Adelaide High School

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

# 2027

## CURRICULUM GUIDE FOR CONTINUING STUDENTS

Government of South Australia
Department for Education

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**

# CURRICULUM STRUCTURE
## GENERAL ENTRY PATHWAY



| YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 (STAGE 1) | YEAR 12 (STAGE 2) |
|---|---|---|---|---|---|
| English (Full Year) | English (Full Year) | English (Full Year) | English (Full Year) | English (Full Year) | Elective 1 (Full Year) |
| Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (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 (Full Year) | Language 1 (Full Year) | Language 1 All Students (Full Year) | Language 1 All Students (Full Year) | | |
| Humanities and Social Sciences - History (Full Year) | Humanities and Social Sciences - History 1 (1 Semester) / Humanities and Social Sciences - History 2 (1 Semester) | Humanities and Social Sciences - History (1 Semester) / Health and Physical Education (1 Semester) | Exploring Identities and Futures (1 Semester) / Humanities and Social Sciences - History (1 Semester) | Elective 2 / Elective 3 | Elective 3 (Full Year) |
| Health and Physical Education (Full Year) | Health & Physical Education (1 Semester) / * A preference from The Arts (1 Semester) | **ELECTIVE SUBJECT 1** / **ELECTIVE SUBJECT 2** | **ELECTIVE SUBJECT 1** | | |
| A preference from The Arts (1 Semester) / A preference from Technology (1 Semester) | * A preference from Technology (1 Semester) / * A preference from The Arts or Technology (1 Semester) | A preference from The Arts (1 Semester) / A preference from Technology (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | Elective 4 / Elective 5 | Elective 4 (Full Year) |
| | | **ELECTIVE SUBJECT 3** / **ELECTIVE SUBJECT 4** | **ELECTIVE SUBJECT 2** / **ELECTIVE SUBJECT 3** | | |
| | | A preference from Arts, Technology, Humanities and Social Sciences, Health and Physical Education Electives (1 Semester) | 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)<br>Note: Only applicable to students that have been given approval after meeting with the Senior Years Team. |

* 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.

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) |
|---|---|---|---|---|---|
| English (Full Year) | English (Full Year) | English (Full Year) | English (Full Year) | English(Full Year) | Language 1 (Full Year) |
| Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | |
| Science (Full Year) | Science (Full Year) | Science (Full Year) | Science (Full Year) | Language 1 (Full Year) | Elective 1 (Full Year) |
| Language 1 (Full Year) | Language 1 (Full Year) | Language 1 (Full Year) | Language 1 (Full Year) | | |
| Language 2 (Full Year) | Language 2 (Full Year) | Language 2 (Full Year) | Language 2 (Full Year) | Activating Identities and Futures (1 Semester) / Elective 1 | Elective 2 (Full Year) |
| Humanities and Social Sciences - History (Full Year) | Health and Physical Education (1 Semester) / Humanities and Social Sciences - History (1 Semester) | Humanities and Social Sciences - History (1 Semester) / Health and Physical Education (1 Semester) | Exploring Identities and Futures (1 Semester) / Humanities and Social Sciences - History (1 Semester) | Elective 2 / Elective 3 | Elective 3 (Full Year) |
| Health and Physical Education (Full Year) | A preference from The Arts (1 Semester) / A preference from 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 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 7, 8 and 9 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) |
|---|---|---|---|---|---|
| English (Full Year) | English (Full Year) | English (Full Year) | English (Full Year) | English (Full Year) | Elective 1 (Full Year) |
| Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | Mathematics (Full Year) | |
| Science (Full Year) | Science (Full Year) | Science (Full Year) | Science (Full Year) | Activating Identities and Futures (1 Semester) / Cricket or Rowing Focus HPE (1 Semester) | Elective 2 (Full Year) |
| Language 1 (Full Year) | Language 1 (Full Year) | Language 1 (Full Year) | Language 1 (Full Year) | | |
| Humanities and Social Sciences - History (Full Year) | Humanities and Social Sciences - History 1 (1 Semester) / Humanities and Social Sciences - History 2 (1 Semester) | Cricket or Rowing Focus HPE (Full Year) | Cricket or Rowing Focus HPE (Full Year) | Elective 1 / Elective 2 | Elective 3 (Full Year) |
| Cricket or Rowing Focus Health and Physical Education (Full Year) | Cricket or Rowing Focus Health and Physical Education (Full Year) | ELECTIVE SUBJECT 1: Humanities and Social Sciences - History (1 Semester) / A preference from The Arts (1 Semester) | ELECTIVE SUBJECT 1: Exploring Identities and Futures (1 Semester) / Humanities and Social Sciences - History (1 Semester) | Elective 3 / Elective 4 | Elective 4 (Full Year) |
| A preference from The Arts (1 Semester) / A preference from Technology (1 Semester) | A preference from The Arts (1 Semester) / A preference from Technology (1 Semester) | ELECTIVE SUBJECT 2: 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 5 / Elective 6 | Elective 5 (Full Year)<br>Note: Only applicable to students that have been given approval after meeting with the Senior Years Team. |

All Year 7, 8 and 9 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

## THE SOUTH 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.

From 2027 Adelaide High School will begin implementation of the South Australian Curriculum which is based on the Australian Curriculum Version 9 and fosters the development of knowledge, understanding, and learning area capabilities and dispositions.

## 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)**<br>• Literacy requirement **(20 credits)** demonstrated from a range of English subjects at Stage 1 or Stage 2<br>• Numeracy requirement **(20 credits)** demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2<br>• 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.<br>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



## JUMP TO



## 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, mental health, and democracy through The Child Protection Curriculum and Wellio. 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.

## NUMERACY AND LITERACY ENRICHMENT

Adelaide High School aims to foster a love of Mathematics for students who demonstrate a high level of understanding. Through problem solving, mathematical modelling, reasoning and research, students engage in and explore mathematics in the real world. Students can opt in to maths competitions such as the Hamann Schools Mathematics Competition and Australian Mathematics Competition.

Opportunities also exist for students who demonstrate a high level of enthusiasm for writing. Students delve deeper into literacy and language, allowing them to broaden their horizons and explore new genres and writing styles. Opportunities such as the SAETA Young Writers Award and Rostrum Voice of Youth support this.

## 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 the same broad range of subjects as their mainstream peers and are encouraged to follow their individual learning pathway while participating fully in all aspects of school life, including extracurricular activities, special events, and wellbeing counselling suport.

Educators from the Centre for Deaf and Hard of Hearing (CDHH), including Teachers of the Deaf (TOD) and Bilingual Support Services Officers (BSSO), provide specialised expertise in Auslan and deaf education, ensuring effective communication access and equitable learning opportunities.

During Mentor Group, students can participate in a dedicated wellbeing program that supports social and emotioal development while providing opportunities to connect with other CDHH students and strengthen their sense of belonging within the school community.

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.

## 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. The Australian Curriculum for languages (Years 7-10) is organized in bands: Years 7-8 and Years 9-10. This structure provides the conditions for Accelerated Programs across all language subjects with AC 7-8 taught during Year 7, AC 8-9 taught during Year 8, AC 9-10 taught during Year 9. This provides the opportunity for language students to complete Stage 1 and 2 language subjects during Years 10 and 11 respectively.

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.

*(continued)*

## SPECIAL INTEREST CRICKET PROGRAM *(continued)*

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.

Please note that participation in the Cricket Program incurs additional fees.

## 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.

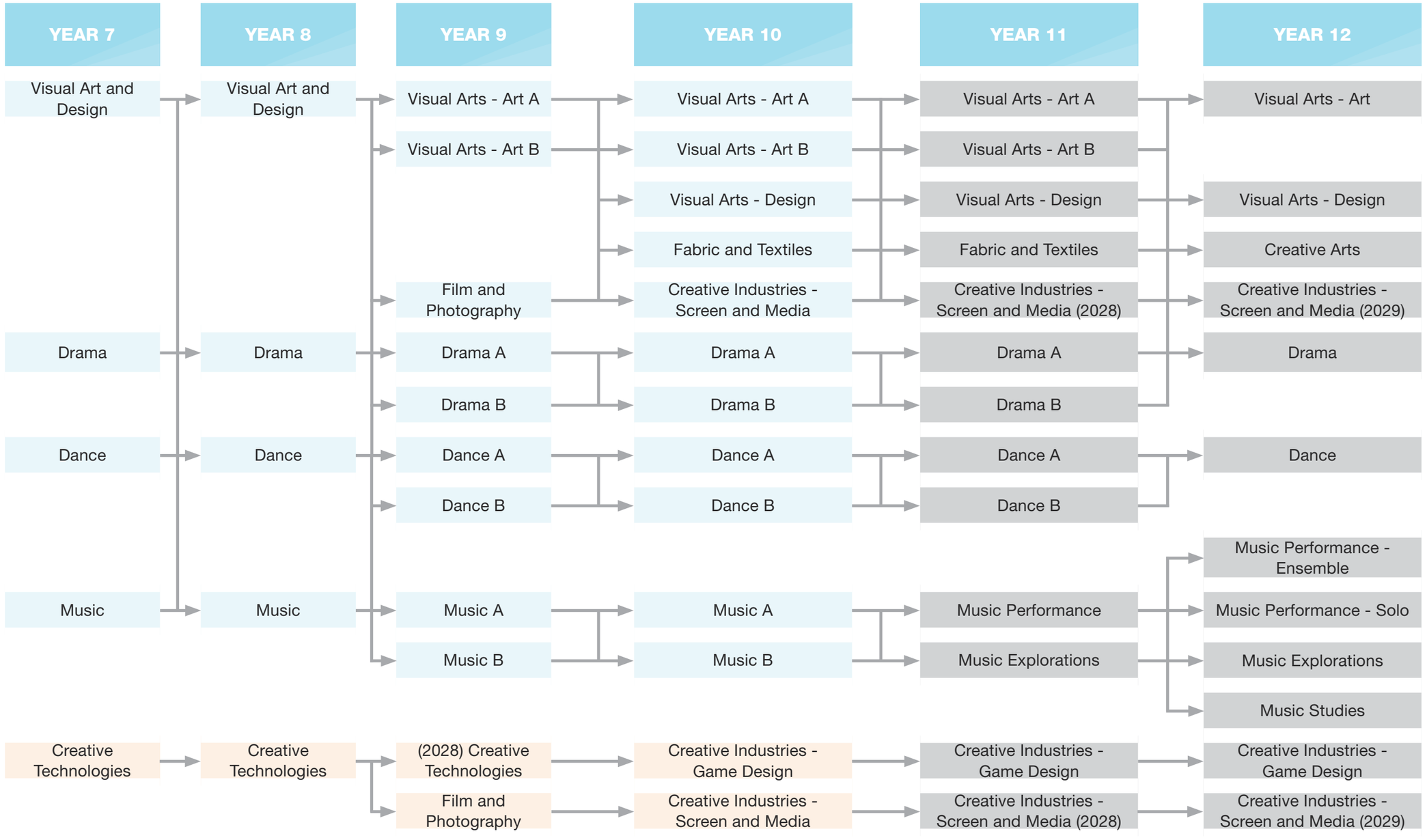
Please note that participation in the Rowing Program and Stage 1 Subject incurs additional fees.

