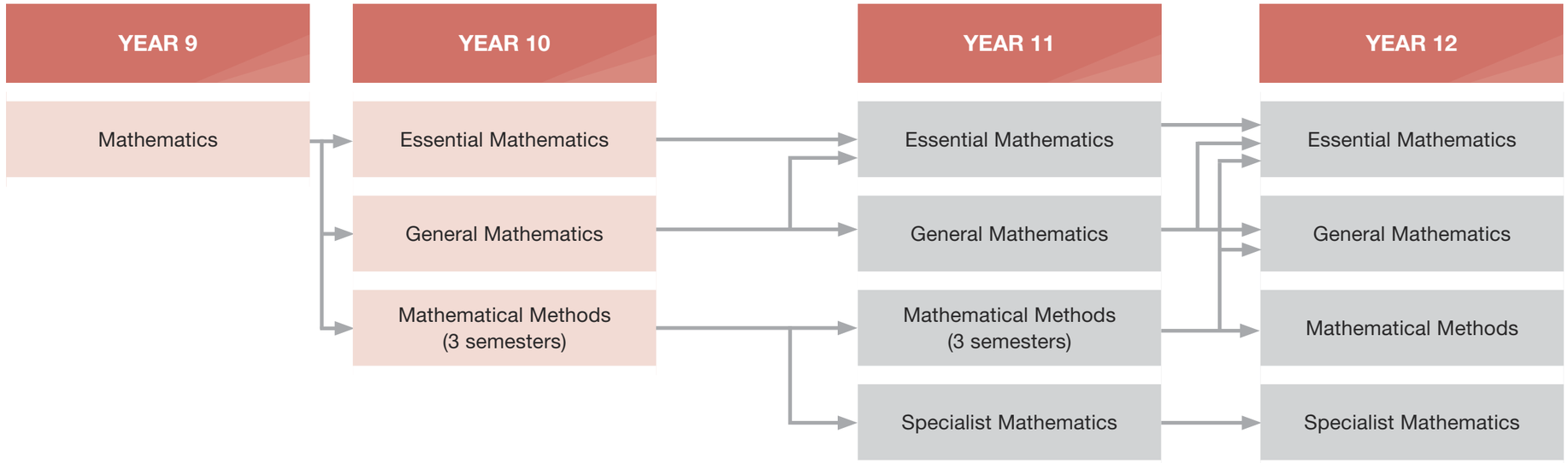
Assessment Type 1:
Folio

Assessment Type 2:
In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

JUMP TO



Australian Curriculum

SACE

Arrows are only an indication of pathways. Please check prerequisites.

MATHEMATICS

Level: 9
Length: Year
Contact person: Tess Rice

Preferred background/ prerequisite:
Nil

Content:
The content of the course is developed from the Australian Curriculum Strands covering working with number, algebraic manipulation, pythagoras' theorem, expansion and factorisation, measurement, financial mathematics, statistics and probability, coordinate geometry, similarity and deductive and transformation geometry. Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

This course will provide students with the necessary skills to enter Year 10 Mathematical Methods, General or Essential Mathematics.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

ESSENTIAL MATHEMATICS

Level: 10
Length: Year
Contact person: Tess Rice

Preferred background/ prerequisite:
This course is for students who have not completed the Year 9 course to a satisfactory level.

Content:
The content of the course predominantly covers number, measurement, financial mathematics, statistics and probability, coordinate geometry and geometry at an elementary level. Students will be able to learn life skills that involve the use of numeracy. The course will run over a year and concentrate on delivering a range of numeracy skills dealing with everyday life.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

GENERAL MATHEMATICS

Level: 10
Length: Year
Contact person: Tess Rice

Preferred background/ prerequisite:
This course is for students who have completed Year 9 Mathematics at a "C" grade or higher.

Content:
The content of the course predominantly covers indices, algebra, pythagoras theorem, trigonometry, measurement, statistics and probability, coordinate geometry, financial mathematics and matrices. This course will lead into Stage 1 General Mathematics and will provide students with skills to deal with applications of mathematics in the real world. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MATHEMATICAL METHODS

Level: 10
Length: 3 semesters
Contact person: Tess Rice

Preferred background/ prerequisite:
This course is for students who have completed Year 9 Mathematics at a "B" or "A" grade.

Content:
The content of the course predominantly covers indices, radicals, algebra, pythagoras theorem, trigonometry, measurement, circles, statistics and probability, coordinate geometry, similarity and congruence, quadratics, simultaneous equations, relations and functions, exponentials and logarithms, polynomials, and conics. This course will provide students with the necessary skills to enter Stage 1 Methods and Specialist courses. Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

GENERAL MATHEMATICS

Level: Stage 1
Length: Year
(20 SACE credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a "C" grade or better in common tests and assessments in Year 10 General Mathematics plus teacher recommendation.

Content:
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.

The content of the course covers linear and exponential functions, network and matrices, measurement, investment and borrowings, statistics, numeric trigonometry and matrices. This course will provide students with the necessary skills to enter Stage 2 General and Essential Mathematics. Students will gain knowledge of mathematics and focus on their higher order thinking skills in solving practical problems.

