

# Curriculum Guide 2024





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# Principal's Introduction

It is with great pleasure that I introduce to you our 2024 Curriculum Guide for Findon High School. Our curriculum is carefully designed to provide an enriching and comprehensive educational experience that prepares every student for a successful future no matter the career and personal pathway they choose.



It is with great pleasure that I introduce to you our 2024 Curriculum Guide for Findon High School. Our curriculum is carefully designed to provide an enriching and comprehensive educational experience that prepares every student to forge a pathway that they choose.

At our school we believe in fostering a love for learning, nurturing individual talents and promoting a sense of belonging within a supportive and inclusive community. Our curriculum is aligned with the South Australian Education Department, Australian Curriculum 9.0 and SACE guidelines. It reflects our commitment to providing a well-rounded education that encompasses academic excellence, personal growth and the development of essential capabilities.

This curriculum guide offers a range of subjects and programs catering to the diverse interests and aspirations of our students. From the core subjects that form the foundation of knowledge to the specialised electives that allow students to explore their passions, there is something for everyone.

We take pride in our dedicated teaching staff who are committed to creating engaging learning environments. They employ quality differentiated teaching practices, incorporate technology and foster communication, collaboration, critical and creative thinking in their classrooms. Our educators strive to inspire students, provide multiple entry and exit points and a range of assessment opportunities that help them realise their full potential.

Beyond academic pursuits, we believe in the importance of holistic development. We encourage all students to become actively involved in our school community by participating in many of the additional opportunities offered at Findon High School. These range from participating in school events, engaging in a range of extra-curricular programs during lunchtimes, representing the school at sporting events and becoming a Student Ambassador or a member of our Student Representative Committee. These experiences promote character development, leadership skills, teamwork, and resilience, enabling our students to thrive both academically and personally.

This curriculum guide serves as a map to navigate the educational pathways at our school. It provides detailed information about subject offerings, assessment methods, SACE requirements and pathways to further education and career opportunities. We encourage students, parents and caregivers to explore the guide thoroughly, seeking guidance from our teachers and leaders where needed.

As Principal, I am committed to working closely with our students, parents and staff to create an environment that supports excellence, growth and well-being. I invite you to explore our curriculum guide and embrace the opportunities it presents. Together, let us embark on an educational experience that will ignite, inspire and empower our students to shape their own futures.

# Ignite. Inspire. Empower.

Ignite passion for learning.  
Inspire academic success.  
Empower students to create their future.



# Mentor Group including Personal and Social Learning (PSL)

At Findon High School, students have the opportunity to meet with their dedicated Mentor Group teachers three times per week. This arrangement aims to build a deep sense of belonging, cultivate positive relationships, and foster an inclusive and supportive school community.

The Mentor Group sessions serve as a platform to deliver the Personal and Social Learning program, which is thoughtfully designed to provide age-appropriate learning and strategies in the vital area of wellbeing. Additionally, Mentor Group encompasses other essential programs, such as the Child Protection Curriculum and Career Education, which further enhance the students' overall development and readiness for the future.

These comprehensive initiatives ensure that students at Findon High School receive the necessary support and guidance throughout their educational journey, empowering them to thrive academically, socially, and emotionally.

# Career Education

Career Education takes place at Findon High School as part of our regular curriculum through immersive activities, with teachers providing a real-world connection to learning through the curriculum, and through targeted experiences during our Mentor Group and PSL time.

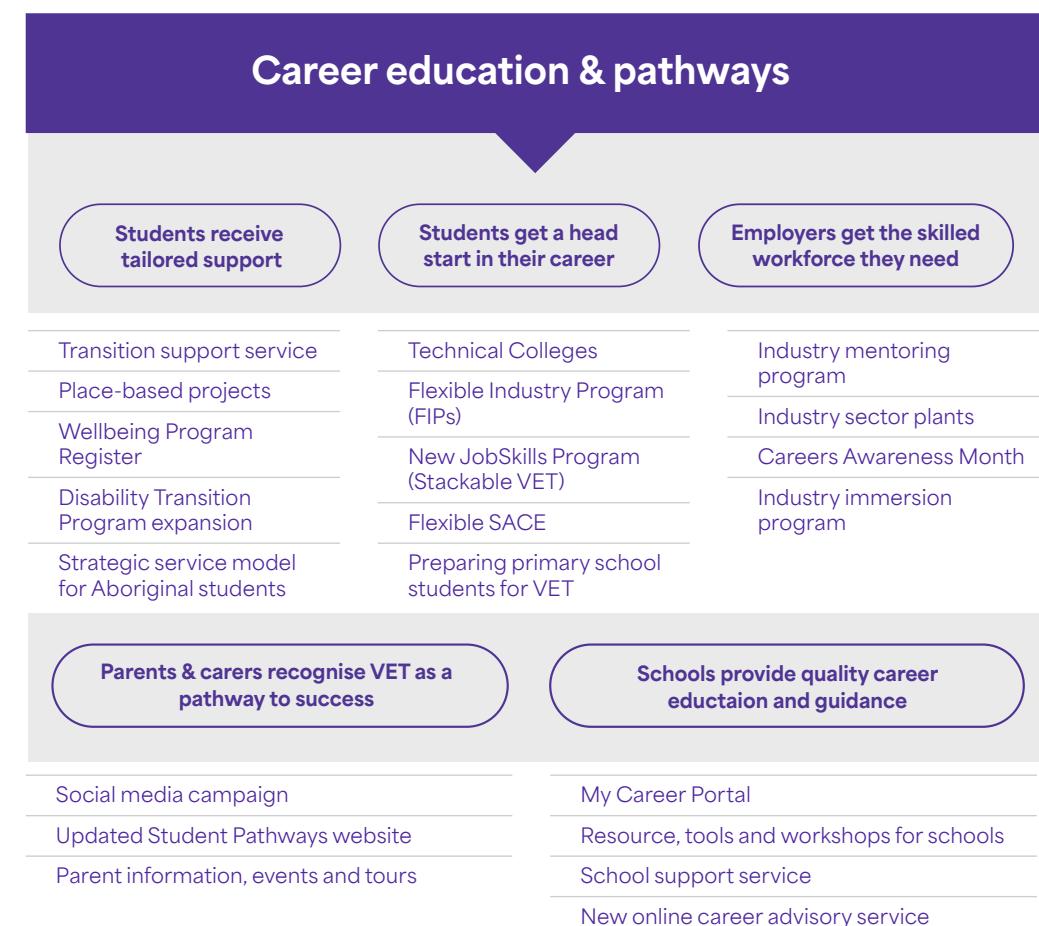
To support effective and meaningful career discussions, students also have access to the Department for Education Student Pathways Website, available at: [studentpathways.sa.edu.au](https://studentpathways.sa.edu.au)

This dedicated Career Portal supports students to develop a Career Action Plan, complete a range of career related activities, create a resume, cover letter, ePortfolio and more.

There is also some helpful information and guidance for parents and caregivers looking to talk about career planning with their child. You can access the information at: [studentpathways.sa.edu.au/for-parents-and-carers](https://studentpathways.sa.edu.au/for-parents-and-carers)

To ensure students at Findon High School have the best possible opportunity to engage in authentic career conversations and experiences, we have developed a new Career Strategy in line with the Department for Education strategy released in 2023, which highlights the fact that the world is changing rapidly, and to navigate this change, requires resilience, adaptability, and perseverance. We also understand that there is a strong correlation between good student outcomes and early career education. Students are more likely to continue to be engaged in their schooling and transition into a post-school pathway aligned to their passions and interests if they have had quality career discussions and experiences.

With this in mind, students at Findon High School will begin their career journey in Year 7, looking at their own interests, skills and abilities, developing an action plan and making SMART goals for the year. This plan will grow alongside students, with opportunities each year for review, reflection and sharing with families and the wider community.



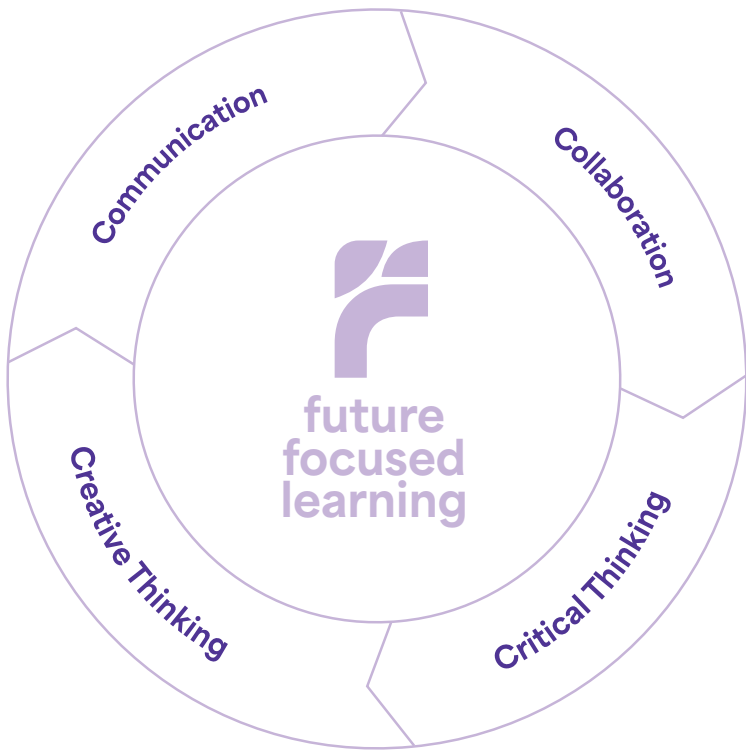


# Middle School Overview

Middle Schooling is a critical time to meet the unique and changing needs of young adolescents. Our Middle School approach has been developed on the premise that individual improvement and growth for all students underpins its success.

Our curriculum aims to build a strong foundation of capabilities and knowledge that will support each individual to identify their passions and pathways at school and beyond.

Grounded in teaching teams working together across learning areas, our future focused curriculum offers engaging opportunities for students to generate interesting questions, identify current problems relevant to their world, and learn from people and places beyond the classroom through a project based learning (PBL) approach while using high impact teaching strategies (HITS).



The 4 Cs of future focused learning (Communication, Collaboration, Critical Thinking and Creative Thinking) are common capabilities connecting future focused learning opportunities created through projects in Year 7, 8 and 9 across all learning areas.

# Year 7 and 8 Subjects Available at Findon

Future focused learning requires the development of an innovative and engaging curriculum that integrates learning across subjects. A benefit of this approach is the increased student agency within learning. PBL requires academic stretch addressing the Cross Curricular Priorities, General Capabilities and Achievement Standards of the Australian Curriculum, through real world issues that matter to students, and projects that extend beyond the classroom by connecting with professionals and the wider community, as well as regular exhibition and assessment of learning.

Project Based Learning (PBL) has become a key part of many successful learning environments in Australia and across the world. It takes students on a journey of creativity and exploration with real-world connections.

Students learn problem-solving skills by successfully navigating learning challenges that are cross curricula, enhancing engagement and developing deeper understanding.

Exhibitions of Learning (EOL) are key to PBL and allow students to create public products that are tangible evidence or presentations that solve problems or answer essential questions. Creating products that are public develops authenticity and encourages higher quality work as they are not just a private exchange between student and teacher. Making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a school opens itself up to public scrutiny, the message is, “Here is what our students can do and we are proud of their work.”

Year					Semester		
Mentor Group	Mathematics	Science	English	HASS	Healthy Lifestyles	Digital Technologies	Performing Arts
					Healthy Lifestyles	Design & Technologies	Visual/Media Arts
					Semester		
					Technologies Digital Technologies Design & Technologies		
					The Arts Performing Arts (Drama & Music) Visual & Media Arts		

\*all subjects compulsory in year 7 & 8

Year 7

Maths, Science, English and HASS

Length	Year
--------	------

**FHS Pathways**    🛎 Year 8 Maths, Science, English and HASS

Subject Description

At Year 7, all students will develop understanding in Maths, Science, English and HASS through a Project Based Learning model. This approach provides students with an enriching opportunity to ignite passion in areas that interest them and to connect positively to their learning. The Year 7 model also focuses on building two key capabilities: Communication and Collaboration.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website links:

- 🔗 [Mathematics - Year 7](#)
- 🔗 [Science - Year 7](#)
- 🔗 [English - Year 7](#)
- 🔗 [HASS - Year 7](#)

Year 8

Maths, Science, English and HASS

Length	Year
--------	------

**FHS Pathways**    🛎 Year 9 Maths, Science, English and HASS

Subject Description

In Year 8, students continue the integration of Maths, Science, English and HASS through Project Based Learning (PBL). Students will build upon prior experience, thinking like a mathematician, a scientist, an author, a critic, a historian and so on, regardless of what learning area they are in. This model strives to build two key capabilities for learning at Year 8; Critical Thinking and Creative Thinking.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website links:

- 🔗 [Mathematics - Year 8](#)
- 🔗 [Science - Year 8](#)
- 🔗 [English - Year 8](#)
- 🔗 [HASS - Year 8](#)

Year 7 and 8

Healthy Lifestyles  
(Health, Physical Education and Food Design Technologies)

Length	Year
--------	------

**FHS Pathways**    🛎 Year 9 HPE  
🛎 Year 9 Food Design and Technologies

Subject Description

Year 7 and 8 Healthy Lifestyles is an engaging subject that promotes students' physical, social, and emotional wellbeing. This subject provides a holistic approach to health and fitness, equipping students with essential knowledge and skills to make informed decisions about their health, including what they cook and eat to help lead active lifestyles.

In the Health and Food Design component, students explore a range of topics related to personal, social, and community health. They will develop an understanding of the factors that influence health, including nutrition. Students will learn to make responsible choices and examine strategies to maintain healthy eating habits and a balanced lifestyle.

In the Physical Education component, students participate in a variety of physical activities and sports to enhance their physical fitness, motor skills, and coordination. They learn fundamental movement skills, practise different game strategies, and engage in team-based activities. Students also develop their leadership, communication, and teamwork skills through participation in group activities and sports.

Healthy Lifestyles, aims to develop lifelong habits for maintaining individual well-being, promoting healthy eating, and participating in physical activities. This subject builds a foundation for personal growth, resilience, and overall health and wellbeing.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)

Year 7 and 8

Design and Technologies

Length	Semester
--------	----------

**FHS Pathways**    🛎 Year 9 Design and Technologies;  
🛎 Year 9 Creative Industries

Subject Description

Year 7 and 8 Design and Technologies introduces students to design thinking, problem-solving, and creativity. Through hands-on projects, students develop practical skills and explore the design process, from identifying problems to creating products. They learn to think critically, use digital technologies, and consider ethical and sustainable factors in their designs.

Students develop proficiency in materials and technologies, digital technologies, and design principles. They experiment with hand tools such as drills and jigsaws, 3D printers and materials including wood. Collaboration and communication skills are fostered as students work in teams, sharing ideas and feedback.

This subject prepares students for future studies and careers in construction and engineering. They become adaptable problem-solvers with design thinking skills across disciplines.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)



Year 7 and 8

# Digital Technologies

Length	Semester
FHS Pathways	<div><div></div>Year 9 Digital Technologies</div> <div><div></div>Year 9 Media Arts</div> <div><div></div>Year 9 Creative Industries</div>

Subject Description

Year 7 and 8 Digital Technologies introduces students to the world of technology and computer science. Through hands-on activities, they develop essential skills in digital literacy, computational thinking, and problem-solving. Students explore programming, algorithms, data representation, and information systems. They design and create digital solutions using programming languages and visual coding tools. Ethical and social implications of technology use are also addressed.

This subject empowers students to think critically, analyse problems, and collaborate with peers. They develop computational thinking skills and prepare for future studies and careers in software development, cybersecurity, data analytics, and digital innovation.

By engaging in Year 7 and 8 Digital Technologies, students become confident digital citizens, capable of leveraging technology to tackle real-world challenges.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)

Year 7 and 8

# Visual & Media Arts

Length	Semester
FHS Pathways	<div><div></div>Year 9 Visual Arts</div> <div><div></div>Year 9 Media Arts</div> <div><div></div>Year 9 Creative Industries</div>

Subject Description

Year 7 and 8 Media Arts and Visual Arts offer an exciting exploration of creativity, expression, and visual communication. Students engage in a dynamic and hands-on learning experience that encompasses both media arts and visual arts disciplines.

In Media Arts, students explore various forms of media, including photography, film and digital media. They develop skills in visual storytelling, image manipulation, and multimedia production. Students learn to critically analyse and interpret media artworks, and they also have the opportunity to create their own media products.

In Visual Arts, students explore the world of artistic expression and creativity. They experiment with various materials, techniques, and processes, developing their skills in drawing, painting, sculpture, and mixed media. Students explore art history, cultural contexts, and artistic styles to gain a deeper understanding of visual art practices.

Year 7 and 8 Media Arts and Visual Arts foster collaboration, communication, and imaginative thinking. Students engage in individual and group projects, share their artworks, and provide constructive feedback. They also learn to respect and value diverse artistic expressions and cultural perspectives.

By participating in Year 7 and 8 Media Arts and Visual Arts, students develop their artistic skills, creative thinking, and visual literacy. They gain a deeper appreciation for the arts and build a foundation for further studies and potential careers in areas such as visual arts, media production, design, and communication.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)

Year 7 and 8

# Performing Arts

Length	Semester
FHS Pathways	<div><div></div>Year 9 Music</div> <div><div></div>Year 9 Drama</div>

Subject Description

Year 7 and 8 Performing Arts invites students into the captivating world of live performance and self-expression. This subject encompasses various forms of performing arts, including drama and music, providing students with a well-rounded and immersive experience.

In Drama, students explore the fundamentals of theatrical expression, storytelling, and character development. They engage in improvisation, script work, and performance techniques to build their confidence and creativity on stage. Students also learn to collaborate with their peers, develop effective communication skills, and analyse dramatic texts.

In Music, students embark on a journey of musical discovery. They learn to read sheet music, play instruments, and use their voices as instruments. Students explore various musical genres and styles, experiment with composition and arrangement, and perform individually and as part of an ensemble. They develop a deep appreciation for music and its ability to communicate emotions and narratives.

Throughout the course, students actively engage in practical activities, collaborate with their peers, and develop their performance skills. They also gain an understanding of the historical and cultural contexts of performing arts.

Year 7 and 8 Performing Arts encourages creativity, self-confidence, and a sense of discipline. Students have the opportunity to perform in front of audiences, share their talents, and appreciate the power of live performance. By participating in Year 7 and 8 Performing Arts, students nurture their artistic abilities, enhance their stagecraft, and gain a deeper understanding of the performing arts. This subject builds a foundation for further exploration in drama, music, and related disciplines, as well as developing skills that are valuable in communication, teamwork, and self-expression.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)

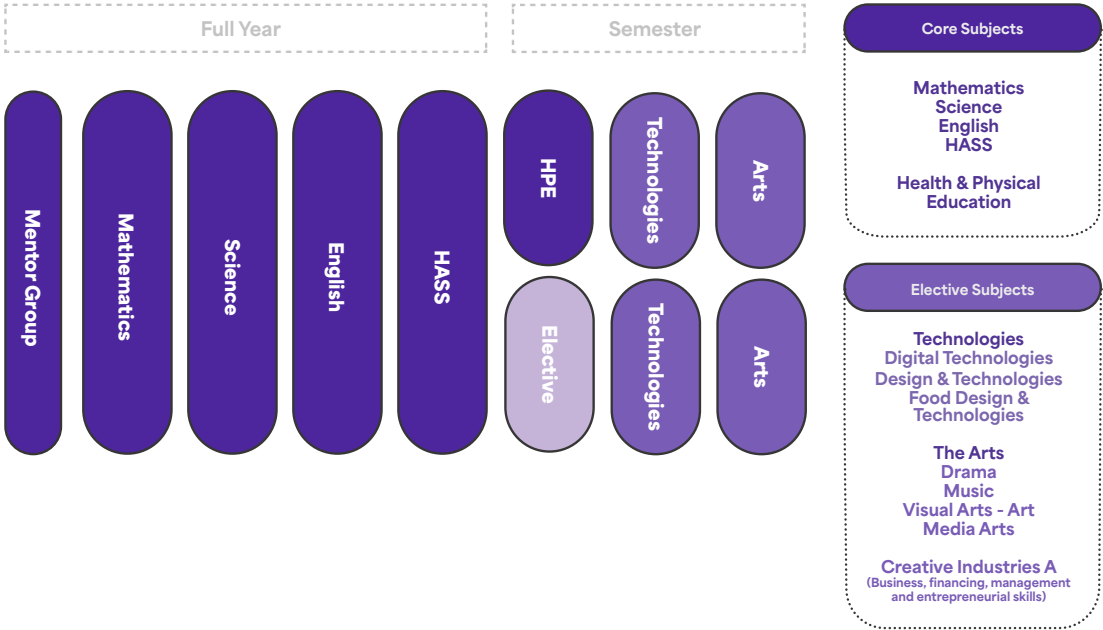
*Year 7 and 8 students enrol in one of the free tuition options available at Findon so that they can start to learn an instrument of their own choice. Free tuition (in small groups) provided by the Departmental Instrumental Music Service, is available at Findon in the following areas: vocals, guitars, bass and drums.*





# Year 9 Subjects Available at Findon

In Year 9 students are empowered to make an even greater number of informed decisions regarding their learning pathway at Findon High School with increased elective subject choices. Year 9 students continue to experience interdisciplinary models across Maths, Science, English and HASS. This model strives to consolidate all four capabilities: Communication, Collaboration, Critical Thinking and Creative Thinking.



## Year 9

### Maths, Science, English & HASS

Length	Year (4 lines)
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FHS Pathways	<ul style="list-style-type: none"><li>🔔 Year 10 Mathematics A and B</li><li>🔔 FUSE Mathematics A and B</li><li>🔔 Year 10 Science</li><li>🔔 Year 10 English</li><li>🔔 Year 10 HASS</li></ul>
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#### Subject Description

In **Year 9 Mathematics**, students are expected to develop a solid understanding of number and algebra, measurement and geometry, statistics and probability and the application of mathematical concepts in real-world scenarios.

In **Year 9 Science**, students are expected to develop a deeper understanding of scientific concepts and processes across three major areas: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

In **Year 9 English**, students are expected to develop their reading, writing, speaking and listening skills in a variety of contexts. They will engage with a wide range of texts including literary works, non-fiction, media texts and digital resources.

In **Year 9 HASS**, students are expected to develop a deeper understanding of the social, cultural, environmental and economic aspects of the world around them. They will explore key historical events, geographical features, civic institutions and economic principles.

Year 9 students continue to experience the Project Based Learning model across Maths, Science, English and HASS.

#### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

#### Additional Information

Australian Curriculum website links:

- 🔗 [Mathematics - Year 9](#)
- 🔗 [Science - Year 9](#)
- 🔗 [English - Year 9](#)
- 🔗 [HASS - Year 9](#)

## Year 9

### HPE

Length	Semester
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FHS Pathways	<ul style="list-style-type: none"><li>🔔 Year 10 HPE Sports Development</li><li>🔔 Year 10 HPE Leisure and Recreation</li></ul>
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#### Subject Description

Year 9 Health and Physical Education focuses on students' holistic development, equipping them with skills and knowledge for healthy, active lifestyles. They explore relevant health topics like mental well-being, relationships, substance use and safety. In physical education, students enhance fitness, skills, and tactical understanding through various activities and sports. This subject fosters critical thinking, communication, collaboration and problem-solving skills, promoting positive attitudes towards well-being and social interactions. It prepares students for lifelong well-being, transferable skills, success in studies, careers, and relationships. Empowering students to make positive choices in an ever-changing world is our priority.