# ARTS: ART / DANCE /DRAMA / MUSIC / CREATIVE TECHNOLOGY



**JUMP TO**






Australian Curriculum

SACE

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

**JUMP TO**



## VISUAL ART AND DESIGN

**Level:** 7
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Create, design and bring your ideas to life! This hands-on course introduces students to the exciting world of **Art and Design**, where creativity meets problem-solving. Students explore how artists and designers communicate ideas, tell stories and shape the world around us through visual language.

Working with a variety of materials and digital technologies, students experiment with drawing, painting, printmaking, sculpture, graphic design and mixed media while learning the fundamentals of the design process. They investigate how colour, line, shape, texture and composition influence meaning and develop creative solutions to authentic design challenges.

Students draw inspiration from Australian and international artists and designers, including Aboriginal and Torres Strait Islander Peoples' knowledge and perspectives, while developing their own artistic style and confidence as creative thinkers.

Whether designing a logo, creating an artwork or developing a visual campaign, students learn to generate ideas, refine their work and communicate effectively through visual expression.

Students will:
• explore the Elements and Principles of Art and Design
• develop observational drawing and visual communication skills
• investigate the design process from concept to finished product
• experiment with painting, sculpture, printmaking, graphic design and mixed media
• create solutions to authentic design challenges for different audiences and purposes
• investigate artists, designers and visual communicators from diverse cultures
• develop skills in creative thinking, problem-solving and visual presentation
• analyse and evaluate artworks and design solutions.

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

## CREATIVE TECHNOLOGIES

**Level:** 7
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course introduces students to the exciting world of Creative Technologies through a combination of Digital Technologies and Media Arts. Students explore how technology can be used creatively to communicate ideas, solve problems, and design digital solutions for real-world audiences.

Working through a structured design process, students develop foundational skills in digital design, photography, video production, coding, and multimedia creation while learning to think creatively and critically. Students also explore digital systems, responsible online behaviour, and the importance of ethical and safe digital citizenship.

This course encourages curiosity, creativity, collaboration, and problem-solving while building the confidence and technical skills required for future study in Creative Technologies, Film & Photography, and related creative industries.

**Assessment:**
Digital Product, Design Process Folio & Skills Tasks

## DANCE

**Level:** 7
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Move, create and perform! Dance is an exciting opportunity to express ideas, emotions and stories through movement. Students explore different dance styles while developing coordination, creativity and confidence.

Students learn choreographic skills, movement techniques and performance skills through practical workshops and collaborative dance-making. They investigate how dance reflects culture, identity and community while creating original performances inspired by a range of influences.

No previous dance experience is required—just a willingness to move and have fun!

Students will:
• develop movement and performance skills
• explore different dance styles and cultures
• create original choreography
• work collaboratively in dance ensembles
• understand safe dance practice

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

**Assessment Type 1:**
Prerformance
**Assessment Type 2:**
Choreography
**Assessment Type 3:** Reflection

## DRAMA

**Level:** 7
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
How Do You Tell a Story?

Discover how stories come to life through performance and production. In this practical, performance-based course, students explore the fundamentals of acting, improvisation, characterisation and collaboration while learning how drama communicates ideas, emotions and experiences.

Step into the spotlight as you develop confidence through voice, movement and performance, working both independently and as part of an ensemble. Through practical workshops, creative challenges and collaborative performances, students learn how actors use dramatic techniques to engage audiences and bring stories to life.

Students devise, rehearse and perform original dramatic works inspired by a range of stories, ideas and experiences while developing creativity, communication and problem-solving skills. Along the way, they reflect on their own learning, respond to the work of others and discover how theatre can entertain, challenge and connect communities.

*(continued over page)*

**JUMP TO**



## DRAMA *(continued)*

Whether you love performing or simply want to build confidence and creativity, Drama offers an exciting opportunity to express yourself, work collaboratively and develop skills that extend far beyond the stage.

Students will:
• develop acting skills through games and workshops
• create characters using voice and movement
• explore improvisation and storytelling
• devise and rehearse original performances
• investigate theatre from different cultures
• work collaboratively as an ensemble

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

**Assessment Type 1:**
Prerformance
**Assessment Type 2:** Digital Learning Portfolio

## MUSIC

**Level:** 7
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Discover the power of music through performing, creating and listening. Students develop practical music-making skills by singing, playing instruments, composing and exploring music from a range of cultures, genres and historical periods.

Students learn how musicians use rhythm, melody, harmony and technology to create engaging musical experiences while working collaboratively in small ensembles. Whether you're an experienced musician or trying music for the first time, this course provides opportunities to develop confidence, creativity and performance skills.

Students will:
• develop instrumental and vocal performance skills
• explore rhythm, melody and harmony
• compose original musical ideas
• use digital music technology
• investigate music from different cultures
• perform individually and in groups
• reflect on musical learning

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

## VISUAL ART AND DESIGN

**Level:** 8
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Students will continue to develop their creative voice through a course that combines artistic expression with innovative design thinking. Students extend their practical skills while exploring how artists and designers respond to real-world challenges through creative solutions.

Students refine their techniques across traditional and contemporary media while investigating areas such as illustration, graphic design, branding, product design and visual communication. Through increasingly independent projects, students apply the design process to develop original ideas, respond to creative briefs and produce resolved artworks and design solutions for specific audiences.

The course encourages experimentation, critical thinking and collaboration

Students will:
• extend practical skills across a range of artistic and design media
• apply the design process to solve authentic visual communication challenges
• investigate illustration, graphic design, product design and contemporary art practices
• develop visual communication skills using traditional and digital media
• refine ideas through experimentation, feedback and evaluation
• investigate artists and designers from Australia and around the world, including Aboriginal and Torres Strait Islander creators
• present and justify creative decisions to different audiences
• curate and exhibit finished artworks and design solutions.

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

**Additional charges:**
An additional fee for consumables may apply to this subject.

## CREATIVE TECHNOLOGIES

**Level:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course builds on the knowledge and skills developed in Year 7 by extending students' understanding of both Digital Technologies and Media Arts. Students investigate how digital technologies are used within contemporary creative industries to design, produce and communicate innovative solutions.

Using an industry-inspired design cycle, students develop increasingly sophisticated skills in digital graphics, photography, video production, animation, coding and interactive media while considering the needs of specific audiences and clients. Students are encouraged to experiment with emerging technologies, refine creative ideas, and evaluate the effectiveness of their digital products.

The course continues to strengthen digital citizenship, ethical technology use, collaboration, and project management, providing a strong foundation for students wishing to specialise in Year 9 Creative Technologies or Year 9 Film & Photography.

**Assessment:**
Digital Product, Design Process Folio & Research Investigation

**JUMP TO**



## DANCE

**Level:** 8
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Take your dance skills further by exploring how movement can communicate powerful stories and ideas. Students build confidence through performance while experimenting with choreography, composition and creative collaboration.

Students investigate dance traditions from Australia and around the world while developing technical skills, expressive performance qualities and choreographic understanding.

The course encourages students to challenge themselves creatively while working as part of an energetic and supportive ensemble.

Students will:
• refine technical dance skills
• develop expressive performance quality
• choreograph group and solo dances
• investigate contemporary and cultural dance
• analyse professional performances
• evaluate choreographic choices
• perform confidently for audiences

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

**Assessment Type 1:**
Performance
**Assessment Type 2:**
Choreography
**Assessment Type 3:** Reflection

## DRAMA

**Level:** 8
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
How Do Stories Shape Our Identity?

Explore the power of storytelling and discover how drama helps us understand ourselves, others and the world around us. Students extend their acting, improvisation and characterisation skills while developing greater confidence as performers, collaborators and creative thinkers.

Through practical workshops, rehearsal and performance, students explore how stories reflect personal experiences, cultures, communities and diverse perspectives.. Working collaboratively as an ensemble, students devise, rehearse and perform original dramatic works inspired by a range of ideas and viewpoints, making thoughtful artistic choices to communicate meaning and engage an audience.

Students refine their ability to create believable characters, build dramatic tension and use voice, movement, relationships and space to tell compelling stories. Along the way, they respond to their own work and the work of others, reflecting on the creative process and the impact drama can have in fostering empathy, understanding and connection.

*(continued)*

## DRAMA *(continued)*

Whether you enjoy performing, directing or working behind the scenes, Drama offers opportunities to challenge yourself, express your ideas and discover how stories shape who we are and how we connect with the people and communities around us.

Students will:
• develop acting skills through games and workshops
• create characters using voice and movement
• explore improvisation and storytelling
• devise and rehearse original performances
• investigate theatre from different cultures

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

**Assessment Type 1:**
Prerformance
**Assessment Type 2:** Digital Learning Portfolio

## MUSIC

**Level:** 8
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Take your musical skills to the next level through performance, composition and creative exploration. Students develop confidence as performers while experimenting with songwriting, ensemble performance and music technology.

Students investigate how music communicates ideas and emotions across cultures and time, developing increasingly sophisticated performance and creative skills while working collaboratively with others.

This course provides an engaging pathway into senior Music studies and performance opportunities within the school.

Students will:
• develop instrumental and vocal performance skills
• compose and arrange original music
• explore digital music production
• perform collaboratively in ensembles
• analyse music from diverse styles and cultures
• develop rehearsal and performance techniques
• reflect on creative growth as musicians.

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

## 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:**
An additional fee for consumables may apply to this subject.

**JUMP TO**



## 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:**
An additional fee for consumables may apply to this subject.

## CREATIVE TECHNOLOGIES

**Level:** 9
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Course available in 2028.

## 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:**
An additional fee for consumables may apply to this subject.

## 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.

**Additional charges:**
An additional fee for consumables may apply to this subject.

**JUMP TO**



## DRAMA A

**Level:** 9
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Is there an art to storytelling?

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.

**Additional charges:**
An additional fee for consumables may apply to this subject.

## 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.**

**Additional charges:**
An additional fee for consumables may apply to this subject.

## FILM AND PHOTOGRAPHY

**Level:** 9
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Develop the creative and technical skills needed for the rapidly evolving media industry through the exciting worlds of photography and film. Students explore digital photography, video production, audio, motion graphics and emerging generative AI technologies while learning industry-standard production workflows. They develop expertise in DSLR camera operation, studio photography, cinematography, editing and visual storytelling to create engaging media for authentic audiences.