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GENERAL MATHEMATICS
(continued)

Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Students are advised to complete 2 semesters if they intend to do Stage 2 General or Essential Mathematics.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

ESSENTIAL MATHEMATICS

Level: Stage 1
Length: Year
(20 SACE Credits)
Contact person: Tess Rice

Content:
The content of the course predominantly covers number, measurement, financial mathematics, statistics and probability, coordinate geometry and geometry. Students will be able to learn life skills and skills needed to enter Stage 2 Essential Mathematics. The course will run for two semesters and help prepare students with the skills needed for everyday life and a range of trades.

Students who complete this course will achieve 20 Stage 1 SACE credits including the compulsory Numeracy unit.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

MATHEMATICAL METHODS

Level: Stage 1
Length: 3 Semesters
(30 SACE credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a “B” grade or better in common tests and assessments in Year 10 Mathematical Methods plus teacher recommendation.

Content:
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.

The content of the course covers trigonometry, deductive geometry, statistics and counting, relations and functions, growth and decay, polynomials, and numeric trigonometry, matrices, real and complex numbers and introduction to differential calculus. This course will provide students with the necessary skills to enter Stage 2 Mathematical Methods. Students will gain knowledge in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

SPECIALIST MATHEMATICS

Level: Stage 1
Length: 4 Semesters (40 SACE credits) (Three of these units are Mathematical Methods units)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a “B” grade or better in common tests and assessments in Year 10 Mathematical Methods plus teacher recommendation.

Content:
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.

The content of the course covers series and sequences, vectors, trigonometric functions, trigonometry, deductive geometry, statistics and counting, relations and functions, growth and decay, polynomials, and matrices, real and complex numbers and introduction to differential calculus. This course will provide students with the necessary skills to enter Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Technology, where applicable, is embedded through the use of graphic calculators

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JUMP TO

SPECIALIST MATHEMATICS
(continued)

to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. This course is particularly suited for students who seek an Engineering pathway.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

ESSENTIAL MATHEMATICS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a "B" grade or better in end of semester exams and assessments in Stage 1 Essential Mathematics or an average of a "C" grade or better in Stage 1 General Mathematics or Mathematical Methods plus teacher's recommendation.

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

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

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

Students who complete this subject with a "C-" or better will meet the numeracy requirement of the SACE.

(continued)

ESSENTIAL MATHEMATICS
(continued)

Stage 2 Essential Mathematics consists of the following five topics:

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

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Skills and Applications Tasks
Assessment Type 2:
Mathematical Investigation

External Assessment (30%)
Assessment Type 3: Examination

GENERAL MATHEMATICS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a "B" grade or better in end of semester exams and assessments in Stage 1 General Mathematics or a "C" grade average or better in Stage 1 Mathematical Methods plus teacher's recommendation.

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

Students who complete this subject with a "C–" or better will meet the numeracy requirement of the SACE.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

Stage 2 General Mathematics consists of the following five topics:

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

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

External Assessment (30%)
Assessment Type 3: Examination

MATHEMATICAL METHODS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a "B" grade or better in end of semester exams and assessments in Stage 1 Mathematical Methods plus teacher's recommendation.

Content:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Students who complete this subject with a "C-" grade or better will meet the numeracy requirement of the SACE.

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Stage 2 Mathematical Methods 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 are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

External Assessment (30%)

Assessment Type 3: Examination

SPECIALIST MATHEMATICS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact person: Tess Rice

Preferred background/ prerequisite:
An average of a "B" grade or better in end of semester exams and assessments in Stage 1 Specialist Mathematics plus teacher's recommendation.

Content:
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

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

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

Students who complete this subject with a "C–" or better will meet the numeracy requirement of the SACE.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six 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:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