#### Content

Students will learn through the following games and topics:

- 🔗 Invasion game/s
- 🔗 Net & wall game/s
- 🔗 Striking and fielding game/s
- 🔗 Target
- 🔗 Aesthetics
- 🔗 Racing and competition
- 🔗 Healthy choices/sustainable health
- 🔗 Wellbeing and change

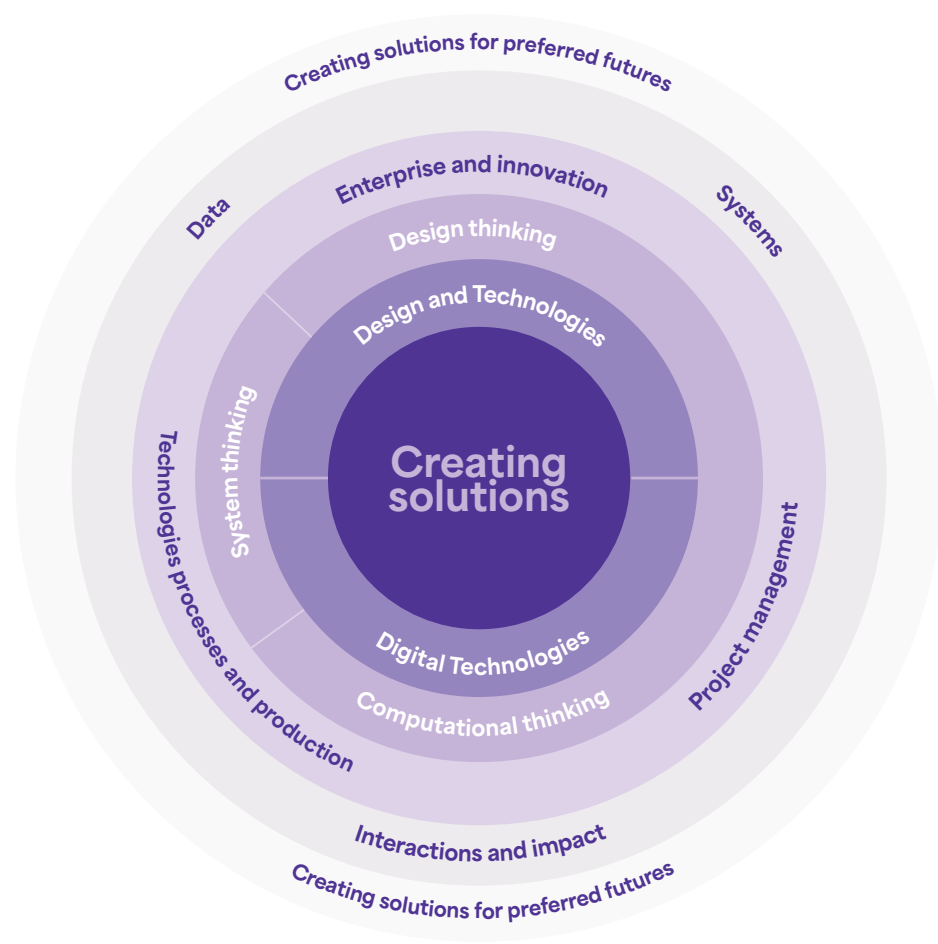
#### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

#### Additional Information

Australian Curriculum website [link](#)





Year 9

# Food Design and Technologies

Length	Semester
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**FHS Pathways** Year 10 Food Design and Technologies

## Subject Description

Year 9 Food Design and Technologies will engage students in a wide range of food design learning experiences. Throughout the course, students will work collaboratively and individually to investigate, define, generate, implement and manage food products, service and environments to solve food production design briefs. The course will foster students' appreciation for investigating design thinking and problem solving to create preferred futures.

## Content

Through practical activities and hands-on experiences, students develop their culinary skills, learning how to apply various cooking methods, use kitchen equipment, and experiment with different ingredients. Year 9 Food Design and Technologies aims to foster a positive attitude towards food, promoting healthy eating habits, responsible food choices and an understanding of the cultural and social significance of food in different contexts.

## Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

## Additional Information

Australian Curriculum website [link](#)

Year 9

# Design and Technologies

Length	Semester
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**FHS Pathways** Year 10 Materials Design and Technologies

## Subject Description

Year 9 Design and Technologies introduces students to the principles and practices of design thinking, innovation, and technology. This subject encourages students to explore and develop their creativity, problem-solving skills, and critical thinking abilities through the design and creation of products and systems. Students engage in the iterative design process, which involves identifying needs, generating ideas, prototyping, testing, and refining solutions. They learn about the properties and characteristics of materials, as well as the appropriate use of tools, equipment and technologies.

## Content

Through hands-on projects, students develop skills in planning, designing, and manufacturing functional and aesthetically pleasing products. They also explore the social, ethical, and environmental considerations associated with design and technology, such as sustainability, user needs and the impact of technology on society. Year 9 Design and Technologies aims to nurture students' creativity, problem-solving abilities and technological literacy, preparing them to be innovative and resourceful in an ever-changing world.

## Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards


## Additional Information

Australian Curriculum website [link](#)



Year 9

# Digital Technologies

Length	Semester
FHS Pathways	 Year 10 Digital Technologies

Subject Description

Year 9 Digital Technologies introduces students to the fundamental concepts and skills required to thrive in the digital age. This subject focuses on developing computational thinking, problem-solving abilities and digital literacy. Students explore the principles of computer science, including algorithms, data representation and programming then apply these concepts to solve real-world problems.

Content

Students will learn to design and create digital solutions using coding languages, visual programming environments and development tools. Through hands-on activities, students develop skills in designing and developing digital applications, websites and multimedia projects. They also explore the social, ethical and legal considerations surrounding digital technologies, such as privacy, security and responsible use of technology. Year 9 Digital Technologies aims to empower students to be critical consumers and creators of digital content, fostering their creativity, logical reasoning and digital fluency to succeed in an increasingly digital world.

Assessment



Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)

Year 9

# Media Arts

Length	Semester
FHS Pathways	 Year 10 Media Arts  Year 10 Visual Arts

Subject Description

Year 9 Media Arts introduces students to the dynamic and ever-evolving world of media, fostering creativity, critical thinking and digital literacy. This subject explores various forms of media, including film, television, photography, animation and digital media. Students learn to analyse and interpret media texts, exploring their messages, techniques and impact on audiences. Year 9 Media Arts aims to develop students' media literacy, creativity and critical thinking skills, empowering them to engage with and create meaningful media in a media-saturated world.

Content

Students will develop skills in media production, experimenting with storytelling, visual design and digital editing tools. Through hands-on projects, students create their own media artworks, applying technical and creative skills to communicate ideas and messages effectively. Students will also investigate the cultural and social significance of media, exploring how media shapes and reflects our identities, values and perspectives. Students examine ethical considerations related to media, such as media ownership, representation and the responsible use of digital platforms.

Assessment



Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)

Year 9

# Visual Arts

Length	Semester
FHS Pathways	 Year 10 Visual Arts  Year 10 Media Arts

Subject Description

Year 9 Visual Arts nurtures students' creativity, imagination and critical thinking abilities through the exploration and creation of visual artworks. This subject encompasses a wide range of art forms, including drawing, painting, sculpture, printmaking, photography and digital media. Students develop their artistic skills and techniques, experimenting with different materials, tools and processes. Year 9 Visual Arts aims to foster students' artistic abilities, aesthetic appreciation and cultural awareness, empowering them to communicate, interpret and respond to the visual world around them.

Content

Students will learn to express ideas, emotions, and experiences through visual language, exploring various themes and concepts. Through the study of art history and contemporary artists, students gain an understanding of different artistic styles, movements and cultural contexts. They analyse and interpret artworks, developing their ability to critically assess and appreciate art. Through hands-on projects students create their own artworks, reflecting their unique perspectives and personal interests. They explore the elements and principles of design, composition and the use of visual elements to convey meaning.

Assessment



Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)

Year 9

# Music

Length	Semester
FHS Pathways	 Year 10 Music  Year 10 Media Arts

Subject Description

Year 9 Music immerses students in the rich and diverse world of music, fostering creativity, musical literacy and critical listening skills. This subject explores a wide range of musical styles, genres and traditions allowing students to develop a deeper understanding and appreciation of music's cultural and historical significance. Year 9 Music provides opportunities for students to engage with music from diverse cultures, empowering them to express their own musical ideas and interpretations. This subject aims to develop students' musical proficiency, creativity and aesthetic sensitivity, fostering a lifelong love and appreciation for music.

Content

Students will learn to perform music individually and collaboratively, developing instrumental or vocal skills. They explore music theory, notation and composition, experimenting with different musical elements, structures and techniques. Through listening activities and analysis students develop their ability to critically assess and interpret various musical works. They also explore the influence of technology on music creation, production and distribution.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)


*In order to study Yr 9 Music, students should undertake instrumental/vocal tuition. At Yr 12, it is assumed that students have studied their instrument for a minimum of 3 years. Free tuition (in small groups) is available in vocals, guitars, bass and drums.*




Year 9

Drama

Length	Semester
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- FHS Pathways
-  Year 10 Drama

 Year 10 Media Arts

Subject Description

Year 9 Drama invites students into the captivating world of theatrical expression encouraging creativity, collaboration and self-expression. This subject explores a range of dramatic forms, styles and techniques allowing students to develop their understanding and appreciation of drama as an art form. Year 9 Drama aims to foster students' creativity, confidence and empathy empowering them to explore, create and appreciate the power of dramatic storytelling.

Content

Students engage in various practical activities including improvisation, script work, devised performances and theatrical productions. They explore the elements of drama such as character, voice, movement and space enhancing their expressive skills and stage presence.

Through group work and ensemble performances students develop teamwork, communication and problem-solving abilities. They analyse and evaluate performances, both their own and professional productions, deepening their critical thinking and appreciation for the craft.

Students also explore the cultural and social significance of drama, examining its role in reflecting and challenging societal norms and values.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information


Australian Curriculum website [link](#)

*It is recommended students should choose Drama only if willing to perform.*

Year 9

Creative Industries A  
(Business, financing, management and entrepreneurial skills)







Length	Semester
--------	----------

- FHS Pathways
-  Year 10 Creative Industries B (CI)

Subject Description

The Year 9 Creative Industries course is a dynamic program designed to introduce students to the vast and exciting world of Creative Industries and is directly linked to the special interest pathway at Findon High School. This course aims to ignite students' imagination, encourage self-expression, and develop their understanding of the diverse career opportunities available in the creative sector. Students will be immersed in practical projects, collaborative activities, and interactive workshops, where they will be exposed to real-world examples and case studies of successful professionals working in the creative industries. By the end of the course, students will have gained a solid foundation in creative industries to confidently pursue further studies or explore future career pathways in this vibrant and ever-evolving sector.

Content

- Topics students will explore include:
-  Entrepreneurship and the Design Thinking process
  -  Business opportunities and innovation
  -  market research
  -  product development
  -  marketing strategies
  -  financial planning

Assessment

Students will be assessed using the Australian Curriculum 9.0 Economic and Business Achievement Standards from the Humanities and Social Sciences learning area.

Additional Information

Australian Curriculum website [link](#)





# Senior School Overview

At Findon High School we recognise our important role in supporting students to thrive in a complex world. More than ever we recognise that students are more than their grade, they have individual and personal experiences, talents, skills and interests.

We understand that learning does not only take place during school time at Findon High School and we work alongside students to develop a plan that recognises their interests, beliefs and needs for the future. We know that our students are problem solvers, innovators and leaders of the future and our role in supporting them to grow and thrive is an important one.

Throughout the Senior years of schooling, from year 10 to 12, Findon High School aims to create an environment where every student is able to flourish and demonstrate their growth through igniting a love of learning, inspiring them to strive for excellence and empowering students to believe in their ability to move into life beyond school.

At Findon High School, the South Australian Certificate of Education (SACE) begins in Year 10 with the subject Exploring Identities and Futures (previously Personal Learning Plan) where students explore their interests, passions and develop plans for life beyond school. This foundation prepares students for their pathway through the SACE. We know that no two students will be the same and pride ourselves on supporting each individual to make a plan that works for them.





# Welcome to the SACE

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

## Learning at the pace of change

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your 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 your 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.

## Your SACE journey

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

### COMPULSORY SUBJECTS

#### 50 credits

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits)



### STUDENT SELECTED SUBJECTS

#### 90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



#### 60 credits

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and your schedule may differ depending on your school. The majority of students in South Australia will start their journey with **Exploring Identities and Futures (EIF)**, their selection of **Stage 1 subjects in Year 11** (including the compulsory Maths and English choices), and their selection of **Stage 2 subjects in Year 12** (including the Research Project). To view all subjects offered by SACE visit [sace.sa.edu.au](http://sace.sa.edu.au)

### EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

#### 50 credits - compulsory

- Exploring Identities and Futures (EIF) (10 credits)
- Stage 1 General Mathematics (10 credits - one semester)
- Stage 1 Essential English (20 credits)
- Stage 2 Research Project (10 credits)

#### Min. 90 credits

- Stage 1 Biology (20 credits)
- Stage 1 Italian continuers (20 credits)
- Stage 1 Food and Hospitality (20 credits)
- Stage 2 Food and Hospitality (20 credits)
- Stage 1 VET: Certificate II in Food Processing (min. 40 credits)

#### Min. 60 credits

- Stage 2 Biology (20 credits)
- Stage 2 Italian continuers (20 credits)
- Stage 2 Essential English (20 credits)

How to get an ATAR?

You are eligible for an Australian Tertiary Admissions Rank (ATAR) if you achieve 90 credits in Stage 2 (see above example). **The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR.** For more information about the ATAR (including scaling), go to [satac.edu.au](http://satac.edu.au)

## What kind of learner are you?

The SACE caters for practical and theory, hands-on and action-based learning both in and outside school.

You are encouraged to choose subjects that suit you and will open doors to a range of careers within your area of interest.

You will have the opportunity to explore your interests, strengths, subject choices, and style of learning during **Exploring Identities and Futures** at the beginning of your SACE journey.

VET options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including construction, automotive, electrotechnology, hospitality, community services, health and information technology.

In negotiation with your school, you can choose to combine study and part-time work, a traineeship, or school-based apprenticeship.

The SACE Board offers **Modified Subjects** at both Stage 1 and 2 for eligible students with identified significant disabilities.

## Making sure it's fair

Your work is assessed against the performance standards outlined for each subject.

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

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

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

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

## If something happens during your journey

If your learning is significantly disrupted, special provisions may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so you can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure **special provisions** are available for exceptional circumstances.

You will learn at the pace of change with 7 capabilities that equip you to live and work successfully in the 21st century.



LITERACY



NUMERACY



INFORMATION AND COMMUNICATION TECHNOLOGY



CRITICAL AND CREATIVE THINKING



PERSONAL AND SOCIAL



ETHICAL UNDERSTANDING



INTERCULTURAL UNDERSTANDING

## Need more information?

The SACE Board provides detailed information on subjects, assessment, modified subjects, special provisions, and results. Visit [sace.sa.edu.au](http://sace.sa.edu.au) for more information.

Your school's SACE coordinator and other school leaders can offer advice and information on subjects being offered that best suit your interests and your plans for further education and training.





# SACE Overview

The SACE allows students to demonstrate the acquisition of knowledge and skills important to further education and training, entering the workforce, winning an apprenticeship or traineeship or commencing university. Senior schooling is about more than just achieving the SACE. Findon High School works in tandem with the SACE, the Department for Education and other providers to ensure that students are equipped with the capabilities needed to thrive beyond their schooling, whatever they might choose to do, such as:

- 🔔 Zest for life (lifelong learning)
- 🔔 Deep understanding and skilful action
- 🔔 Ability to transfer learning
- 🔔 Agency
- 🔔 Human connectedness
- 🔔 Belonging

At Findon High School we utilise the full range of flexible and tailored options that the SACE provides to ensure all student pathways and destinations are supported through the two stages of achievement:

- 🔔 **Stage 1** (normally undertaken in Year 11)
- 🔔 **Stage 2** (normally undertaken in Year 12).

Students provide evidence of their learning assessed against Performance Standards, which describe five levels of achievement from A to E. Students will receive a school grade (from A to E) for each subject at Stage 1 and 2. At Stage 2, students' final grades are reported to the SACE Board from A+ to E-.

SACE also offers a range of modified subjects to support students with significant barriers to their learning and special provisions are available for students with special needs (modifications and special provisions are subject to specific criteria).

**At Findon High School, successful completion of SACE over years 10 to 12, requires:**

- a minimum of 200 credits studied across the two stages of achievement
- achievement of a C grade or higher in the compulsory subjects of:
  - 🔔 Exploring Identity and Futures - 10 credits at Stage 1
  - 🔔 Literacy - at least 20 credits (2 semesters) from a range of English subjects or courses at Stage 1
  - 🔔 Numeracy - at least 10 credits (1 semester) from a range of Mathematics subjects or courses at Stage 1
  - 🔔 Research Project - an individual major research and inquiry project - 10 credits at Stage 2.

A standard enrolment over the three years of Senior School at Findon High School would consist of:

- Year 10:** Australian Curriculum subjects and Exploring Identity and Futures (EIF).
- Stage 1 (Year 11):** Students enrol in a minimum of 6 SACE subjects per semester (or the VET equivalent)
- Stage 2 (Year 12):** Students enrol in a minimum of 4 full year SACE subjects (or the VET equivalent), plus Research Project.

For the full list of subjects offered by the SACE Board and taught at Findon High School please refer to lists of subjects offered at Stage 1 (page 28) and Stage 2 (page 30).

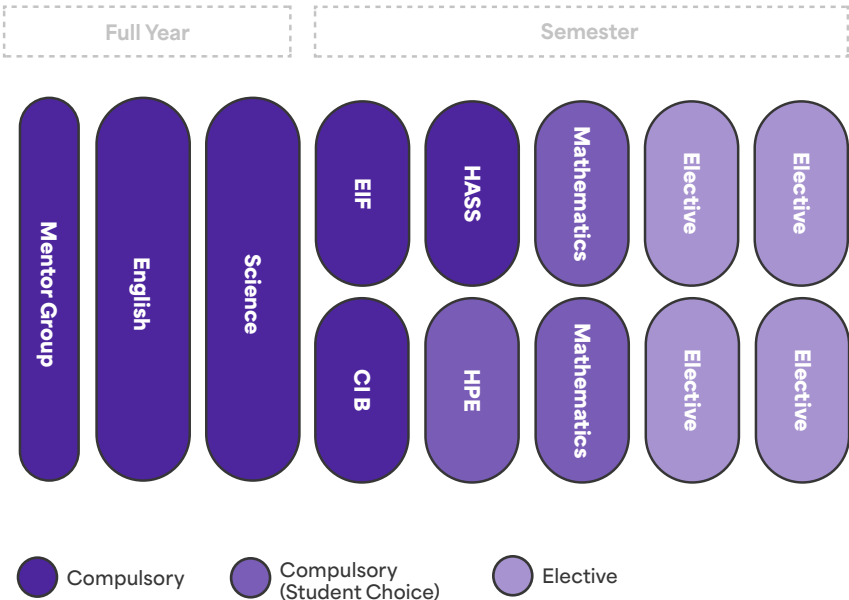
In addition, courses may be offered by other organisations, including other schools, TAFE or other Registered Training Organisations (RTO) that are recognised by the Board to count towards the SACE. Students will be provided with this information through our subject selection processes.

Visit the SACE Board website at [sace.sa.edu.au](https://sace.sa.edu.au) for more information.

There are many post school further study options available to students completing the SACE including further education through University, TAFE or other Registered Training Organisations. To ensure informed choices are made during the subject selection process, students and parents/caregivers are advised to check the websites for TAFE [tafesa.edu.au](https://tafesa.edu.au) and SA Tertiary Admissions Centre (SATAC) [satac.edu.au](https://satac.edu.au) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

A team of experienced staff at Findon High School will guide students and families through the pathway planning processes, including subject selection and post school planning, to ensure the optimum range of opportunity remains open for our students.