Through collaborative, real-world projects, students investigate how visual media communicates ideas, shapes social and cultural perspectives, and represents diverse voices while producing professional-quality photographic and film works. Students also have opportunities to connect with local industry professionals and contribute media projects to the Adelaide High School community.

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

**Assessment Type 1:** Digital Design Product
**Assessment Type 2:** Design Folio
**Assessment Type 3:** Research Inquiry

## 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. Instrument hire is available through music retail stores.

## 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. 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:**
An additional fee for consumables may apply to this subject.

## 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:**
An additional fee for consumables may apply to this subject.

## 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:**
An additional fee for consumables may apply to this subject.

**JUMP TO**



## 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

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

Assessment content and topics differ from Dance A.

**Additional charges:**
An additional fee for consumables may apply to this subject.

## 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:**
An additional fee for consumables may apply to this subject.

## DRAMA A

**Level:** 10
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Whose story is important to tell?

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.

**Additional charges:**
An additional fee for consumables may apply to this subject.

**JUMP TO**



## 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.**

**Additional charges:**
An additional fee for consumables may apply to this subject.

## FABRIC AND TEXTILES

**Level:** 10
**Length:** Semester
**Contact person**: Lewis Weeden

**Content:**
Students will explore the exciting world of fabric, and materials, designing and creating a range of original pieces using sourced materials and their own ideas. They will experiment with garment construction, fashion illustration, textile printing and dyeing, applying both traditional and contemporary techniques to bring their creative concepts to life.

Throughout the course, students develop confidence as designers and makers, culminating in the creation of a major piece to be exhibited at the **Senior Arts Showcase**, celebrating their creativity, craftsmanship and individual style with the wider school community.

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:**
An additional fee for consumables may apply to this subject if students want to purchase their own fabric and/or patterns if the ones provided are not suitable for their preference.

*(continued)*

## FABRIC AND TEXTILES
*(continued)*

This course provides an excellent foundation for students considering SACE Stage 1 and Stage 2 Creative Arts, Design, Visual Arts or Drama, as well as future pathways in fashion, costume, theatre, event production, design and the Creative Industries.

## CREATIVE INDUSTRIES - 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.

## 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.

*(continued over page)*

## MUSIC A *(continued)*

**Additional charges:**
A subject charge may apply to this subject. 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.

*(continued)*

## 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. Instrument hire is available through music retail stores.

## CREATIVE INDUSTRIES - SCREEN AND 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 across 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

## 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.

*(continued over page)*

**JUMP TO**



## VISUAL ARTS - ART A
*(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:**
An additional fee for consumables may apply to this subject.

## 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.

*(continued)*

## 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:**
An additional fee for consumables may apply to this subject.

## 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:**
An additional fee for consumables may apply to this subject.

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

**JUMP TO**



## 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.

**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:**
An additional fee for consumables may apply to this subject.

**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.

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:**
An additional fee for consumables may apply to this subject.

## 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

*(continued over page)*

**JUMP TO**



## DRAMA A *(continued)*

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

**Additional charges:**
An additional fee for consumables may apply to this subject.

## 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

*(continued)*

## DRAMA B *(continued)*

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

**Additional charges:**
An additional fee for consumables may apply to this subject.

## FABRIC AND TEXTILES

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

**Content:**
Take your passion for materials, textiles, fashion and design to the next level. This course provides students with the opportunity to develop advanced creative and technical skills while exploring the exciting world of materials and textiles. Students investigate the cultural, political and social influences on wearable design, examining how textiles and fashion communicate identity, values and ideas across diverse contexts.

Through the creative design process, students research, experiment and create original works, developing expertise in fashion illustration, textile printing and dyeing, garment construction and contemporary design practices. Students are encouraged to think, transforming their ideas into innovative, high-quality outcomes that reflect both technical skill and artistic vision.

Throughout the course, they develop a professional portfolio of practical work, culminating in the presentation of a major design at the **Senior Arts Showcase**, celebrating their creativity and craftsmanship with the wider school community.

**Assessment:**
Students are assessed using the SACE Performance Standards.

**Additional charges:**
An additional fee for consumables may apply to this subject if students want to purchase their own fabric and/or patterns if the ones provided are not suitable for their preference.

**JUMP TO**



## CREATIVE INDUSTRIES - 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.

## 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

*(continued)*

## MUSIC EXPLORATIONS
*(continued)*

**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:

**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. Instrument hire is available through music retail stores.

**JUMP TO**



## CREATIVE INDUSTRIES - SCREEN AND MEDIA

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

**Content:**
Course available in 2028.

## 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.

*(continued)*

## VISUAL ARTS - ART *(continued)*

**ASSESSMENT:**
School Assessment (70%)

**Assessment Type:**
Visual Thinking Folio

**Assessment Type 2:**
Practical Resolution

External Assessment (30%)

**Assessment Type 3:**
Visual Study

**Additional charges:**
An additional fee for consumables may apply to this subject.

## 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:**
An additional fee for consumables may apply to this subject.

**JUMP TO**



## DANCE

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

**Content:**
Dance Students 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:**
An additional fee for consumables may apply to this subject.

## 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.

**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:**
An additional fee for consumables may apply to this subject.

## 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

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## 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

**Additional charges:**
An additional fee for consumables may apply to this subject.

## CREATIVE INDUSTRIES - 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.

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## GAME DESIGN *(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

## 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. 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 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. 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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## 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

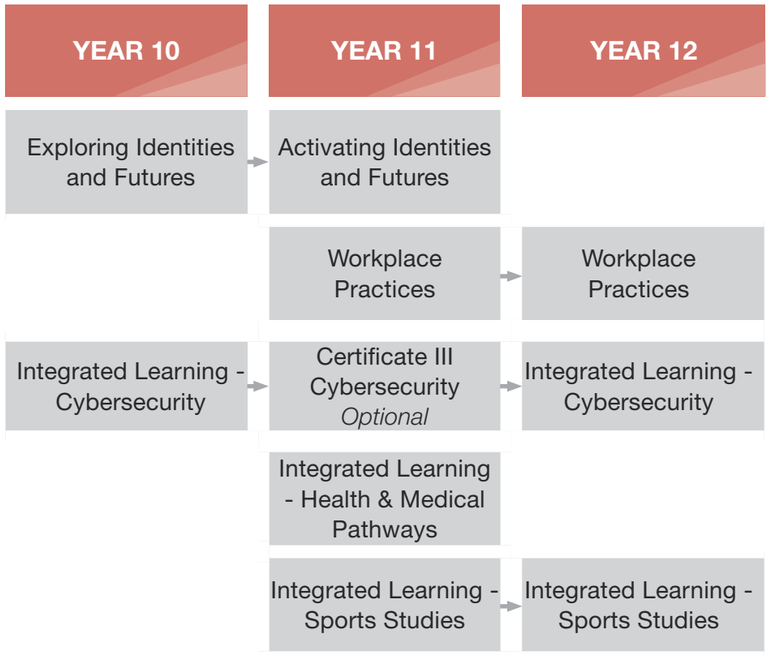
**Special requirements:**
Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is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

**Additional charges:**
A subject charge may apply to this subject. Instrument hire is available through music retail stores.

## CREATIVE INDUSTRIES - SCREEN AND MEDIA

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

**Content:**
Course available in 2029.




## 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. Adelaide High School offers this unique course to prepare students for the range of cyber-related opportunities that await them beyond school.

In this industry-connected course, students will be introduced to the concepts of cybersecurity, including hackers, protection of information, ICT and networking, coding, and penetration testing, all while working with organisations such as the City of Adelaide, Northrup Grumman and CompNow to develop solutions to real-world problems.

In this course, students will identify physical and digital threats to our school's infrastructure and plan for effective cybersecurity safety. Students will understand how cyber analysts work with organisations to provide risk-managed solution to cybersecurity gaps. Students will also consider cybersecurity attacks and how they have shaped how companies work with society and what lessons the general public can learn from these instances.

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**JUMP TO**



## INTEGRATED LEARNING - CYBERSECURITY *(continued)*

This course forms part of the Cybersecurity Flinders Aligned Pathway allowing non-ATAR guaranteed entry to certain Flinders University courses upon completion of a Certificate III in IT (Cyber) and Stage 2 Cybersecurity.

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.

**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 PATHWAYS

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

**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.

As part of this subject, students will also undertake first aid training, and design public health campaigns as part of a learning expedition connected with the Adelaide Dental Hospital.

**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:** 11 (Stage 2)
**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 - SPORTS STUDIES

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

**Pathway:** Stage 2 Integrated Learning – Sports Studies

University: Exercise & Sport Science, Human Movement, Sport and Recreation, Education, Health Sciences, Event Management

TAFE & VET: Sport and Recreation, Fitness & Health, Personal Trainer, Sport Coaching, Community Recreation

**Content:**
Stage 1 Integrated Learning – Sports Studies provides students with the opportunity to develop their skills, knowledge and understanding through practical sport, coaching, leadership and community-based learning experiences. The course is designed for students who have an interest in sport, physical activity, coaching, officiating, event management and working with others.

Students explore how they learn through sport and reflect on the development of SACE capabilities such as communication, collaboration, personal and social capability, critical thinking and self-awareness. Learning is delivered through an integrated approach, combining practical participation, group work, inquiry, reflection and connection with authentic school and community contexts.

Students may participate in a range of sports and physical activity experiences, while also

*(continued)*

## INTEGRATED LEARNING - SPORTS STUDIES *(continued)*

developing skills in coaching, team organisation, communication, leadership and event planning. As part of the course, students may work with middle school students to plan, deliver and reflect on practical coaching or sport-based activities, allowing them to apply leadership and feedback skills in an authentic school setting.

Topics may include:

- Coaching and leadership
- Sport event planning and management
- Teamwork, communication and collaboration
- Officiating and game organisation
- Practical sport participation and skill development
- Personal learning, reflection and capability development
- Connections between sport, school and community

Sports may include:

- Volleyball
- Futsal
- 3x3 Basketball
- Ultimate Frisbee
- Modified games and recreational activities

**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 (40%)

**Assessment Type 2:**
Connections (30%)

**Assessment Type 3:**
Personal Venture (30%)

## 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. This course, unique to Adelaide High School, students will build on the knowledge and skills required to enter cyber careers covered in Stage 1.

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

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.

This industry connected subject forms part of Adelaide High School's Flinders - Aligned Cybersecurity pathway.

Please see the Senior Years team for further information.