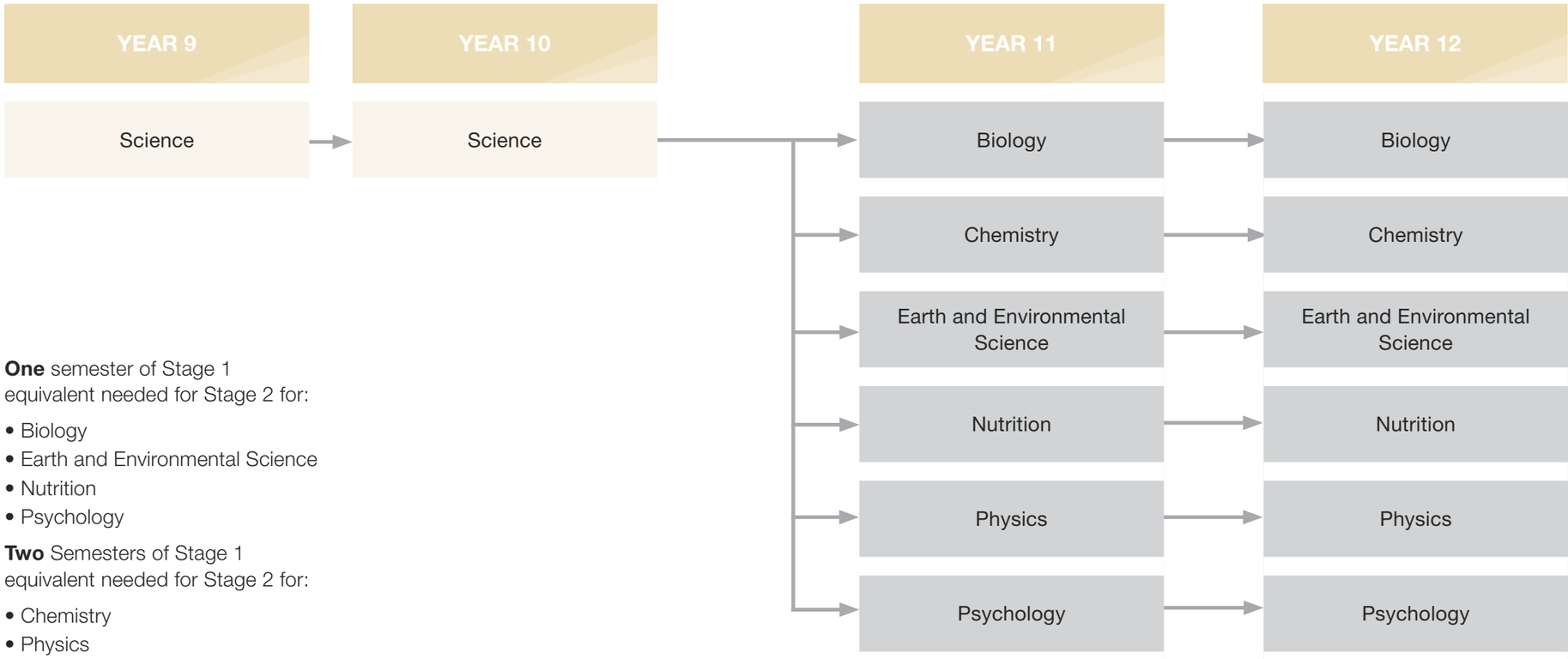
Assessment Type 1:
Skills and Applications Tasks

Assessment Type 2:
Mathematical Investigation

External Assessment (30%)

Assessment Type 3: Examination

JUMP TO



One semester of Stage 1 equivalent needed for Stage 2 for:

- Biology
- Earth and Environmental Science
- Nutrition
- Psychology

Two Semesters of Stage 1 equivalent needed for Stage 2 for:

- Chemistry
- Physics

Australian Curriculum

SACE

Arrows are only an indication of pathways. Please check prerequisites.

JUMP TO

SCIENCE

Level: 9
Length: Year
Contact person: Lewis Weeden

Content:
Each term of study at Year 9 is dedicated to one of four Science disciplines. These Science disciplines, and their content, are outlined below:

- Biology:

  Students consider the role of nutrition in maintaining healthy body systems. Students also examine the role of homeostasis in our bodies, the role and purpose of reproduction, and the immune system.

- Chemistry:

  Students explain the concept of radioactivity by considering changes in atomic nuclei. Students design and participate in experiments that consider different types of chemical reactions.

- Earth Science:

  Students design representation of Earth cycles such as the carbon cycle and how the interaction between humans and the environment influences and is influenced by these cycles.

- Physics:

  Students explain energy as a wave and the types of waves involved in energy types such as light and sound.

Additionally, the Year 9 Science course aims to develop the following skills:

- Working safely in the laboratory
- Practical report writing
- Use of scientific equipment such as the microscope and Bunsen burner
- Data analysis
- Numerical analysis
- Research and critical analysis of Science as a Human Endeavour
- Teamwork

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

SCIENCE

Level: 10
Length: Year
Contact person: Lewis Weeden

Content:
Each term of study at Year 10 is dedicated to one of four Science disciplines. These Science disciplines, and their content, are outlined below:

- Biology:

  Students explore the fundamentals around genetics, including DNA, inheritance, and mutations. Students investigate how these concepts drive natural selection and, ultimately, evolution.

- Chemistry:

  Students use atomic models and the periodic table to make predictions about substances, balance and solve chemical equations, and explore factors that influence the rate of reaction.

- Earth Science:

  Students investigate the components of our universe and consider the Big Bang Theory as the origin of the universe. Students deeply analyse the concept of climate change and the human factors that drive this global issue.

- Physics:

  Students define and undertake investigations concerning Newton's three laws of motion. Students use this information to consider the role of contact in sports and apply their learning to scenarios involving motion.

Additionally, the Year 10 Science course aims to develop the following skills:

- Working safely in the laboratory
- Practical report writing
- Use of scientific equipment such as the microscope and Bunsen burner
- Data analysis
- Numerical analysis
- Research and critical analysis of Science as a Human Endeavour
- Teamwork

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

BIOLOGY

Level: Stage 1
Length: 1 or 2 Semesters (10 or 20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments. Students 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 taking Biology in Semester 1 will study the following topics:

- Cells and Microorganisms:

  Students will investigate the role of the cell and analyse the structures and systems within cells. Students will learn about microorganisms and their importance and use in modern applications.

- Ecosystems:

  Students investigate diverse ecosystems, explore biotic and abiotic components to dynamic habitats and analyse measurements of certain properties including species interactions and population.