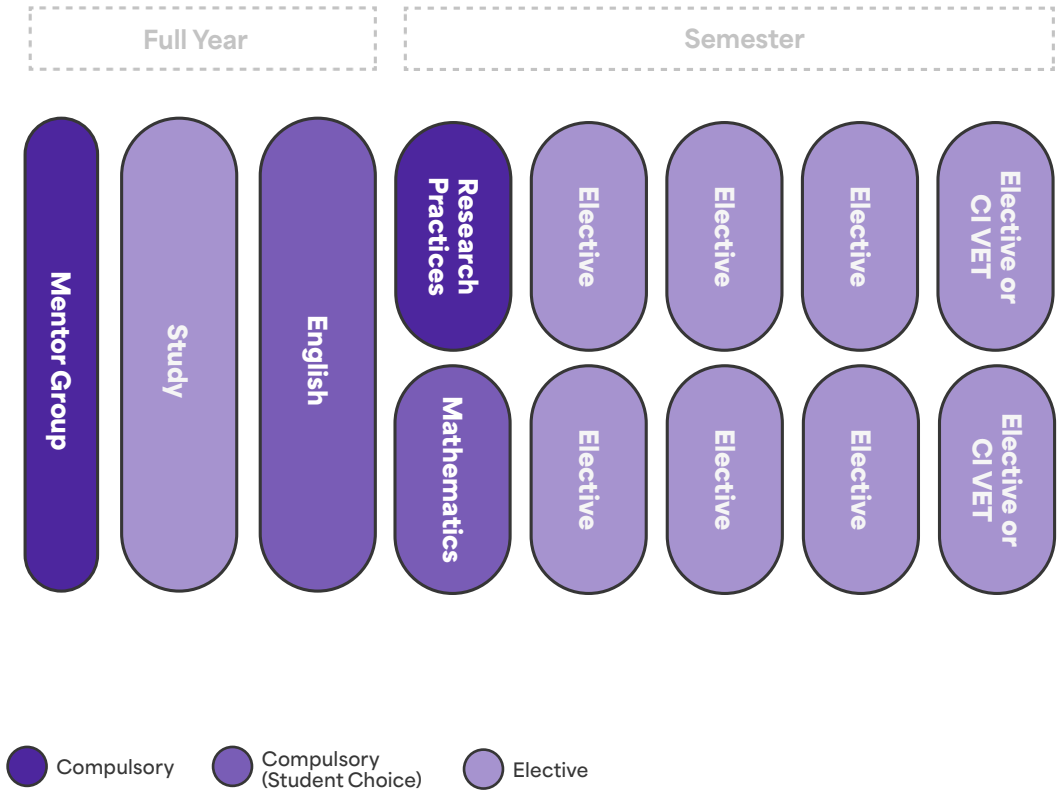
# Year 10 Subjects Available at Findon



Learning Area	Subject	Length	
English	English	Year	Compulsory
Science	Science	Year	Compulsory
Humanities & Social Sciences (HASS)	Humanities & Social Sciences	Semester	Compulsory
Cross Disciplinary	Exploring Identities & Futures	Semester	Compulsory
	Creative Industries B	Semester	Compulsory
Mathematics	Mathematics A	Semester	Compulsory (Student Choice)
	Mathematics B	Semester	Compulsory (Student Choice)
	FUSE Mathematics A	Semester	Compulsory (Student Choice)
	FUSE Mathematics B	Semester	Compulsory (Student Choice)
Health and Physical Education	Sport Development	Semester	Compulsory (Student Choice)
	Leisure & Recreation	Semester	Compulsory (Student Choice)
Technologies	Digital Technologies	Semester	Elective
	Materials Design & Technologies	Semester	Elective
	Food Design & Technologies	Semester	Elective
Arts	Visual Arts	Semester	Elective
	Media Arts	Semester	Elective
Performing Arts	Music	Semester	Elective
	Drama	Semester	Elective



# Stage 1 Subjects Available at Findon

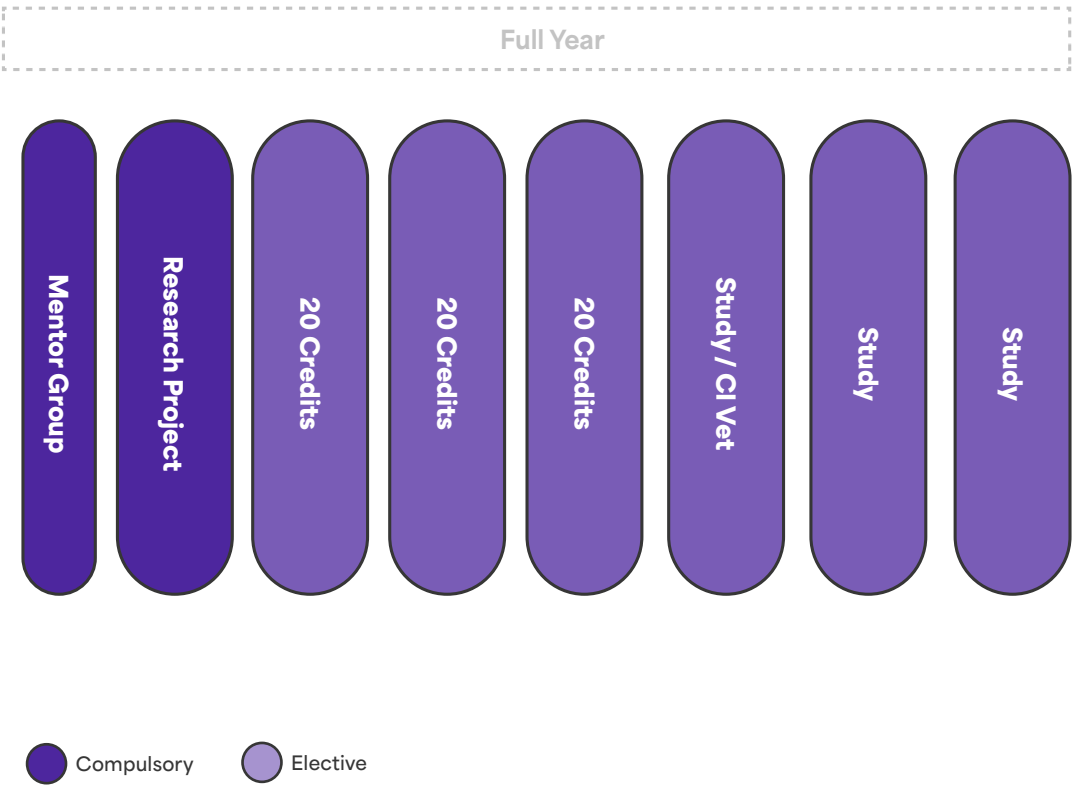


## Stage 1 Subjects Available at Findon

Learning Area	Subject	Length
English	English A	Semester
	English B	Semester
	Essential English A	Semester
	Essential English B	Semester
Mathematics	Essential Mathematics A	Semester
	Essential Mathematics B	Semester
	General Mathematics A	Semester
	General Mathematics B	Semester
	Mathematical Methods A	Semester
	Mathematical Methods B	Semester
	Specialist Mathematics A	Semester
	Specialist Mathematics B	Semester
Science	Biology A*	Semester
	Biology B*	Semester
	Chemistry	Year
	Physics	Year
	Psychology	Semester
	Scientific Studies	Semester
	Earth and Environmental Sciences	Semester
Humanities and Social Sciences (HASS)	Legal Studies	Semester
	Politics, Power and People	Semester
	Aboriginal Studies	Semester
	Modern History	Semester
	Geography	Semester
Health and Physical Education	Physical Education	Semester
	Health and Wellbeing	Semester
Technologies	Child Studies	Semester
	Food and Hospitality	Semester
	Industry and Entrepreneurial Solutions	Semester
	Digital Technologies	Semester
Arts	Visual Arts - Art	Semester
	Creative Arts	Semester
	Drama	Semester
	Music	Semester
Cross Disciplinary	Research Practices	Semester
	Workplace Practices	Semester



# Stage 2 Subjects Available at Findon



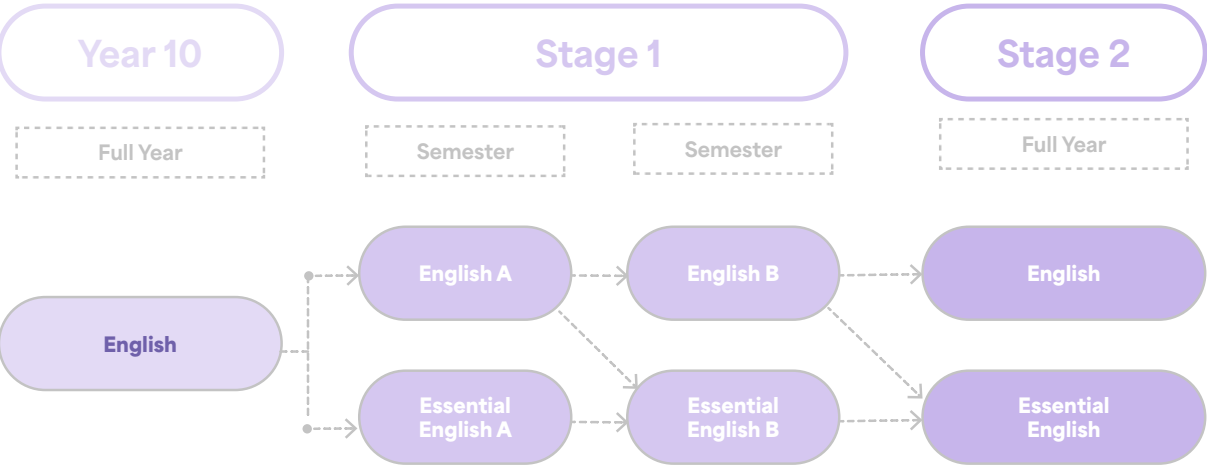
## Stage 2 Subjects Available at Findon

Learning Area	Subject	Length
English	Essential English	Year
	English	Year
Mathematics	Essential Mathematics	Year
	General Mathematics	Year
	Mathematical Methods	Year
	Specialist Mathematics	Year
Science	Biology	Year
	Chemistry	Year
	Physics	Year
	Psychology	Year
	Scientific Studies	Year
	Earth and Environmental Sciences	Year
Humanities and Social Sciences (HASS)	Legal Studies	Year
	Society and Culture	Year
	Modern History	Year
	Geography	Year
	Tourism	Year
Health and Physical Education	Physical Education	Year
	Health and Wellbeing	Year
Technologies	Child Studies	Year
	Food and Hospitality	Year
	Industry and Entrepreneurial Solutions	Year
	Digital Technologies	Year
Arts	Visual Arts - Art	Year
	Creative Arts	Year
	Music	Year
Cross Disciplinary	Research Project	Year
	Workplace Practices	Year
	Industry Connections	Year



Senior School

English Learning  
Area Pathways



Year 10  
English

Length	Year
<b>FHS Pathways</b>	Stage 1 Essential English Stage 1 English

Subject Description

Year 10 English is designed to build upon the foundational skills developed in previous years and to further develop students' language, literacy, and critical thinking abilities. Aligned with the Australian Curriculum, this course aims to enhance students' communication skills, creative expression, and understanding of various texts and their contexts.

Content

Students will engage in a wide range of learning experiences, including reading, writing, speaking, listening, and viewing activities. They will explore a diverse selection of texts, including literary works, non-fiction, media texts, and digital sources. The course will foster students' appreciation for different genres, styles, and modes of communication.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement standards.

Additional Information

Australian Curriculum website [link](#)



Stage 1

Essential English  
A and B

Length	Year: Stage 1 Essential English is a 10-credit or a 20-credit subject
--------	---



FHS Pathways  Stage 2 Essential English

Subject Description

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of Essential English at Stage 2. This subject has an emphasis on communication, comprehension, analysis, and text creation.



Content

Stage 1 Essential English content includes:

-  [Responding to texts](#)
-  [Creating texts](#)

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](#)

Additional Information



[sace.sa.edu.au/studying/subjects/essential-english](https://sace.sa.edu.au/studying/subjects/essential-english)

*Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.*

Stage 1

English A and B

Length	Year: Stage 1 English is a 10-credit or a 20-credit subject
--------	---




FHS Pathways  Stage 2 Essential English  
 Stage 2 English

Subject Description

In Stage 1 English students analyse the interrelationship of author, text and audience with an emphasis on how language and stylistic features shape the ideas and perspectives of texts. Students explore how the purpose of the text is achieved through application of text conventions and stylistic choices to position the audience to respond to the author’s ideas and perspectives. Students apply their knowledge and understanding of purpose, audience and context to create persuasive, imaginative, interpretive and analytical texts that may be written, oral or multimodal. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English articulates with the Stage 2 English subjects.




Content

Stage 1 English content includes:

-  [Responding to texts](#)
-  [Creating texts](#)
-  [Intertextual study](#)

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](#)

Additional Information

[sace.sa.edu.au/studying/subjects/english](https://sace.sa.edu.au/studying/subjects/english)

*Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.*

Stage 2

Essential English

Length	Year: 20-credit SACE subject
--------	------------------------------




FHS Pathways This subject is intended for students planning to pursue a career in a range of trades or vocations. Stage 2 Essential English supports students to extend their literacy skills to equip them for work, future learning and participation in civic life.

Subject Description

In Stage 2 Essential English students respond to, and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. They develop skills in interpreting information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

Content



Stage 2 Essential English content includes:

-  [Responding to texts](#)
-  [Creating texts](#)
-  [Language study](#)


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: Responding to Texts \(30%\)](#)
-  [Assessment Type 2: Creating Texts \(40%\)](#)

External Assessment

-  [Assessment Type 3: Language Study \(30%\)](#)

Additional Information

[sace.sa.edu.au/studying/subjects/essential-english](https://sace.sa.edu.au/studying/subjects/essential-english)

*Students who complete 20 credits of this subject with a C- grade or better will meet the literacy requirement of the SACE.*

Stage 2

English

Length	Year: 20-credit SACE subject
--------	------------------------------

FHS Pathways This subject specifically prepares students for success in tertiary study. It has a focus on academic writing and could lead to a wide range of career paths such as journalist, editor, writer or teacher.

Subject Description



In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content



Stage 2 English content includes:

-  [Responding to texts](#)
-  [Creating texts](#)

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: Responding to Texts \(30%\)](#)
-  [Assessment Type 2: Creating Texts \(40%\)](#)

External Assessment

-  [Assessment Type 3: Comparative Analysis \(30%\)](#)

Additional Information

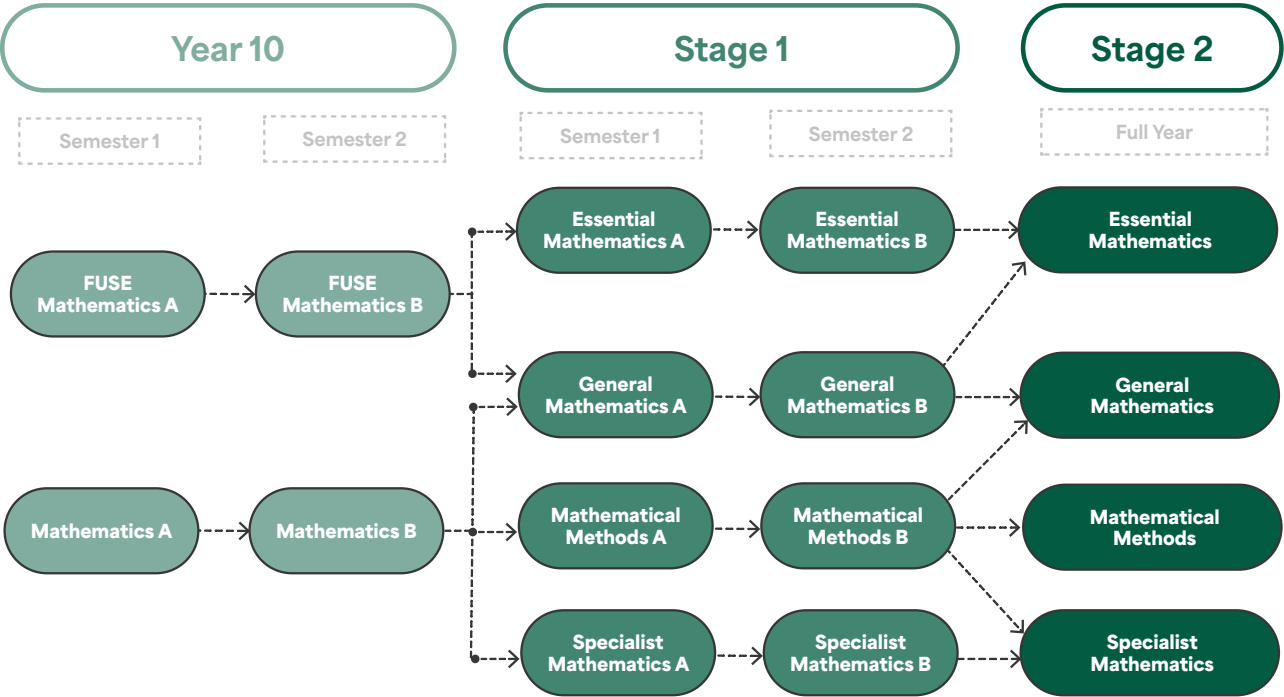
[sace.sa.edu.au/studying/subjects/english](https://sace.sa.edu.au/studying/subjects/english)

*Students who complete 20 credits of this subject with a C- grade or better will meet the literacy requirement of the SACE.*



Senior School

Mathematics Learning Area Pathways



Year 10

Fuse Mathematics A and B

Length	Year
FHS Pathways	<div><div></div> Stage 1 Essential Mathematics</div> <div><div></div> Stage 1 General Mathematics</div>

Subject Description

Fuse Mathematics focuses on practical mathematical skills for everyday life. Through projects and interactive problem-solving, students will learn to apply mathematical concepts to real-life scenarios, from budgeting and financial planning to analysing data and making informed decisions. This course supports students to navigate the complexities of the modern world and unlock a future filled with mathematical success and confidence.

Content

This course comprises foundational content from Version 9.0 of Australian Curriculum and is supported with content from Stage 1 Essential Mathematics.

Topics will be chosen from the following:

- Number, calculations, time, and ratio
- Earning and spending
- Geometry
- Data in context, probability and statistics
- Measurement
- Investing
- Algebra fundamentals

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Mathematics and the SACE Performance Standards as appropriate.

A range of assessments are utilised which may include:

- Investigations
- Presentations
- Projects.

Additional Information

Students who demonstrate appropriate skill level may meet the numeracy requirement of the SACE.

Year 10

Mathematics A and B

Length	Year
FHS Pathways	<div><div></div> Stage 1 Essential Mathematics</div> <div><div></div> Stage 1 General Mathematics</div> <div><div></div> Stage 1 Mathematical Methods</div> <div><div></div> Stage 1 Specialist Mathematics</div>

Subject Description

Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. This course enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Content

The content is developed from Version 9.0 of Australian Curriculum and will include the following topics:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Mathematics. A range of assessments are utilised which may include:

- Investigations
- Skills and Application Tasks
- Oral Presentations
- Projects

Additional Information

Australian Curriculum website [link](#)



Stage 1

Essential Mathematics A and B

Length	Year: Stage 1 Essential Mathematics is a 10-credit or 20-credit subject
--------	---

FHS Pathways    📌 Stage 2 Essential Mathematics

Subject Description

In the study of Essential Mathematics students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Content

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

- Topics will be chosen from the following:
- 🔗 Calculations, time, and ratio

🔗 Earning and spending

🔗 Geometry

🔗 Data in context

🔗 Measurement

🔗 Investing

🔗 Open topic

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

Additional Information

[sace.sa.edu.au/studying/subjects/essential-mathematics](https://sace.sa.edu.au/studying/subjects/essential-mathematics)

*This subject is intended for students planning to pursue a career in a range of trades or vocations.*

*Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. Students are advised to complete 2 semesters if they intend to do Stage 2 Essential Mathematics.*

Stage 1

General Mathematics A and B

Length	Year: Stage 1 General Mathematics is a 10-credit or 20-credit subject
--------	---

FHS Pathways    📌 Stage 2 Essential Mathematics  
📌 Stage 2 General Mathematics

Subject Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Content

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

- Topics will be chosen from the following:
- 🔗 Investing and borrowing

🔗 Measurement

🔗 Statistical investigation

🔗 Applications of trigonometry

🔗 Linear and exponential functions and their graphs

🔗 Matrices and networks

🔗 Open topic

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

Additional Information

[sace.sa.edu.au/studying/subjects/general-mathematics](https://sace.sa.edu.au/studying/subjects/general-mathematics)

*Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. Students are advised to complete 2 semesters if they intend to do Stage 2 General Mathematics.*

Stage 1

Mathematical Methods A and B

Length	Year: Stage 1 Mathematical Methods is a 10-credit or 20-credit subject
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FHS Pathways    📌 Stage 2 Mathematical Methods  
📌 Stage 2 General Mathematics  
📌 Stage 2 Essential Mathematics  
📌 Stage 2 Specialist Mathematics

Subject Description

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, proofs and using mathematical models. By using functions, their derivatives, 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 use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Content

Stage 1 Mathematical Methods builds on the mathematical knowledge, understanding and skills that students have developed in Number and Algebra, Measurement and Geometry and Statistics and Probability during Year 10. It is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications and level of sophistication and abstraction.

- A selection of topics will be chosen from the following:
- 🔗 Functions and graphs

🔗 Polynomials

🔗 Trigonometry

🔗 Counting and statistics

🔗 Growth and decay

🔗 Introduction to differential calculus

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

Additional Information

[sace.sa.edu.au/studying/subjects/mathematics](https://sace.sa.edu.au/studying/subjects/mathematics)

*Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. Students are advised to complete 2 semesters if they intend to do Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics, Stage 2 General Mathematics or Stage 2 Essential Mathematics.*

Stage 1

Specialist Mathematics A and B

Length	Year: Stage 1 Specialist Mathematics is a 10-credit or 20-credit subject
--------	--

FHS Pathways    📌 Stage 2 Specialist Mathematics

Subject Description

Specialist Mathematics is designed to be studied together with Mathematical Methods. Stage 1 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.

Content

Stage 1 Specialist Mathematics is an advanced course that builds on the mathematical knowledge, understanding and skills that students have developed in Number and Algebra, Measurement and Geometry and Statistics and Probability during Year 10. It is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications and level of sophistication and abstraction.

- A selection of topics will be chosen from the following:
- 🔗 Arithmetic and geometric sequences and series

🔗 Geometry

🔗 Vectors in the plane

🔗 Further trigonometry

🔗 Matrices

🔗 Real and complex numbers

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

Additional Information

[sace.sa.edu.au/studying/subjects/mathematics](https://sace.sa.edu.au/studying/subjects/mathematics)

*Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. Students are advised to complete 2 semesters if they intend to do Stage 2 Specialist Mathematics.*



Stage 2

Essential Mathematics

Length	Year: 20-credit SACE subject
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FHS Pathways	This subject is intended for students planning to pursue a career in a range of trades or vocations.
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Subject Description

Essential Mathematics offers the opportunity to extend students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Content

Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement, geometry and statistics in social contexts.

Stage 2 Essential Mathematics consists of the following six topics:

- ✚ Scales, plans, and models
- ✚ Measurement
- ✚ Business applications
- ✚ Statistics
- ✚ Investments and loans
- ✚ Open topic

Students study five topics from the list of six topics above. All students must study Topics 2, 4, and 5.

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: Skills and Applications Tasks (30%)
- 🔔 Assessment Type 2: Folio (40%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/essential-mathematics](https://sace.sa.edu.au/studying/subjects/essential-mathematics)

Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better, or 20 credits of Stage 2 Essential Mathematics with a C- grade or better, will meet the numeracy requirement of the SACE.

Stage 2

General Mathematics

Length	Year: 20-credit SACE subject
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FHS Pathways	Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.
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Subject Description

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. These 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.

Content

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.

Stage 2 General Mathematics consists of the following six topics:

- ✚ Modelling with linear relationships
- ✚ Modelling with matrices
- ✚ Statistical models
- ✚ Financial models
- ✚ Discrete models
- ✚ Open topic

Students study 5 topics from the list of 6 topics above. All students must study Topics 1, 3, 4, and 5.

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: Skills and Applications Tasks (30%)
- 🔔 Assessment Type 2: Mathematical Investigation (40%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/general-mathematics](https://sace.sa.edu.au/studying/subjects/general-mathematics)

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better, or 20 credits of Stage 2 General Mathematics with a C- grade or better, will meet the numeracy requirement of the SACE

Stage 2

Mathematical Methods

Length	Year: 20-credit SACE subject
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FHS Pathways	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.
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Subject Description

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 and use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

Content

Stage 2 Mathematical Methods consists of the following six topics:

- ✚ Further differentiation and applications
- ✚ Discrete random variables
- ✚ Integral calculus
- ✚ Logarithmic functions
- ✚ Continuous random variables
- ✚ Sampling and confidence intervals

Students study all 6 topics.

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: Skills and Applications Tasks (50%)
- 🔔 Assessment Type 2: Mathematical Investigation (20%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/mathematical-methods](https://sace.sa.edu.au/studying/subjects/mathematical-methods)

Completion of 10 or 20 credits of Stage 1 Mathematics with a C grade or better, or 20 credits of Stage 2 Mathematical Methods with a C- grade or better, will meet the numeracy requirement of the SACE.

Stage 2

Specialist Mathematics

Length	Year: 20-credit SACE subject
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FHS Pathways	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.
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Subject Description

Stage 2 Specialist Mathematics is an advanced course. It builds upon prior knowledge and covers complex topics like calculus, vectors, complex numbers, statistics, and differential equations. Students engage in problem-solving activities, use technology, and develop critical thinking skills. Completion of this course provides a solid foundation in advanced mathematics to study at university. It also develops transferable skills for academic and professional success. Overall, it offers a challenging and rewarding learning experience for maths enthusiasts.