**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 *(continued)*

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

**Pathway:** University, TAFE, VET and workplace pathways connected to sport, recreation, health, coaching, education and event management

University: Exercise & Sport Science, Human Movement, Sport and Recreation, Education, Health Sciences, Event Management

TAFE & VET: Sport and Recreation, Fitness & Health, Personal Trainer, Sport Coaching, Community Recreation

**Content:**
Stage 2 Integrated Learning – Sports Studies allows students to develop their knowledge, skills and capabilities through practical sport, personal inquiry, community connections and reflective learning. Students who select this subject can still achieve an ATAR, provided it is the only Integrated Learning subject they study.

The course focuses on personal growth and reflection through the development of SACE Capability Connections. Students explore how they learn through sport and apply this understanding to improve their performance, collaboration, communication and leadership across a range of physical activity contexts.

Learning is delivered through practical and integrated experiences in sports such as badminton, touch football and volleyball. Students also make connections with the school and wider community through coaching, officiating, event organisation, supporting younger students and contributing to practical sport experiences.

A key component of the course is the Personal Endeavour, where students pursue an area of interest connected to sport, physical activity, coaching, leadership, event management or community participation.

Topics may include:

- Practical sport performance and participation
- Coaching, leadership and collaboration
- Sport event planning and organisation
- Peer and self-assessment
- Community connections through sport
- Personal learning, reflection and capability development
- Individual inquiry through the Personal Endeavour

Sports may include:

- Badminton
- Touch Football
- Volleyball
- Other selected sport and recreation contexts

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

School assessment

**Assessment Type 1:**
Practical Inquiry (40%)

**Assessment Type 2:**
Connections (30%)

*(continued)*

## INTEGRATED LEARNING - SPORTS STUDIES *(continued)*

External assessment

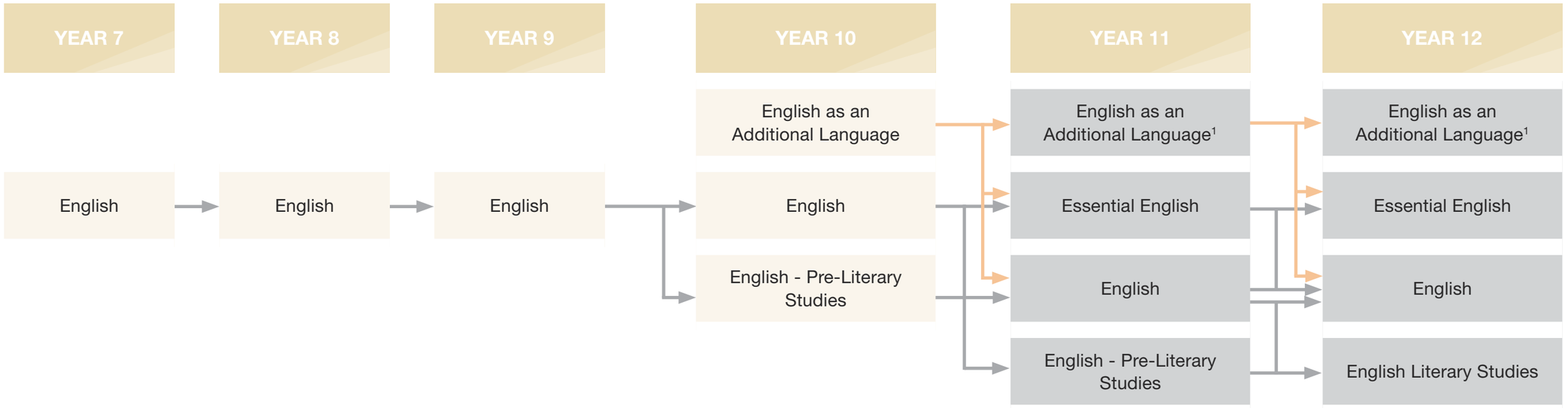
**Assessment Type 3:**
Personal Endeavour (30%)

# 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.

Australian Curriculum

SACE

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

**JUMP TO**



## ENGLISH

**Level:** 7
**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:

- Poetry production and analysis
- Review writing
- Narrative structure
- Persuasive writing and speaking
- Writer's statements
- Shared text study
- Short film analysis

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

## ENGLISH

**Level:** 8
**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:

- Autobiographies and memoirs
- Short stories and narrative conventions
- Advertising analysis
- Persuasive writing and speaking
- Text analysis
- Critical reading
- Film analysis
- Transforming texts

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

## 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:

- Magazine publishing
- Persuasive writing and speaking
- Script writing
- Narrative and short story writing
- Text analysis
- Critical reading
- Documentary study
- 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 – PRE-LITERARY STUDIES

**Level:** 10
**Length:** Year
**Contact person:** Jayce Golding

**Preferred background/ prerequisite:**
"B" grade or higher in Year 9 English.

**Content:**
Year 10 Pre-Literary Studies is an expansion of the English curriculum with a focus on enriching the critical and creative thinking required to create and analyse 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.

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

- Vignette writing
- Critical perspectives and transformation
- Text response
- Critical reading
- Comparative text response
- Exposition writing
- Poetry
- Drama texts

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**JUMP TO**



## ENGLISH – PRE-LITERARY STUDIES *(continued)*

**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.

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## ENGLISH *(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:**
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

**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

**JUMP TO**



## 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.

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## 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:

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.

*(continued)*

## ENGLISH LITERARY STUDIES *(continued)*

- 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.

**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

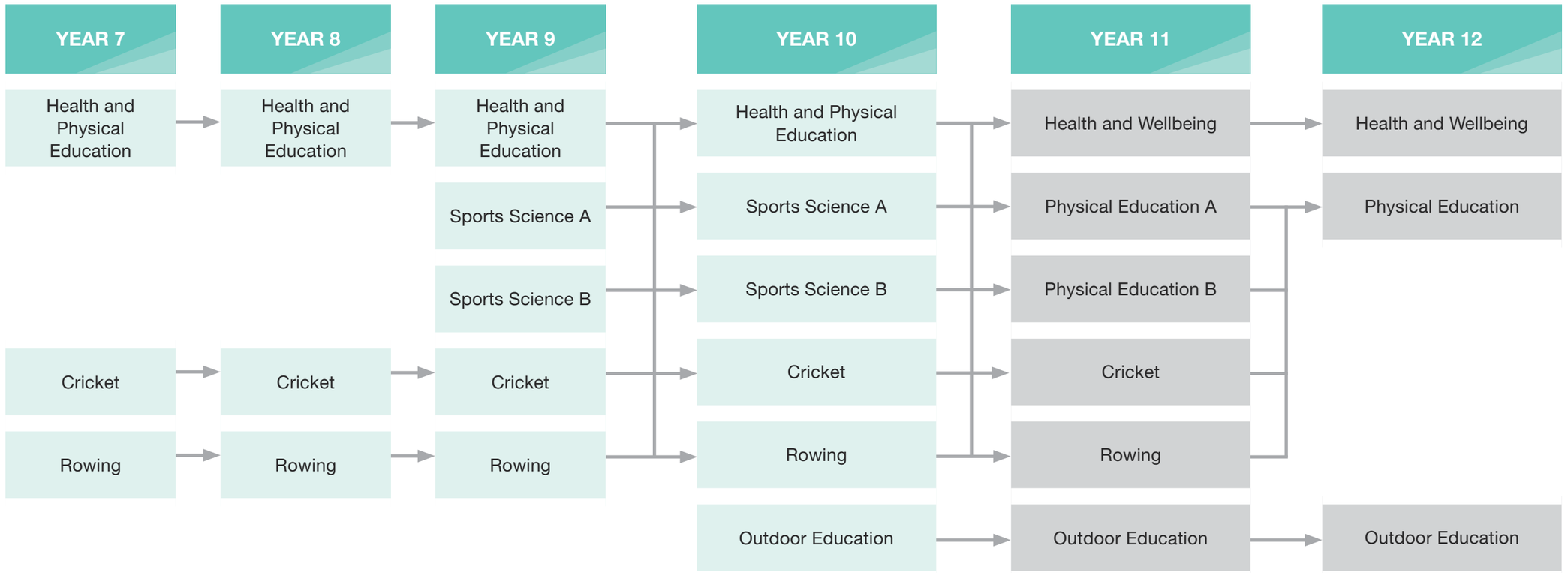
External assessment (30%)

**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:** 7
**Length:** Semester
**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:

- Introduction to the Laws and History of the game
- Fundamental skill development: batting, bowling, and fielding technique
- Basic fitness and movement skills
- Introduction to teamwork and communication
- Introduction to goal setting and player development plans
- Basic nutrition for young athletes
- Introduction to game sense and tactics

Preseason training will be undertaken at the Adelaide Oval Indoor Centre in Term 3.

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

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

**Additional charges:**
A subject charge will apply to this subject.

## HEALTH AND PHYSICAL EDUCATION

**Level:** 7
**Length:** Year
**Contact person:** Gavin Hughes

**Content:**
This course supports students to develop confidence, connection and a strong sense of belonging as they transition into secondary school. Students build knowledge and skills to make informed decisions about their health, wellbeing, relationships and participation in physical activity.

Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum. Students develop movement skills, teamwork, communication, problem-solving and reflective thinking through a range of practical and classroom-based learning experiences.

Topics may include:

Personal, Social and Community Health

- Identity, strengths and belonging
- Mental health and wellbeing strategies
- Decision-making and self-regulation
- Relationships and sexual health education (SHINE SA program)

Movement and Physical Activity

- Athletics and Sports Carnival preparation
- Thematics: Invasion, Target, Net and Wall and Striking and fielding games
- Roles in Sport: Teamwork, fair play and inclusive participation
- Fundamental movement skills and game sense

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

## ROWING

**Level:** 7
**Length:** Semester
**Contact person:** Robert Barteletti

**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.

## CRICKET

**Level:** 8
**Length:** Semester
**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 and Spirit of the game
- Skill development: batting, bowling, and fielding technique refinement
- Fitness and movement development
- Introduction to leadership and sports psychology
- Goal setting
- Nutrition for performance
- Introduction to game analysis and tactics
- Introduction to umpiring principles and commencement of Level 0 Umpiring training

Preseason training will be undertaken at the Adelaide Oval Indoor Centre in Term 3.

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

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

**Additional charges:**
A subject charge will apply to this subject.

## HEALTH AND PHYSICAL EDUCATION

**Level:** 8
**Length:** Semester
**Contact person:** Gavin Hughes

**Content:**
This course is designed to help students further develop their understanding of personal wellbeing, healthy behaviours and positive participation in physical activity. Students explore how decisions, relationships, movement, nutrition and lifestyle choices can influence health, wellbeing and performance.

Students engage in practical and classroom learning experiences that promote cooperation, leadership, resilience and respect. Through movement contexts, students apply strategies, analyse performance, reflect on personal improvement and consider how physical activity can support lifelong health and wellbeing.