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BIOLOGY *(continued)*

Students taking Biology in Semester 2 will study the following topics:

- Exchange Surfaces:
  Students will gain a better understanding of how body tissue works to facilitate the movement of important nutrients from one part of the body to the next. Students investigate the role of exchange surfaces such as the nephron and the alveoli in maintaining a healthy internal environment in the human body.
- Infectious Diseases:
  Students explore the causes and implications of infectious diseases on both local and global communities. Students research historic and contemporary cases, epidemics and outbreaks to analyse key drivers in the spread and control of disease. Students also study the range of medical innovations available to combat new and existing threats.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

CHEMISTRY

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
In Chemistry students investigate properties and uses of materials and the atoms involved, and reactions of these materials. Students also critically investigate the social and environmental impact of materials and chemical processes.

Through practical tasks, students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Students taking Chemistry will study the following topics across two semesters:

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Investigations Folio

Assessment Type 2:
Skills and Applications Tasks

EARTH AND ENVIRONMENTAL SCIENCE

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
Students will conduct investigations and gather evidence from fieldwork, experiments and research. They have the opportunity to join in debates on issues about Earth Science, its interaction with the environment and how this affects our own lives, as well as on society in general. Students acquire knowledge of geological principles and concepts and use that knowledge to deal with life's questions, issues, opportunities and challenges.

The focus will be on communication, learning and research based on practical experiences with links to the other sciences including Biology, Chemistry and Physics with a view to providing a foundation course leading to Stage 2 Earth and Environmental Science.

The main themes covered provide opportunities for students to explore links between learning in Earth and Environmental Science and the other sciences, and to discuss social, ethical, historical and environmental contexts. At least three topics will be chosen from the following in negotiation with the students:

- **Topic 1:** The turbulent Earth
- **Topic 2:** Composition of the geosphere
- **Topic 3:** Processes in the geosphere
- **Topic 4:** The Earth's atmosphere
- **Topic 5:** Importance of hydrosphere
- **Topic 6:** The biosphere

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

NUTRITION

Level: Stage 1
Length: 1 or 2 Semesters (10 or 20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
Students of Nutrition investigate and learn the role of nutrients in the body using current scientific information, as well as social and environmental issues related to nutrition. Students explore the links between food, health and diet-related diseases by using their scientific knowledge and the skills they acquire in their study of nutrition to carry out and design practical investigations. Students have the opportunity to critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues.

They investigate methods of food production and distribution which impact the quantity and quality of food and then consider how these methods affect the health and individual communities. Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition.

The study of Nutrition encourages students to think about the role of nutrition in their own futures and assists them to reinforce or modify their own diets and lifestyle habits to maximise positive health outcomes.

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JUMP TO

NUTRITION *(continued)*

The following is a list of topics that can be studied at Stage 1. Depending on the cohort, 3-4 of the following topics will be chosen:

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian Dietary Guidelines and nutrition in the lifestyle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

PHYSICS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
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 the topics listed below. As well as applying knowledge to solve problems, students develop experimental and investigation design, information literacy and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Students taking Physics will study the following topics across two semesters:

- Motion and forces
- Electric circuits
- Heat
- Waves and optics
- Energy and momentum
- Nuclear physics

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

PSYCHOLOGY

Level: Stage 1
Length: 1 or 2 Semesters (10 or 20 SACE Credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in Year 10 Science.

Content:
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, child rearing, employment and leisure.

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

The topics covered in Stage 1 Psychology include:

- Social Influence and Interaction
- Emotion
- Forensic Psychology

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

BIOLOGY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
2 semesters of any Stage 1 Science course completed to a "B" minimum are required for entry to this course.

Content:
The study of Biology allows students to investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments.

The beginning of the course focuses on Cell Biology, vital understanding for all branches of Biology. The latter part of the course covers how the human body maintains the perfect internal environment, along with evolution and ecological sciences.

After Stage 2, students can pursue scientific pathways in Biology, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Stage 2 Biology is organised around the following four topics:

- Cells and the basis of life
- DNA and proteins
- Homeostasis
- Evolution

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Investigations Folio

Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

CHEMISTRY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
2 semesters of Stage 1 Chemistry completed to a "B" minimum are required for entry to this course.

Content:
In Chemistry students explore organic and inorganic materials, chemical processes and how they can be controlled, and analytical techniques. Students will also investigate how chemistry impacts on their lives, society and the environment.

The beginning of the course focuses on reactions in the environment and techniques to monitor them, such as photo-chemical smog and acid rain. Students will also learn how to maximise the product of a chemical reaction, for use in industry production. A focus of the course is also drawing and naming molecule structures for a range of organic compounds. Throughout the topics, the use of resources such as water, soil, and plastics will be covered.

After Stage 2 students can pursue scientific pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Stage 2 Chemistry is organised around the following four topics:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Investigations Folio

Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

EARTH AND ENVIRONMENTAL SCIENCE

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"C" grade or higher in a semester of any Stage 1 Science course is required for entry into this course.

Content:
Students consider how humans use the Earth's resources and the impact of human activities on the environment. They assess the evidence around public debate on social and environmental issues.

The beginning of the course focuses on the four spheres of Earth, how they interact with each other and change over time. The latter part of the course covers the resources of Earth, how they are discovered and extracted, along with the effect of these processes on climate change and effecting the sustainability of the planet.