Content

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

- 🔔 Assessment Type 1: Skills and Applications Tasks (50%)
- 🔔 Assessment Type 2: Mathematical Investigation (20%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/specialist-mathematics](https://sace.sa.edu.au/studying/subjects/specialist-mathematics)

Specialist Mathematics is designed to be studied together with Mathematical Methods.

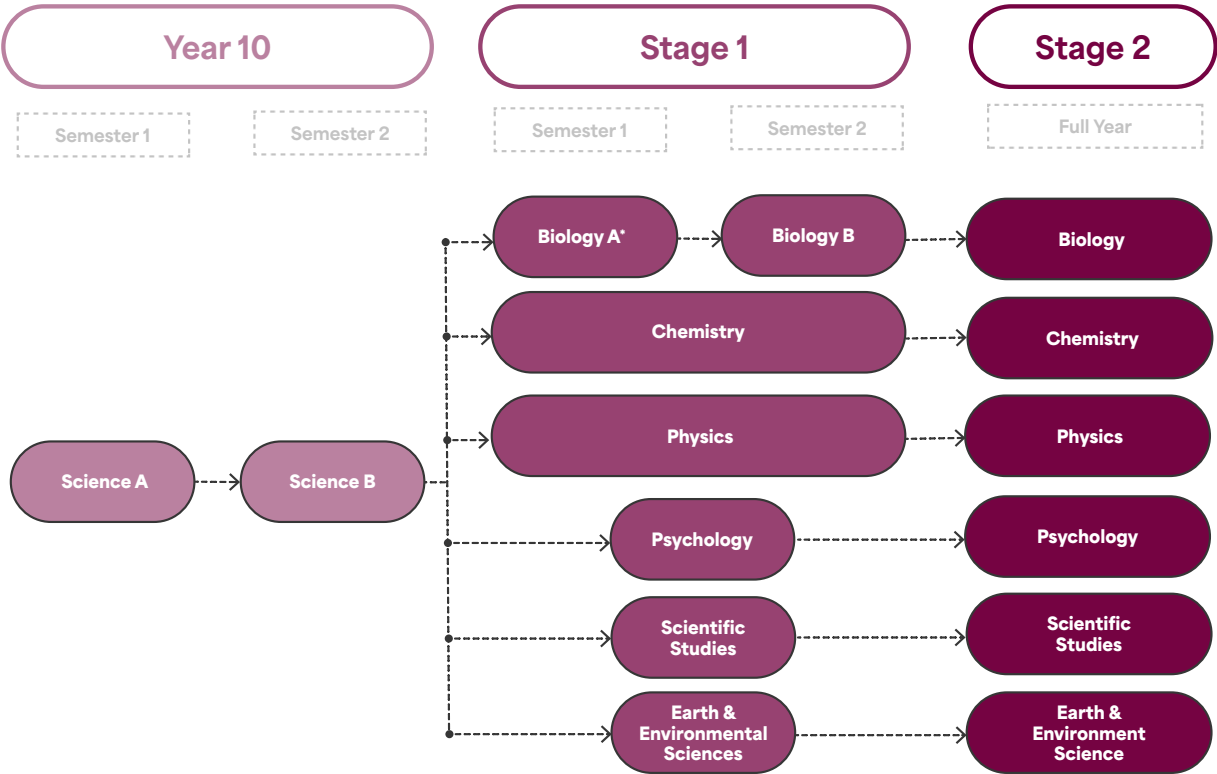


Senior School

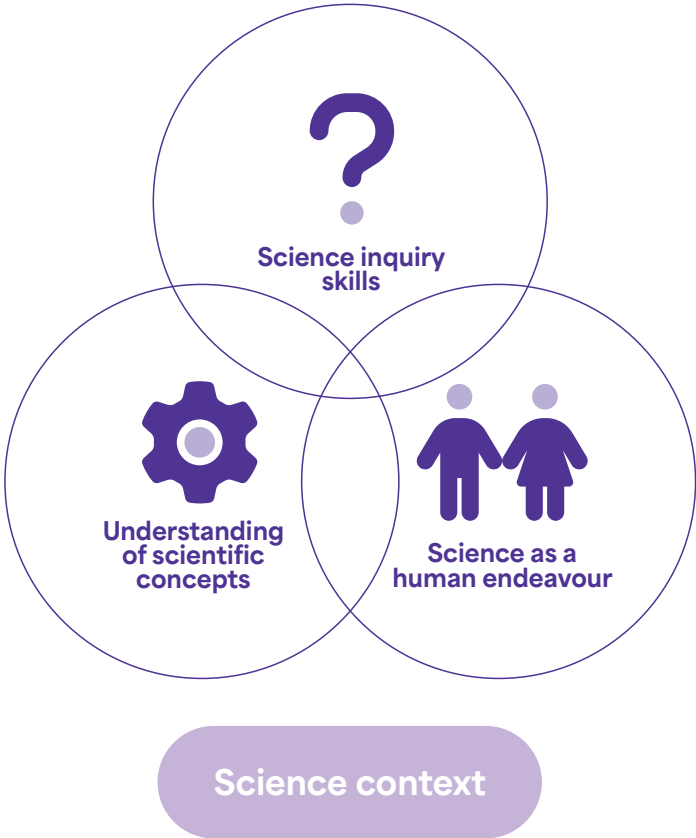
Science Learning  
Area Pathways

Year 10  
Science

Length	Year	Content
FHS Pathways	Any Stage 1 Science Subject	The content is developed from Version 9.0 of Australian Curriculum and will include the following topics: <ul style="list-style-type: none"><li>Biology</li><li>Earth and Space</li><li>Physics</li><li>Chemistry.</li></ul>
Subject Description		Year 10 Science offers an exciting exploration of the natural and physical world, focusing on biology, chemistry, physics, and Earth and space sciences. Students develop scientific thinking, critical analysis skills, and deepen their understanding of key scientific concepts. They engage in hands-on experiments, investigate living systems, matter, forces, and Earth's processes. The curriculum emphasises inquiry-based learning, fostering skills in hypothesis formulation, experimental design, and scientific communication. Students also explore contemporary scientific issues, developing a sense of responsibility as scientifically informed citizens.
		Assessment
		Students are assessed against the Australian Curriculum Achievement Standards for Science.  Assessment task may include: <ul style="list-style-type: none"><li>Practical Investigations</li><li>Folio Tasks</li><li>Topic Tests</li><li>Projects.</li></ul>
		Additional Information
		Australian Curriculum website <a href="#">link</a>



This graphic indicates recommended pathways, please see FHS Pathways at Stage 1 for all Stage 2 pathway options





Stage 1

# Biology A and B

Length	Semester or Year: 10-credit or 20-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Biology
  - 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Scientific Studies
  - 🔔 Stage 2 Earth & Environmental Science

Subject Description

Stage 1 Biology studies life's diversity, evolution, structure and interactions within ecosystems. Students investigate energy, control, structure, function and change in organisms, examining the impact of human activities on the environment. They develop critical thinking skills to address everyday and global biological challenges, preparing for scientific pathways such as medical research, agriculture and environmental conservation.

Content

The topics for Stage 1 Biology are:

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

For a 10-credit subject, students study a selection of concepts from at least two of these topics. For a 20-credit subject, students study a selection of concepts from all four topics.

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](#)

Additional Information

[sace.sa.edu.au/studying/subjects/biology](https://sace.sa.edu.au/studying/subjects/biology)

*Students wishing to study Stage 2 Biology are strongly encouraged to take a full year of Stage 1 Biology.*

Stage 1

# Chemistry

Length	Year: 20-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Chemistry
  - 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Scientific Studies
  - 🔔 Stage 2 Earth & Environmental Science

Subject Description

In Stage 1 Chemistry students enhance their understanding of the composition of the physical world, the impact of human activities on the environment, and the utilisation of Earth's resources. They explore how scientific knowledge evolves with new evidence and technologies. Students examine the benefits and risks of chemical knowledge to society, engaging in public discussions on social and environmental issues. The study of Chemistry equips students with the skills to think critically, analyse phenomena, and propose solutions to pressing challenges like energy use and sustainable food production. By integrating understanding, inquiry, and scientific thinking skills, students are inspired to contribute their own solutions and pursue diverse pathways in fields such as medical research, chemical engineering and innovative product design.

Content

The topics for Stage 1 Chemistry are:

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

For a 20-credit subject, students study a selection of concepts from all six topics.

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

Additional Information

[sace.sa.edu.au/studying/subjects/chemistry](https://sace.sa.edu.au/studying/subjects/chemistry)

Stage 1

# Physics

Length	Year: 20-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Physics
  - 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Scientific Studies
  - 🔔 Stage 2 Earth & Environmental Science

Subject Description

Physics revolves around the use of models, laws, and theories to comprehend matter, forces, energy, and their interactions. It aims to explain natural phenomena from the smallest particles to the vast cosmos and make predictions based on evidence gathered through observation and experimentation. By studying physics, students grasp how new evidence refines existing concepts, leading to advancements in technology and innovation. They enhance skills in data analysis and interpretation to investigate various phenomena and technologies, deepening their understanding of physics and its impact on contemporary life. Through exploring the dynamic nature of physics and its interaction with society, students gain insights into how physicists develop new insights and solutions to everyday and complex challenges on local, national, and global scales. Physics encourages students to apply their knowledge and thinking skills to contribute solutions to current and future problems and pursue scientific pathways in engineering, renewable energy, communications, medicine, research, and space exploration.

Content

The topics for Stage 1 Physics are:

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

For a 20-credit subject, students study a selection of concepts from all six topics.

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

Additional Information

[sace.sa.edu.au/studying/subjects/physics](https://sace.sa.edu.au/studying/subjects/physics)

Stage 1

# Psychology

Length	Semester: 10-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Scientific Studies
  - 🔔 Stage 2 Earth & Environmental Science

Subject Description

Studying Psychology helps students gain insight into their own behaviour and the behaviour of others. This subject covers topics that directly relate to students' personal lives. The knowledge gained in Psychology can be applied to enhance various aspects of life, including education, relationships, health, parenting, work and leisure. By using the scientific method, students develop valuable skills in analytical thinking, critical thinking and drawing conclusions.

Content

The topics for Stage 1 Psychology are:

- 🔗 Cognitive Psychology
- 🔗 Neuropsychology
- 🔗 Lifespan Psychology
- 🔗 Emotion
- 🔗 Psychological Wellbeing
- 🔗 Psychology in Context
- 🔗 Negotiated Topic.

Students study a selection of science understandings from at least two topics.

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](#)

Additional Information

[sace.sa.edu.au/studying/subjects/psychology](https://sace.sa.edu.au/studying/subjects/psychology)



Stage 1

# Scientific Studies

Length	Semester: 10-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Scientific Studies
  - 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Earth & Environmental Science

Subject Description

In science, critical and innovative thinking is crucial for understanding the natural world and discovering new ideas. It refines our knowledge and raises new questions. Scientific Studies allows students to investigate and respond to complex challenges. Students use science, engineering, technology, and maths (STEM) to plan and conduct investigations, analyse data, and draw evidence-based conclusions. They explore various areas like resources, health and the environment and understand the connection between science and society.

Content

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science will be chosen to suit their particular interests. These contexts will form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

Assessment

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

- 🔔 Assessment Type 1: Inquiry Folio
- 🔔 Assessment Type 2: Collaborative Inquiry

Additional Information

[sace.sa.edu.au/studying/subjects/scientific-studies](https://sace.sa.edu.au/studying/subjects/scientific-studies)

Stage 1

# Earth & Environmental Sciences

Length	Semester: 10-credit SACE subject
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- FHS Pathways**
- 🔔 Stage 2 Earth & Environmental Science
  - 🔔 Stage 2 Psychology
  - 🔔 Stage 2 Scientific Studies

Subject Description

Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth’s hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth’s systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, the Earth’s systems.

Content

The topics for Stage 1 Earth and Environmental Science are:

- 🔗 Turbulent Earth
- 🔗 Composition of the geosphere
- 🔗 Processes in the geosphere
- 🔗 The Earth’s atmosphere
- 🔗 Importance of the hydrosphere
- 🔗 Biosphere.

Students study a selection of concepts from at least two topics.

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

Additional Information

[sace.sa.edu.au/studying/subjects/earth-and-environmental-science](https://sace.sa.edu.au/studying/subjects/earth-and-environmental-science)

Stage 2

# Biology

Length	Year: 20-credit SACE subject
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- FHS Pathways**
- Biology leads to a variety of scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

Subject Description

In this course students delve into the intricate world of DNA and proteins, exploring their structure and function. They explore groundbreaking biotechnologies that are transforming the field of medicine. Additionally, students investigate the fascinating realm of epigenetics and its relation to various diseases. The course covers the nervous and endocrine systems, highlighting their pivotal role in maintaining constant conditions in the human body. Students explore theories on the origins of life and the remarkable evolution that has resulted in the diverse array of species we observe today.

Content

The topics for Stage 2 Biology are:

- 🔗 DNA and proteins
- 🔗 Cells as the basis of life
- 🔗 Homeostasis
- 🔗 Evolution.

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: Investigations Folio \(30%\)](#)
- 🔗 [Assessment Type 2: Skills and Applications Task \(40%\)](#)

External Assessment

- 🔗 [Assessment Type 3: Examination \(30%\)](#)

Additional Information

[sace.sa.edu.au/studying/subjects/biology](https://sace.sa.edu.au/studying/subjects/biology)

Stage 2

# Chemistry

Length	Year: 20-credit SACE subject
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- FHS Pathways**
- The study of Stage 2 Chemistry can lead to medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Subject Description

Through the study of Chemistry, students gain insights into how human beings utilise the Earth’s resources and the environmental consequences of their actions. This understanding enables students to recognise the importance of scientific factors and make well-informed choices regarding their interactions with and modifications of the natural world. By exploring the principles of chemistry and applying this knowledge, students develop a deeper appreciation for the factors that shape scientific pursuits and acquire the critical thinking skills necessary for responsible decision-making.

Content

The topics for Stage 2 Chemistry are:

- 🔗 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

- 🔔 Assessment Type 1: Investigations Folio (30%)
- 🔔 Assessment Type 2: Skills and Applications Task (40%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/chemistry](https://sace.sa.edu.au/studying/subjects/chemistry)

Stage 2

Physics

Length	Year: 20-credit SACE subject
FHS Pathways	Physics leads to a variety of 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.

Subject Description

Physics is a fundamental science that explores matter, energy, and how they interact. It forms the basis for understanding a wide range of natural phenomena, from tiny particles to the vast universe. Physics is important in our everyday lives and contributes to our understanding of various fields, such as art, economics, law, engineering, and technology. It helps us make sense of the world and is woven into the fabric of society.

Content

The topics for Stage 2 Physics are:

- ⌘ 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

- 🔔 Assessment Type 1: Investigations Folio (30%)
- 🔔 Assessment Type 2: Skills and Applications Task (40%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/physics](https://sace.sa.edu.au/studying/subjects/physics)

Stage 2

Psychology

Length	Year: 20-credit SACE subject
FHS Pathways	Studying psychology opens up a range of career pathways that involve working with people and understanding human behaviour.

Subject Description

Stage 2 Psychology aims to understand universal human experiences and cultural diversity while addressing behaviour change. It promotes a more cohesive and fair society where ethical derations are crucial. In psychology, students learn through inquiry by asking research questions, using scientific methods, analysing data and evaluating findings. They apply scientific ideas and skills to address relevant issues.

Content

The topics for Stage 2 Psychology are:

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

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: Investigations Folio (30%)
- 🔔 Assessment Type 2: Skills and Applications Task (40%)

External Assessment

- 🔔 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/psychology](https://sace.sa.edu.au/studying/subjects/psychology)

Stage 2

Scientific Studies

Length	Year: 20-credit SACE subject
FHS Pathways	Scientific Studies provides a powerful platform for students to develop their capabilities, in particular to think creatively, work collaboratively and be innovative. Students may use these skills in a wide variety of career pathways.

Subject Description

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design and mathematical thinking (STEM).

Content

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science will be chosen to suit their particular interests. These contexts will form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

The context for developing critical and creative thinking and enhancing science inquiry skills may be drawn from diverse areas including, Earth’s resources and materials development, health, food and nutrition, sports and recreation, the environment, infrastructure, technology and populations.

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: Inquiry Folio (50%)
- 🔔 Assessment Type 2: Collaborative Inquiry (20%)

External Assessment

- 🔔 Assessment Type 3: Individual Inquiry (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/scientific-studies](https://sace.sa.edu.au/studying/subjects/scientific-studies)

Stage 2

Earth & Environmental Sciences

Length	Year: 20-credit SACE subject
FHS Pathways	This subject leads to a range of scientific pathways including environmental science, geology, cmeteorology, oceanography, seismology, metallurgy and scientific research.

Subject Description

Students consider how human beings use the Earth’s resources and the impact of human activities on the environment. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth’s resources, and climate change. They conduct a detailed investigation into an aspect of human activity that impacts on two or more of the Earth’s systems.

Content

The topics for Stage 2 Earth and Environmental Science are:

- ⌘ Earth systems
- ⌘ Earth’s resources
- ⌘ Earth’s sustainable future
- ⌘ Climate change.

Students study all topics.

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: Investigations Folio (30%)
- 🔔 Assessment Type 2: Skills and Applications Task (40%)

External Assessment

- 🔔 Assessment Type 3: Earth Systems Study (30%)

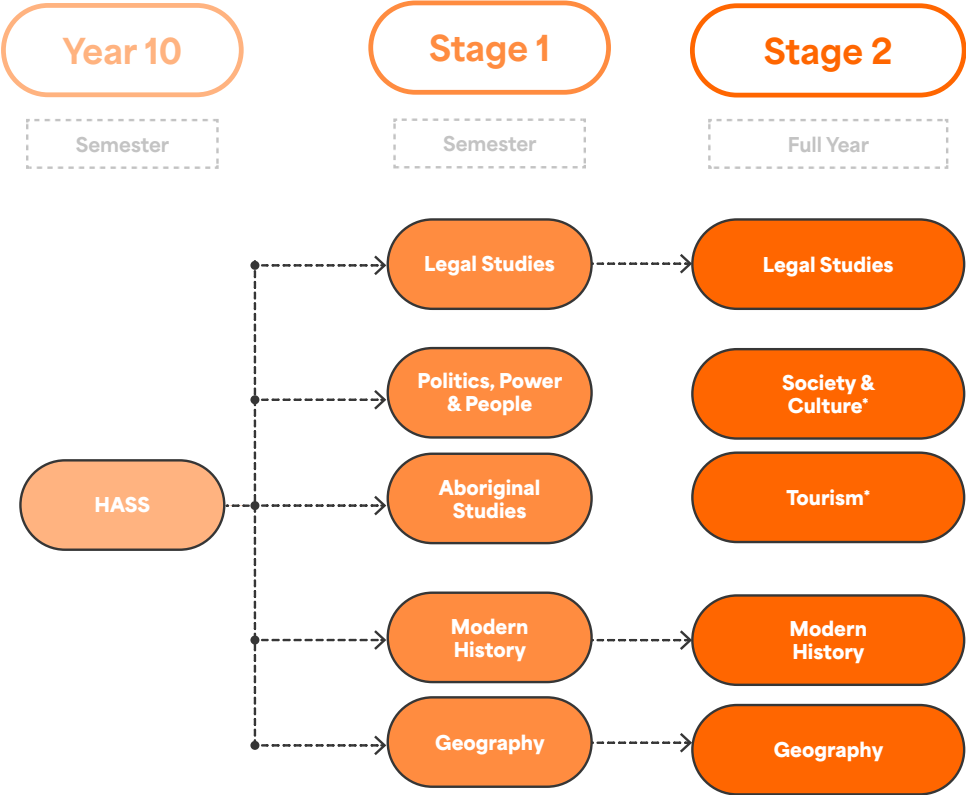
Additional Information

[sace.sa.edu.au/studying/subjects/earth-and-environmental-science](https://sace.sa.edu.au/studying/subjects/earth-and-environmental-science)



Senior School

# HASS Learning Area Pathways



*This graphic indicates recommended pathways, please see FHS Pathways at Stage 1 for all Stage 2 pathway options*

Year 10

## HASS

Length	Semester
FHS Pathways	<div><div></div> Stage 1 Legal Studies</div> <div><div></div> Stage 1 Politics, Power and People</div> <div><div></div> Stage 1 Aboriginal Studies</div> <div><div></div> Stage 1 Modern History</div> <div><div></div> Stage 1 Geography</div>

Subject Description

In Year 10 HASS students explore the interconnected disciplines of History, Geography, Civics and Citizenship, developing an understanding of the world around them. This subject engages students in critical thinking, research and analysis enabling them to gain knowledge of significant events, societies, economies and environments, both in Australia and globally.

Content

Through studying historical perspectives, geographical concepts and political systems, students will develop skills in evaluating evidence, interpreting data and making informed judgments. Additionally, students will examine the role of individuals and communities in shaping societies and addressing contemporary challenges. Year 10 HASS aims to equip students with the knowledge and skills necessary to become active, informed and responsible citizens in an increasingly complex and interconnected world.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Additional Information

Australian Curriculum website [link](#)

Stage 1

# Legal Studies

Length	Semester: 10-credit SACE subject
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**FHS Pathways**

- 🔔 Stage 2 Legal Studies
- 🔔 Stage 2 Society and Culture

## Subject Description

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Concepts such as fairness and justice and power are examined in the context of law-making, law enforcement and dispute resolution, applied to a range of contemporary Australian issues. Students will explore legal concepts through the lens of ‘big questions’ which are open-ended, stimulate deep thinking, and involve the consideration of a range of perspectives. In providing a response to the questions, students will evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases. Throughout this subject students will develop an appreciation of their role as a citizen in the Australian legal system, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

## Content

Through an inquiry-based process, students explore and develop their understanding of concepts of:

- 🔗 [Rights](#)
- 🔗 [Fairness and justice](#)
- 🔗 [Power](#)
- 🔗 [Change](#)

## Assessment

Students provide evidence of their learning through **three** assessments. Students undertake:

- 🔗 [Assessment Type 1: Analytical Response](#)
- 🔗 [Assessment Type 2: Inquiry](#)
- 🔗 [Assessment Type 3: Presentation](#)

## Additional Information

[sace.sa.edu.au/studying/subjects/legal-studies](https://sace.sa.edu.au/studying/subjects/legal-studies)

Stage 1

# Politics, Power and People

Length	Semester: 10-credit SACE subject
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**FHS Pathways**

- 🔔 Stage 2 Society and Culture

## Subject Description

Through the study of Politics, Power and People students begin to appreciate the complexity and diversity of approaches to solving local and global challenges related to human rights, equality, welfare, poverty and the distribution of resources.

The subject explores ideas related to cooperation, conflict, crises and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect on individuals, schools, families, workplaces, communities, governments, law, media and institutions in the commercial world. Through inquiry and reflection, students challenge their existing political understanding and move from ‘right or wrong’ thinking to nuances that are ‘grey’. They explore abstract ideas, then put this learning into action as they move to understand the various themes and concepts related to politics, power, and people at local, state, national and international levels.

Students develop a broad understanding of political events and their impact through the integration of historical, legal, cultural, philosophical, geographical and economic perspectives. They explore the boundaries and conflicts between social power and civil disobedience, and learn to understand why conflicts occur and the mechanisms used to negotiate and resolve them.