Topics may include:

Personal, Social and Community Health

- Dimensions of health
- Food and nutrition
- Respectful relationships and sexual health education (SHINE SA program)

Movement and Physical Activity

- Games making
- Thematics: Invasion or Net and Wall games

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

## ROWING

**Level:** 8
**Length:** Semester
**Contact person:** Robert Barteletti

**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.

## 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.

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## CRICKET *(continued)*

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.

## HEALTH AND PHYSICAL EDUCATION

**Level:** 9
**Length:** Semester
**Contact person:** Gavin Hughes

**Content:**
This course supports students to develop the knowledge, skills and confidence to make informed decisions about their health, wellbeing, relationships and participation in physical activity. Students explore personal identity, respectful relationships, body image and the factors that influence health behaviours during adolescence.

Through a range of practical and classroom-based learning experiences, students develop teamwork, communication, leadership, problem-solving and reflective thinking skills. They apply strategies to improve movement performance, work effectively with others and consider how physical activity can support lifelong health and wellbeing.

Topics may include:

Personal, Social and Community Health

- Body image and self-perception
- Respectful relationships and sexual health (SHINE SA Program)
- Influences on health behaviours and personal wellbeing

Movement and Physical Activity

- Introduction to Outdoor Education

*(continued)*

## HEALTH AND PHYSICAL EDUCATION *(continued)*

- Thematics: Invasion or Striking and fielding games
- Roles in sport and team performance

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

## ROWING

**Level:** 9
**Length:** Year (incorporating the semester of compulsory 9HPE)
**Contact person:** Robert Barteletti

**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.

## 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.

**JUMP TO**



## 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.

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

*(continued)*

## CRICKET *(continued)*

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

**Additional charges:**
A subject charge will apply to this subject.

## 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 strengthen their understanding of health, wellbeing, relationships and physical activity as they prepare for senior secondary pathways. Students investigate how personal decisions, social influences and community factors shape health behaviours and lifelong participation in physical activity.

Students apply movement concepts, strategies and reflective thinking to improve performance, promote inclusion and develop confidence in a range of physical activity contexts. Students are encouraged to think critically about health information, community issues and the role they can play in promoting positive health outcomes for themselves and others.

Topics may include:

Personal, Social and Community Health

- Relationships and sexual health (SHINE SA Program)
- Community health promotion
- Health information, risk-taking and decision-making

Movement and Physical Activity

- Inclusivity and lifelong participation
- Volleyball FUNdamentals
- Personal and social responsibility in movement contexts

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

## OUTDOOR EDUCATION

**Level:** 10
**Length:** Semester
**Contact person:** Gavin Hughes

**Pathway:** Stage 2 Outdoor Education courses

University: Outdoor Education, Environmental Science, Education, Human Movement, Tourism, Sport and Recreation

TAFE & VET: Outdoor Recreation, Tourism, Conservation and Ecosystem Management, Sport and Recreation, Community Services

**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.

## ROWING

**Level:** 10
**Length:** Year (incorporating the semester of compulsory 10HPE)
**Contact person:** Robert Barteletti

**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.

## 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.

## 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

**Pathway:** Stage 2 Outdoor Education

University: Outdoor Education, Environmental Science, Education, Human Movement, Tourism, Sport and Recreation

TAFE & VET: Outdoor Recreation, Tourism, Conservation and Ecosystem Management, Sport and Recreation, Community Services

**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 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.

## PHYSICAL EDUCATION A

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

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

**Pathway:** SACE Stage 2 Physical Education

University: Exercise and Sport Science, Human Movement, Sport and Recreation, Education, Health Sciences, Physiotherapy, Occupational Therapy, Exercise Physiology, Event Management

TAFE & VET: Personal Training, Fitness and Health, Sport Coaching, Sport and Recreation

**Content:**
Stage 1 Physical Education A provides students with the opportunity to develop their understanding of movement, performance and participation through practical and theoretical learning experiences.

Students explore how the body moves, how performance can be improved, and how physical activity can contribute to health, wellbeing and lifelong participation. Learning is delivered through practical movement contexts, supported by inquiry, reflection and analysis. Students apply concepts from biomechanics, physiology, skill learning and sports science to better understand their own and others' performance. Students work with middle school students to plan, deliver and reflect on practical physical activity experiences, developing their communication, organisation, leadership and feedback skills in an authentic school-based context.

The use of technology is embedded throughout the course. Students may collect and interpret evidence such as video analysis, heart-rate data, movement patterns, performance statistics and observational feedback. This evidence is used to identify strengths, areas for improvement and strategies to enhance performance outcomes.

Topics may include:
- Analysis of biomechanical movement concepts and strategies
- Modified sports investigation
- Physiological barriers and enablers to participation
- Coaching and leadership

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 (50%)
**Assessment Type 2:**
Physical Activity Investigation (50%)

## PHYSICAL EDUCATION B

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

**Preferred background/ prerequisite:**
Preferred successful completion of Year 9/10 Sports Science and/or Stage 1 Physical Education A.

**Pathway:** SACE Stage 2 Physical Education

University: Exercise and Sport Science, Human Movement, Sport and Recreation, Education, Health Sciences, Physiotherapy, Occupational Therapy, Exercise Physiology, Event Management.

TAFE & VET: Personal Training, Fitness and Health, Sport Coaching, Sport and Recreation

**Content:**
Stage 1 Physical Education B builds on students' understanding of movement, performance and participation, with a stronger focus on applying knowledge in practical, collaborative and game-based contexts. The course continues to use the integrated focus areas of in movement, through movement and about movement to help students make connections between physical performance, decision-making, teamwork and personal improvement.

Students investigate how individuals and teams improve performance through goal setting, feedback, practice, strategy and reflection. They explore how skill learning, communication, tactical awareness and group dynamics influence successful participation and performance in an off-site physical activity or tournament.

Technology and data collection are used to support learning. Students may use video footage, performance statistics, peer feedback, heart-rate data, heat maps and game analysis to evaluate performance and justify decisions. Through practical inquiry, students develop skills in communication, collaboration, investigation and evaluation, preparing them for Stage 2 Physical Education.

Topics may include:
- Application of skill learning principles
- Group dynamics and team performance
- Communication, collaboration and leadership in physical activity
- Data-informed analysis and evaluation of performance

Sports may include:
- Beach Volleyball
- 3x3 Basketball
- Flag Football
- AFL9s
- 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 (50%)
**Assessment Type 2:**
Physical Activity Investigation (50%)

## ROWING

**Level:** Stage 1
**Length:** Semester
(10 SACE credits)
**Contact person:** Robert Barteletti

**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

*(continued)*

### ROWING *(continued)*

**Assessment Type 2:**
Physical Activity Investigation

**Additional charges:**
A subject charge will apply to this subject.

### 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

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

*(continued)*

### HEALTH AND WELLBEING *(continued)*

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

**Pathway:** University, TAFE, VET and workplace pathways connected to outdoor, environmental and community-based industries

University: Outdoor Education, Environmental Science, Education, Human Movement, Tourism, Sport and Recreation, Sustainability

TAFE & VET: Outdoor Recreation, Tourism, Conservation and Ecosystem Management, Sport and Recreation, Community Services, Adventure Guiding

**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.

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.

## 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 and Sport Science, Human Movement, Sport and Recreation, Education, Health Sciences, Physiotherapy, Occupational Therapy, Exercise Physiology, Event Management

TAFE & VET: Personal Training, Fitness and Health, Sport Coaching, Sport and Recreation

**Content:**
Stage 2 Physical Education develops students' understanding of human movement, physical performance and participation in sport and physical activity. The course is structured around the integrated focus areas of in movement, through movement and about movement.

Students explore how physiological, biomechanical, psychological, personal and social factors influence movement and performance. Learning is delivered through practical activity, investigation and evidence-based analysis, with students applying sports science concepts to authentic movement contexts.

Technology is used to collect and analyse evidence such as video footage, game statistics, heart-rate data, movement patterns and tactical observations. Students use this information to evaluate performance, identify limiting factors, justify strategies for improvement and reflect on the effectiveness of interventions.

This course develops students' ability to communicate using subject-specific terminology, analyse and evaluate evidence, and apply theoretical concepts to practical situations. It suits students interested in sport, coaching, health, fitness, teaching, human movement and related tertiary or vocational pathways.

Topics include:

- Energy sources affecting physical performance
- Effects of training on physical performance
- Biomechanical principles
- Skill learning and performance improvement
- Group dynamics

Sports include:

- Touch
- Badminton
- Volleyball

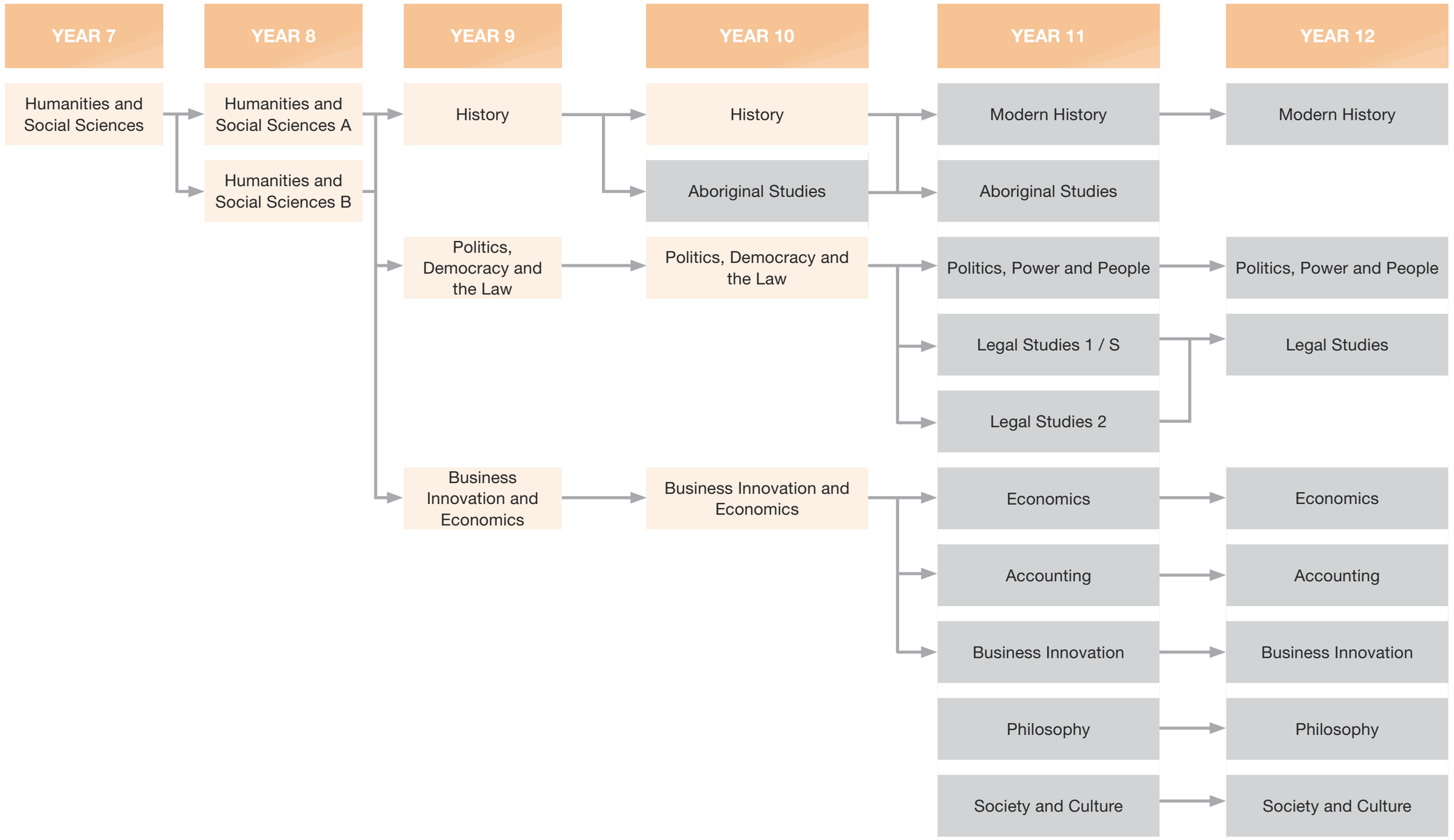
**Assessment:**
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment
**Assessment Type 1:**
Diagnostics (30%)
**Assessment Type 2:**
Performance Improvement (40%)