After Stage 2, students can pursue scientific pathways, for example, in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Stage 2 Earth and Environmental Science is organised around the following four topics:

- Earth systems
- Earth resources
- Earth's sustainable future
- Climate change

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
Investigations Folio

Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

NUTRITION

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
"B" grade or higher in a semester of any Stage 1 Science course is required for entry into this course.

Content:
The study of Nutrition involves the investigating and learning about the role of nutrients in the body, as well as social and environmental issues related to nutrition.
By understanding the science of food, students are able to think about the role of nutrition in their own futures and assists them to reinforce or modify their own diets and lifestyle habits to maximise positive health outcomes.

The beginning of the course focuses on the main nutrients required for life, such as the science of absorption and the use of these. After gaining an understanding of the science of food, including production and safety, students are required to analyse and make dietary modifications to reverse diet-related diseases. There is also a focus on sensory issues, analysis of food in cultural, behavioural, psychological and physical contexts.

After Stage, 2 students can pursue scientific pathways, for example, in dietetics, nutrition, food research and production, health, and sports nutrition.

(continued over page)

JUMP TO

NUTRITION *(continued)*

Stage 2 Nutrition is organised around the following five topics:

- The fundamentals of human nutrition
- Diet, lifestyle and health
- Food selection and dietary evaluation
- Food, nutrition and the consumer
- Global hunger

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Investigations Folio
Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)
Assessment Type 3: Examination

PHYSICS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
2 semesters of Stage 1 Physics completed to a "B" minimum are required for entry to this course.

Content:
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 and relativity, electricity and magnetism, and light and atoms.

The beginning of the course focuses on motion and relativity, such as 2D motion, Newton's Laws, gravity and special relativity. The latter parts of the course cover electric and magnetic fields, along with the study of light, and the physics of atomic structure.

After Stage 2, students can pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Stage 2 Physics is organised around the following three topics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

PHYSICS *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Investigations Folio
Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)
Assessment Type 3: Examination

PSYCHOLOGY

Level: Stage 2
Length: Year (20 credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
2 semesters of any Stage 1 Science course completed to a "B" minimum are required for entry to this course.

Content:
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

The beginning of the course is an introduction to the field of Psychology and its uses. Students will learn about social cognition, how attitudes breeds behaviour and vice versa. The course also covers altered states of awareness, such as sleep and stress, types of learning, and the theories of personality. There is also a focus on the practices of maintaining a healthy mind in oneself, and how to teach this to others.

After Stage 2, students can pursue scientific pathways in the many sub-fields of psychology, such as education, sports, health, and clinical practice. The skills and knowledge of this course also apply well to careers in human resources and social work.

Topics studied in Stage 2 Psychology include:

- Introduction to Psychology
- Social cognition
- Learning
- Personality
- Psychobiology of altered states of awareness
- Healthy minds

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

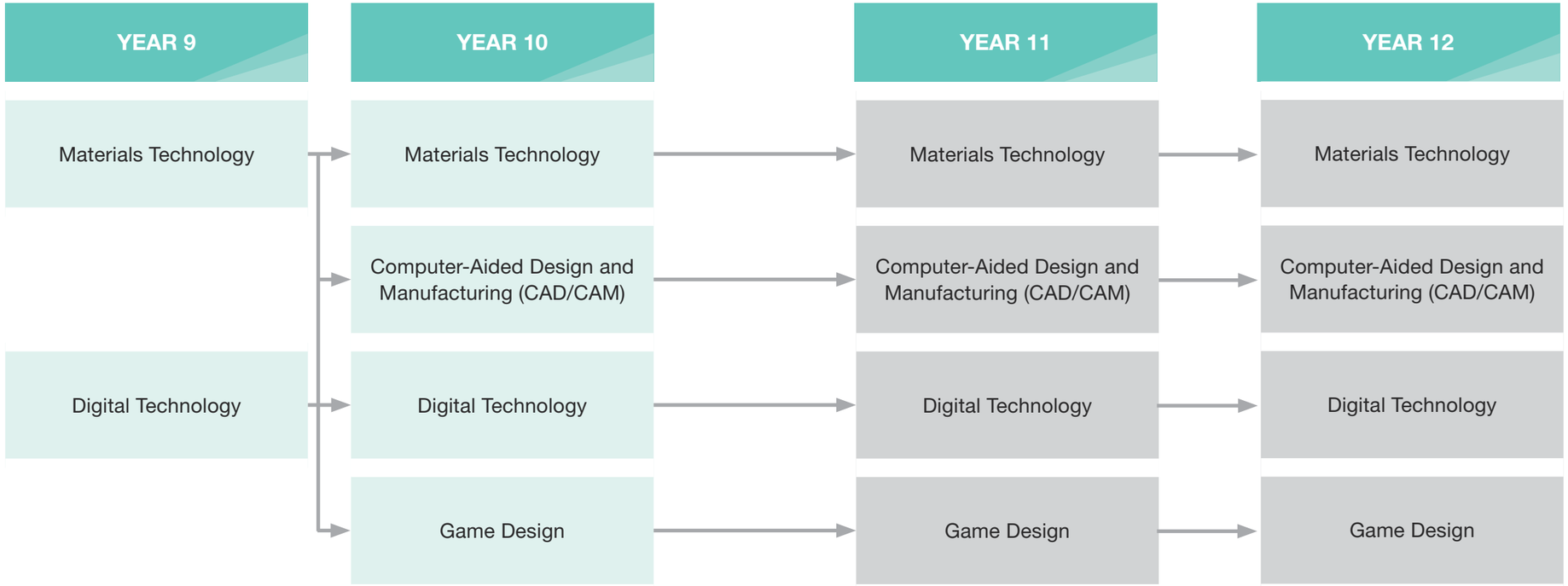
School Assessment (70%)
Assessment Type 1:
Investigations Folio