## Content

- 🔗 Compulsory theme: [Understanding how politics works](#)
- 🔗 At least one option [theme](#) (see link for themes)

## Assessment

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

- 🔗 [Assessment Type 1: Folio](#)
- 🔗 [Assessment Type 2: Sources Analysis](#)
- 🔗 [Assessment Type 3: Investigation](#)

## Additional Information

[sace.sa.edu.au/studying/subjects/politics-power-and-people](https://sace.sa.edu.au/studying/subjects/politics-power-and-people)

Stage 1

# Aboriginal Studies

Length	Semester: 10-credit SACE subject
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**FHS Pathways**

- 🔔 Stage 2 Society and Culture

## Subject Description

In Stage 1 Aboriginal Studies students study the historical and contemporary experiences that are of significance to Aboriginal peoples and their communities. By learning with and from Aboriginal peoples, communities and voices students develop and extend their understanding of the narratives and accomplishments of Aboriginal peoples and reflect on the impact of past events on the present.

They develop respect for what narratives and accomplishments mean to different Aboriginal peoples and communities and examine the intergenerational influence and impact of government policies, past and present, on the health and wellbeing of Aboriginal peoples and communities today. Students investigate experiences of ongoing resistance and survival and learn about initiatives and accomplishments developed in response to these experiences.

## Content

Aboriginal Studies is underpinned by three integrated learning stands that are studied through two contexts.

Learning strands:

- 🔗 Learning from and with Aboriginal peoples and communities
- 🔗 Narratives
- 🔗 Respect and responsibility.

Contexts:

- 🔗 Community experiences
- 🔗 Community enterprise.

## Assessment

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

- 🔗 [Assessment Type 1: Learning Journey](#)
- 🔗 [Assessment Type 2: Creative Presentation](#)

## Additional Information

[sace.sa.edu.au/studying/subjects/aboriginal-studies](https://sace.sa.edu.au/studying/subjects/aboriginal-studies)

Stage 1

# Modern History

Length	Semester: 10-credit SACE subject
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**FHS Pathways**

- 🔔 Stage 2 Modern History
- 🔔 Stage 2 Society and Culture

## Subject Description

In Stage 1 Modern History students consider the dynamic processes of imperialism, revolution and decolonisation and how these have reconfigured political, economic, social and cultural systems through an exploration of changes within the world since 1750. Students will explore developments and movements, the ideas that inspired them, their short and long term consequences and the impact on people’s ideas, perspectives, circumstances and lives. Students investigate ways people, groups and institutions have challenged political structures, social organisation and economic models to transform societies.

## Content

In Stage 1 Modern History students study two or more of the following topics:

- 🔗 [Imperialism](#)
- 🔗 [Decolonisation](#)
- 🔗 [Indigenous peoples](#)
- 🔗 [Social movements](#)
- 🔗 [Revolution](#)
- 🔗 [Elective topic](#)

Each topic includes key ideas and concepts that provide the focus for study.

## Assessment

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

- 🔗 [Assessment Type 1: Historical Skills](#)
- 🔗 [Assessment Type 2: Historical Study](#)

## Additional Information

[sace.sa.edu.au/studying/subjects/modern-history](https://sace.sa.edu.au/studying/subjects/modern-history)



Stage 1

Geography

Length	Semester: 10-credit SACE subject
<b>FHS Pathways</b>	<div><div></div>Stage 2 Geography</div> <div><div></div>Stage 2 Society and Culture</div>
Subject Description	
<p>Stage 1 Geography provides a systematic, integrative way of exploring, analysing and applying concepts such as place, space, environment, interconnection and sustainability. Students develop an appreciation of the complexity of our world, the diversity of its environments and the challenges and opportunities facing Australia and the world. They learn to identify patterns and trends and explore and analyse geographical relationships and interdependencies. Students use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Fieldwork is central to the study of Geography as it enables students to develop their understanding of the world through direct experience.</p>	
Content	
<p>In Stage 1 Geography students carry out fieldwork and develop geographical skills through the exploration of a range of topics organised under three themes:</p> <div><div></div> Sustainable Places</div> <div><div></div> Hazards</div> <div><div></div> Contemporary Issues</div>	
Assessment	
<p>Students provide evidence of their learning through <b>four</b> assessments. Students undertake:</p> <div><div></div> Assessment Type 1: Geographical Skills and Applications</div> <div><div></div> Assessment Type 2: Fieldwork</div>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/geography">sace.sa.edu.au/studying/subjects/geography</a>	

Stage 2

Legal Studies

Length	Year: 20-credit SACE subject
<b>FHS Pathways</b>	Stage 2 Legal Studies prepares students for further study or a future career in law, criminology, social justice or related fields.
Subject Description	
<p>In Stage 2 Legal Studies students explore the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and disempowered, and certainty and flexibility, and how laws constantly evolve to resolve these tensions, while also responding to changes to community values and circumstances. Students develop an understanding of how the legal system operates in Australia and examine how people, governments and institutions shape the law, and how law controls, shapes and regulates interactions between people, institutions and governments. Through the study of rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution, students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.</p>	
Content	
<p>Stage 2 Legal Studies uses the following focus areas as the context for exploring competing tensions and ‘big questions’:</p> <div><div></div> Focus Area 1: Sources of Law</div> <div><div></div> Focus Area 2: Dispute Resolution</div> <div><div></div> Option Area 1: The Constitution</div> <div><div></div> Option Area 2: When Rights Collide.</div>	
Assessment	
<p>The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies:</p> <p><b>School Assessment</b></p> <div><div></div> Assessment Type 1: Folio (40%)</div> <div><div></div> Assessment Type 2: Inquiry (30%)</div> <p><b>External Assessment</b></p> <div><div></div> Assessment Type 3: Examination (30%)</div>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/legal-studies">sace.sa.edu.au/studying/subjects/legal-studies</a>	

Stage 2

Modern History

Length	Year: 20-credit SACE subject
<b>FHS Pathways</b>	Stage 2 Modern History prepares students for further study or future careers in history, international relations, politics, journalism or related fields.
Subject Description	
<p>In Stage 2 Modern History students explore the growth of modern nations at a time of rapid global change through the study of one nation and the interactions between or among nations. In their study of one nation students investigate the social, political and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation and the challenges and crises that have confronted it. Students also consider the way in which the nation has dealt with internal divisions and external challenges and the paths it has taken.</p> <p>Through an exploration of relationships between nations and groups, students examine some significant and distinctive features of the world since 1945 and their impact on the contemporary world. They consider how some nations, including emerging nations, have sought to impose their influence and power and how others have sought to forge their own destiny.</p>	
Content	
<p>In Stage 2 Modern History students study one topic from ‘Modern Nations’ and one topic from ‘The world since 1945’.</p> <div><div></div> Modern Nations</div> <div><div></div> The world since 1945</div>	
Assessment	
<p>The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:</p> <p><b>School Assessment</b></p> <div><div></div> Assessment Type 1: Historical Skills (50%)</div> <div><div></div> Assessment Type 2: Historical Study (20%)</div> <p><b>External Assessment</b></p> <div><div></div> Assessment Type 3: Examination (30%)</div>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/modern-history">sace.sa.edu.au/studying/subjects/modern-history</a>	

Stage 2

Society and Culture

Length	Year: 20-credit SACE subject
<b>FHS Pathways</b>	Stage 2 Society and Culture prepares students for further study or future careers in fields such as sociology, anthropology, social work, international relations, or community development.
Subject Description	
<p>In Stage 2 Society and Culture students develop insight into the significance of how factors such as gender, ethnicity, racism, class and power structures affect the lives and identities of individuals and groups. They learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors.</p> <p>Students explore and analyse the interactions of people, societies and environments, and investigate the ways in which people function in groups and communicate within and across cultural groups. They gain insight into how individual and group involvement can influence change and consider the consequences of a range of possible social actions.</p> <p>Through the study of Stage 2 Society and Culture students develop the ability to influence their own futures by acquiring the knowledge, understanding, skills and values that enable them to participate effectively in contemporary society.</p>	
Content	
<p>Students explore a range of issues within three broad categories:</p> <div><div></div> Culture</div> <div><div></div> Contemporary Challenges</div> <div><div></div> Global Issues.</div>	
<p>Issues are presented in the form of problems to be explored. Students are encouraged to ask their own questions, explore possible sources of information, develop or identify solutions to their questions as well as develop the understanding that many questions have no satisfactory answers or may have several possible answers.</p>	
Assessment	
<p>The following assessment types enable students to demonstrate their learning in Stage 2 Society and Culture:</p> <p><b>School Assessment</b></p> <div><div></div> At least three Folio tasks (50%)</div> <div><div></div> At least two Interactions (20%)</div> <p><b>External Assessment</b></p> <div><div></div> One investigation (30%)</div>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/society-and-culture">sace.sa.edu.au/studying/subjects/society-and-culture</a> <i>Students can select Stage 2 Society and Culture after completing any Stage 1 HASS subject</i>	



Stage 2

Geography

Length	Year: 20-credit SACE subject
FHS Pathways	Stage 2 Geography prepares students for further study or future careers in fields such as geography, environmental science, urban planning, international development or sustainable resource management.

Subject Description

In Stage 2 Geography students explore the changes taking place across human and physical environments. They examine the characteristics and causes of changes in environmental, social and economic systems and study their effects and implications. Students become aware of the interconnectedness of the changes and the links across each of the three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. They examine social and economic change, and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation and global patterns of inequality.

At Stage 2 students undertake independent fieldwork on a local topic or issue of personal interest. The selected fieldwork must enable students to collect primary data using a wide-range of data collection techniques, and develop their skills of geographical inquiry and analysis.

Content

The study of the transforming world is organised under two themes, each with a number of topics:

- 🔗 Theme 1: Environmental Change:
  - Topic 1: Ecosystems and people
  - Topic 2: Climate change.
- 🔗 Theme 2: Social and Economic Change:
  - Topic 3: Population change
  - Topic 4: Globalisation
  - Topic 5: Transforming global inequality.
- 🔗 Fieldwork

Assessment

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

School Assessment

- 🔗 Assessment Type 1: Geographical Skills and Applications (40%)
- 🔗 Assessment Type 2: Fieldwork Report (30%)

External Assessment

- 🔗 Assessment Type 3: Examination (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/geography](https://sace.sa.edu.au/studying/subjects/geography)

Stage 2

Tourism (Integrated Learning Tourism)

Length	Year: 20-credit SACE subject
FHS Pathways	Stage 2 Integrated Learning Tourism prepares students for further study or future careers in tourism management, hospitality, event planning or sustainable development.

Subject Description

In Stage 2 Integrated Learning Tourism students undertake a program of study focused on the tourism industry, its impact on people and the communities in which they live. Students investigate local, national and global tourism, and learn that it is more than an economic phenomenon. Through their investigation students will develop an appreciation of the complex social, environmental, cultural and economic interconnections that occur as a result of tourism.

Central to Stage 2 Integrated Learning Tourism is the emphasis on students collaborating and making links between their learning and their capabilities. Students develop and apply critical thinking skills through inquiry and extend their self-awareness, personal identity and values.

Content

In Stage 2 Integrated Learning - Tourism the program of study allows students to explore:

- 🔗 Operations and Structures of the EcoTourism Industry
- 🔗 Hahndorf and Cultural Tourism
- 🔗 Marketing and the Tourism Industry.

Assessment

The school assessment component for Stage 2 Integrated Learning consists of two assessment types:

School Assessment

- 🔗 Assessment Type 1: Practical Inquiry (40%)
- 🔗 Assessment Type 2: Connections (30%)

External Assessment

- 🔗 Assessment Type 3: Personal Endeavour (30%)

Additional Information

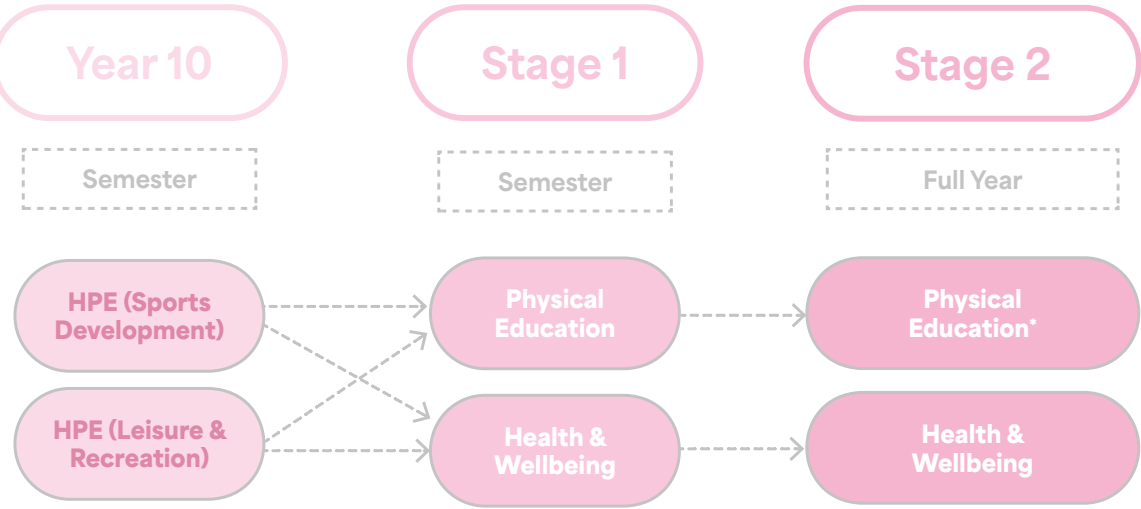
Only one Integrated Learning option can be chosen if a student aims to gain an ATAR.





Senior School

# Health & Physical Education Learning Area Pathways



Year 10

## HPE: Sports Development

Length	Semester
FHS Pathways	<div><div>🔔</div>Stage 1 Physical Education</div> <div><div>🔔</div>Stage 1 Health &amp; Wellbeing</div>

### Subject Description

Year 10 Sports Development, a key component of the Health and Physical Education (HPE) curriculum, aims to develop students' physical literacy, movement skills, and knowledge of physical activity concepts and strategies. This subject has a focus on practical participation and the recommended pathway for students interested in studying Stage 1 & 2 HPE in the SACE.

### Content

Students will engage in a range of physical activities and movement experiences to enhance their fitness, coordination, and overall physical well-being. They explore different forms of physical activity, including team sports and individual pursuits. Students develop their skills, knowledge, and understanding of movement principles, strategies, and tactics.

In addition, students will have the opportunity to research a significant health issue that is related to their own community and develop a strategy for intervention. Furthermore, students will actively engage in a sexual health and relationships program, equipping them with the necessary knowledge and skills to navigate healthy relationships.

### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

### Additional Information

Australian Curriculum website [link](#)

Year 10

## HPE: Leisure and Recreation

Length	Semester
FHS Pathways	<div><div>🔔</div>Stage 1 Health &amp; Wellbeing</div> <div><div>🔔</div>Stage 1 Physical Education</div>

### Subject Description

Year 10 Leisure and Recreation, as part of the Health and Physical Education (HPE) curriculum focuses on developing students' knowledge, skills, and attitudes to make informed decisions and promote positive health and well-being in themselves and their communities. Students will examine factors that influence health and well-being, including physical, emotional, social, and environmental determinants while also developing an understanding of the importance of self-care, resilience, and maintaining a healthy lifestyle through leisure and recreation activities.

### Content

Year 10 Leisure and Recreation aims to empower students to take ownership of their own health and well-being through a combination of theory-based learning, group discussions, practical activities, and real-life applications. Theory topics include:

- 🔗 Mental health and well-being
- 🔗 Sexuality and relationships
- 🔗 Drug education
- 🔗 Nutrition

### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

### Additional Information

Australian Curriculum website [link](#)

Stage 1

# Physical Education

Length	Semester: 10-credit SACE subject
FHS Pathways	🔔 Stage 2 Physical Education

Subject Description

Stage 1 Physical Education continues building on students' understanding of the importance of physical activity, fitness, and well-being. Through practical activities and theoretical learning, students develop their physical skills, knowledge of human movement, and understanding of the benefits of an active lifestyle. This subject encourages students to engage in physical activity, foster personal growth, and cultivate positive attitudes towards physical education. Physical activities can include sports, theme-based games, fitness and recreational activities.

Content

Stage 1 Physical Education has three focus areas:

- 🔗 Focus Area 1: In movement
- 🔗 Focus Area 2: Through movement
- 🔗 Focus Area 3: About movement

Assessment

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

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

Additional Information

[sace.sa.edu.au/studying/subjects/physical-education](https://sace.sa.edu.au/studying/subjects/physical-education)

Stage 1

# Health and Wellbeing

Length	Semester: 10-credit SACE subject
FHS Pathways	🔔 Stage 2 Health and Wellbeing

Subject Description

Stage 1 Health and Wellbeing provides students with a foundational understanding of key concepts related to physical, mental, and social well-being. Through interactive and inquiry-based learning, students explore a range of topics including personal health choices, healthy relationships, emotional well-being, and strategies for maintaining a balanced lifestyle. This subject aims to empower students to make informed decisions and develop lifelong habits that promote their overall health and well-being.

Content

Stage 1 Health and Wellbeing four concepts:

- 🔗 Health literacy
- 🔗 Health determinants
- 🔗 Health promotion
- 🔗 Social equity

Assessment

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

- 🔗 Assessment Type 1: Practical Action
- 🔗 Assessment Type 2: Issue Inquiry

Additional Information

[sace.sa.edu.au/studying/subjects/health-and-wellbeing](https://sace.sa.edu.au/studying/subjects/health-and-wellbeing)

Stage 2

# Physical Education

Length	Year: 20-credit SACE subject
FHS Pathways	Stage 2 Physical Education prepares students for higher education or careers in fields such as sports science, coaching, or exercise physiology, equipping them with the knowledge and skills necessary for success in these areas.

Subject Description

SACE Stage 2 Physical Education offers students an in-depth exploration of advanced concepts and practices related to physical activity, fitness, and performance. This subject focuses on developing students' knowledge and skills in areas such as exercise physiology, biomechanics, sports psychology, and training methodologies. Students engage in practical activities, critical analysis of performance, and independent research to deepen their understanding of human movement and enhance their physical capabilities.

Content

Stage 2 Physical Education has three focus areas:

- 🔗 Focus Area 1: In movement
- 🔗 Focus Area 2: Through movement
- 🔗 Focus Area 3: About movement

Assessment

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

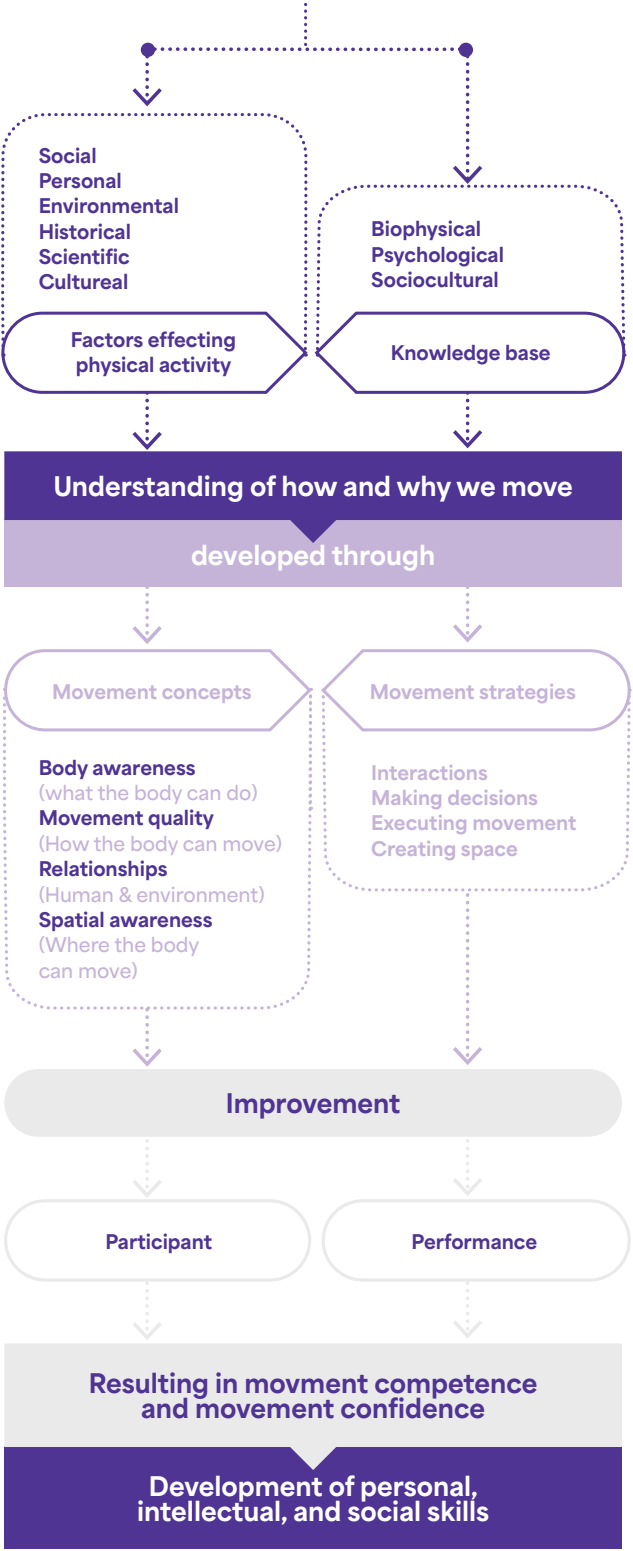
- School Assessment (70%)**
- 🔗 Assessment Type 1: Diagnostics (30%)
  - 🔗 Assessment Type 2: Self-improvement Portfolio (40%)
- External Assessment (30%)**
- 🔗 Assessment Type 3: Group Dynamics (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/physical-education](https://sace.sa.edu.au/studying/subjects/physical-education)

## In, through, and about movement

### Lifelong physical activity







Stage 2

Integrated Learning  
Physical Education

Length	Year: 20-credit SACE subject
FHS Pathways	Stage 2 Integrated Learning Physical Education provides a framework that enables students to make links between aspects of their lives and their learning, preparing them for careers in the sport and recreation industry such as personal training, sports club management and community recreation.
Subject Description	Integrated Learning Physical Education empowers students to deepen their understanding of themselves as learners by actively participating in sports and students have the opportunity to select a specific focus area, such as racket sports or aquatics. By engaging in an inquiry process, they develop collaboration, communication, and critical thinking skills, exploring various aspects of their chosen area of interest. Through strategically planned training sessions that incorporate specific methodologies and principles, students forge connections with community sports organisations, primary school children, and/or recreation institutions. They will actively contribute to these initiatives by volunteering to lead experiential and practical learning activities. Consequently, students not only value themselves as confident leaders but also recognise their role in benefiting the local community and its members through Physical Education and Sport.
Content	<p>Students will develop a sports focus that has a purpose and a product or outcome.</p> <p>The development of the sport focus purpose and product/outcome can be undertaken by a group of students among whom there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment.</p> <p>The sports focus should be designed to allow students to develop one or more capabilities.</p>
Assessment	<p>Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:</p> <p><b>School Assessment</b></p> <ul style="list-style-type: none"><li>🔔 Assessment Type 1: Practical Inquiry (40%)</li><li>🔔 Assessment Type 2: Connections (30%)</li></ul> <p><b>External Assessment</b></p> <ul style="list-style-type: none"><li>🔔 Assessment Type 3: Personal Endeavour (30%)</li></ul>
Additional Information	<p>Only one Integrated Learning option can be chosen if a student aims to gain an ATAR.</p>