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

**JUMP TO**






Australian Curriculum

SACE

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

**JUMP TO**



## HUMANITIES AND SOCIAL SCIENCES

**Level:** 7
**Length:** Year
**Contact person:**
Reegan Mastrangelo

**Content:**
Students investigate the relationships between people, places and societies across time. They explore Deep Time History and Ancient Civilisations to understand the development of human societies and the significance of First Nations Australians. In Geography, students examine Place and Liveability and Water in the World, investigating how people interact with and manage environments. In Civics and Citizenship, students explore Australia's democracy and the rights and responsibilities of citizens. In Business and Economics, students investigate consumer and financial decisions, creating and pitching their own business idea. Students develop their inquiry, analysis, evaluation and communication skills using a range of sources and evidence.

Students will undertake six depth studies:

- Place and Liveability
- Civics and Citizenship
- Deep Time History
- Ancient Civilisations
- Water in the World
- Business and Economics

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

## HUMANITIES AND SOCIAL SCIENCES A

**Level:** 8
**Length:** Semester
**Contact person:**
Reegan Mastrangelo

**Content:**
Students investigate the causes and consequences of historical, geographical and civic change. They examine the Vikings and the Black Death to understand continuity and change in the medieval world. In Geography, students explore the causes and impacts of urbanisation on people and places. In Civics and Citizenship, students investigate Australia's democratic and legal systems, including the role of government and active citizenship. Students develop their inquiry, analysis, evaluation and communication skills using a range of sources and evidence.

Students will undertake four depth studies:

- Vikings
- The Black Death
- Urbanisation
- Civics and Citizenship

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

## HUMANITIES AND SOCIAL SCIENCES B

**Level:** 8
**Length:** Semester
**Contact person:**
Reegan Mastrangelo

**Content:**
Students investigate the history of Shogunate Japan, exploring its social structure, culture and the influence of the shoguns and samurai. In Geography, students examine the processes that shape landscapes and landforms and the ways people value and manage these environments. In Business and Economics, students investigate how consumers, businesses and entrepreneurs make economic decisions, and how businesses respond to opportunities in local and global markets. Students develop their inquiry, analysis, evaluation and communication skills using a range of sources and evidence.

Students will undertake three depth studies:

- Shogunate Japan
- Landscapes and Landforms
- Business and Economics

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

## 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.

## 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

**Subject availability:**
Stage 1 Aboriginal Studies will only be offered in even years.

## 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

*(continued over page)*

## LEGAL STUDIES 2 *(continued)*

**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

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## ECONOMICS *(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:**
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)*

## 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 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

*(continued over page)*

## SOCIETY AND CULTURE
*(continued)*

- 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%)

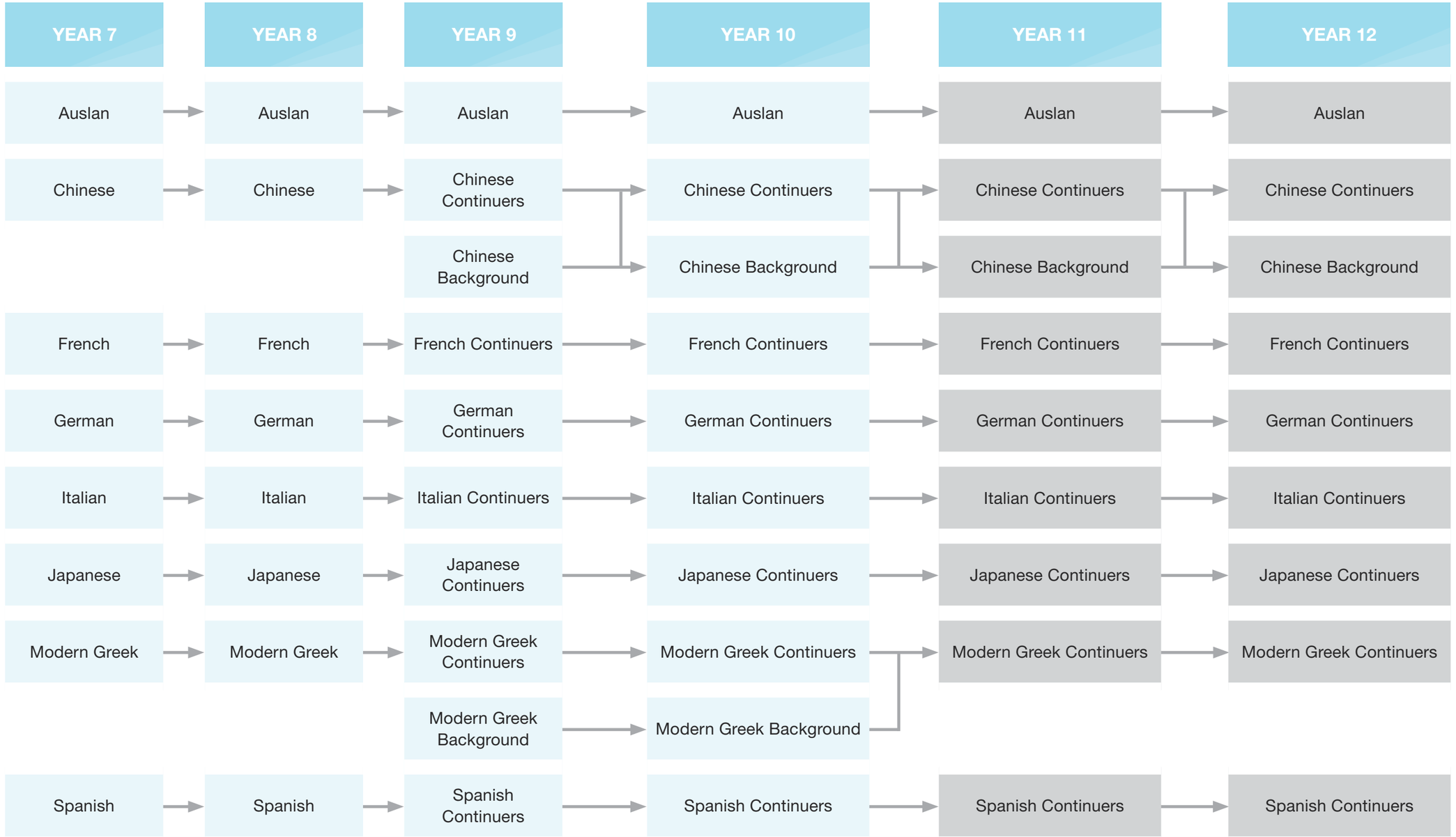
**Assessment Type 1:** Folio
**Assessment Type 2:** Interaction

External Assessment (30%)

**Assessment Type 3:** Investigation

**JUMP TO**






Australian Curriculum

SACE

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

## AUSLAN

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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.

## ITALIAN

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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.

**JUMP TO**



## JAPANESE

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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.

## SPANISH

**Level:** 7
**Length:** Year
**Contact person:**
Alex Varricchio

**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.

## AUSLAN

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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.

## ITALIAN

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 Modern Greek

**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.

**JUMP TO**



## SPANISH

**Level:** 8
**Length:** Year
**Contact person:**
Alex Varricchio

**Preferred background/ prerequisite:**
Year 7 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.

## 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.

## 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.

**JUMP TO**



## 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.

## 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.

**JUMP TO**



## 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.

## 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.

**JUMP TO**



## 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

## 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

### 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

**JUMP TO**



## 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

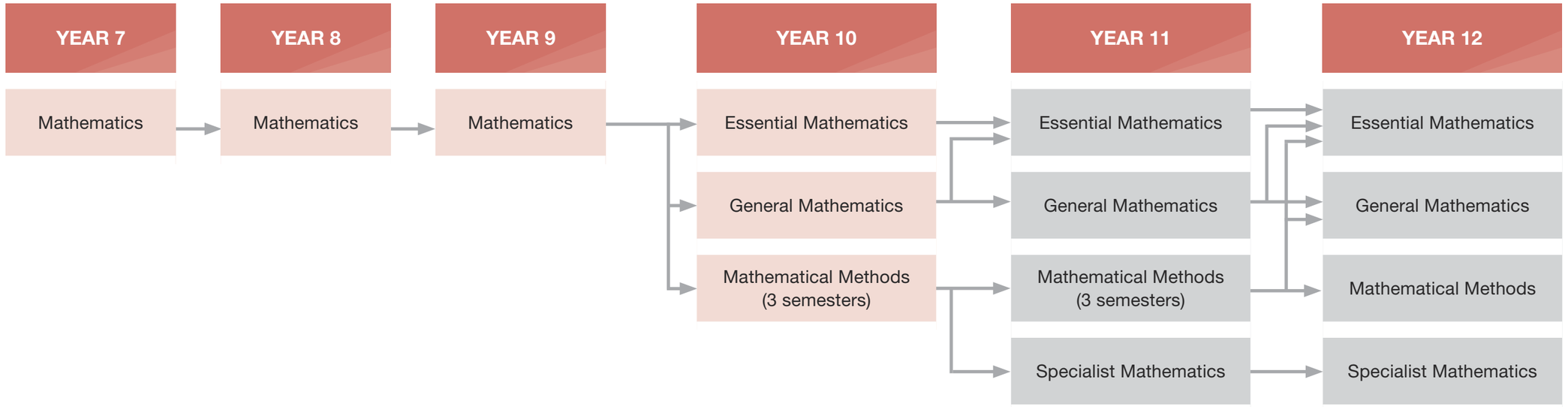
**Assessment Type 2:**
In-depth Study

External Assessment (30%)

**Assessment Type 3:** Examination

**JUMP TO**






Australian Curriculum

SACE

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

**JUMP TO**



## MATHEMATICS

**Level:** 7
**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 numbers, algebra, measurement, space, statistics and probability. 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 calculators to consolidate concepts and to provide further opportunities for students to investigate mathematics.