Assessment Type 2:
Skills and Applications Tasks

External Assessment (30%)
Assessment Type 3: Examination

TECHNOLOGIES - DESIGN AND DIGITAL

JUMP TO



Australian Curriculum

SACE

Arrows are only an indication of pathways. Please check prerequisites.

JUMP TO

MATERIALS TECHNOLOGY

Level: 9
Length: Semester
Contact person: Lewis Weeden

Content:
Did you know that products today are made in many different ways? What may surprise you is that there are many manufactured by Computer Numerically Controlled (CNC) machines executing programming code. What is still relevant today is that there are many products still manufactured with processes using simple materials, tools and machines operated by skilled people.

In this subject you will have the opportunity to use simple tools and machines to manufacture simple solutions using various safe materials.

You will learn and develop skills as well as safe practices within the contexts of:

- Using tools and machining processes
- Fabricating with CAD/CAM CNC 3D printing solutions How to improve their photography skills using their smartphone

Assessment:
Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

DIGITAL TECHNOLOGY

Level: 9
Length: Semester
Contact person: Lewis Weeden

Content:
Did you know that more than 85% of our communication happens with digital solutions?

In this subject you will have the opportunity to explore and investigate digital solutions to help you learn and to develop skills to communicate more efficiently and effectively.

You will learn and develop skills, processes and strategies, as well as safe practices within the contexts of:

- Photography
- Game Design and 3D
- Programming and robotics

Assessment:
Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

MATERIALS TECHNOLOGY

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
Did you know that more people today are learning to learn how to make things than ever before? This may not surprise you with the many examples being shared by people on their social pages.

In this subject you will have the opportunity to make things with safe materials, various tools and machines to manufacture solutions using safe practices.

You will learn and develop skills as well as safe practices within the contexts of:

- Using tools and machining processes
- Manufacturing with CNC technologies

Assessment:
Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

COMPUTER-AIDED DESIGN AND MANUFACTURING (CAD/CAM)

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
Did you know that 3D fabrication is today one of the biggest growth industries globally?

In this subject you will have the opportunity to learn and develop highly useful and sophisticated skills in creating and fabricating 3D parts using Computer Aided Manufacture (CAM) and CNC technologies.

You will learn and develop skills, processes and strategies, as well as safe practices within the contexts of:

- Creating 3D parts and models using CAD
- Fabricating 3D parts and models using 3D printing Fused Filament Fabrication

Assessment:
Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

DIGITAL TECHNOLOGY

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
For many people today, the importance of programming is obvious but do you know why?

Think of all the devices and equipment that you or we use daily. How many of these work because of effective programming that is built in or that you can change?

In this subject you will have the opportunity to explore and learn about simple programming using the processes and protocols to apply to simple solutions relevant to today.

You will explore this within the contexts of:

- Programming for virtual simulations and applications (APPS)
- Programming ‘bots’for physical and practical application (BOTS)

Assessment:
Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

JUMP TO

GAME DESIGN

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
The video game industry is immensely large. In fact, it is larger than the movie and music industries combined, and it is only growing. This subject gives you the opportunity to learn the fundamental skills of game development.

You will be using industry standard software (Maya and Unreal Engine) to gain an understanding of the design, planning and creation process within the game development industry, while becoming knowledgeable of industry related careers.

You will learn and develop the skills to:

- 3D Model
- Texture and render models
- Animation models
- Create game play using game mechanics

Assessment:
Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

MATERIALS TECHNOLOGY

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Lewis Weeden

Content:
Did you know that just knowing how to use some simple tools and tooling processes you can make and repair many things? Imagine having additional machines and equipment at your disposal, what can you imagine to manufacture then?

In this subject you will have the opportunity to use more sophisticated skills and processes with various simple and powered tools and machines to manufacture for solutions using safe practices.

You will learn and develop skills as well as safe practices within the contexts of:

- Using simple and powered tools and machining processes
- Setting up and operating CNC technologies to make accurate parts and/or components
- Manufacturing solutions that use these combined skills and processes

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

COMPUTER-AIDED DESIGN AND MANUFACTURING (CAD/CAM)

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Lewis Weeden

Content:
Did you know that just the metallic 3D printing market is expected to grow to $6.6 Billion by 2026? (US data)

This subject gives you the opportunity to gain a much deeper understanding of 3D printing and Fused Filament Fabrication (FFF). You will learn to create 3D parts and models using CAD and then fabricating them using CAM 3D printing.