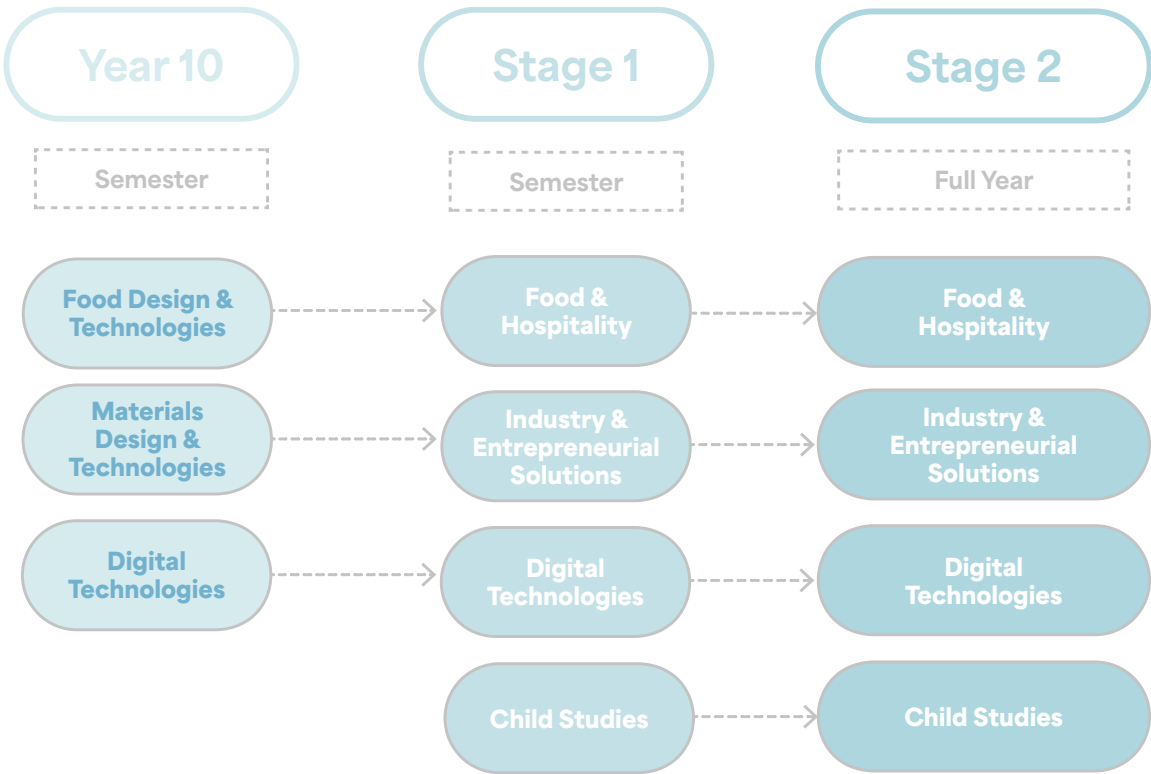
Stage 2

Health and Wellbeing

Length	Year: 20-credit SACE subject
FHS Pathways	SACE Stage 2 Health and Wellbeing prepares students for higher education or careers in fields such as public health, health promotion, or counselling, equipping them with the knowledge and skills needed to make a positive impact on individual and community health.
Subject Description	SACE Stage 2 Health and Wellbeing offers students an advanced exploration of key health concepts and practices to support their holistic well-being. Students delve into topics such as mental health, nutrition, risk management, and promoting healthy lifestyles. They engage in critical analysis, research, and practical applications to deepen their understanding and develop strategies for personal and community well-being.
Content	<p>Health and Wellbeing has the following four <u>concepts</u>:</p> <ul style="list-style-type: none"><li>🔗 <a href="#">Health literacy</a></li><li>🔗 <a href="#">Health determinants</a></li><li>🔗 <a href="#">Health promotion</a></li><li>🔗 <a href="#">Social equity</a></li></ul>
Assessment	<p>Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:</p> <p><b>School Assessment</b></p> <ul style="list-style-type: none"><li>🔗 <a href="#">Assessment Type 1: Initiative (40%)</a></li><li>🔗 <a href="#">Assessment Type 2: Folio (30%)</a></li></ul> <p><b>External Assessment</b></p> <ul style="list-style-type: none"><li>🔗 <a href="#">Assessment Type 3: Inquiry (30%)</a></li></ul>
Additional Information	<p><a href="https://sace.sa.edu.au/studying/subjects/health-and-wellbeing">sace.sa.edu.au/studying/subjects/health-and-wellbeing</a></p>

Senior School

Technologies Learning Area Pathways



Year 10

Food Design and Technologies

Length	Semester
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FHS Pathways🔔 Stage 1 Food and Hospitality

Subject Description

Year 10 Food Design and Technologies builds upon the knowledge and skills acquired in previous years, deepening students' understanding of food preparation, nutrition, and the food industry. This subject focuses on culinary techniques, nutrition principles, and the exploration of food product development and innovation. Students investigate the relationship between food, health, and wellbeing, delving into the nutritional requirements of different individuals and population groups.

Content

Students will develop practical skills in food preparation, experimenting with recipes and cooking methods. Students also explore the food industry, examining topics such as food processing, quality assurance, sustainability in food production, and marketing strategies. They investigate the influence of food trends, cultural diversity, and global food systems on food choices and consumer behaviour. Year 10 Food Design and Technologies aims to develop students' creativity, critical thinking, and problem-solving abilities in the context of food, preparing them for Stage 1 Food and Hospitality.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)

Year 10

Materials Design and Technologies

Length	Semester
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FHS Pathways🔔 Stage 1 Industry and Entrepreneurial Solutions

Subject Description

Year 10 Materials Design and Technologies is an engaging and practical subject that focuses on the exploration of the specialised areas of woodwork and metalwork. Students will engage in hands-on activities, where they learn to use a range of tools, equipment, and techniques specific to these specialisations. Students will explore design principles, problem-solving strategies, and safety practices in the context of working with wood and metal.

Content

Through practical projects, students develop their craftsmanship and attention to detail. They gain an understanding of materials properties, construction techniques, and quality standards. Students will learn to read and interpret technical drawings, follow design briefs, and effectively communicate their design ideas. Additionally, students will explore the social, cultural, and environmental implications of materials and technologies. They will investigate sustainable practices, ethical considerations, and the impact of design choices on individuals and communities. Students are encouraged to think critically about the role of materials and technologies in society and how they can contribute to sustainable and responsible design practices.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)



Year 10

Digital Technologies

Length	Semester
FHS Pathways	<div><div></div>Stage 1 Digital Technologies</div> <div><div></div>Creative Industries (special interest pathway)</div>

Subject Description

Year 10 Digital Technologies explores concepts and skills in the rapidly evolving field of digital technologies, preparing students to be active participants and creators in the digital world. This subject focuses on developing computational thinking, problem-solving abilities, and digital literacy through the lens of computer science and information systems. Year 10 Digital Technologies aims to equip students with the skills and knowledge to navigate the digital landscape, think critically, and creatively use technology to solve problems and create innovative solutions.

Content

Students deepen their understanding of algorithms, data representation, and programming languages, and apply these concepts to design and develop more complex digital solutions. Students will explore topics such as data analytics, artificial intelligence, cybersecurity, and the ethical considerations surrounding digital technologies. Through hands-on projects, students gain practical experience in designing and creating digital applications, games, and interactive media. They also investigate the social and economic impact of digital technologies, including the effects on employment, privacy, and society as a whole.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)

Stage 1

Child Studies

Length	Semester: 10-credit SACE subject
FHS Pathways	<div><div></div>Stage 2 Child Studies</div>

Subject Description

In Stage 1 Child Studies, students examine the period of childhood from conception to eight years, and issues related to growth, development, health and wellbeing of children. Students investigate diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

Content

There are three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights, and Safety

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 Information

[sace.sa.edu.au/studying/subjects/child-studies](https://sace.sa.edu.au/studying/subjects/child-studies)

Stage 1

Food and Hospitality

Length	Semester: 10-credit SACE subject
FHS Pathways	<div><div></div>Stage 2 Food and Hospitality</div>

Subject Description

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. Students also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Content

There are five areas of study:

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

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 Information

[sace.sa.edu.au/studying/subjects/food-and-hospitality](https://sace.sa.edu.au/studying/subjects/food-and-hospitality)

*\*Students may be required to participate in activities outside school hours, both within the school and in the wider community.*

Stage 1

Digital Technologies

Length	Semester: 10-credit SACE subject
FHS Pathways	<div><div></div>Stage 2 Digital Technologies</div>

Subject Description

In Stage 1 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 develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Learning environments in Digital Technologies may include physical, online and/or simulated spaces.

Content

There are four focus areas of study, students will study at least two focus areas:

- [Programming](#)
- [Advanced programming](#)
- [Data analytics](#)
- [Exploring innovations](#)

Assessment

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

- [Assessment Type 1: Project Skills](#)
- [Assessment Type 2: Digital Solutions](#)

Additional Information

[sace.sa.edu.au/studying/subjects/digital-technologies](https://sace.sa.edu.au/studying/subjects/digital-technologies)

Stage 1

# Industry and Entrepreneurial Solutions

(construction: design and make)

Length	Semester: 10-credit SACE subject
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**FHS Pathways**    🔔 Stage 2 Industry and Entrepreneurial Solutions

## Subject Description

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

Examples of contexts for industry or entrepreneurial design solutions include: aerospace, agricultural equipment, architecture, CAD/CAM, construction, food industry, health and aged care equipment, industrial design, maritime equipment, media, entertainment, music, and game industries, product design, software programming and transport (e.g. automotive).

## Content

The design and realisation process is the framework that forms the structure of this subject. The four components include:

- 🔗 [Investigation and analysis](#)
- 🔗 [Design development and planning](#)
- 🔗 [Solution realisation](#)
- 🔗 [Evaluation](#)

## Assessment

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

- 🔗 [Assessment Type 1: Specialised Skills Task](#)
- 🔗 [Assessment Type 2: Design Process Solution](#)

## Additional Information

[sace.sa.edu.au/studying/subjects/design-technology-and-engineering](https://sace.sa.edu.au/studying/subjects/design-technology-and-engineering)

Stage 2

# Child Studies

Length	Year: 20-credit SACE subject
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**FHS Pathways**    Child Studies prepares students for further study or careers in fields such as early childhood education, child psychology, or social work.

## Subject Description

Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving 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.

## Content

There are 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**
- 🔔 Assessment Type 1: Practical Activity (50%)
  - 🔔 Assessment Type 2: Group Activity (20%)

- External Assessment**
- 🔔 Assessment Type 3: Investigation (30%)

## Additional Information

[sace.sa.edu.au/studying/subjects/child-studies](https://sace.sa.edu.au/studying/subjects/child-studies)

Stage 2

# Food and Hospitality

Length	Year: 20-credit SACE subject
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**FHS Pathways**    Food and Hospitality prepares students for further study or careers in areas such as culinary arts, hospitality management, event planning, or food journalism.

## Subject Description

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national and global levels.

## Content

There are 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**
- 🔔 Assessment Type 1: Practical Activity (50%)
  - 🔔 Assessment Type 2: Group Activity (20%)

- External Assessment**
- 🔔 Assessment Type 3: Investigation (30%)

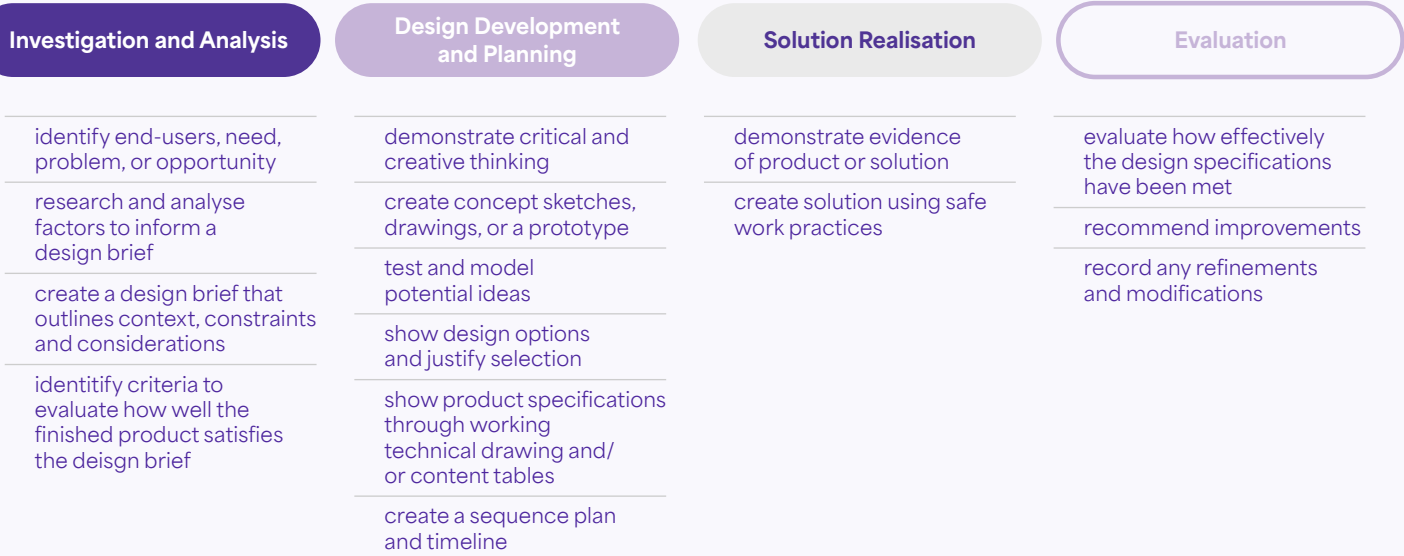
## Additional Information

[sace.sa.edu.au/studying/subjects/food-and-hospitality](https://sace.sa.edu.au/studying/subjects/food-and-hospitality)

*Students may be required to participate in activities outside school hours, both within the school and in the wider community.*

## Design and realisation process

Any stage can be revisited throughout the deisgn and realisation process





Stage 2

Industry and Entrepreneurial Solutions

(construction: design and make)

Length	Year: 20-credit SACE subject
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FHS Pathways	Industry and Entrepreneurial Solutions provides students with a solid foundation for further study or future careers in construction, design, engineering, manufacturing, or related fields.
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Subject Description

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. Students create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa. Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues and consider the practical implications of these issues on society or on design solutions. Students will apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

Content

The design and realisation process is the framework that forms the structure of this subject. The four components include:

- Investigation and analysis
- Design development and planning
- Solution realisation
- Evaluation

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: Specialised Skills Tasks (20%)
  - Assessment Type 2: Design Process and Solution (50%)

- External Assessment**
- Assessment Type 3: Resource Study (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/design-technology-and-engineering](https://sace.sa.edu.au/studying/subjects/design-technology-and-engineering)

Stage 2

Digital Technologies

Length	Year: 20-credit SACE subject
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FHS Pathways	Digital Technologies prepares students for further study or careers in areas such as computer science, software engineering, data analytics, or information technology, equipping them with the advanced knowledge and skills necessary to thrive in the digital age.
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Subject Description

In Stage 2 Digital Technologies students develop and apply their skills in computational thinking, and in program design. They engage in iterative project development where a product or prototype is designed, tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes. Students will experience a learning environment that may include physical, online, and/or simulated spaces. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication, using project and inquiry based approaches.

Content

Digital Technologies consists of the following focus areas:

- Computational thinking
- Design and programming
- Data analytics
- Iterative project development

Assessment

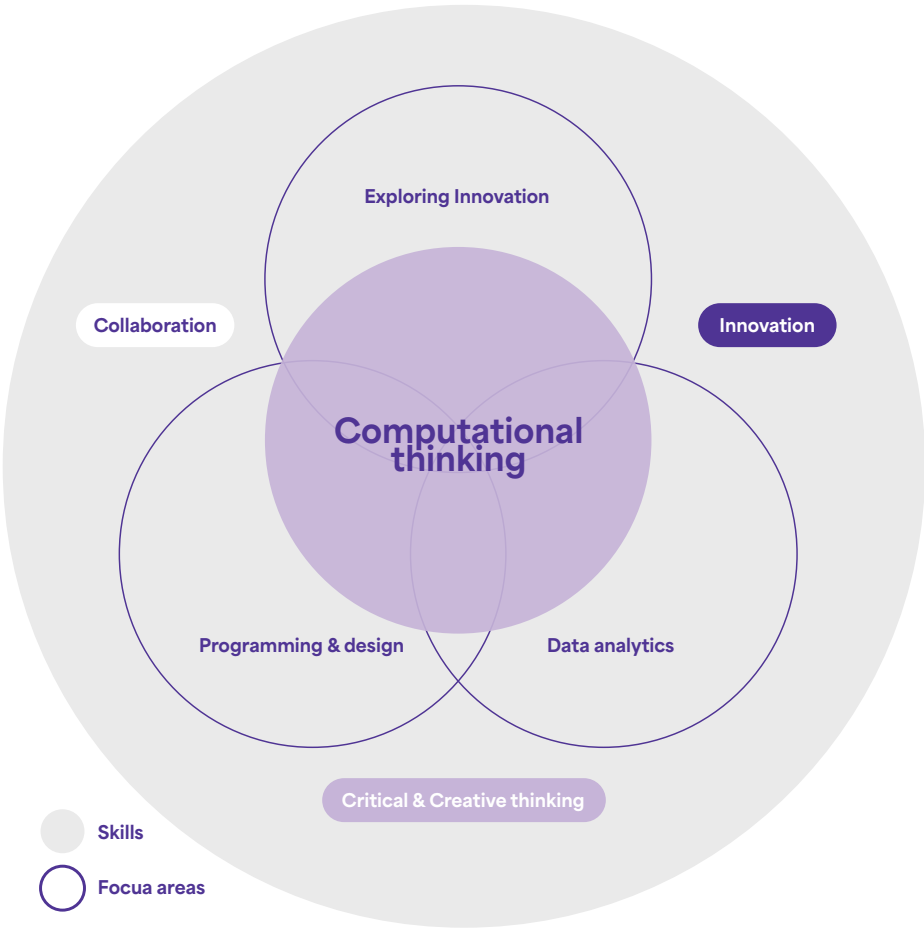
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- School Assessment**
- Assessment Type 1: Project Skills (50%)
  - Assessment Type 2: Collaborative Study (20%)

- External Assessment**
- Assessment Type 3: Individual Digital Solution (30%)

Additional Information

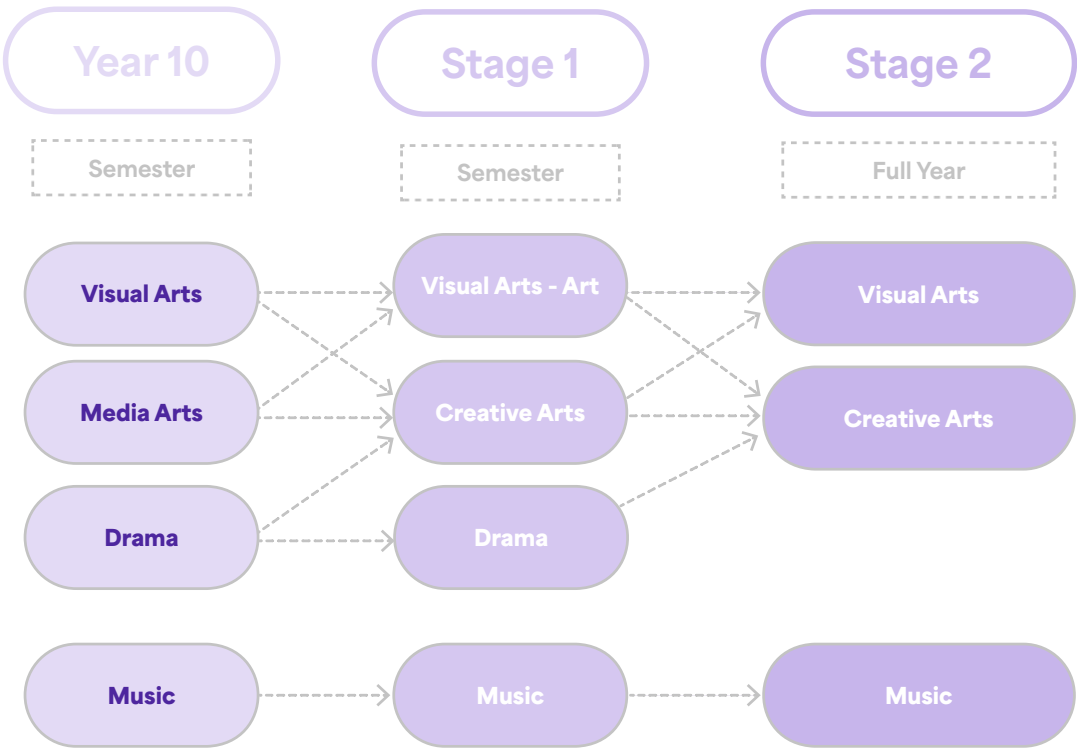
[sace.sa.edu.au/studying/subjects/digital-technologies](https://sace.sa.edu.au/studying/subjects/digital-technologies)





Senior School

# Arts Learning Area Pathways



Year 10

## Visual Arts

Length	Semester
FHS Pathways	<ul style="list-style-type: none"><li>🔔 Stage 1 Visual Arts</li><li>🔔 Stage 1 Media Arts</li><li>🔔 Creative Industries (special interest pathway)</li></ul>

### Subject Description

Year 10 Visual Arts nurtures students' artistic abilities, creativity, and critical thinking skills through the exploration and creation of visual artworks. This subject encompasses a broad range of art forms, including drawing, painting, sculpture, printmaking, photography, and digital media. Students further develop their technical skills and techniques, experimenting with various materials, tools, and processes. Year 10 Visual Arts aims to foster students' artistic proficiency, aesthetic appreciation, and cultural awareness, preparing them for further studies or a future career in the visual arts or related fields.

### Content

Students will explore diverse themes and concepts, using visual language to express ideas, emotions, and personal experiences. Through the study of art history and contemporary artists, students deepen their understanding of artistic styles, movements, and cultural contexts. They analyse and interpret artworks, developing their ability to critically assess and appreciate art. Through hands-on projects, students create their own artworks, exploring the elements and principles of design, composition, and visual communication.

### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

### Additional Information

Australian Curriculum website [link](#)

Year 10

## Media Arts

Length	Semester
FHS Pathways	<ul style="list-style-type: none"><li>🔔 Stage 1 Media Arts</li><li>🔔 Stage 1 Visual Arts-Art</li><li>🔔 Creative Industries (special interest pathway)</li></ul>

### Subject Description

Year 10 Media Arts builds upon the foundational skills and knowledge acquired in previous years, delving deeper into the world of media production, analysis, and critical thinking. This subject explores a range of media forms, including film, television, photography, animation, and digital media, allowing students to develop their technical and creative abilities. Year 10 Media Arts aims to cultivate students' media literacy, creativity, critical thinking, and digital fluency, empowering them to actively engage with and create meaningful media in a rapidly evolving media landscape.