This course will provide students with the necessary skills to enter Year 8.

**Assessment:**
Students are assessed using the Australian Curriculum Achievement Standards Standards through skills and applications tasks and mathematical investigations.

## MATHEMATICS

**Level:** 8
**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, algebra, measurement, space, statistics and probability. 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 calculators to consolidate concepts and to provide further opportunities for students to investigate mathematics.

This course will provide students with the necessary skills to enter Year 9.

**Assessment:**
Students are assessed using the Australian Curriculum Achievement Standards Standards through skills and applications tasks and mathematical investigations.

## 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.

**JUMP TO**



## 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:**
A "C" grade or better in Year 10 General Mathematics or Mathematical Mehtods.

**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.

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.

*(continued)*

## 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:** Semester (10 SACE Credits) / 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

**Special requirements:**
Students must study two semesters of Essential Mathematics to be able to enrol in Stage 2 Essential Mathematics.

## MATHEMATICAL METHODS

**Level:** Stage 1
**Length:** 3 Semesters (30 SACE credits)
**Contact person:** Tess Rice

**Preferred background/ prerequisite:**
A "B" grade or better in Year 10 Mathematical Methods.

**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.

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## MATHEMATICAL METHODS
*(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.

**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:**
A “B” grade or better in Year 10 Mathematical Methods.

**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

*(continued)*

## 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:**
A “B” grade or better in Stage 1 Essential Mathematics or a “C” grade or better in Stage 1 General Mathematics or Mathematical Methods.

**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.

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

**JUMP TO**



## GENERAL MATHEMATICS

**Level:** Stage 2
**Length:** Year (20 SACE Credits)
**Contact person:** Tess Rice

**Preferred background/ prerequisite:**
A "B" grade or better in Stage 1 General Mathematics or a "C" grade or better in Stage 1 Mathematical Methods.

**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:**
A "B" grade or better in Stage 1 Mathematical Methods.

**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:**
A "B" grade or better in Stage 1 Mathematical Methods plus enrolled in Stage 1 Specialist Mathematics.

**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

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## SPECIALIST MATHEMATICS

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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

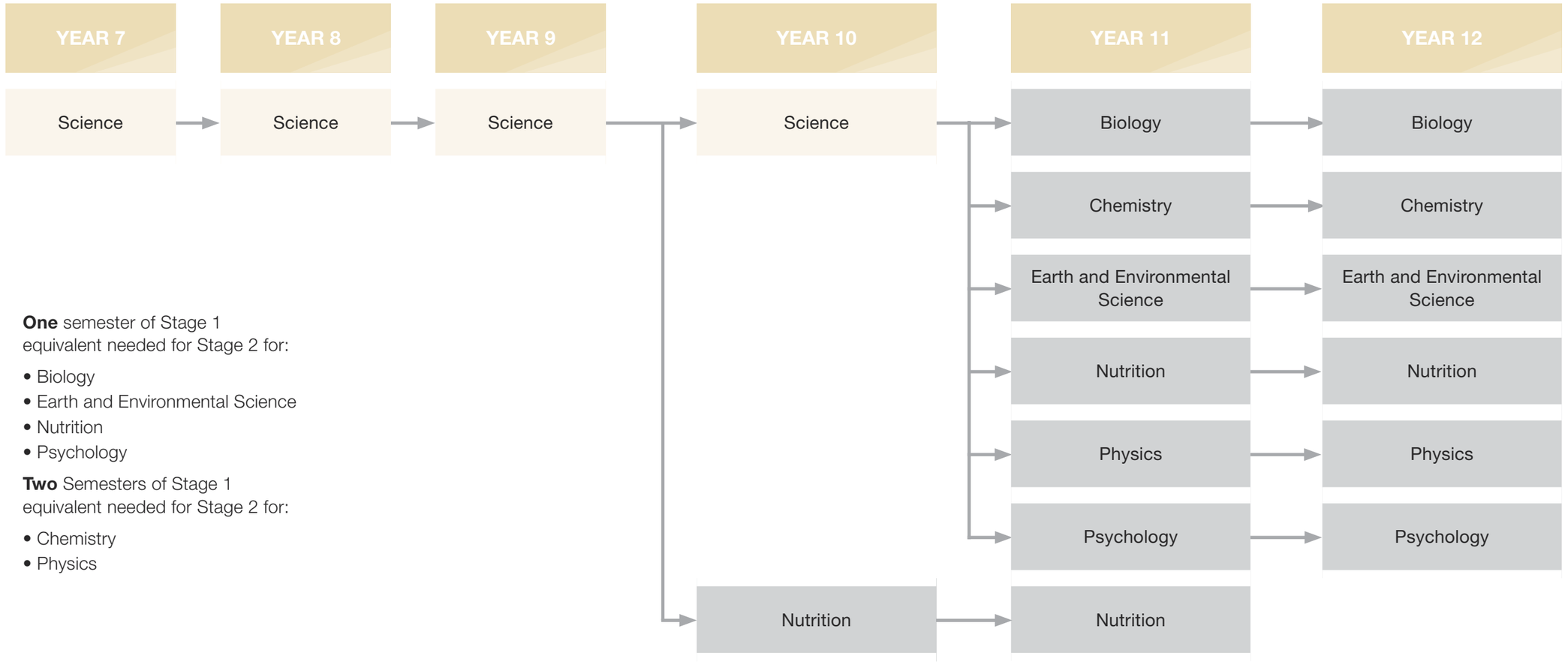
**Assessment Type 2:**
Mathematical Investigation

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:** 7
**Length:** Year
**Contact person:** Lewis Weeden

**Content:**
From 2027, students will experience science through an inquiry-based approach focused on developing core scientific skills to support them in becoming better learners, more curious students, more responsible citizens and encourage them to be more open-minded. Students will undertake five modules of learning each focused on the scientific inquiry cycle; questioning & predicting, planning & conducting, processing, modelling & analysing, evaluating, and communicating. Students will apply these skills to two learning expeditions; community-connected projects where students use science to solve problems and create solutions.

**Assessment:**
Students will undertake continuous assessment of scientific skills and knowledge each term based on the Australian Curriculum Achievement Standards. The assessment structure in Year 7 Science has been designed so that students are provided up-to-date knowledge of their progress in developing key skills continuously throughout the year.

## SCIENCE

**Level:** 8
**Length:** Year
**Contact person:** Lewis Weeden

**Content:**
Students expand on their scientific knowledge and skill through the concepts of biology, earth science, physics and chemistry. Students will learn about the cardiovascular system and the impact of life decisions on certain body systems. Students will investigate plate tectonics and how earth processes cause natural disasters. They will investigate matter and the structure of the atom and consider how energy flows in a system. This is a hands-on course where students will investigate phenomena repeatedly in a laboratory setting, using equipment such as Bunsen burners and microscopes.

**Assessment:**
Students will undertake a range of Skills and Application Tasks (SATs), practical reports and SHE reports to demonstrate their learning against the Australian Curriculum Achievement Standards for Year 8 Science.

## 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:**
From 2027, students will experience the science topics of biology, chemistry, earth & environmental science, nutrition, physics, and psychology in units designed to prepare students for continued science study in SACE, in fast-paced and engaging units. These units will also help continue building student skill in scientific experimentation, data analysis, and evaluation to help support them when choosing SACE subjects.

**Assessment:**
Students will undertake a range of Skills and Application Tasks (SATs), practical reports and SHE reports to demonstrate their learning against the Australian Curriculum Achievement Standards for Year 10 Science.

## 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.

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

**JUMP TO**



## NUTRITION

**Level:** Year 10 / 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 9 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.

The following is a list of topics that can be studied in Stage 1. Depending on factors, 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

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## BIOLOGY *(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