You will learn and develop sophisticated skills, processes and strategies, as well as safe practices to fabricate solutions within the contexts of:

- Creating CAD parts, models and assemblies
- Creating CAM output codes for fabrication
- Fabricating 3D forms using 3D printing

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

DIGITAL TECHNOLOGY

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: Lewis Weeden

Content:
In Digital Technology students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms and draw conclusions
- Develop and apply program-design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively

In Digital Technology, students will focus on:

- Programming and data analytics
- Learning the use of MySQL, HTML and PHP to construct web-based solutions to identified problems

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Digital Technologies subject outline.

You will find this subject very helpful and most relevant, if you plan to study SACE Digital Technology in year 12.

JUMP TO

GAME DESIGN

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Lewis Weeden

Content:
With the video game industry growing at such a fast rate, the demand for game developers is expected to increase dramatically.

The introduction of simulated job training has opened more avenues for applying the skills learnt through game development.

You will be using industry standard software (Maya and Unreal Engine) to design, plan and create a basic game. You will learn and develop the skills to:

- 3D Model
- Texture and render models
- Animation models
- Create game play using game mechanics

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

MATERIALS TECHNOLOGY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:
In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a manufacturing project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

(continued)

MATERIALS TECHNOLOGY
(continued)

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specilaised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

COMPUTER-AIDED DESIGN AND MANUFACTURING(CAD/ CAM)

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:
In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a fabricating project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specilaised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

DIGITAL TECHNOLOGY

Level: Stage 2

Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:
In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students:

- Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest
- Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions
- Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest
- Apply design and porgramming skills tro create and document digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively to create and explain digital solutions

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Digital Technologies subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specilaised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

GAME DESIGN

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:
In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of an entrepreneurial project solution that may be in game design, web design, app design, 3D modelling or anything that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

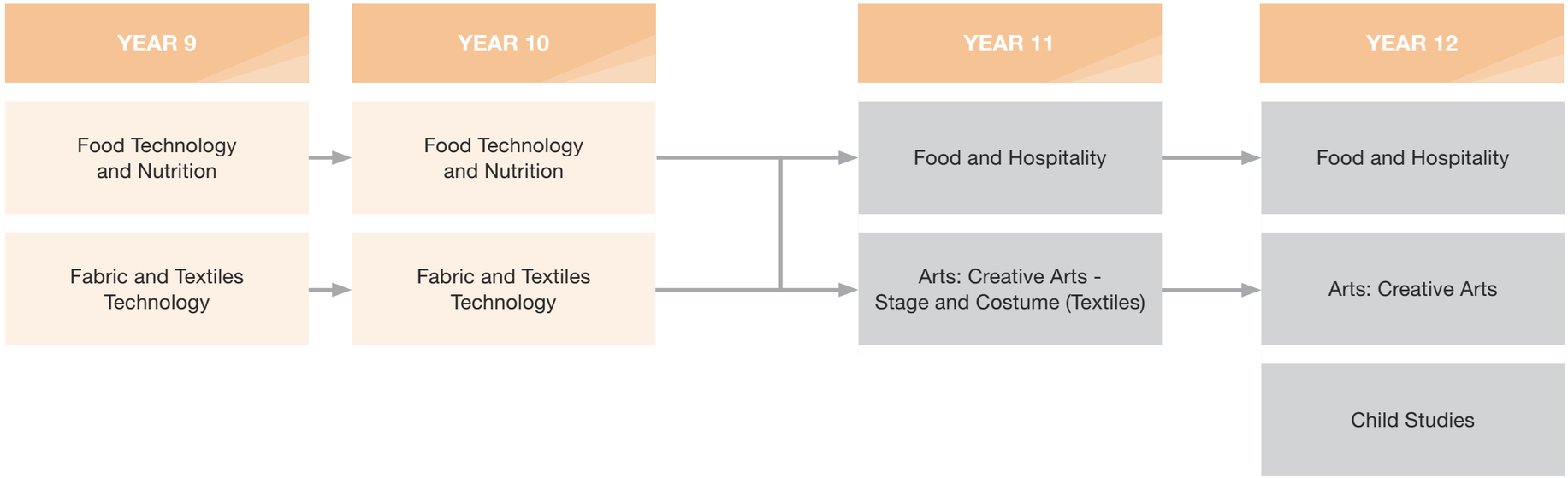
Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specilaised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

TECHNOLOGIES - FOOD AND MATERIALS

JUMP TO



FABRIC AND TEXTILES TECHNOLOGY

Level: 9
Length: Semester
Contact person: Lewis Weeden

Content:
The Fabric and Textile Technology course is focused on skill development.

Practical work is a strong feature of this course and students will have the opportunity to make a wide variety of articles (simple and/or commercial) appropriate to their skill level.

Basic construction techniques will be explored and applied to the articles researched and designed by students.

Topics studied may include:

- Safety and equipment
- Skills and techniques
- Working with commercial patterns
- Natural and synthetic fibres

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD TECHNOLOGY AND NUTRITION

Level: 9
Length: Semester
Contact person: Lewis Weeden

Content:
The Food Technology and Nutrition course includes:

- Food preparation and safety
- Investigation of Dietary Guidelines and their relation to healthy eating
- Analysis of food labelling, additives and packaging requirements
- Sustainability including the environment
- Examination of how food is a feature of social occasions

Students will have the opportunity to investigate a wide range of issues related to the above topics.