### Content

Students will engage in hands-on projects, creating media artworks that demonstrate their understanding of storytelling, visual communication, and digital editing techniques. They further develop their skills in media analysis, examining how media texts construct meaning and influence audiences. Students explore the cultural, social, and historical contexts of media, investigating its impact on identity, representation, and social issues. They also explore ethical considerations related to media production, consumption, and the responsible use of digital technologies.

### Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

### Additional Information

Australian Curriculum website [link](#)



Year 10

Drama

Length	Semester
FHS Pathways	<div><div></div>Stage 1 Drama</div> <div><div></div>Stage 1 Media Arts</div> <div><div></div>Creative Industries (special interest pathway)</div>

Subject Description

Year 10 Drama immerses students in the world of theatrical exploration and performance, fostering creativity, collaboration, and self-expression. This subject delves deeper into various dramatic forms, styles, and techniques, allowing students to refine their understanding and appreciation of drama as an art form. Year 10 Drama aims to deepen students' creativity, confidence, empathy, and understanding of the power of dramatic storytelling and performance.

Content

Students will engage in practical activities, including improvisation, script work, devised performances, and theatrical productions, building upon their skills and techniques. They explore advanced elements of drama, such as character development, voice modulation, movement, and spatial awareness, enhancing their expressive abilities and stage presence. Through group work and ensemble performances, students further develop their teamwork, communication, and problem-solving skills. They analyse and evaluate performances, both their own and professional productions, honing their critical thinking and appreciation for the craft. Students also investigate the cultural and social significance of drama, examining its role in challenging conventions, raising awareness, and promoting social change.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)  
*It is recommended students should choose Drama only if willing to perform*

Year 10

Music

Length	Semester
FHS Pathways	<div><div></div>Stage 1 Music (Music Experience/Music Advanced)</div> <div><div></div>Stage 1 Media Arts</div> <div><div></div>Creative Industries (special interest pathway)</div>

Subject Description

Year 10 Music invites students to delve deeper into the world of music, fostering creativity, musical literacy, critical listening skills and performance. Year 10 Music provides opportunities for students to engage with music from diverse cultures, encouraging them to express their own musical ideas and interpretations. This subject aims to refine students' musical proficiency, creativity, and aesthetic sensitivity, deepening their passion and understanding of music as an art form.

Content

This subject explores a range of musical styles, genres, and traditions, allowing students to develop a deeper understanding and appreciation of music's cultural and historical significance. Students will engage in practical activities, further developing their performance skills on their chosen instrument or voice. They will explore advanced music theory, notation, and composition, experimenting with different musical elements, structures, and techniques. Through listening activities and analysis, students refine their ability to critically assess and interpret various musical works. They will investigate the influence of technology on music creation, production, and distribution, further exploring the interplay between traditional and contemporary musical practices.

Assessment

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards

Additional Information

Australian Curriculum website [link](#)  
*In order to study Yr 10 Music, students should also undertake instrumental/vocal tuition. At Yr 12, it is assumed that students have studied their instrument for a minimum of 3 years. Free tuition (in small groups) is available in vocals, guitars, bass and drums.*

Stage 1

Visual Arts - Art

Length	Semester: 10-credit SACE subject
FHS Pathways	<div><div></div>Stage 2 Visual Arts - Art</div> <div><div></div>Stage 2 Creative Arts</div>

Subject Description

Stage 1 Visual Arts - Art offers students the opportunity to explore and develop their artistic talents in the field of visual arts. This subject focuses on developing skills, techniques, and conceptual understanding in various art forms, such as drawing, painting, sculpture, printmaking, photography, and digital media.

Content

Through practical exploration, experimentation, and artistic inquiry, students refine their artistic skills, develop their creativity, and expand their visual language. They engage in the creative process to produce artworks that demonstrate their technical proficiency and personal artistic style. Students are encouraged to explore different materials, techniques, and approaches to express their ideas and emotions visually. In addition to practical work, students study the theoretical aspects of art, develop skills in analysing and interpreting artworks and contextualising their own artwork within broader artistic traditions.

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 Information

[sace.sa.edu.au/studying/subjects/visual-arts-art](https://sace.sa.edu.au/studying/subjects/visual-arts-art)

Stage 1

Creative Arts

Length	Semester: 10-credit SACE subject
FHS Pathways	<div><div></div>Stage 2 Creative Arts</div> <div><div></div>Stage 2 Visual Arts - Art</div>

Subject Description

Stage 1 Creative Arts offers students the opportunity to explore and develop their artistic talents across a variety of creative disciplines. This subject encompasses multiple art forms, including visual arts, design, drama, dance, music, and media arts. Students engage in practical activities, creative projects, and theoretical studies, allowing them to deepen their understanding and skills in their chosen areas of interest.

Content

Through practical exploration and experimentation, students refine their artistic techniques, develop their creativity, and expand their expressive abilities. They engage in the creative process, from brainstorming ideas to planning, designing, and producing original artworks or performances. Students are encouraged to take risks, think critically, and reflect on their own artistic development. In addition to practical work, students also study the theoretical aspects of their chosen art form. They explore art history, cultural contexts, influential artists, and the societal impact of creative expression. They develop skills in analysing and interpreting artworks, performances, or media texts, further enhancing their appreciation and understanding of the creative arts.

Assessment

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

- Assessment Type 1: Product
- Assessment Type 2: Folio

Additional Information

[sace.sa.edu.au/studying/subjects/creative-arts](https://sace.sa.edu.au/studying/subjects/creative-arts)

Stage 1

Music (Music Experience/Music Advanced)

Length	Semester: 10-credit SACE subject
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- FHS Pathways
- Stage 2 Music Performance – Ensemble;
- Stage 2 Music Performance – Solo;
- Stage 2 Music Explorations

Subject Description

Stage 1 Music Experience/Music Advanced offers students the opportunity to deepen their understanding and skills in music performance, composition, and analysis. This subject is designed for students who are passionate about music and wish to further develop their musical abilities.

Content

In Music Experience, students engage in practical activities that focus on developing their performance skills on their chosen instrument or voice. They receive instruction, guidance, and feedback from their teachers to refine their technique, musicality, and interpretation. Students also have opportunities to collaborate with others in ensemble performances, further developing their teamwork and communication skills.

In Music Advanced, students expand their musical knowledge and skills through practical activities in performance, composition, and music theory. They have the opportunity to explore advanced techniques on their instrument or voice, and they engage in the creative process of composing original musical works. Students also delve into the theoretical aspects of music, including music analysis, harmony, and music history.

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

Additional Information

[sace.sa.edu.au/studying/subjects/music](https://sace.sa.edu.au/studying/subjects/music)

Music Experience and Music Advanced programs may be taught concurrently to accommodate the range of musical experience across the student cohort.

Stage 1

Performing Arts - Drama

Length	Semester: 10-credit SACE subject
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- FHS Pathways
- Stage 2 Creative Arts

Subject Description

Stage 1 Drama offers students the opportunity to explore and develop their theatrical skills, creativity, and understanding of dramatic arts. This subject immerses students in a range of practical and theoretical activities that foster performance abilities, collaboration, and critical thinking. In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They develop self-belief and self-confidence. Drama is active and participatory, involving the process of imagining, developing, and creating original narratives, viewpoints, and artistic products. In Drama, students will adopt roles from the dramatic fields of theatre and/or screen.

Content

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

Company and Performance

Understanding and Responding to Drama

Drama and Technology

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: Responding to Drama

Assessment Type 3: Creative Synthesis

Additional Information

[sace.sa.edu.au/studying/subjects/drama](https://sace.sa.edu.au/studying/subjects/drama)

It is recommended students should choose Drama only if willing to perform.

Stage 2

Creative Arts

Length	Year: 20-credit SACE subject
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- FHS Pathways
- Stage 2 Creative Arts fosters creativity, innovation, and critical thinking, preparing students for further study or a future career in the creative industries.

Subject Description

Stage 2 Creative Arts is an opportunity for the teacher, in negotiation with students, to tailor a program to meet individual needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

Content

The following four areas of study are covered:

Creative Arts Process

Development and Production

Concepts in Creative Arts Disciplines

Creative Arts in Practice

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: Product (50%)
- Assessment Type 2: Inquiry (20%)
- External Assessment
- Assessment Type 3: Practical Skills (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/creative-arts](https://sace.sa.edu.au/studying/subjects/creative-arts)

Stage 2

Visual Arts - Art

Length	Year: 20-credit SACE subject
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- FHS Pathways
- Stage 2 Visual Arts prepares students for further study or a future career in the visual arts or related fields by immersing them in the world of visual arts at an advanced level.

Subject Description

Stage 2 Visual Arts - Art offers students the opportunity to immerse themselves in the world of visual arts. This subject focuses on the development of students' artistic skills, conceptual understanding, and critical thinking in art forms, such as drawing, painting, sculpture, printmaking, photography, and digital media. Students engage in practical projects that allow them to refine their artistic techniques, experiment with new materials, and push the boundaries of their creative expression. They are encouraged to develop a personal artistic style and explore complex themes and concepts through their artwork. Students engage in the creative process, from ideation to the realisation of original artworks that demonstrate their technical proficiency and creative vision.

Content

The following three areas of study be covered:

Visual Thinking

Practical Resolution

Visual Arts in Context

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: Folio (40%)
- Assessment Type 2: Practical (30%)
- External Assessment
- Assessment Type 3: Visual Study (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/visual-arts-art](https://sace.sa.edu.au/studying/subjects/visual-arts-art)



Stage 2

Music

Length	Year: 20-credit SACE subject
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FHS Pathways

SACE Stage 2 Music fosters creativity, musicality, and critical thinking, preparing students for further study or a future career in music performance, composition, music education, music technology and sound production

Subject Description

Stage 2 Music offers students the opportunity to further develop their musical talents, knowledge, and understanding at an advanced level. Our Music program offers students the choice of three subject areas: Music Explorations, Music Performance - Ensemble, Music Performance - Solo. This allows students to specialise in one area or study a combination. Consultation is required with the year 12 Music teacher prior to choosing which area will be studied.

Content

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

Stage 2 Music Performance - Ensemble and Music Performance - Solo are 10-credit subjects that consists of the following strands:

Music Performance - Ensemble

- Understanding music
- Performing music
- Responding to music

Music Performance - Solo

- Understanding music
- Performing music
- Responding to music

Assessment

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

Music Explorations School Assessment

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

Music Explorations External Assessment

- Assessment Type 3: Creative Connections (30%)

Music Performance - Ensemble School Assessment

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

Music Performance - Ensemble External Assessment

- Assessment Type 3: Performance Portfolio (30%)

Music Performance - Solo School Assessment

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

Music Performance - Solo External Assessment

- Assessment Type 3: Performance Portfolio (30%)

Additional Information

[sace.sa.edu.au/studying/subjects/music-explorations](https://sace.sa.edu.au/studying/subjects/music-explorations)

[sace.sa.edu.au/studying/subjects/music-performance-ensemble](https://sace.sa.edu.au/studying/subjects/music-performance-ensemble)

[sace.sa.edu.au/studying/subjects/music-performance-solo](https://sace.sa.edu.au/studying/subjects/music-performance-solo)

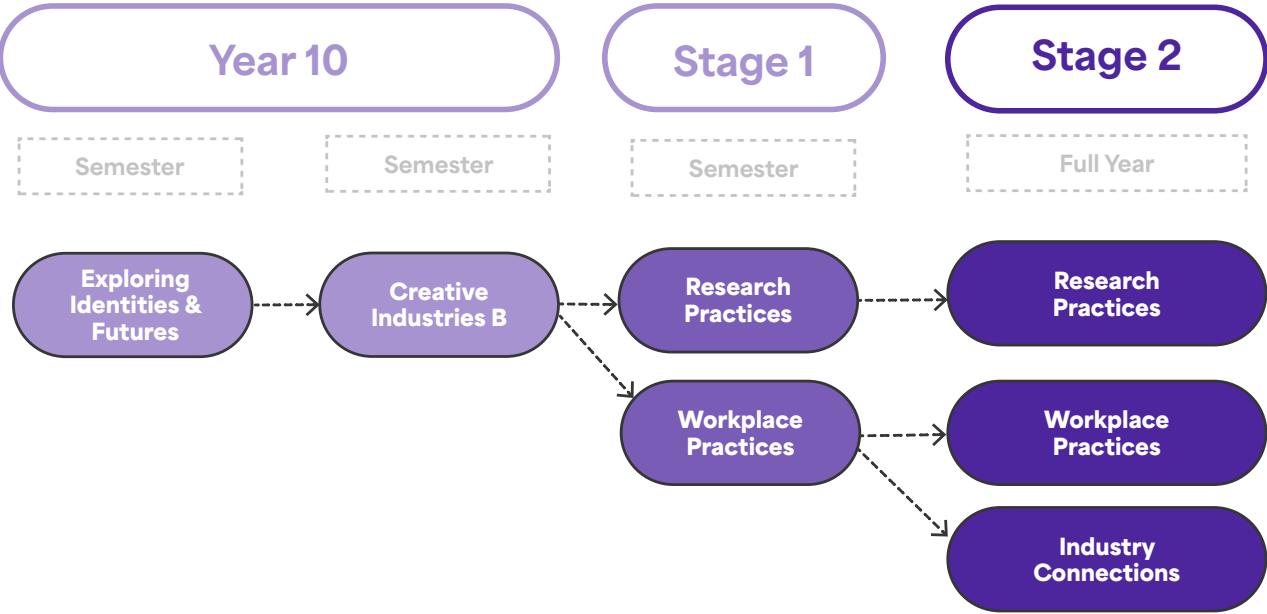
We recommend students selecting Stage 2 Music have achieved a C grade or higher in Stage 1 Music.





Senior School

Cross Curriculum Learning Area Pathways



Year 10

Exploring Identities and Futures

Length	Semester
FHS Pathways	<ul style="list-style-type: none"><li>🔔 Stage 1 Research Practices</li><li>🔔 Stage 2 Research Project</li></ul>

Subject Description

Stage 1 Exploring Identities and Futures (EIF) is a compulsory one semester subject, undertaken by students in Year 10. In EIF students develop and thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves and their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them. Students also have opportunities to set personal and collaborative goals as they put their capabilities into action.

EIF is foundational, preparing students to thrive through their SACE journey while developing the knowledge, skills and capabilities required to be lifelong learners.

Content

For Exploring Identities and Futures, content is developed alongside students as co-designers, with learning opportunities that enable students to develop their agency and that supports the growth of self efficacy. Through EIF, students will:

- ✦ Develop agency by exploring their identity, interests, strengths, skills, capabilities and/or values; and making choices about their learning
- ✦ Demonstrating self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- ✦ Applying self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- ✦ Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress, and developing connections with others

Assessment

Students are required to provide evidence of their learning through two assessment types, each weighted at least 30%:

- 🔔 Exploring me and who I want to be
- 🔔 Taking action and showcasing my abilities

Additional Information

Students must complete EIF at a C standard or better in order to meet the requirements of the SACE.

Year 10

Creative Industries B (Business, financing, management and entrepreneurial skills)

Length	Semester
FHS Pathways	<ul style="list-style-type: none"><li>🔔 Creative Industries (special interest pathway)</li></ul>

Subject Description

The Year 10 Creative Industries course is a dynamic program designed to introduce students to the vast and exciting world of Creative Industries and is directly linked to the special interest pathway at Findon High School. This course aims to ignite students' imagination, encourage self-expression, and develop their understanding of the diverse career opportunities available in the creative sector. Students will be immersed in practical projects, collaborative activities, and interactive workshops, where they will be exposed to real-world examples and case studies of successful professionals working in the creative industries. By the end of the course, students will have gained a solid foundation in creative industries to confidently pursue further studies or explore future career pathways in this vibrant and ever-evolving sector.

Content

Topics students will explore include:

- ✦ Entrepreneurship and the Design Thinking process
- ✦ Business opportunities and innovation
- ✦ market research
- ✦ product development
- ✦ marketing strategies
- ✦ financial planning

Assessment

Students will be assessed using the Australian Curriculum 9.0 Economic and Business Achievement Standards from the Humanities and Social Sciences learning area.

Additional Information






Australian Curriculum website [link](#)

*This subject lays the foundation for further study in the Special Interest Pathways Creative Industries at Stage 1.*










Stage 1

# Research Practices

Length	Semester: 10-credit SACE subject
FHS Pathways	 Stage 2 Research Project
Subject Description	
Stage 1 Research Practices provides students with opportunities to examine the purpose of research, explore a range of research approaches and develop their investigative and inquiry skills. In this subject students develop knowledge of each of the stages of research - planning and development and collection and analysis of data - and skills in undertaking research and presenting findings.	
Content	
In Stage 1 Research Practices students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes. Students conduct a focused study on one topic from each of the following areas of study:	
 Exploring Research Approaches  Exploring Research Skills	
The study of the topic may be linked to a theme, context, or area of interest.	
Assessment	
Students are assessed using the SACE Performance Standards, demonstrating evidence of their learning through the following assessment types:	
 One Folio consisting of at least two assessment tasks  At least two Sources Analysis assessments	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/research-practices">sace.sa.edu.au/studying/subjects/research-practices</a>	





Stage 1 and Stage 2

# Workplace Practices

Length	Year: 20-credit SACE subject
FHS Pathways	By completing Workplace Practices, students gain practical skills and knowledge that are directly applicable to their future careers. This subject helps them become confident, professional, and adaptable individuals who are well-prepared for the challenges and opportunities of the working world.
Subject Description	
In Stage 2 Workplace Practices students develop knowledge and understanding of features of the nature of work and workplaces such as industry and skills growth areas, industrial relations and its connection to policies and procedures, the impact of globalisation and casualisation of employment, and the skills needed to access the labour market. Students have the opportunity to demonstrate practical application of this knowledge and understanding through a vocational or work related context and develop industry specific skills through participation in VET training.	
Content	
In Stage 1 and Stage 2 Workplace Practices students develop knowledge, skills and understanding through three areas of study:	
 Industry and Work Knowledge  Vocational Learning  VET	
Assessment	
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:	
<b>School Assessment</b>  Assessment Type 1: Folio (25%)  Assessment Type 2: Performance (25%)  Assessment Type 3: Reflection (20%)	
<b>External Assessment</b>  Assessment Type 4: Investigation (30%)	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/workplace-practices">sace.sa.edu.au/studying/subjects/workplace-practices</a>	





Stage 2

# Research Project

Length	Semester: 10-credit SACE subject
FHS Pathways	By undertaking the Year 12 Research Project, students acquire valuable skills that are highly transferable to tertiary education, vocational pathways, and future careers. Research Project may contribute to a student's Australian Tertiary Admission Rank (ATAR).
Subject Description	
In Stage 2, Research Project students develop one or more capabilities through the context of a research question that is based in an area of interest to them. The Research Project provides students with an opportunity to explore an area of interest in depth, while developing skills to prepare them for further education, training and work. Students develop skills in planning, research, synthesis, evaluation and project management. They develop their ability to question sources of information, make effective decisions, evaluate their progress, be innovative and solve problems.	
Content	
Students use the research framework (see infographic) as a guide to developing research and applying knowledge, skills and ideas specific to their research question. They synthesise their key research findings to produce a Research Outcome, which is substantiated by evidence and examples from their research. Students choose one or more capabilities, and through the context of the research framework explore the concept of the capability or capabilities, and how it can be developed in the context of their research.	
Assessment	
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:	
<b>School Assessment</b>  Assessment Type 1: Folio (30%)  Assessment Type 2: Research Outcome (40%)	
<b>External Assessment</b>  Assessment Type 3: Review (30%) RPA only  Assessment Type 3: Evaluation (30%) RPB only	
<i>Please see next page for infographic.</i>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/web/research-project">sace.sa.edu.au/studying/web/research-project</a>	
<i>Students must achieve a C- or better to complete the subject successfully and gain their SACE.</i>	

Stage 2

# Industry Connections

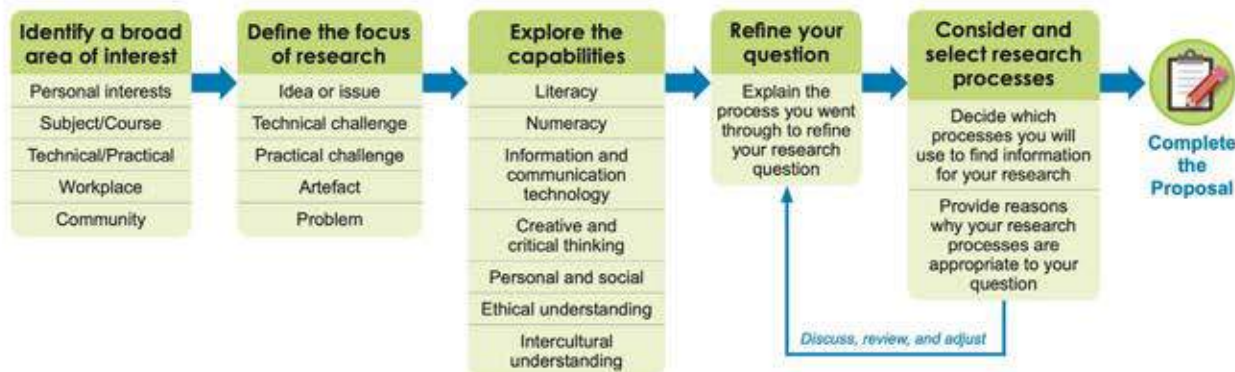
Length	Year: 20-credit SACE subject
FHS Pathways	Year 12 Industry Connections equips students with the practical skills, industry knowledge, and professional networks necessary to thrive in their desired careers. It provides a unique and invaluable opportunity for students to establish connections that can shape their future pathways and contribute to their long-term success.
Subject Description	
In Stage 2 Industry Connections students who have an interest in a particular industry area have the opportunity to develop and apply skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-based project. Students can authentically connect and develop understandings and relationships through industry immersions, where they have the opportunity to focus and reflect on their learning in applied and practical ways. Industry Connections provides the opportunity for students to extend and apply their capabilities while also developing core work and employability skills.	
Content	
In Stage 2 Industry Connections students base their learning on the knowledge, skills and understanding of key concepts related to an industry focus. They collate evidence of their knowledge, skills and understanding in a work skills portfolio and apply their learning through an industry project. Students also reflect on their development of skills and capabilities and consider future possibilities.	
 <a href="#">Examples of Industry Connections programs</a>	
Assessment	
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:	
<b>School Assessment</b>  <a href="#">Assessment Type 1: Portfolio of Work (50%)</a>  <a href="#">Assessment Type 2: Reflection (20%)</a>	
<b>External Assessment</b>  <a href="#">Assessment Type 3: Industry Project (30%)</a>	
Additional Information	
<a href="https://sace.sa.edu.au/studying/subjects/industry-connections">sace.sa.edu.au/studying/subjects/industry-connections</a>	
<i>Stage 2 Industry Connections does not count as a Tertiary Admissions Subject and will not contribute to a student's ATAR</i>	
<i>Stage 2 Industry Connections does not replicate VET programs and students do not achieve VET units of competency.</i>	



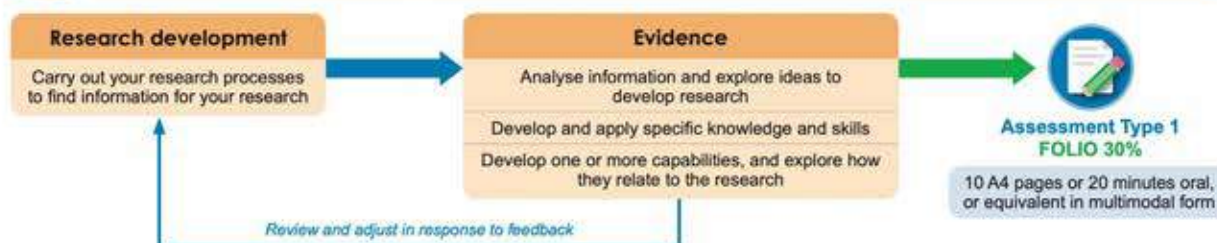
## Research Project RESEARCH FRAMEWORK



### Planning the Research



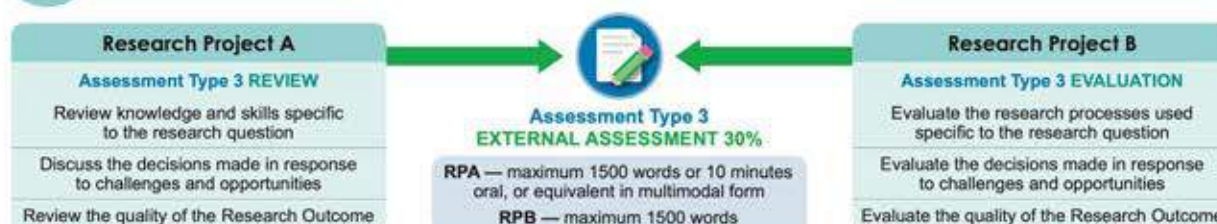
### Developing the Research



### Producing the Research Outcome



### Evaluation or Review



## Research Project ASSESSMENT TYPES



### ASSESSMENT TYPE 1 FOLIO — 30%

The Folio is a record of the student's research.

Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project.

Students:

- consider and define a research question, and outline their initial ideas for the research
- consider and select research processes that are likely to be appropriate to their research question (i.e. valid, ethical, and manageable research processes).
- develop the research, including knowledge and skills specific to the research question
- organise and analyse information gathered
- explore ideas
- understand and develop one or more capabilities.



### ASSESSMENT TYPE 2 RESEARCH OUTCOME — 40%

The Research Outcome resolves the research question. Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome.

The research outcome is substantiated by evidence and examples from the research, and shows how the student resolved the research question.

Students negotiate with their teacher suitable forms for producing their research outcome, for example:

- written results, conclusions, recommendations, or solutions to a problem or question (e.g. an essay, a report, a booklet, or an article)
- a product (e.g. an artefact, a manufactured article, or a work of art or literature) and a producer's statement
- a display or exhibition with annotations
- a multimedia presentation and podcast
- a performance (live or recorded) with a supporting statement
- a combination of any of the above.

Students identify the intended audience for their research outcome, and consider the value of their research to this audience. The form and language of the research outcome should be appropriate to the intended audience.

RPA: Maximum 1500 words, or 10 minutes

RPB: Maximum 2000 words, or 12 minutes



### ASSESSMENT TYPE 3 REVIEW — 30%

#### RPA ONLY

For this assessment type, students:

- review knowledge and skills specific to the research question
- discuss the decisions made in response to challenges/opportunities
- reflect on the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a summary of the research question and research outcome, to a maximum of 150 words if written, or a maximum of 1 minute for an oral presentation, or the equivalent in multimodal form. This summary is assessed.

Students choose, in consultation with their teacher, the best form in which to present their review; it may be in written, oral, or multimodal form.

Students prepare an assessment to a maximum of 1500 words if written, or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form (excluding the written summary).



### ASSESSMENT TYPE 3 EVALUATION — 30%

#### RPB ONLY

For this assessment type, students:

- explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
- evaluate decisions made in response to challenges and/or opportunities
- evaluate the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a written summary of the research question and research outcome, to a maximum of 150 words. This summary is assessed.

Students must present their evaluation in written form to a maximum of 1500 words (excluding the written summary).





# Learning beyond the classroom

Co-curricular programs support and enhance student learning outcomes by providing a platform to practice the skills learned at school in a real-life environment. Our students are prepared for the world beyond school, with vocational and life-oriented skills at the forefront of projects and programs that nurture students' capacity to look up and look out.

## **'I love coffee' - Findon's enterprise education initiative**

Students are given the opportunity to experience a taste of employment in the 'I love coffee' program, trained as level 1 baristas through an accredited provider before servicing the Findon community on a weekly basis behind the coffee machine. In addition to learning practical skills, this program earns SACE credits to provide a head start for graduate years as well as functional skills for future employment.

## **Robotics Club**

We believe all students are natural scientists and engineers. They love to question, tinker, experiment and play. VEX competitions foster these skills and capitalise on the motivational effects of competitions and robotics to help all students create an identity as a STEM learner. VEX competitions are also a great way to expose students to valuable soft skills like communication, collaboration and time-management in a fun and authentic way. The VEX Robotics competition prepares students to become future innovators with 95% of participants reporting an increased interest in STEM subject areas and pursuing STEM-related careers. Tournaments are held year-round at the regional, state and national levels and culminate at the VEX Robotics World Championship each April.

[www.vexrobotics.com](http://www.vexrobotics.com)

## **Courtroom Classroom**

Findon High School is home to the only fully functional courtroom classroom in South Australia. Through the civics curriculum students learn about the Australian legal system before applying critical and creative thinking skills to a fairy tale court case. The courtroom classroom is used across all year levels.

## **Ice Factor**

The program offers a season of Ice Hockey training and competition, including university-style tutorials that are applied and enforced through practice. Students develop skills in leadership, teamwork, respect, humility and perseverance. The integrated learning style affords 10 SACE credits.

“  
nurturing students’  
capacity to look up  
and look out.  
”



# Vocational Education and Training (VET) and Careers

VET is industry specific and nationally recognised training or qualifications that can be undertaken while a student is still at school. Completing a VET qualification provides increased opportunity for students to connect with industry and explore opportunities for further education and work beyond school.

VET Programs are recognised within the SACE, providing credits toward the completion of SACE Stage 1 and/or Stage 2. Of the 200 credits which students must gain to complete the SACE, up to 150 can be gained through VET, for either completed or partially completed qualifications. Students can earn five SACE credits for successfully completing 35 hours of VET and 10 SACE credits for 70 hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at SACE Stage 1 or Stage 2. For more information about VET and to check the VET Recognition Register, visit: [sace.sa.edu.au/web/vet](https://sace.sa.edu.au/web/vet)

Students can undertake training at a number of different Certificate levels whilst still at school; although Certificate I, II and III are the most common. Certificate I offers an entry level qualification in a chosen industry, which may be used to help with SACE Stage 1 completion and to move forward into the next level of training. These Certificates can often be commenced during Year 10 and into SACE Stage 1. Certificate II offers students a higher level of qualification and will demand a greater level of understanding. A Certificate II generally helps with SACE Stage 1 completion, although some Certificate II courses may be credited at SACE Stage 2 level.

Most Certificate III courses are considered Stage 2 (Year 12) standard and can contribute to a student's Stage 2 completion. Most completed Certificate III courses can also be included for calculating an ATAR. Some Certificate II/III courses can only be completed under a Contract of Training as an Apprentice or Trainee (on-the-job training).

Students can gain access to a wide range of VET options off-campus delivered by training organisations such as TAFE SA and other private providers. Students will need to travel to the delivery sites to access this training. Information about courses approved by the Department for Education (DfE) for delivery in schools (termed Flexible Industry Pathways) in 2024 can be found at [studentpathways.sa.edu.au](https://studentpathways.sa.edu.au) and Western Adelaide Secondary School Network (WASSN) offerings are advertised via [wats.sa.edu.au](https://wats.sa.edu.au)

In 2024, Findon High school plans to offer Certificate III in Screen and Media through the The Academy of Interactive Entertainment. This course will be an exciting part of our new Creative Industries stream that students will be able to access as a Flexible Industry Pathway (FIP) from Year 7-12.

## VET enrolment process

All VET courses are applied for by the VET Coordinator on the student's behalf via an online application system called VETRO (VET Readiness Orientation). Upon application, students must provide evidence of industry immersion in the field they are applying for. This typically comes via work experience, but may also take the form of volunteering, paid work, industry immersion or other preparatory courses.

Course fees are heavily subsidised by the State Government and are usually no more than \$300 per qualification, although some courses will have a higher fee.

Applications are submitted in Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for. Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.

# Special Interest Pathway Creative Industries (CI)

A government backed expansion combined with an increase in the number of production facilities in South Australia has resulted in a rapidly growing screen and media industry.

The breadth of the industry supply chain means that for every four industry jobs there are an additional three support jobs created elsewhere in the South Australian economy in a range of areas including construction, marketing, hospitality, event management, retail, and transport and logistics. This unprecedented surge has exposed workforce gaps as it is expanding faster than the industry can train and upskill its workers. Findon High School's aim is to boost this workforce capacity with a Creative Industries Special Interest Pathway that uses specially designed subjects in year 9 and 10 as well as VET Courses linked with industry in Stage 1 and Stage 2 for CI learning. Students have the opportunity to graduate Findon High School "job ready" for the screen and media sector or well prepared for further studies.

Screen and Media companies in South Australia cover industry areas including:

Screen Production

Games creation

Animation

Post-Production engineering

Set and costume design

Digital and Visual Effects.

## How does the Special Interest Pathway work?

FHS is working in collaboration with industry stakeholders, government, education and training organisations to offer a cutting edge special interest program which produces students who are agile, adaptable multi-skilled, lifelong learners who are able to work in creative industry pathways. The focus is on transferable skills, a positive attitude, good interpersonal skills and a willingness to learn.

FHS Creative Industries (CI) subjects are at the forefront of technology and innovation. Digital skills developed in our programs such as video production, audio production, game development, UX design, virtual reality, augmented reality, machine learning, software engineering, computer generated sequencing, data capturing and storage, project management and coding can be applied across a range of high-tech industries.

Further education and training: There are a number of educational institutions in South Australia that offer courses and training in screen and media-related fields, including the University of South Australia, Flinders University, and the Adelaide College of the Arts. These courses cover a range of topics, from film and television production to advertising and game development.



# Certificate III in Screen and Media with AIE

2024 Findon High School students are eligible to enrol in this certificate at Year 11 after they have completed the VETRO requirements, including industry exposure and pathway planning.

# Findon Technical College

Findon Technical College is the first of 5 technical colleges in South Australia, setting the standard for excellence in its design, learning environment and provision of skills-based training.

The Certificate III in Screen and Media course presented by the Academy of Interactive Entertainment (AIE) will teach students how to develop 3D environments, characters, and animation for interactive games. Game art development is an exciting and dynamic entertainment medium that is quickly being adapted into established areas such as architecture, product design and film making as well as emerging technologies such as VR and AR.

“  
**Exploring  
exciting and  
dynamic  
entertainment  
mediums**  
”

The course covers the techniques of making 3D artwork for games including:

Concept art
3D modelling
Texturing
Animation
Lighting
Gray boxing
Creating animated game characters
Creating interactive environments
Adding audio
Interactive game play elements
Software
Blender
Unreal Engine or Unity engine
Autodesk Maya

For more information about a Certificate III in Screen and Media visit [aie.edu.au/course/game-art-foundations](http://aie.edu.au/course/game-art-foundations) or alternatively book an appointment to speak with a member of Senior School Leadership at Findon High School.

Co-located on the grounds of Findon High School, the college will offer students in years 10, 11 and 12 the chance to learn in world-class facilities that replicate the look, feel and flow of industry workplace environments.

It will provide pathways straight from school to employment, through school-based apprenticeships and traineeships, work experience and connections with local employers and direct intake to degree level programs at university.

Findon Technical College will offer industry training programs in:

Early Childhood Education and Care
Advanced Manufacturing and Engineering
Health and Social Care.

The programs are directly informed by industry and employer partners to make sure they reflect the skills and experience needed in the workplace, creating an innovative learning environment.

The technical college will allow students to access training and education opportunities while enrolled in school and get a head start in the career of their choice by developing technical and employability skills most needed in the industry.

Findon Technical College is set to open in 2024.

For more information, visit:

[education.sa.gov.au/FindonTechnicalCollege](http://education.sa.gov.au/FindonTechnicalCollege)

[findonhs.sa.edu.au/teaching-and-learning/  
findon-technical-college](http://findonhs.sa.edu.au/teaching-and-learning/findon-technical-college)

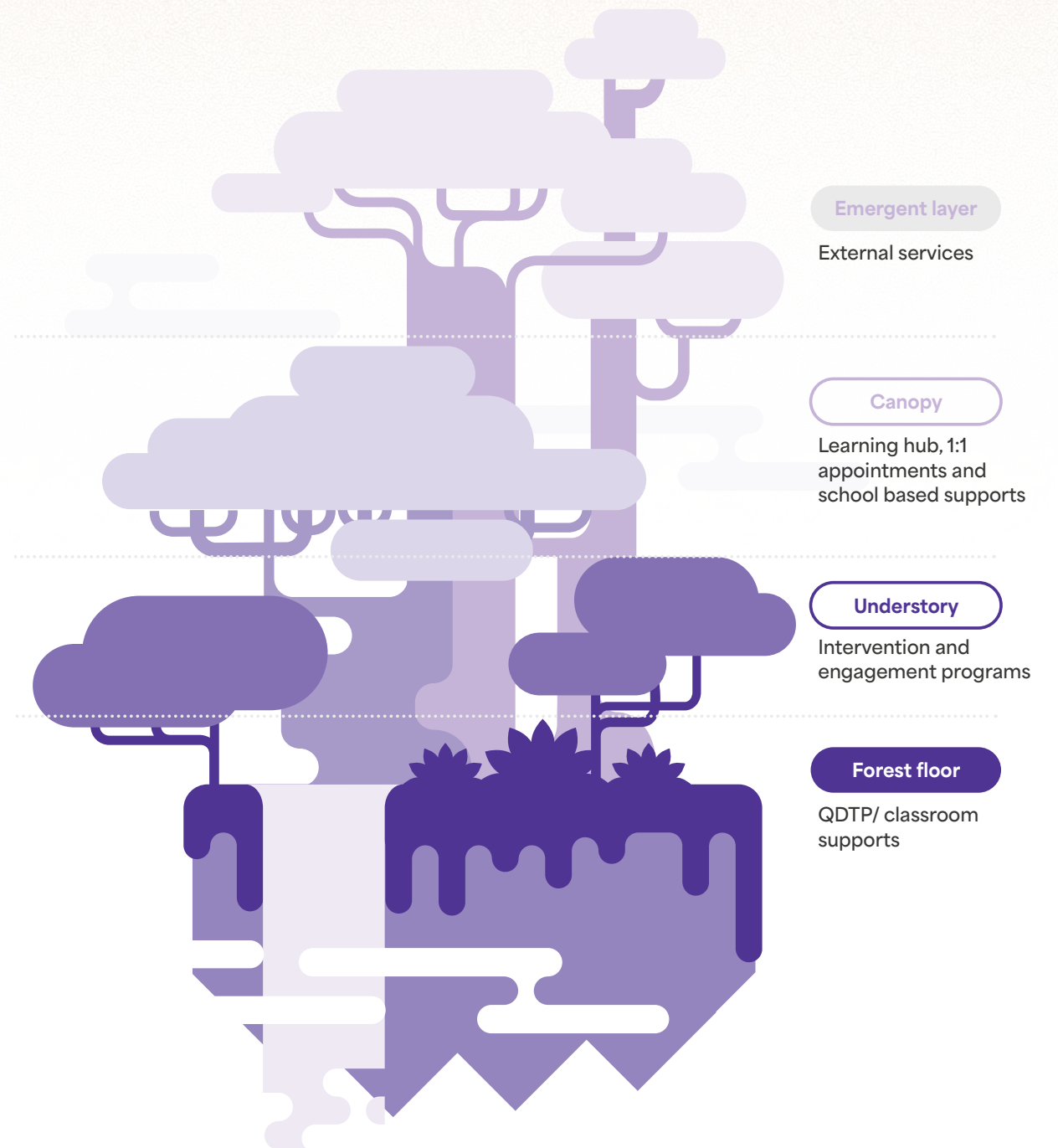
“  
**get a head  
start in the career  
of their choice  
by developing  
technical and  
employability skills**  
”





# Wellbeing and Inclusion

Findon High School strives to be an inclusive and supportive school for all students. From quality differentiated teaching, to individualised support, we cater for wellbeing and learning needs in and out of the classroom.



**Forest Lane**



## Forest Lane

The forest lane is a designated space in the school that encompasses wellbeing and learning support for all students. The analogy of the Forest is used to help differentiate the different levels of support available to students at our school. Our lane is made up of:

- 🔔 The Learning Hub
- 🔔 Intervention and wellbeing program delivery
- 🔔 Allied Health Rooms
- 🔔 Wellbeing/Learning staff office
- 🔔 AET/ASETO office

Findon High School is committed to the wellbeing and learning of all students. Our team is made up of; Wellbeing Leader, Inclusion Leader, LEAP (Learning Engagement and Pathways) coach, Wellbeing SSOs, Classroom Support Staff, Pastoral Care Worker, Aboriginal Education Teachers and ASETO.

## Learning Hub

The Learning Hub is the centre of Forest Lane and is a student regulation and interoception room, which is supported by a member of the wellbeing and learning team at all times. Students who utilise the Learning Hub have access to:

- 🔔 1:1 coaching through regulation strategies and problem solving
- 🔔 Learning Hub plans
- 🔔 5 point scales
- 🔔 Hiring of sensory tools
- 🔔 Personalised 1:1 programs based on student need e.g. anger, loss, anxiety, body image, friendships etc.

## One Plans

All students with a diagnosed disability, are a student in care or identify as First Nations, have a personalised plan. One Child One Plans are developed with families to clearly detail and define student personalised goals for the year, which are based on data and SEA (Standard of Education Achievement) levels, identifying an area of growth.

## IESP

Students with a disability can receive extra support from Findon High School. Depending on the level of support your child needs, the process is different as each application is tailored to the student's functional need and barrier to learning. Students with a disability requiring minor adjustments to their learning can access support directly from Findon through whole school intervention processes and quality differentiated teaching practice (QDTP).

## Intervention

We offer Literacy and Numeracy programs that are personalised to the needs of each participating student. Our programs are offered through weekly Year 7/8 Mastery classes, as well as during our intensive 1:1 or small group sessions. Standardised testing happens at the beginning of each year to identify the students requiring additional intervention support. Students receiving the Inclusive Education Support Program (IESP) funding are offered additional intervention times, if required. Findon High Schools runs the following intervention programs:

- 🔔 MULTILIT
- 🔔 Macqlit
- 🔔 Quicksmart Maths
- 🔔 Lexia
- 🔔 Mathspace
- 🔔 Comprehension and Numeracy Cards

## Wellbeing Programs

Programs to support wellbeing, learning and engagement vary year to year, depending on student needs. For example evidence based programs may include:

- 🔔 What's the Buzz for social skill improvement
- 🔔 Seasons for Growth for coping with change, grief and loss
- 🔔 Meet Your Amygdala for dealing with anxiety
- 🔔 Rock and Water for developing regulation skills
- 🔔 Shine Inclusive Education Program supporting students regarding relationships and safety

## Pastoral Care Worker

The School's Ministry Group (SMG) is the Service Provider for the National Schools Chaplaincy Program at Findon High School and provides our Pastoral Care Worker. Our PCW is an integral part of our Wellbeing Team, supporting students 1:1 with mentoring, leading wellbeing groups and our Learning Hub.

## AET/ASETO

At Findon High School we support each of our First Nations students to enjoy and succeed at school through:

- 🔔 Ensuring we provide a culturally safe environment at school for students and their families
- 🔔 Data informed next learning steps
- 🔔 Designing flexible learning within subjects that build on each student's strengths, experience and passions
- 🔔 Emphasising the importance of explicit teaching of functional literacy and numeracy in all learning areas within a high challenge student centred learning framework
- 🔔 Supporting our First Nations families to be partners in their student's learning including literacy and numeracy
- 🔔 Enabling cultural learning with First Nations people
- 🔔 Setting and regularly reviewing each student's career goals and next learning steps.

The Findon High School Aboriginal Education Team comprises two Aboriginal Education Teachers and an Aboriginal Secondary Education Transition Officer.

## LEAP

Our Learning, Engagement and Pathways Coach (LEAP) is a qualified Social Worker who supports students in addressing their wellbeing and engagement barriers. Our LEAP coach offers individualised sessions based around the functional need of the student, this includes; advocacy, wellbeing support, life skills, referrals to Allied Health Professionals, future pathways support, career planning and subject planning.

## Appointments

The Wellbeing Team at Findon High School offers an online appointment system for students to access 1:1 wellbeing support. This online appointment system allows students to select a staff member, time and seek support, similar to connecting to Allied Health professionals in the community. This intervention encourages young people to develop agency, resilience and prepare them for skills required after school.

## SMHP

School Mental Health Practitioners (SMHP) is provided by the Department for Education to work in schools to support students with emerging and mild to moderate mental health concerns. SMHP is a qualified Allied Health Professionals and supports students 1:1 or via small group settings.

## Allied Health

Allied Health professionals are invited to work onsite with students, under their NDIS plan. Before appointments can be made, Findon High Schools follows the Department for Education processes and policies to ensure safety is prioritised for all students onsite.

Findon High School strives to be an inclusive and supportive school for all students.





## The Palms

The Disability Unit at Findon High School is specifically designed to cater to the unique needs of students with physical disabilities and additional disabilities, including those with complex communication needs. Our goal is to provide a supportive and inclusive learning environment where every student can thrive and reach their full potential.

In the Disability Unit we understand that traditional Australian Curriculum may not always be accessible or suitable for students with disabilities, so we adapt and tailor the content to meet their individual needs. This ensures that they can actively engage in their learning and make progress in their education.

As students' progress through their high school years, we provide access to modified SACE (South Australian Certificate of Education) from year 10. This allows students the opportunity to successfully complete their high school education and obtain a qualification that is recognized and valued by employers and further education institutions.

In addition to academic learning, we also prioritize the physical well-being of our students. We have implemented strategies from Conductive Pedagogy, which involves daily exercise programs that are specifically designed to improve the students' physical abilities and overall health. These programs are carefully adapted to suit individual abilities and are an integral part of their daily routine.

Collaboration is a key component of our approach to meeting the needs of our students. We work closely with parents, conductors, and allied health professionals to ensure that each student receives the support and resources they require. This collaborative effort allows us to create a comprehensive and holistic approach to their education and well-being in an environment where students with physical disabilities and additional needs can thrive academically, physically, and emotionally. We are committed to ensuring that each student receives the support and resources they need to reach their full potential and successfully transition into adulthood.

“

**We work closely with parents, conductors, and allied health professionals to ensure that each student receives the support and resources they require.**

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