## 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.

*(continued)*

## CHEMISTRY *(continued)*

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

**JUMP TO**



## 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.

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

**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.

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**JUMP TO**



## PSYCHOLOGY *(continued)*

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

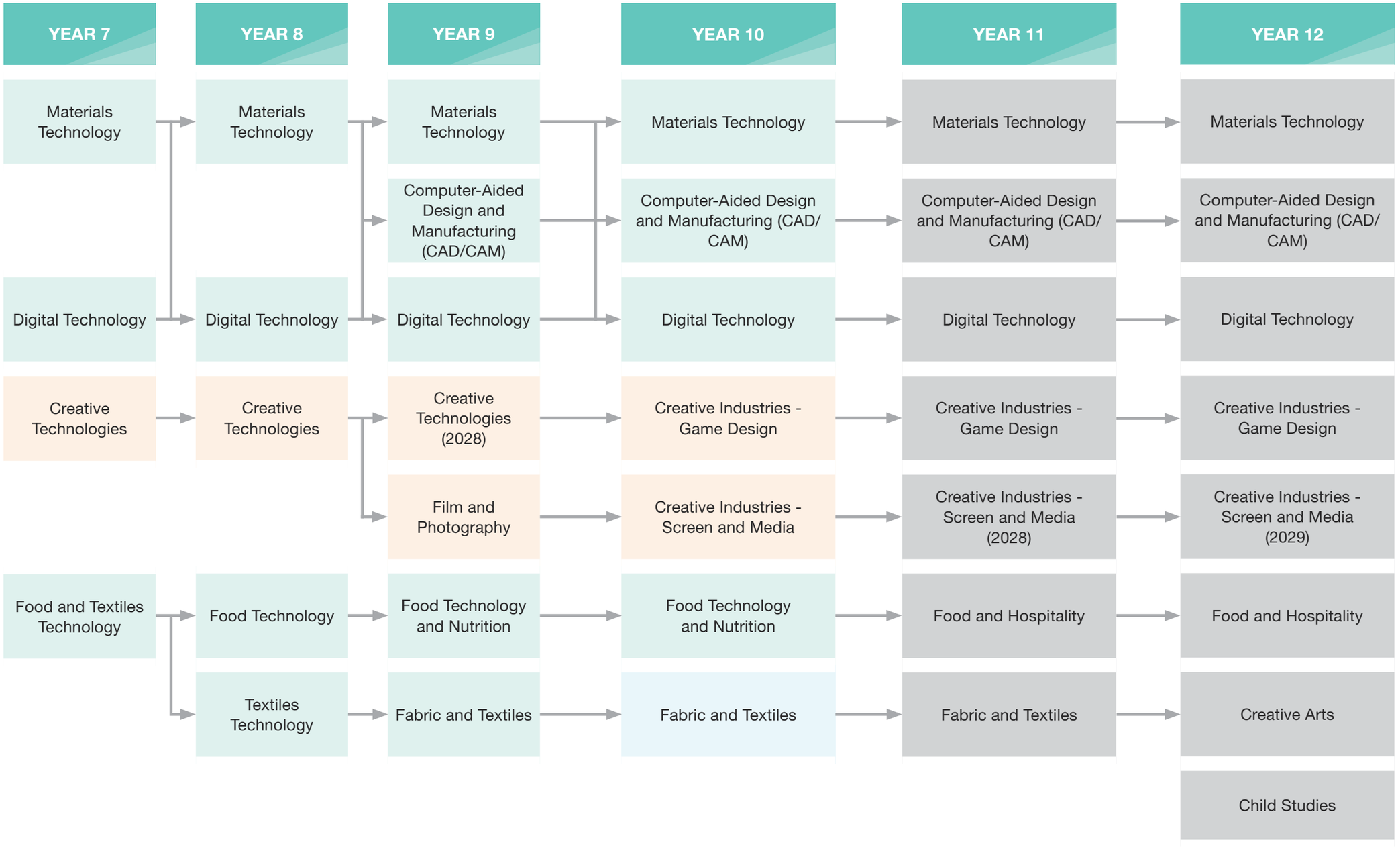
**Assessment Type 2:**
Skills and Applications Tasks

External Assessment (30%)

**Assessment Type 3:** Examination

**JUMP TO**





**JUMP TO**



## CREATIVE TECHNOLOGIES

**Level:** 7
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course introduces students to the exciting world of Creative Technologies through a combination of Digital Technologies and Media Arts. Students explore how technology can be used creatively to communicate ideas, solve problems, and design digital solutions for real-world audiences.

Working through a structured design process, students develop foundational skills in digital design, photography, video production, coding, and multimedia creation while learning to think creatively and critically. Students also explore digital systems, responsible online behaviour, and the importance of ethical and safe digital citizenship.

This course encourages curiosity, creativity, collaboration, and problem-solving while building the confidence and technical skills required for future study in Creative Technologies, Film & Photography, and related creative industries.

**Assessment:**
Digital Product, Design Process Folio & Skills Tasks

## DIGITAL TECHNOLOGY

**Level:** 7
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
Digital literacy in the 21st century is more important than ever with computers, cyber systems, and automation playing evermore intricate roles in our lives. This entry-level course provides students with the basic knowledge of digital technology, starting with developing a comprehensive understanding of digital literacy and what it means to operate cyber systems effectively. Students will be introduced to concepts such as coding, information processing, electronics, and more in this hands-on, practical subject.

**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.

## FOOD AND TEXTILES TECHNOLOGY

**Level:** 7
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
Adelaide High School is excited to offer a course that introduces new students to some of our most popular subjects with students getting a ‘taste’ of both Food Technology and Textiles Technology. This course aims to introduce students to the kitchen, providing them with expert knowledge, skills and equipment to develop authentic skills in cooking, food preparation and presentation. Students will also learn how to complete basic projects with textiles, learning skills that can be applied almost immediately to every day life.

**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:** 7
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This entry-level course provides students the opportunity to design solutions to modern-day problems using physical materials, such as wood, metal, electronics, and more. Students will have the opportunity to use state-of-the-art tools to develop hands-on, practical skills that will support them in their day-to-day life. With manufacturing such an important aspect of life in South Australia, study in Materials Technology opens the doors for many opportunities for students later in life.

**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.

## CREATIVE TECHNOLOGIES

**Level:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course builds on the knowledge and skills developed in Year 7 by extending students’ understanding of both Digital Technologies and Media Arts. Students investigate how digital technologies are used within contemporary creative industries to design, produce and communicate innovative solutions.

Using an industry-inspired design cycle, students develop increasingly sophisticated skills in digital graphics, photography, video production, animation, coding and interactive media while considering the needs of specific audiences and clients. Students are encouraged to experiment with emerging technologies, refine creative ideas, and evaluate the effectiveness of their digital products.

The course continues to strengthen digital citizenship, ethical technology use, collaboration, and project management, providing a strong foundation for students wishing to specialise in Year 9 Creative Technologies or Year 9 Film & Photography.

**Assessment:**
Digital Product, Design Process Folio & Research Investigation

**JUMP TO**



## DIGITAL TECHNOLOGY

**Level:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
Building on from the Year 7 course but with enough flexibility for students new to Digital Technology to ease on in, this course continues to build digital literacy skills in students and develop digital solutions to computerised, online or cyber-related issues. This is a hands-on course that provides students with skills relevant to their everyday lives and will easily come in handy for school, home and life beyond education.

**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.

## FOOD TECHNOLOGY

**Level:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course provides further opportunities for students to deepen their skills with Food Technology and builds off of the Year 7 course while being open and accessible for students wanting to study Food Technology for the first time. Across a whole semester, students will learn more complex cooking and baking techniques while continuing to refine their safety and hygiene practices.

**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:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
Whether students are starting their journey in Materials Technology, or continuing on from Year 7, Materials Technology in Year 8 continues to build on basic foundational skills introduced in Year 7 while providing newcomers with an easy-to-access entry-level course that develops hands-on skills using physical tools and resources such as wood, metal, electronics and more. With manufacturing such an important aspect of life in South Australia, study in Materials Technology opens the doors for many opportunities for students later in life.

**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.

## TEXTILES TECHNOLOGY

**Level:** 8
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
This course provides further opportunities for students to deepen their skills with Textiles Technology and builds off of the Year 7 course while being open and accessible for students wanting to study Textiles technology for the first time. Across a whole semester, students will learn more complex sewing and fabric-manufacturing techniques while continuing to refine their safety practices.

**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.

## COMPUTER-AIDED DESIGN AND MANUFACTURING (CAD/CAM)

**Level:** 9
**Length:** Semester
**Contact person:** Lewis Weeden

**Content:**
Many solutions in engineering and manufacturing requires skills in IT, 3D modelling, and the ability to use sophisticated online fabrication skills. This entry-level course introduces students to CAD/CAM where students will design, model, and create 3D parts using online software in connection with CNC technologies, 3D printers and other machinery to design solutions to real-world problems.

**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.

## CREATIVE TECHNOLOGIES

**Level:** 9
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Course available in 2028.

## 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.

## FABRIC AND TEXTILES

**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.

## FILM AND PHOTOGRAPHY

**Level:** 9
**Length:** Semester
**Contact person:** Jaye Gordon

**Content:**
Develop the creative and technical skills needed for the rapidly evolving media industry through the exciting worlds of photography and film. Students explore digital photography, video production, audio, motion graphics and emerging generative AI technologies while learning industry-standard production workflows. They develop expertise in DSLR camera operation, studio photography, cinematography, editing and visual storytelling to create engaging media for authentic audiences.

Through collaborative, real-world projects, students investigate how visual media communicates ideas, shapes social and cultural perspectives, and represents diverse voices while producing professional-quality photographic and film works. Students also have opportunities to connect with local industry professionals and contribute media projects to the Adelaide High School community.

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

**Assessment Type 1:** Digital Design Product
**Assessment Type 2:** Design Folio
**Assessment Type 3:** Research Inquiry

## 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.

**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.

## 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.

## FABRIC AND TEXTILES

**Level:** 10
**Length:** Semester
**Contact person**: Lewis Weeden

**Content:**
Students will explore the exciting world of fabric, and materials, designing and creating a range of original pieces using sourced materials and their own ideas. They will experiment with garment construction, fashion illustration, textile printing and dyeing, applying both traditional and contemporary techniques to bring their creative concepts to life.

Throughout the course, students develop confidence as designers and makers, culminating in the creation of a major piece to be exhibited at the **Senior Arts Showcase**, celebrating their creativity, craftsmanship and individual style with the wider school community.

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:**
An additional fee for consumables may apply to this subject if students want to purchase their own fabric and/or patterns if the ones provided are not suitable for their preference.

This course provides an excellent foundation for students considering SACE Stage 1 and Stage 2 Creative Arts, Design, Visual Arts or Drama, as well as future pathways in fashion, costume, theatre, event production, design and the Creative Industries.

**JUMP TO**



## 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.

## CREATIVE INDUSTRIES - 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:** 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.

## CREATIVE INDUSTRIES - SCREEN AND 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 across 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

## 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.

**JUMP TO**



## 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.

## FABRIC AND TEXTILES

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

**Content:**
Take your passion for materials, textiles, fashion and design to the next level. This course provides students with the opportunity to develop advanced creative and technical skills while exploring the exciting world of materials and textiles. Students investigate the cultural, political and social influences on wearable design, examining how textiles and fashion communicate identity, values and ideas across diverse contexts.

Through the creative design process, students research, experiment and create original works, developing expertise in fashion illustration, textile printing and dyeing, garment construction and contemporary design practices. Students are encouraged to think, transforming their ideas into innovative, high-quality outcomes that reflect both technical skill and artistic vision.

Throughout the course, they develop a professional portfolio of practical work, culminating in the presentation of a major design at the **Senior Arts Showcase**, celebrating their creativity and craftsmanship with the wider school community.

**Assessment:**
Students are assessed using the SACE Performance Standards.

**Additional charges:**
An additional fee for consumables may apply to this subject if students want to purchase their own fabric and/or patterns if the ones provided are not suitable for their preference.

## 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.

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## FOOD AND HOSPITALITY
*(continued)*

- 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.

## CREATIVE INDUSTRIES - 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 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.

## CREATIVE INDUSTRIES - SCREEN AND MEDIA

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

**Content:**
Course available in 2028.

## 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 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.

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**JUMP TO**



## COMPUTER-AIDED DESIGN AND MANUFACTURING (CAD/CAM) *(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

## 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

## 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

## 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.

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## FOOD AND HOSPITALITY *(continued)*

- 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.

## CREATIVE INDUSTRIES - 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.

*(continued)*

## GAME DESIGN *(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

## 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 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

## CREATIVE INDUSTRIES - SCREEN AND MEDIA

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

**Content:**
Course available in 2029.

# 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.
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