They will design and create a variety of products which will be followed by critical evaluation and recommendations for the future.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

FABRIC AND TEXTILES TECHNOLOGY

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
Students will have the opportunity to make a wide variety of articles (simple and/or commercial) appropriate to their skill level.

Students plan, design and create their own articles from available or sourced fabric and commercial patterns.

Basic and creative construction techniques will be explored and applied to the articles to be created.

Topics include:

- Safety and equipment
- Skills and techniques
- Fabric technology
- Fashion and trends

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD TECHNOLOGY AND NUTRITION

Level: 10
Length: Semester
Contact person: Lewis Weeden

Content:
Students will develop a range of food preparation skills using an extensive variety of ingredients to create contemporary and traditional dishes.

Students learn and develop techniques for the creative presentation of contemporary dishes and current dietary trends.

Students examine the cultural impact of various foods on the local cuisine and study the range of dishes available for contemporary tastes and menus.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

FOOD AND HOSPITALITY

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have some background by undertaking Food Technology and Nutrition in Year 10.

Content:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students:

- Apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes.
- Develop and implement practical skills, including management skills, in an individual or a collaborative context.
- Make and justify decisions about issues related to food and hospitality.
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.
- Investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.
- Work individually and collaboratively to prepare and present activities that support healthy eating practices.
- Reflect on the impact of technology on food and hospitality.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

Additional charges:
A subject charge will apply this subject in addition to the Adelaide High School Materials and Services Charges.

CHILD STUDIES

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Content:
Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills with the aim to develop a learning program in partnership with an early childhood educational setting. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

This subject comprises all five areas of study.

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

Assessment
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Practical Activity
Assessment Type 2:
Group Activity

External Assessment (30%)
Assessment Type 3: Investigation

FOOD AND HOSPITALITY

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Lewis Weeden

Preferred background/ prerequisite:
It is preferred but not essential that students have some background by undertaking Food and Hospitality in Stage 1.

Content:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students:

- Apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes.
- Apply management, organisational, and problem-solving skills to demonstrate an understanding of contemporary issues in the food and hospitality industry.
- Make and justify decisions about issues related to food and hospitality.
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.
- Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality.
- Work individually and collaboratively to prepare and present activities to support healthy eating practices.
- Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1:
Practical Activity
Assessment Type 2:
Group Activity

External Assessment (30%)
Assessment Type 3: Investigation

Additional charges:
A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VOCATIONAL EDUCATION TRAINING (VET)

JUMP TO

The study of Vocational Education Training (VET) is an optional pathway or experience for students in Years 11-12. VET is a nationally recognised term used to describe the education and training accreditations which allow students to explore career pathways and acquire skills and knowledge for work.

By undertaking a VET course, students are able to access industry-developed training packages and gain accreditation, as well as SACE credits. VET courses are available for purchase to Adelaide High School students in Years 11 – 12 though our partnership with the Eastern Adelaide Schools Vocational Alliance (EASVA), or other Registered Training Organisations (RTOs).

All proposed VET courses are based on training packages from the Australian Quality Training Framework (AQTF), the national set of standards which assures nationally consistent, high-quality VET training and assessment services.

SACE Credits:

- Certificate I or II level training generally attract Stage 1 credits
- Certificate III level or higher training usually attract Stage 2 credits (Note that Certificate III Retail Operations only attracts Stage 1 credits)
- Students who complete Certificate III level training courses which are listed on the SACE Board's VET Recognition Register (given that they contain mostly Stage 2 accreditation) can use this to help generate an Australian Tertiary Admissions Rank (ATAR), required for tertiary study entrance
- Only one such Certificate III can contribute to ATAR generation
- The number and level of SACE credits listed below are a guide only, as they are subject to change, depending on changes to AQTF training packages

School-Based Apprenticeships

Some senior students prefer to gain SACE credits through the completion of a School-Based Apprenticeship, should a vacancy arise in an industry of their choice. Potential school-based apprentices have generally completed some VET training and/or work experience in their field of interest.

2026 VET Courses

Adelaide High School students can access a range of VET courses through a variety of training providers.

VET courses offered through our EASVA Alliance - https://easva.eschoolsolutions.com.au/pages/public/programsview.aspx

VET Courses offered through Tafe SA - https://www.tafesa.edu.au/apply-enrol/secondary-school-courses/flexible-industry-pathways

VET courses offered through alternative training providers - https://studentpathways.sa.edu.au/ (Carers, Artisans, Technologists, Coordinators, Generators, Informers, Designers)

If you are interested in undertaking a VET course, school-based apprenticeship, or traineeship in 2026, please contact Kara Lagana to arrange a meeting to discuss your options.

Contact person: Kara Lagana, Senior Years Leader.
dl.0768.vet@schools.sa.edu.au

Adelaide High School

West Terrace Adelaide South Australia 5000
T 61 8 8231 9373 **E** dl.0768.office@schools.sa.edu.au

Government of South Australia
Department for Education

Department for Education T/A
South Australian Government Schools
CRICOS provider number 00018A

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